

Faculty Perspectives on Diversity and Inclusion at a Highly Diverse Institution: A Study of
Organizational Culture

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Abstract

U.S. demographic shifts are not being reflected in higher education institutions (U.S. Census Bureau, n.d.; U.S. Department of Education, 2013). While institutions recruit underrepresented students and faculty, retention of these populations continues to be an issue in part due to a lack of sense of belonging (Booker, 2007; Hurtado & Carter, 1997), poor institutional climate (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012; Rhee, 2008), and institutional racism (Stanley, 2006). Organizational culture theory offers a lens to examine the underlying structural problems preventing organizations from permanently adopting diversity and inclusion initiatives throughout the institution.

This qualitative study examines how faculty members describe organizational culture of diversity and inclusion at a research university with a high degree of student diversity. The conceptual framework was Schein's (2010) organizational culture model. Participants included 19 faculty members who identified as Caucasian/White, African American/Black, Hispanic/Latino, or Asian/Pacific Islander. Of all participants, 12 were male and seven female.

In-person interviews were conducted to gather data. Data were analyzed using the constant comparative method. Five themes emerged: forming culture, describing diversity and inclusion within the culture, learning impacted by diversity, feeling the culture, and directing culture. Unique findings from this study reveal that participants believed there is a shifting organizational culture of diversity and inclusion at the selected institution due to newly acquired designations, causing redefinition of existing assumptions. Additionally, faculty members (a) held different definitions for diversity and inclusion, which affected how they understood the university's responsibilities; (b) relied on localized diversity initiatives over university-wide ones; (c) believed in the unique needs of a highly diverse student body; and (d) were concerned with gaining diversity and inclusion at all ranks of the institution. Findings suggest that faculty at this institution viewed the organizational culture of diversity and inclusion to be welcoming for students. However, participants' perspectives were mixed about this same culture being welcoming to all faculty members. The study has implications for administrators and faculty

members seeking to create more diverse and inclusive organizational cultures. Findings also have implications for future research on organizational culture, faculty, diversity, and inclusion.

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General Audience Abstract

Although U.S. demographics are becoming increasingly diverse, these shifts are not reflected at universities and colleges. Diverse students and faculty are underrepresented in these spaces. Based on previous research, evidence has indicated that diverse underrepresentation is in part due to the unwelcoming environments diverse populations face in university and college settings (e.g., structural racism). In spite of university and college leaders' efforts to increase diversity on their campuses and make environments more inclusive, these efforts are not always put into practice uniformly throughout these postsecondary institutions.

In this study, I investigated this problem by focusing on the values and behaviors that contribute to creating a welcoming environment for diverse populations at a university with a diverse student body. I interviewed faculty members at this university and gathered information about their perspectives on diversity and inclusion. By conducting the study at a university with a diverse student body, I assumed that this university member's values and behaviors contributed to welcoming campus environments for diverse populations. My goal through these interviews was to learn from faculty members about the values and behaviors related to diversity and inclusion at this university.

In these interviews, faculty members discussed values and behaviors in relation to diversity and inclusion at their university; they defined diversity and inclusion; shared their individual efforts to make learning environments more welcoming for diverse students; conversed about the initiatives that the university put in place to create welcoming environments for diverse populations; and talked about the challenges at the university as these related to diversity and inclusion, which consequently and periodically resulted in less welcoming campus environments.

Findings from this study are important because as demographics in the U.S. continue to shift, universities and colleges will need to pay close attention as to how organizational values and behaviors impact diversity and inclusion while they attempt to create environments that are welcoming to diverse populations.

Dedication

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Chapter One

Introduction

The demographic composition of the U.S. has changed dramatically during the last 15 years. U.S. demographic trends between 2000 and 2010 illustrate significant growth among ethnoracial minority groups. During this decade there was an increase among all ethnoracial minority groups, but major increases occurred among Asians (43%), Latinas/os (43%), Native Hawaiians and other Pacific Islanders (35%) and those who identify as being of two or more races (32%) (U.S. Census Bureau, n.d.). Together, these ethnoracial minority groups are expected to be a majority of the country's population by 2050 (Fry & Lopez, 2012). It is projected that by this same year, Latinas/os will make up 29%, African Americans 13%, and Asians 9% of the population (Fry & Lopez, 2012).

In spite of these demographic shifts, the numbers of students of color (SOC) remain low in higher education. In fall 2012, percentages of post-secondary student enrollment (at the undergraduate and post baccalaureate level) were 58% White, 14% African American, 14% Hispanic, 6% Asian, and less than 1% of Pacific Islander, and American Indian/Alaska Native (U.S. Department of Education, 2013). Low representation of faculty of color (FOC) also exists. In fall 2013, full-time faculty in higher education were 79% White, 6% African American, 5% Hispanic, 10% Asian, less than 1% Pacific Islander, and less than 1% American Indian/Alaska Native (U.S. Department of Education, 2015).

Currently, there is a gap between U.S. demographic changes and the representation of SOC and FOC on college campuses. As higher education institutional leaders continue to seek to increase graduation rates of college students they will have to take these demographic shifts into account. Building capacity that will aid in the recruitment and retention of students and faculty of diverse backgrounds can be especially beneficial to higher education institutions seeking to address the underrepresentation of SOC and FOC.

Retention of Students of Color

The underrepresentation of SOC in higher education is due in part to low retention of these populations in schools and colleges (Altbach, Lomotey, & Rivers, 2002; Oseguera, Locks, & Vega, 2009). Although recent reports have demonstrated that more Black and Latino students are entering four-year-colleges (Roach, 2013), institutions continue to fail to retain these groups of students. SOC bachelor's degree completion rates have historically been lower than those of

White students (Johnson, et al., 2007). While in 2013, 83% of Latina/o and 85% of Black students taking the ACT aspired to complete a post-secondary credential, racial/ethnic minority students were less likely than their White and Asian peers to have participated in a dual-enrollment program while in high school (Radunzel, 2014). Not participating in these programs could contribute to SOC being less prepared for college (Radunzel, 2014). Students can be better prepared for college if they understand the importance of college preparation and are provided with equal access to coursework and resources (Radunzel, 2014).

Yet there are factors contributing to increased persistence and degree completion for SOCs, such as sense of belonging (Hausmann, Schofield, & Woods, 2009; Hurtado & Carter, 1997; Museus & Maramba, 2011). Sense of belonging “contains both cognitive and affective elements in that individuals’ cognitive evaluation of their role in relation to the group results in an affective response” (Hurtado & Carter, 1997, p. 328). In other words, sense of belonging emphasizes that the responsibility for success does not lie solely with the student and that there is interplay between the individual and the institution (Johnson et al., 2007). A higher sense of belonging positively influences SOC’s academic achievement (Mallett et al., 2011) and retention (Hurtado & Carter, 1997). For SOCs, sense of belonging depends on their experiences with faculty and peers (Booker, 2007) and having positive race-related interactions (Mallett et al., 2011; Mendoza-Denton, Downey, Purdie, Davis, & Peitzak, 2002). At predominantly White institutions (PWIs), Black male students who interact with diverse peers (different race or different interests) are more likely to experience a higher sense of belonging (Strayhorn, 2008b). SOC also report a lower sense of belonging than their White counterparts at various institution types (Johnson et al., 2007; Strayhorn, 2008a; Strayhorn, 2008b). As administrators at institutions seek to increase the number of SOC, close attention must be paid to changing campus factors that can positively impact their sense of belonging.

One factor that is strongly tied to students’ sense of belonging and retention is institutional climate. Institutions that lack diversity can also negatively impact students’ retention (Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012; Hurtado, Milem, Clayton-Pedersen, & Allen, 1999; Rhee, 2008). SOC have reported experiencing harassment at higher rates than their White counterparts (Rankin & Reason, 2005). In addition, SOC also perceive campus climate as more racist and less accepting than White students across geographically diverse institutions and a variety of institutional types (Rankin & Reason, 2005).

For retention of SOC to improve, administrators must improve their campus climate by increasing diversity among their students and faculty. Improved campus climate contributes to the successful adjustment and academic achievement of SOC (Museus, Nichols, & Lambert, 2008). Institutions can achieve a climate for diversity by transforming the historical, structural, psychological, and behavioral dimensions of their environments (Hurtado et al., 1999).

Retention of Faculty of Color

In part, institutions can work to improve the climate for diverse students by increasing the number of FOC on their campuses. While retention is a problem among all faculty members, it affects FOC to a higher degree (Jayakumar, Howard, Allen, & Han, 2009; Xu, 2008). More specifically, low representation of FOC at PWIs does not allow for a critical mass to develop, and can lead to FOC experiencing institutional racism through policies and practices that discriminate against them based on race, nationality, gender, and sexual orientation (Stanley, 2006). Campuses with low representation of FOC, have a greater likelihood of FOC feeling alienated and “othered” (Turner, Myers, & Creswell, 1999). According to previous research, this underrepresentation and racial bias have contributed to the “chilly climate” at some institutions in the Midwest, causing FOC to be denied tenure and to meet higher standards than White faculty (Turner et al., 1999). Black and Latina/o faculty members at institutions with negative racial climates tend to indicate lower levels of job satisfaction (Jayakumar et al., 2009). Meanwhile, the rate of retention for White faculty is greater at institutions with more negative racial climates (Jayakumar et al., 2009).

Low retention of FOC is also highly related to the promotion and tenure process. FOC are dissatisfied with the tenure and promotion process at higher rates than White faculty (O’Meara, 2002). In general, FOC’s lower level of satisfaction with the tenure and promotion processes (O’Meara, 2002) may be due to some members in this group having a high commitment to teaching and service (Antonio, Astin, & Cress, 2000; Bellas & Toutkoushian, 1999), and being at institutions (e.g., research institutions) with reward systems that do not value these two responsibilities to the same degree as research.

In part, this mismatch between the value systems of institutions and that of some FOC may be due to the lack of “fit” between them. Recent literature has established that for faculty members to stay at institutions, there needs to be a fit between the faculty members and their programs, departments, and institutions (Ryan, Healy, & Sullivan, 2012). A good “fit” occurs

when there is congruence between institutional and individual values and priorities (Olsen, Maple, & Stage, 1995; Ryan et al., 2012). The concept of “fit” affects the level of satisfaction of FOC (Olsen et al., 1995) and can impact faculty career decisions about staying or leaving academia all together (Ryan et al., 2012).

Simultaneously, other literature suggests that the lack of congruence between the values of institutions and of FOC can be attributed to more than a “mismatch” (Olsen et al., 1995). Incongruence can be an indication that there is a lack of institutional inclusiveness of FOC in promotion processes. Current reward systems at many institutions may not be inclusive of the diverse accomplishments and forms of service (Turner et al., 1999). Procedures and policies are often racially oppressive and restrict the participation of racial groups in academia (Baez, 2000). In other words, institutional reward systems are not designed in a manner that values what is important to FOC, making it difficult to retain them.

As higher education becomes more diverse, both FOC and institutional leaders will need to negotiate their values to be a better fit for one another. FOC who choose to work at a research institution and highly value teaching and service will have to find ways to better integrate their values with research. Similarly, as the demographics in the U.S. continue to shift and research university leaders seek to attract and retain more FOC, they will need to increase the inclusivity of their policies and take into account the diverse values of FOC. It is possible that if research institutions reward teaching and service to a higher degree faculty’s job satisfaction may improve (Mamiseishvili & Rosser, 2011).

Models of Diversity and Inclusion

Historically, administrators have implemented a wide variety of programs for recruiting and retaining underrepresented students and faculty. Programs such as McNair Scholars, Upward Bound, TRIO, weekend visits for prospective underrepresented students, and other initiatives have been used to increase diversity among student populations. Similarly at the faculty level, academic administrators have incorporated future faculty recruitment programs to institutionalize the recruitment of underrepresented faculty members early on, created initiatives using ADVANCE grants from the National Science Foundation, developed work-life policies, institutionalized mentorship programs, and led university-wide diversity conferences among other efforts to retain underrepresented faculty members on campuses.

Although some of these diversity programs have been successful, what often lacks is the ability for these changes to be adopted university-wide and for institutions to be transformed to the point that diversity becomes “automatic” and is no longer viewed as “extra” programs or work (Ahmed, 2012). Instead, diversity initiatives are rarely adopted university-wide and such efforts do not translate into the quotidian practices of all units (Miller & Katz, 2002). There are often discrepancies between an institution’s mission and vision about diversity and how these concepts are practiced throughout a university (Elliot II et al., 2013).

In the last decade, the term “diversity” has been paired with “inclusion” to emphasize that college officials must go beyond recruitment of minorities (Williams & Clowney, 2007). Rather, the goal is to include everyone, regardless of background, in all parts of the institution. Inclusion is key in ensuring that an institution benefits from its current diversity (Ferdman, 2014). Advocates of inclusion have argued that administrators must not only target structural diversity (representation in numbers) but must also become inclusive (integration of structural diversity) (Amhed, 2012; Gilbride, Stensrud, Vandergoot, & Golden, 2003; Tienda, 2013). The concept of inclusion signifies a new phase in which individuals and organizations focus on retaining persons of color by ensuring that they are included in all aspects of the institutions (e.g., leadership). In other words, inclusion allows institutions to benefit from diversity in both aspects: individually and collectively (Ferdman, 2014).

Paralleling the shift from diversity to inclusion, diversity models have been developed to move institutions from achieving structural diversity to creating a culture that is inclusive of diversity. Some of these models focus on building institutional capacity through the use of four dimensions: access and success of underrepresented students; campus climate and intergroup relations; education and scholarship; and institutional viability and vitality (Smith, 2015). Others have focused on creating models that leverage diversity and foster systematic inclusion by focusing on organizations: developing new competencies; creating policies that support everyone to do their best work; leveraging a diverse workforce; becoming socially responsible for educating communities outside the organization; and providing the best services and products to consumers (Miller & Katz, 2002). Models like this support an organization’s readiness for change. Most recently, frameworks addressing the link between diversity and inclusion have also been developed, emphasizing the need for “the practice of inclusion” (Ferdman, 2014). These frameworks seek to go from individuals’ identities and their experience of inclusion to them

being part of an organization that fosters climates that are inclusive of all individuals. In this approach, cultural and identity-based differences are viewed as resources from which the whole organization can benefit.

Unfortunately institutions' diversity and inclusion models change frequently, making it hard to fully implement or assess their effectiveness. These institutional changes are due to external pressures that can include legal and political dynamics, changing demographics, emergence of a postindustrial and knowledge economy, and persistent societal inequalities (Williams & Clowney, 2007). In the past, higher education leaders have responded by ignoring these external forces and only responded if the university is faced with powerful incidents. Cases where diversity planning efforts are made tend to follow cycles that often begin with a campus reacting to some disruption (e.g., hiring of new leadership) and end with a written plan that is presented to the president or some other government body (Williams & Clowney, 2007). From the last phase on, each institution leads diversity efforts across campus differently, and many fail to identify the capabilities, resources, and authority processes to oversee the implementation of the plan. Not surprisingly, most diversity plans are quickly left behind at the end of the cycle (Williams & Clowney, 2007).

Since diversity efforts tend to be cyclical, researchers must focus on that which makes higher education institutions stable: organizational structures. Structures are difficult to transform, yet are precisely what must be transformed if higher education leaders are to institutionalize diversity and inclusion. However, few studies have explored the lasting influences of diversity and inclusion change models on organizational structures.

Benefits of Diversity and Inclusion in Higher Education

Despite the cyclical nature of diversity and inclusion models, researchers have identified numerous benefits of diversity and inclusion for higher education institutions. These benefits include enhanced educational environments (Berrey, 2011), higher GPAs and retention of first-year students (Bowman, 2014), higher levels of intellectual engagement among students (Gurin, Dey, Hurtado, & Gurin, 2002), and substantial changes in teaching and curriculum content (Milem, 2001) to produce a more competent workforce (Moses, 2014). In this manner, institutions with more diversity and inclusiveness are able to offer richer educational environments (Berrey, 2011; Bowman, 2014; Gurin et al., 2002; Milem, 2001). Having students

from different backgrounds enhances an institution's educational environment and competitiveness in the global economy (Berrey, 2011).

Diversity also allows for learning environments to be enhanced and positively impacts undergraduate student outcomes (Bowman, 2014; Gurin et al., 2002). In a longitudinal study with a sample of 8,475 first-year students at 46 institutions investigating how openness to diversity and challenge (ODC) is related to student success, Bowman (2014) found that diversity positively impacts first-year GPA and can help in predicting student retention from the first to the second year. Prior research investigated how diversity fosters students' cognitive growth among Black, Asian, Latina/o, and White students using data from the University of Michigan and the Cooperative Institutional Research Program (Gurin et al., 2002). Findings revealed that informal interactional diversity (interactions between groups outside the classroom) produced higher levels of intellectual engagement for students from all four groups (Gurin et al., 2002).

However, for students and institutions to benefit fully from diversity, diversifying the student body is insufficient unless it is paired with substantive changes in institutional approaches to teaching and learning (Milem, 2001). Researchers have examined diversity in relation to students, faculty, campus climate, teaching approaches, and learning content across institutional types. Data included the Higher Education Research Institute (HERI) 1992-1993 college and university faculty survey from 344 institutions; racial compositional data on students at 244 institutions from the Higher Education Governance Institutional Survey; and institutional classification data from the Carnegie Foundation (Milem, 2001). Findings revealed that selective research institutions that have managed to increase enrollment of diverse students were not as responsive to the needs of these students (Milem, 2001). This was largely explained by the fact that faculty at these types of institutions were more specialized in research and had not developed teaching approaches to fully engage diverse student populations to the content. Furthermore, institutions with more diverse faculty and with leaders who were active in crafting a campus climate for diverse students tended to demonstrate more changes in teaching approaches and learning content (Milem, 2001).

As U.S. demographics continue to shift, so will the types of services, markets, and the country's overall needs. Higher education institutions will continue to play a crucial role in producing a competent workforce of global citizens that can address society's needs to fully prepare students for the future and to complete this goal will have to build capacity for diversity

(Smith, 2015) and inclusion (Ferdman, 2014; Miller & Katz, 2002) on their campuses. As students enter college to prepare for the workforce, institutions must provide environments that allow students to develop skills to work within a more diverse country (Moses, 2014). Learning environments that acknowledge diversity must have a diverse student body, diverse faculty, and inclusive learning content for students (Milem, 2001).

Previous models in higher education have proposed for campus leaders to address diversity and inclusion by transforming the institutional climate (Hurtado et al., 2012; Hurtado et al., 1999) and developing organizational leadership that is more diverse and culturally competent (Aguirre & Martinez, 2001). Some university leaders have attempted to implement best practices, which have surfaced from campus climate research. These practices often include developing diversity offices, cultural centers, provided academic services, redefined institutional mission statements, values, and visions, and set diversity strategic plans. Yet, these efforts have not always successfully transformed the diversity and inclusion efforts at institutions because campus climate is only one artifact of an organization's culture, which includes many other components (Schein, 2010, p. 24). Researchers have rarely explored diversity and inclusion in relation to dimensions of organizational culture beyond campus climate.

Considering what U.S. changing demographics means for higher education institutions special attention must also be placed on learning more about research universities, which educate significant numbers of students in the country. In 2014, all 129 public research institutions were categorized as large with enrollment of at least 10,000 students seeking degrees at the bachelor's level or higher (Carnegie Foundation, 2010). However, only a few of these research institutions have reached structural diversity, making it challenging to examine the inclusion piece in organizational culture at this institutional type. Yet, to better prepare higher education institutions to be inclusive of their changing student bodies, research must continue to be developed in the area of organizational culture in relation to diversity *and* inclusion.

Although there are many ways to investigate organizational culture in higher education, understanding faculty members' perspectives on organizational culture is a uniquely promising approach. Given that faculty members play a crucial role in higher education and in the development of students' education, higher education leaders must understand faculty members' perceptions of the organizational culture for diversity and inclusion in their institutions. Faculty members hold responsibilities (e.g., research, teaching, and service) that are essential to higher

education, and as a result they interact with students, administrators, and other faculty members on campus. In organizational terms, faculty members are both receivers and producers (Moses, 2014) of organizational culture. Therefore, an in-depth examination of their experiences and perspectives can reveal how impressions about diversity and inclusion are created and maintained throughout the institution.

Conceptual Framework

Some organizational cultural theories have focused on the various elements that produce culture (e.g., mission statements) and the process institutional members must undergo for cultural change (Tierney, 2008; Chesler, Lewis, & Crowfoot, 2005). Rather than focusing solely on the *existence* of elements that produce culture, Schein (2010) developed a framework that *organizes* organizational culture by levels of depth. His theory is unique because it takes into account the assumptions and values held by institutional members and how these influence the behavior of people on campus. Schein's (2010) model includes three levels. The first is artifacts, which is the most visible level. The second level is espoused beliefs and values, which are created when a group experiences a conflict and needs to try out solutions (Schein, 2010). The solutions that work become adopted and valued by organizational members. The third and core of this model is the deepest level of culture: basic assumptions. This level includes the unconscious, taken-for-granted beliefs (Schein, 2010). These levels of culture can be used for a deep analysis of organizational culture in relation to diversity and inclusion.

Given that diversity and inclusion efforts are cyclical and constantly changing, a framework that addresses levels of culture would allow for the culture of diversity and inclusion to be examined in relation to permanency. In other words, with this model diversity and inclusion can be examined within an organization's culture beyond what is tangible (e.g., artifacts and proclamation statements), which is often at the level where higher education institutions express their commitment to these issues. Schein's model gets to an organization's basic assumptions about what institutions' members believe and why they practice what they do. He argues that the best way to understand basic assumptions is by speaking to insiders of the organization (Schein, 2010). This level of depth provides a sound understanding of the core of organizational culture and how it influences institutional members' permanent adoption of diversity and inclusion practices.

Statement of the Problem

U.S. institutions of higher education are not reflecting the country's demographic shifts (U.S. Census Bureau, n.d.; U.S. Department of Education, 2013). As higher education institutional leaders seek to increase the number of college graduates, they will need to address the gap that exists between these demographic shifts and the representation of SOC and FOC on college campuses. Although institutions may be able to recruit underrepresented students and faculty, retention of these groups continues to be a challenge. Factors that contribute to SOC low enrollment rates include sense of belonging (Booker, 2007; Hurtado & Carter, 1997; Mallett et al., 2011; Mendoza-Denton et al., 2002; Strayhorn, 2008a) and institutional climate (Hurtado et al., 2012; Hurtado et al., 1999; Rhee, 2008; Museus et al., 2008). Similarly, retention of FOC is also a challenge (Jayakumar et al., 2009; Xu, 2008). Low retention of FOC at PWIs can make it challenging for a critical mass to develop and can lead to FOC experiencing institutional racism (Stanley, 2006), as well as alienation and othering (Turner et al., 1999). Furthermore, FOC at institutions with negative racial climates have lower levels of job satisfaction, which can lead to low retention (Jayakumar et al., 2009). Low retention of FOC is also related to this group experiencing lower levels of satisfaction with the promotion and tenure process (Bellas & Toutkoushian, 1999; O'Meara, 2002).

Institutions have created a variety of programs and initiatives to increase representation of underrepresented faculty and students. Although some institutions have developed diversity programs, these initiatives are seldom implemented university-wide (Ahmed, 2012). Often, institutions do not implement diversity initiatives uniformly (Miller & Katz, 2002) and discrepancies occur between institutions' aspirations and the practice of these efforts (Elliott et al., 2013). Within the last decade, higher education has shifted from using models that have only addressed the need for "diversity" to models that take into account the relationship between "diversity and inclusion" (Ahmed, 2012; Gilbride et al., 2003; Tienda, 2013). Diversity models have been created to help transform institutions by increasing institutional capacity (Smith, 2015) and inclusiveness (Miller & Katz, 2002). However, the implementation of diversity models and other initiatives tend to be cyclical, making it difficult for institutions to permanently implement diversity and inclusion (Williams & Clowney, 2007).

Diversity and inclusion provide higher education institutions with many benefits including better educational environments (Berrey, 2011; Bowman, 2014; Gurin et al., 2002;

Milem, 2001), positive undergraduate student outcomes (Berrey, 2011), higher GPAs for first-year students (Bowman, 2014), and higher levels of intellectual engagement (Gurin et al., 2002). To benefit from diversity, institutional leaders must also diversify faculty and personnel in leadership positions (Milem, 2001). Ensuring diversity among all of these areas can lead to more inclusive teaching approaches and learning content (Milem, 2001) that will give students the necessary skills to work within a highly diverse country (Moses, 2014).

Diversity and inclusion has been examined in relation to institutional climate (Hurtado et al., 2012; Hurtado et al., 1999) and organizational leadership (Aguirre & Martinez, 2001), establishing that institutions are responsible for building capacity for diversity (Smith, 2015) and inclusion (Ferdman, 2014; Miller & Katz 2002). In spite of these efforts and the implementation of best practices (e.g., diversity offices), efforts for diversity and inclusion have not fully transformed institutions. To investigate the underlying structural problems preventing diversity and inclusion efforts from being permanently adopted by institutional members, researchers require an organizational culture lens. Schein's (2010) organizational culture model allows for an in-depth examination of culture.

More specifically, due to the contributions (research, teaching, and service) that faculty members make to institutions and the role they play in students' education, their perspectives on the organizational culture for diversity and inclusion are vital to understand. As faculty members are both receivers and producers of organizational culture, the ways in which they come to understand their institution's culture around diversity and inclusion can have an impact on their core beliefs and daily practices (Moses, 2014). These beliefs and practices reflect the basic assumptions level of culture. In this manner, as insiders faculty members give us access to understand the core level of culture in relation to diversity and inclusion at an institution. This type of deep examination is currently missing from the existing literature on organizational culture of diversity and inclusion.

The shifting U.S. demographics require researchers to pay special attention to research institutions' organizational culture of diversity and inclusion because they are large and educate high numbers of students, yet only a few of them have reached structural diversity. This study seeks to examine a university that serves as an extreme case among this institutional type because it has reached structural diversity, facilitating the examination of the institution's organizational culture of both diversity *and* inclusion. Furthermore, despite the research that has

been done on diversity and inclusion, little is known about this phenomenon in relation to organizational culture from the perspective of faculty. Faculty members play a critical role in the development of students and are both receivers and contributors of culture. Therefore, this research examines how faculty members as insiders describe the organizational culture about diversity and inclusion at one higher education research institution that has reached structural diversity. In this manner, my study builds on the understanding of organizational culture and expands the literature related to diversity and inclusion at research institutions from the perspective of faculty.

Purpose Statement

The purpose of this study was to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of diversity. I was particularly interested in examining this topic from the perspective of faculty members because of their status as insiders within the areas of research, teaching, and service. These three areas are prominent characteristics of research institutions. The conceptual framework used in this study was Schein's (2010) organizational culture theory, which includes three levels of culture: artifacts, espoused beliefs and values, and basic assumptions.

One public research institution with a high degree of diversity was identified. The selected university is unique within its institutional type because of its level of diversity. For the purposes of this study an institution with a high degree of diversity was defined as having at least 10% of representation in each ethnoracial category: Asian, Black, Latina/o, and the percentage of White students being under 50%. The criteria for selecting the institution only included these groups because others (e.g., American Indian) were in most cases below 1% among this institutional type. Selection of participants from this institution in this study was done according to a strict set of criteria. Participants were faculty members who were tenured or tenure-track; were full-time faculty; held a rank of assistant professor, associate professor, or professor; had been at their institution for at least one year; and self-identified as having knowledge about diversity and inclusion work on campus. A qualitative approach was used to gain an in-depth exploration of how faculty members described their university's expression of organizational culture in relation to diversity and inclusion.

Research Question

With these things in mind, I developed the following question to guide this research:

1. How is organizational culture of diversity and inclusion described by faculty members at an institution with a high degree of diversity?

Definition of Terms

Artifacts: “visible and feelable structures and process” (Schein, 2010, p. 24). This term includes published values, observable rituals and ceremonies, organizational charts, the institution’s online descriptions of how the organization works, and language used on these university documents and sites in relation to diversity and inclusion.

Basic Assumptions: “the unconscious taken for granted beliefs and values that determine behavior, perception, thought, and feeling” of all members of the community (Schein, 2010, p. 24). This term includes perceptions of how situations (e.g., behavior from leadership) are interpreted by members within an institution.

Diversity: race, ethnicity, gender, class, sexual orientation, and ability, among other identities (Smith, 2015).

Espoused Beliefs and Values: the “institutions aspirations” (including ideologies, philosophy, beliefs, values, norms, rules, slogans, and parables) (Schein, 2010).

High degree of diversity: An institution with an undergraduate student body with at least 10% of representation in each ethnoracial category: Asian, Black, Latina/o, and the percentage of White students being under 50%.

Inclusion: “involves creating, fostering, and sustaining practices and conditions that encourage and allow each of us to be fully ourselves—with our differences from similarities to those around us—as we work together. To be inclusive, these practices and conditions should also permit and elicit everyone’s full contributions to the collective, in a virtuous cycle that is beneficial both for individuals and the larger groups and/or organizations to which they belong (as well for their various social identity groups)” (Ferdman & Deane, 2014, p. xxii).

Level: “the degree to which the cultural phenomenon is visible to the observer” (Schein, 2010, p. 23).

Organizational Culture: “a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well

enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 2010, p. 18).

Significance of the Study

The study had significance for various constituencies. First, findings of the study provided diversity and inclusion office administrators with information about the types of values and assumptions that exist across groups on campus and the impact these assumptions have on the implementation of diversity and inclusion efforts. The unconscious level on which administrators, faculty, and students operate keeps an organization’s culture constant. Diversity and inclusion office administrators can use this information to create university-wide initiatives that successfully reshape the existing organizational culture.

Senior university administrators can also benefit from this study. Findings from the study provided this group of administrators with information on how university written expressions (e.g., philosophy, ideology, slogans) can shape an institutions culture and impact how diversity and inclusion initiatives are received and practiced by others on campus. If diversity and inclusion initiatives are not part of the organization’s culture, it becomes hard for lower-level administrators to understand the need for these initiatives and therefore they are never put into practice or sustained. As institutional leaders, top-level administrators can use this information to carefully craft their university’s written documents with language that prioritizes the need for diversity and inclusion.

Faculty members can also benefit from the findings in this study. Findings provided faculty members with information about faculty experiences in the existing culture of an institution. Faculty members can use this information to better understand how they not only experience, but also represent the culture of their institution and use this knowledge to more carefully shape their interactions with students in a manner that promotes inclusion.

The study also had policy implications. Findings provided data about current institutional norms and rules that impact diversity and inclusion. Norms and rules are at the core of hiring practices. In light the relationship between norms and rules and relation to organizational culture, policymakers can use findings when designing or revising hiring policies to increase diversity and inclusion.

The study also provided data on faculty perspectives of university policies in relation to diversity and inclusion. Policies guide university members’ daily actions and communicate the

level of commitment that exists for diversity and inclusion. University leadership can use data on faculty perspectives to make their policies better represent the diversity on their campus and increase inclusion.

The findings provided information about the campus culture and how diversity and inclusion were impacted at one institution with a high degree of diversity. This information may help university administrators to adapt and create campus policies to achieve higher degrees of diversity and inclusion.

There is also future research that can be conducted as a result of this study. I examined organizational culture in relation to diversity and inclusion from the perspective of faculty members at one four-year research institution with a high degree of diversity. Further research might examine organizational culture in relation to diversity and inclusion at other four-year research institutions with differing degrees of diversity, as well as four-year institutions with lower research activity. Future research might also investigate other institutional types (e.g., community colleges, liberal arts institutions). Such studies would expand the existing literature on faculty perspectives of institutional culture and its impact on diversity and inclusion across institutional type.

Additionally, I explored faculty perspectives about organizational culture only in relation to diversity and inclusion. Future studies might examine how different groups on campus describe their organizational culture, for example senior administrators. Such studies would expand the knowledge about how this group describes organizational culture and how this can shape diversity and inclusion for other members on campus.

Finally, a future study might examine additional perspectives of organizational culture by using a mixed methods approach (e.g., surveys and interviews). It would be interesting to examine how consistent the basic assumptions of diversity and inclusion are across constituent groups (students, faculty, and administrators). Infusing a quantitative approach would help identify differences not only across the groups, but also within them.

Delimitations

All studies have delimitations and mine was no exception. The first delimitation was related to sample. The study only included faculty members that were knowledgeable about the diversity and inclusion activities of their institution. This criterion was used as a means to

understand the basic assumptions level of culture around diversity and inclusion. It is possible that the study of other groups of constituents' basic assumptions would yield different results.

Next, there was another delimitation related to sample. The study only included one four-year research institution. It is possible that the unique characteristics of this institutional type may have affected the results of the study in an unforeseen manner.

A third delimitation had to do with the recruitment of participants. Participants self-selected into the study. It is possible that faculty members who decided to participate differed in some manner from those who did not choose to be a part of the study. If this was the case then the findings might have been influenced.

Regardless of these delimitations, the study was valuable. There is limited literature related to how organizational culture impacts diversity and inclusion. This study examined faculty perspectives about organizational culture in relation to diversity and inclusion at an institution with a high degree of diversity.

Organization of the Study

The study is organized into five chapters. The first chapter presents the argument for the importance of the study, the purpose statement, research question, and significance of the study. The second chapter provides a review of the literature relevant to this study. The third chapter includes the methodology of the study. Findings of the study are reported in Chapter Four. Chapter Five presents a discussion of the findings, conclusions, and the implications for future practice, policy, and research.

Chapter Two

Literature Review

The topic of my study led me to review the body of literature related to faculty perspectives about organizational culture of diversity and inclusion. I have organized the literature into five sections. First, I review the different approaches of organizational culture. Second, I discuss some of the organizational culture frameworks used in higher education research. Third is a review of literature that examines faculty perspectives of organizational culture about diversity and inclusion. Fourth, I discuss faculty members' values, beliefs, and basic assumptions about diversity and inclusion. Finally, I explore the literature on faculty perspectives about particular components of organizational culture in relation to diversity and inclusion, which include the value of diversity, promotion and tenure policies, work-life balance policies, diversity and inclusion in the classroom, mentorship, and university-wide statements.

Approaches to Organizational Culture

Although researchers have examined issues of diversity and inclusion through a variety of theoretical lenses (e.g., critical race theory, feminist theory), the use of an organizational culture lens can help analyze the various layers of an institutions culture that impact institutional members' everyday practices. Understanding the meaning behind such practices can help identify systemic issues within institutions that contribute to issues of inequality and exclusion. Organizational culture theories normally fall under one of three approaches: integration, differentiation, and fragmentation (Martin, 1992). *Integration* assumes that people share culture, it is consistent and there is consensus across an organization. Studies that use this perspective tend to focus on the congruency of values among individuals and subgroups (Smerek, 2010). *Differentiation* assumes that culture is created by differences between subunits. The only consensus that exists is within subcultures. There is little consensus across an institution. Rather, culture is a "nexus" where a set of subcultures overlaps (Smerek, 2010). Research studies using this perspective tend to focus on the subcultures and the differences between these. *Fragmentation* assumes that culture is ambiguous and consensus only occurs around specific issues (Smerek, 2010). The lack of clarity in this approach makes it difficult to set goals and measure outcomes. According to Martin (2002), about 80% of studies of organizational culture employ one of these perspectives and 10% employ a combination of these perspectives.

It is logical to use the integration perspective to examine organizational culture because historically diversity and inclusion have been handled as cyclical initiatives and because diversity and inclusion exist at some institutions (Williams & Clowney, 2007). Using this perspective sets an expectation that for diversity and inclusion to truly be part of an institution's culture, it must be identifiable through its consistency university-wide. In other words, this framework assumes that diversity and inclusion must be present in all components of an institution for it to be considered "culture." If diversity and inclusion are only present in subcultures, then it becomes difficult to believe that it is part of an institution's culture. Thus, using a framework with an integration perspective provides a critical approach to the examination of organizational culture in relation to diversity and inclusion.

Organizational Culture Frameworks in Higher Education

Various organizational culture frameworks with an integration perspective have been created to understand culture in higher education institutions (Chafee & Tierney, 1988; Clark, 1970; Tierney, 1988). Among them is Tierney's (2008) organizational culture framework, which builds on his earlier model from 1988 and examines administrative decision-making in higher education. This model serves as a tool for administrators to assess their institutions' cultures and then create an orderly change (Schein, 2010). The model takes into account subcultures within institutions and includes six dimensions of culture: environment, mission, socialization, information, strategy, and leadership. Tierney's model emphasizes organizational cultural change. This model can help administrators transform their institution's culture by permanently adopting diversity.

Another organizational culture framework with an integration perspective, widely cited in higher education is Schein's model (2010). Within higher education Schein's model is often used as the framework for studies of culture (Smerek, 2010). His model reduces the abstraction and complexity of organizational culture (Dauber, Fink, & Yolles, 2012). Schein assumes that culture about things exists only if there is consensus among a group (Schein, 1991). Schein (2010) defines organizational culture as:

a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (p. 18).

Culture is composed by observable events influenced by unobservable underlying forces that include: group norms, espoused values, formal philosophy, rules for getting along in the organization, climate, embedded skills, linguistic paradigms, symbols, among others (Schein, 2010). In addition, culture also has characteristics that include: “structural stability,” “depth,” “breath,” and “patterning and integration” (Schein, 2010, pp. 16-17). Structural stability refers to culture defining a group. Culture is stable because it produces meaning and predictability; it is difficult to change. Depth demonstrates that culture’s deepest level is unconscious, making it less tangible (Schein, 2010). Culture has breadth because it can be found in all areas of an organization. Culture influences how tasks and operations are handled. Culture has integration in the sense that various elements (e.g., rituals, climate, and values) are tied together into a pattern (Schein, 2010). To avoid feeling anxiety about the world being unpredictable, patterns within cultures are developed to cope with the world and lessen any anxiety. Overall, the strength of a culture is based on the length of time it has existed, stability of its membership, and the experiences shared by the group (Schein, 2010).

Schein’s (2010) theory examines culture using a three level model: artifacts, espoused beliefs and values, and basic assumptions. Schein defines “level” as “the degree to which the cultural phenomenon is visible to the observer” (p. 23). The degree of tangibility (visible and feelable manifestations of culture) is different at each of these levels. The three levels demonstrate how culture comes to be deeply embedded and part of ones’ unconscious (Schein, 2010). Basic assumptions is the level where the essence of culture lies. In between these layers lie espoused beliefs; the rules and norms that help members of the culture depict the culture internally and externally (Schein, 2010).

The artifacts level is the most accessible and visible of the three levels of culture (Schein, 2010). It is what one sees when first encountering a culture and is visible to the external environment. It is composed of “visible products” such as the architecture of buildings, language, emotional displays, myths and stories about the organization, published values, and rituals and ceremonies (Schein, 2010). Additionally, artifacts can also include the dress codes, office furniture, employee behavior and interactions, policies, and reward systems (Schein, 2010). Although the behavior at this level of culture is easy to observe, it is hard to decipher. To understand the meaning of these artifacts, one must speak with insiders of the culture.

Espoused beliefs and values, the second level can be unobservable (Dauber et al., 2012). This level of culture begins when a group is first created and it encounters a problem. Normally individuals will propose a solution or strategy that is based on their beliefs and values (Schein, 2010). Individuals who manage to influence the group to adopt their solution later become leaders or founders. The group then decides to take joint action and experience the outcome of the decision. If the outcome is positive and the group has a shared perception of their success, then the value of the solution is transformed into a “shared value or belief” and eventually into a shared assumption (Schein, 2010, p. 26). Beliefs and values that are tested and produce effective solutions for the group will become assumptions. Other proposed solutions that cannot be tested must undergo “social validation” (Schein, 2010). Social validation means that beliefs and values are confirmed by a group’s shared social experiences (Schein, 2010). If these beliefs and values free group members from anxiety when put into practice, then they are considered to be successful and will be adopted by the group. If they continue to provide comfort to the group, then they become assumptions. Beliefs and values are often expressed in an organization’s philosophy, beliefs, values, norms, rules, and slogans. However, in some cases an organization may aspire certain values and beliefs (that comfort the group), but these are not congruent with the behavior of an institution and result in incongruence (Schein, 2010). To understand this level of culture, one must discriminate among beliefs and values that are congruent with the underlying assumptions (used to guide performance) from those that are part of an organization’s ideology (Schein, 2010).

The third level of culture is basic assumptions. This is the essence of the culture. Basic assumptions are nondebtable and hard to change (Schein, 2010). To learn something new within this level, the cognitive structure must change and become “double loop learning” or “frame breaking” (Schein, 2010). This learning is difficult because it destabilizes one’s cognitive and interpersonal world, causing anxiety. Consequently, rather than feeling anxiety, we tend to distort and deny the reality of events and force our assumptions when interpreting these situations. Once these assumptions are established we will feel more comfortable with individuals who share similar assumptions (Schein, 2010). Any questioning of these assumptions will produce anxiety. Individuals come to cultures with basic assumptions made based on their membership in “macrocultures” that can include nations, ethnic and religious groups, and occupations that exist at the global level (Schein, 2010). When individuals within an

institution find that they do not share the same assumptions, they bring their assumptions to the surface and rely on a third party or cross-cultural experiences to find commonalities (Schein, 2010). In these situations a third assumption must be found for the two original assumptions to have integrity (Schein, 2010). Overall, culture comes to be powerful because all members share these assumptions and together reinforce them.

Schein's (2010) theory is useful for examining faculty perspectives of organizational culture in relation to diversity and inclusion because it defines "culture" using levels. Institutional diversity efforts are often part of a university's culture on a superficial level. Diversity initiatives can follow cycles that treat diversity as something unstable within an institution. Furthermore, taking Schein's (2010) assumption that leadership plays a role in culture allows for the examination of faculty members' experiences in the culture about diversity and inclusion at their institution. At research institutions this group of leaders have responsibilities for research, teaching, and service. Additionally, faculty members are part of their institutions' governance structures and hold administrative positions (e.g., department head). Their different roles provide them many points of interaction with students, staff, administrators, and other faculty. In this way, faculty members are key in observing and transmitting culture.

Previous research has examined how organizational culture shapes the experiences of faculty members. The Carnegie Classification of an institution impacts the types of demands faculty must meet at their institution (Lumpkin, 2014). Faculty at research institutions that offer masters, professional, business, and doctoral degrees have different expectations than faculty at institutions that only award undergraduate degrees in the arts and sciences (Lumpkin, 2014). The demands an institution places on faculty are highly related to organizational culture. Organizational culture influences how people within the organization behave (Museus, 2007) and is important for the success and satisfaction of its members. As higher education institutions become more diverse so do their cultural layers (Museus, 2007). To gain a more comprehensive understanding of how components of organizational culture impact the experiences of members on campus it is important to understand the experiences of the dominant and sub populations (Museus, 2007).

Faculty Perspectives of Organizational Culture about Diversity and Inclusion

Little research exists on organizational culture about diversity and inclusion from the perspective of faculty. In part this is due to inclusion being a fairly new and limited body of literature. The limited amount of research that exists on this topic examines the extent to which organizational culture welcomes and values diversity (Barbosa & Cabral-Cardoso, 2007) and how faculty of color (FOC) construct their understanding of organizational culture at community colleges (Levin, Haberler, Walker, & Jackson-Boothby, 2014).

Barbosa & Cabral-Cardoso's study was conducted in a Portuguese university to examine whether organizational culture within the institution is supporting diversity and allowing it to benefit from having employees of different backgrounds (2007). The study used an organizational culture lens to interpret the findings. Faculty members ($N = 45$) held different backgrounds and affiliations. Findings revealed that institutional members did not value differences (Barbosa & Cabral-Cardoso, 2007). For example in hiring practices, candidates who showed differences were not valued and were viewed to represent uncertainty and danger. Artifacts also demonstrated a failure to include diversity; for example public buildings did not give access to people with wheelchairs (Barbosa & Cabral-Cardoso, 2007). The key diversity issue was national origin; the institution failed to integrate foreign academics and did not take advantage of their unique contribution. In short, the organizational culture did not welcome and value a diverse workforce, the university's artifacts and values reflected the institutional assimilation ideals, and it had discriminatory mechanisms in place (Barbosa & Cabral-Cardoso, 2007).

A second study used a qualitative approach to examine how FOC at four community colleges in California constructed their understanding of organizational culture (Levin et al., 2014). A total of 31 full-time FOC were interviewed. While the study used a critical race theory lens, the findings revealed some of the existing artifacts, espoused beliefs and values, and basic assumptions that exist in the community colleges about diversity and inclusion.

The first category of findings revealed that FOC has a different understanding than their White counterparts about institutional life (Levin et al., 2014). More specifically, there was a difference between FOC and White faculty's basic assumptions about the meaning of "student-centered." As opposed to White faculty members, FOC understood student centered as connecting their own backgrounds with those of the students (Levin et al., 2014). Similarly

during the selection process of a new hire, racial identity shaped faculty preferences. For FOC, personal backgrounds and experiences of faculty candidates were as important as their qualifications. Also, racial identity placed institutional and personal expectations on FOC to serve on committees as representatives for their race/ethnicity and to work with students of color (SOC) (Levin et al., 2014). Furthermore, while the community colleges' campus policies and administrative practices spoke to diversity and inclusion (e.g., tolerance for difference), FOC did not think these institutional efforts worked.

The second set of findings focused on how FOC view themselves as subordinate to their White colleagues (Levin et al., 2014). FOC did not want to show their identity in their professional life. They believed that the campus was friendly, as long as they did not express their identities (Levin et al., 2014). For example, a Latina faculty member explained that as long as she was compliant and friendly then the topic of race would not come up, but the minute she showed her Latina-ness, people on campus would get uncomfortable (Levin et al., 2014). FOC expressed that they tend to not express their views to conform to the dominant culture. Another Black faculty member expressed that her institution had norms, expectations, and rules that govern things and that these do not account for how people understand the world (Levin, et al., 2014). In other words, these norms (basic assumptions) excluded race, making it invisible.

In light of the extremely limited amount of research on this topic, this study will contribute to the expansion of this body of literature. More specifically, the study will make unique contributions by examining the faculty perspectives of organizational culture about diversity and inclusion at a research institution, which is a different institutional type from those previously investigated. The institution in this study is ethnoracially diverse, representing an extreme case among other universities within this institutional type. The next sections of this literature review discuss research on the perspectives of faculty in relation to various components of organizational culture about diversity and inclusion.

Faculty Perspectives about Diversity and Inclusion

Prior to discussing each component of literature, it is important to review research on faculty perspectives about diversity and inclusion. Such research helps inform the faculty's values, beliefs, and assumptions about diversity and inclusion, and how these guide their daily behavior. Throughout their careers, some faculty members go on to become department heads, deans, or take on another leadership role within institutions. In this manner they promote their

assumptions and reinforce a particular organizational culture based on the perceptions they have about diversity and inclusion. According to Ely and Thomas (2001), to get a group/organization to realize the advantage of diversity, there must be a belief that there is value in it. Leaders must express their belief in the value of diversity to the rest of the organization's members, who are tasked with implementing such beliefs (Ely & Thomas, 2001).

Some studies used a quantitative approach to examine faculty perspectives at: research institutions (Maruyama & Moreno, 2000), two and four year institutions (Park & Denson, 2009), predominantly White institutions (PWIs) and minority-serving institutions (MSIs) (across institutional type) (Hubbard & Stage, 2009). While faculty members at research institutions believe that their institutions value diversity, they feel that their departments are less committed to diversity (Maruyama & Moreno, 2000). Furthermore, faculty members at four-year public institutions believe diversity is important and were significantly more likely to advocate for diversity. Meanwhile, faculty members at institutions with higher percentages of SOC were less likely to be diversity advocates (Park & Denson, 2009). This may be because faculty members at less diverse institutions want their institution to become more diverse and therefore make diversity a greater priority (Park & Denson, 2009).

When grouping institutions by Carnegie Classification and examining the differences of faculty perspectives about diversity across campuses of different population groupings (historically Black colleges and universities (HBCU), predominantly Black institution (PBI), Hispanic-serving institution (HSI), MSI, and PWI), faculty members from institutions with high percentages of Black student enrollments are more likely to believe that FOC are treated unfairly (Hubbard & Stage, 2009). Furthermore, when comparing MSIs, HBCUs (which have institutional missions that directly serve the needs of Black students) with HSIs, the latter did not have cultural artifacts, institutional missions or historical reasons for serving Latino students. Therefore, few differences between HSIs and PWIs have been identified.

There are also several background characteristics that influence faculty member's perspectives about the value of diversity (Maruyama, & Moreno, 2000) and the likelihood of them advocating for diversity (Park & Denson, 2009). FOC, women faculty members, and politically liberal faculty members view the value of diversity more positively (Maruyama & Moreno, 2000). Meanwhile, senior faculty members (more years of experience and rank) found the value of diversity to be less positive and were less likely to address issues of diversity at their

institutions (Maruyama & Moreno, 2000). FOC viewed the climate for diversity less positive than their White counterparts (Maruyama & Moreno, 2000). Faculty members who identify as women, African American, Asian, Native Hawaiian, Latina/o, or held a liberal political orientation were more likely to be diversity advocates on their campuses than men, White, and conservative faculty (Park & Denson, 2009). Also, faculty members who viewed themselves as spiritual were more likely to be diversity advocates.

The views that faculty members have about the benefits of having diversity within the curriculum and their work environments have also been researched. FOC at research institutions see the benefits of diversity in the classroom, teaching, and research as more positive, feel better prepared and are more likely to address issues of diversity than White faculty (Maruyama & Moreno, 2000). Overall, faculty members believe that other types of diversity (diverse work experiences, religious diversity, and gender diversity) contribute to the quality of learning in their classrooms (Maruyama & Moreno, 2000).

Yet many faculty members do not integrate diversity-related content into their courses (Maruyama & Moreno, 2000). In part this is due to their own beliefs about diversity and their perceptions of their institution's commitment to diversity. Faculty members who believe that affirmative action can lead to hiring less qualified faculty and staff members are less likely to include diversity-related content into their courses (Mayhew & Grunwald, 2006). Furthermore, faculty members who believe that top campus administrators are committed to promote respect for group differences at their university are less likely to incorporate diversity-related content into their courses (Mayhew & Grunwald, 2006). Another factor that helps predict curriculum inclusion (e.g., readings on race, ethnicity, or gender) is if faculty members perceive their institutions to have high levels of student diversity (Milem, 2001). Beyond, curriculum content, faculty's perceptions of their institution's commitment to diversity also impacts their engagement to learning more about diversity and can predict their attendance to racial or cultural awareness workshops (Milem, 2001).

Campus Climate

Campus climate is a component of organizational culture (Schein 2010). Whereas culture is about the norms, beliefs, values, and assumptions adopted by members of an organization, climate is about the atmosphere that occurs as a product of culture. Previous research has examined campus climate with surveys that measure campus diversity and tolerance

of diversity from the perspective of faculty members. More specifically campus climate has been researched in relation to the inclusion of racial/ethnic, ability, sexual orientation and gender identity, and gender diversity. Additional investigations have also resulted in the development of frameworks to improve the campus climate.

Researchers have investigated the campus climate for racial/ ethnic diversity (Hurtado et al., 1999; Jayakumar et al., 2009) and provided guidance to improve it (Hurtado et al., 1999). Literature in this area reveals that FOC continue to be underrepresented in part due to a hostile racial climate and the barriers they face (Jayakumar et al., 2009). Some qualitative data has explored the underrepresentation of FOC in the Midwest and found that participants faced issues of ethnoracial bias including denial of tenure, requirements with higher standards than White faculty, tokenization, and expectations to complete diversity work (Turner et al., 1999). Such a negative climate can lead to FOC feeling alienated and othered (Jayakumar et al., 2009). More importantly, these factors relate to FOC's job satisfaction (Jayakumar et al., 2009). A national quantitative study investigated the links between racial climate, faculty's job satisfaction and their desire to leave academia (Jayakumar, et al., 2009). Job satisfaction for FOC was higher when the racial climate is welcoming. When disaggregating the data for FOC, there was an ongoing negative effect of a hostile racial climate on the job satisfaction of Black and Latina/o faculty. Such was not the case for Asian faculty (Jayakumar et al., 2009).

Hurtado and colleagues (1999) developed a framework for policymakers, institutional administrators, and scholars to use when developing diverse learning environments for students from the perspective of policy and implications. This framework reinforces the need for increased faculty diversification as a way to improve campus climate (Hurtado et al., 1999). The framework presents four elements that influence campus climate for racial/ethnic diversity: historical legacy of inclusion/exclusion (resistance to desegregation, mission, and policies), psychological climate (perceptions of race/ethnicity and discrimination), structural diversity (diverse student enrollments, staff, and faculty), and behavioral dimension (interaction across race/ethnicity, campus and classroom diversity). Together these interrelated elements produce a more inclusive institutional climate for diversity (Hurtado et al., 1999).

Other research has examined the climate that exists on campus for people with disabilities (Baker, Boland, & Nowik, 2012). Within higher education institutions, faculty members' attitudes and their desire to provide accommodations play an important role in the

success of students with disabilities (Wolman, Suarez McCrink, Figueroa Rodriguez, & Harris Lobby, 2004). Findings from surveys at one liberal arts women's college revealed that faculty members perceived the climate for people with disabilities to be more welcoming, inclusive, and supportive than students (with and without disabilities). Additionally, of all faculty respondents ($n = 88$), 68.2% reported having limited experience with students with disabilities in the classroom and more than 70% said they were familiar or very familiar with campus services for students with disabilities (Baker et al., 2012). Yet, only 17.4% reported having been offered and attended professional development opportunities on campus for how to work with students with disabilities (Baker et al., 2012). This limited amount of training and exposure faculty members have to issues of disabilities in postsecondary education has also been found at a land grant, another institutional type (Love et al., 2014).

Researchers have also examined the campus climate for lesbian, gay, bisexual, and transgender (LGBT) people, including faculty members (Bilimoria & Stewart, 2009; Rankin, 2003) and have developed models of the consequences a negative academic workplace climate has on the careers of LGBT faculty members (Bilimoria & Stewart, 2009). A national study that included 14 institutions (public and private) examined the experiences of LGBT people, the perceptions they had about the campus climate for LGBT people, and their perceptions of the responses of their institution to LGBT matters. Results revealed that within the last year of when the study took place, more than 36% of LGBT undergraduate students had experienced harassment including: derogatory remarks, verbal harassments or threats, anti-LGBT graffiti, pressure to not disclose sexual orientation or gender identity, written comments, and physical assaults (Rankin, 2003). Most faculty members, students, administrators, and staff believed the campus climate for LGBT people was homophobic, but was friendly, concerned, and respectful for non-LGBT people (Rankin, 2003). Additionally, LGBT people of color were more likely to hide their sexual orientation and gender identity than White LGBT people due to fear of being harassed (Rankin, 2003).

In spite of some institutional responses and actions being taken to transform campus climates for sexual minorities (e.g., LGBT resource center, LGBT inclusive practices, etc.), LGBT people still fear for their safety, find the need to conceal their identities, experience harassment, and view their institutions as unsupportive of sexual minorities (Rankin, 2003; Rankin, 2005). Faculty members continue to experience hostility in their workplaces and can

even face negative career consequences, such as not getting jobs because they are gay (Bilimoria & Stewart, 2009).

The campus climate has also been examined for gender equity. Academia has historically been male-dominated and literature on this topic has repeatedly cited the “chilly climate”(Hall & Sandler, 1982) as a contributor to the underrepresentation of women (Aguirre, 2000; Hult, Callister, & Sullivan, 2005; Maranto & Griffin, 2010; Settles, Cortina, Malley, & Stewart, 2006) and FOC. Women faculty can experience exclusion, devaluation and marginalization in a chilly climate (Maranto & Griffin, 2010). Such climate is the production of gendered institutional assumptions, practices, and behaviors (Hult et al., 2005). These gendered assumptions and beliefs can impact promotion and reward decisions (e.g., merit raises) and work practices (Hult et al., 2005). Consequently, women faculty may experience low job satisfaction (Maranto & Griffin, 2010) due to higher difficulty in finding work/life balance than men (Hult et al., 2005). Additionally, women faculty members are expected to do work to help institutions further their diversity agendas, but can suffer negative outcomes for this work when reviewed for tenure (Aguirre, 2000). Through such prescribed role, women faculty members are expected to perform on tasks that are not rewarded by academia’s traditional structures.

More recently, scholars have become interested in furthering scholarship on climate based on what happens to institutions once they achieve “a high level of student body diversity” (Hurtado et al., 2012, p. 46). Hurtado and colleagues’ (1999) framework was used to develop the Multicontextual Model for Diverse Learning Environments (DLE model) that draws on social identity theory and takes into account the interaction of multiple social identities of students, staff, and faculty in learning environments (Hurtado et al., 2012). This model is key in this area of study because it details the role of institutional leaders, faculty, and staff in shaping institutional climates for diverse students. In this manner the model extends beyond the traditional examination of students and their behavior to one that is critical of institutional actors and practices (Hurtado et al., 2012).

The literature reviewed in this section is a small fraction of the vast amounts of research that exists on the topic of campus climate for diversity and inclusion from the perspective of faculty. Such literature provides information about the experiences of faculty across institutional types and the barriers that they may face as a consequence of negative campus climates. This literature informs the current study about ways in which organizational culture can manifest

itself around issues of diversity and inclusion. Yet, it becomes important to examine campus climate in relation to the larger structure from which it stems: organizational culture. In other words the campus climate is a product of something more permanent, an organization's culture, and it is important to investigate diversity and inclusion with such level of depth and from the perspectives of those in it, as is the phenomenon being investigated in this study.

Promotion and Tenure Policies

Within the organizational culture literature, promotion and tenure policies are another major component to understanding faculty perspectives of organizational culture about diversity and inclusion. Previous research has examined organizational culture from the angle of institutional policies (Fenelon, 2003). Institutional policies serve as artifacts. They guide institutions' members' priorities, daily behavior, and embody values. Policies and practices are a lever to influence cultures of institutions (Austin, 1996) and can play a part in fostering a culture of inclusion (Ferdman, 2014). Therefore, it becomes important for policies to take into account the diversity on campus to ensure that everyone is being included. Promotion and tenure policies highly impact the behavior of faculty members on campus and play an influential role in the experiences of tenured and tenure-track faculty. More specifically, these policies express the beliefs and values of an organization for research, teaching, and service.

Research

Often, an institution's mission affects how faculty members are socialized, what expectations they must fulfill, how to balance research and teaching, and what is rewarded (Austin, 1996). Institutional cultures vary. At research institutions, faculty members are required to research and teach. Yet they are expected to have high research orientation and low student orientation (Astin & Chang, 1995). In learning about an organization's culture it becomes important to hold conversations with faculty members about their beliefs and assumptions about their institution's values and articulated messages at events, policies, and rituals (Austin, 1996).

Researchers suggest that some organization's promotion and tenure policies are put into practice in a way that devalues some research areas and disadvantages FOC (Baez, 2000; Fenelon, 2003; Milem, 2001). For example, faculty at comprehensive and liberal arts institutions, Black faculty, American Indian faculty, Mexican American/Chicano faculty, and women faculty have a higher likelihood of conducting research on issues of race, ethnicity, or

gender (Milem, 2001). Faculty members who conduct research on issues of diversity can experience devaluation of scholarly research (Fenelon, 2003; Thompson, 2008; Turner et al., 1999). Consequently they can experience pushback from their institution's promotion and tenure policies (Fenelon, 2003). Policies and procedures can limit the participation of underrepresented faculty (Baez, 2000) and constantly force them to negotiate their research agendas (Fenelon, 2003).

Studies have also examined how inclusive are the values, beliefs, and basic assumptions of tenure when evaluating the quality of faculty's research. A qualitative study examined the experiences of 27 FOC across disciplines at predominately White institutions and found that some faculty members did not feel that their institutions supported research on issues of diversity (Stanley, 2006). In one instance, a participant explained that his colleagues lacked expertise to evaluate his work during annual reviews and instead dismissed it as the work not having been a contribution. For other participants their research on diversity issues was viewed as lacking rigor (Stanley, 2006). Stanley (2006) questions the measure used to evaluate research quality in promotion and tenure. This measure is normally based on a number of articles published in top-tier journals within the discipline of the faculty member under review. Stanley (2006) argues that this measure is based on norms that have been socially constructed and highly benefit White faculty. He argues, "diversity in and of itself has merit" (Stanley, 2006, p. 723). The problem is that institutions have not found a way to measure or count diversity. For example, if a faculty member of color conducts mainstream research and is published in a top-tier journal, then their research is more acceptable. However, if another faculty member of color conducts research to benefit their community and is published in a journal that is not highly ranked their work is discounted as "lacking rigor" (Stanley, 2006).

Teaching

Promotion and tenure policies often call for students' course evaluations to be used for departmental merit reviews (Pittman, 2010) or tenure. These evaluations can capture the values, beliefs, and basic assumptions of the larger campus community about diversity. Previous research has demonstrated that the teaching experiences faculty members have on their campuses and the course evaluations they receive are affected by the course content, and the professor's race and gender. For example, when faculty members attempt to incorporate diversity issues into the content of their courses, students share discontent in their course evaluations (Helms et al.,

2003; Stanley, 2006; Vargas 2002,) and at times even in other public avenues such as student newspapers (Stanley, 2006). It can become especially challenging when FOC want to teach students to take into account alternative versions of history; White students have been taught that people that look like these faculty members can speak dangerous and unpopular truths (Stanley, 2006). Many FOC perceive that students treat White faculty differently (Stanley, 2006).

Women FOC also experience what Stanley (2007) calls the “double-bind syndrome,” a marginalization that results from “being a woman and being a woman on color” (p. 6). This marginalization manifests itself in the experiences of women FOC including those of teaching. A qualitative study examined the experiences of women FOC in the classroom at PWIs (Pittman, 2010). This group of women represented all ranks. They expressed that White male students had challenged their authority and teaching competency, and disrespected their expertise (Pittman, 2010). In response to constantly being challenged by students, some women FOC feel the need to dress in dark suits and be “very well prepared” in class (Turner, 2002, p. 83). Yet, they receive low ratings in their evaluations from race and gender privileged students, putting stress on them about how these can impact their merit reviews (Pittman, 2010). Often, FOC and ethnoracial minority women faculty do not experience the same teaching experiences in the classroom as their White counterparts. While, promotion and tenure committee members rely on course evaluations to determine the effectiveness and quality of faculty member’s teaching, the reviews of students can be highly influenced by assumptions that are embedded within the institution.

Additionally, research has also revealed that faculty women of color are expected to do more out of the-classroom instructional work (Turner, 2002). In large part this is due to the scarcity of faculty women of color. They advise SOC and any students studying in similar areas of study (Turner, 2002).

Service

While institutions value service it carries less weight in promotion and tenure review (Sadao, 2003). In most research institutions, the basic assumption is that that pre-tenured faculty members should spend the least amount of time on this responsibility. Previous research has revealed that the values and basic assumptions established by promotion and tenure policies of an institution can be especially problematic for FOC and women faculty. For example, Latinas/os share a culture that promotes collectivism, which can result in tenure-track faculty

feeling isolated (Ibarra, 2003; Urrieta & Mendez Benavidez, 2007). This cultural collectivism can call for FOC to be committed to their community and the issues that affect it. In many instances FOC have expressed that they feel a responsibility to work on diversity issues on campus (Antonio et al., 2000; Bellas & Toutkoushian, 1999) and within their communities (Urrieta & Mendez Benavidez, 2007) through service. Consequently, FOC spend more hours per week doing community service than White faculty (Antonio et al., 2000). In a qualitative study, one Chicana faculty member expressed that her community (which encompasses all communities of color) is in crisis and that she does not have the luxury to wait for tenure to begin doing community service, which counters academia's assumption that faculty should limit their amount of service until they obtain tenure (Urrieta & Mendez Benavidez, 2007).

For other FOC at PWIs, the amount of service that they are asked to do becomes excessive and can risk them not being promoted or tenured (Stanley, 2006). Being a faculty member of color at a majority institution can often mean being chosen to serve on committees to obtain a diverse representation or being the person with who other diverse community members feel the most comfortable, which can result in a large amount of service. One African American assistant professor expressed that it was difficult for him to turn down his senior colleague's request for him to assist with the Martin Luther King, Jr. week and participate in a forum (Stanley, 2006). FOC at PWIs experience a challenge with service different from their White counterparts. They are recruited to help the university's diversity agenda (Brayboy, 2003) and then are told that they are of little value in merit decisions; costing them significantly when reviewed for promotion and tenure (Stanley, 2006). In this manner university promotion and tenure policies play a major role in establishing an organizational culture that is either supportive of diversity and inclusion or not.

The experiences that women faculty and FOC have while pursuing tenure have led them to perceive the tenure process to be less fair than White male faculty (Jackson, 2004). To make the promotion and tenure processes (e.g., policies) more inclusive, conversations have to occur on campuses about the value and assumptions of merit and the need to have diverse voices on the faculty (Stanley, 2006). For the most part discussions at institutions fail to engage on how diversity plays into merit (Stanley, 2006). Many Latina/o faculty members do not believe that the tenure and promotion systems are impartial or based on merit. In fact the special contributions and experiences of Latina/o faculty members are often not considered (Delgado-

Romero, Flores, Gloria, Arredondo, & Castellanos, 2003) and any unique interests, values, and knowledge that underrepresented faculty embody can have a negative impact when they pursue promotion and tenure (Diggs, Garisson-Wade, Estrada, & Galindo, 2009).

Furthermore, while all tenure-track faculty face challenges in balancing their personal and professional identities, FOC experience an additional challenge when developing an academic identity (Diggs et al., 2009). They must balance their cultural life with that of the dominant culture found in academia. Some FOC desire for their work and products to reflect their cultural background and unique perspectives and can find it hard to do so within academia's dominant culture (Diggs et al., 2009). As universities and colleges strive to be more inclusive and diversify faculty, the goals, values and structure of the tenure process do not always align with those held by underrepresented faculty (Diggs et al., 2009). Examining institutional policies and practices involves challenging the social constructions of truth and merit (Stanley, 2006).

The purpose of this section has been to review the literature on the perspectives and experiences of faculty with promotion and tenure policies in relation to diversity and inclusion issues. In large part this topic has been researched for inclusion of ethnoracial and gender diversity. Literature on this topic helps inform the phenomenon under study about how faculty perceive that exclusion occurs due to factors such as identity, discipline, and research interests. Policies are a mechanism for preserving cultural norms and excluding differences. Therefore it becomes important to be familiar with this literature when investigating organizational culture.

Work-Life Policies

Work-life policies have been used as a way to improve organizations' cultures and make work environments more inclusive for faculty. Some research in this area has focused on examining faculty members' experiences and perceptions of institutions' implementation of work-life policies and the effectiveness in creating more inclusive work environments for faculty. Universities have sought to undergo institutional transformations and become more inclusive by adopting work-life policies that allow faculty members to make arrangements for more flexible work, extend the tenure clock for childbirth or medical reasons, part-time faculty positions, dual-career hiring programs, childcare centers at the institution, and paid leave for family and medical reasons (Lester & Sallee, 2009). Extending the tenure clock and other arrangements made for flexible work are in theory setup in a manner that transforms an

organization's culture by making it more inclusive regardless of gender (Lester, 2013), avoiding repercussions when evaluated for tenure and promotion or annual reviews.

Previous research has revealed that women faculty experience institutional cultures that are gender biased and negatively impacts their careers. In comparison to male faculty, women faculty lag behind in tenured and tenure-track faculty positions (Wolfinger, Mason, & Goulden, 2008). Women faculty (regardless of discipline, marital status, or having children) are 21% less likely to get tenure than men (Mason, Wolfinger, & Goulden, 2013). Women who become parents leave academe at a higher rate than men and experience pressure to postpone having children until after obtaining tenure (Mason et al., 2013). In comparison to men, women faculty members with tenure-track positions have fewer children (Mason et al., 2013). For these reasons, institutional work-life policies are crucial for creating more inclusive organizational cultures that change the assumptions that caregiving responsibilities belong to women (Camargo, Wood, & Layne, 2012; Mason et al., 2013).

One qualitative study used Schein's organizational culture model to examine how two research universities developed a culture of work-life balance for faculty (Lester, 2013). Data collected included interviews, documents, and observations at each institution. A total of 28 interviews with faculty, staff, and administrators were conducted. Findings from this study revealed that artifacts were mostly symbols that gave meaning and defined work-life. Symbols were used to examine work-life in institution's history, traditions, and initiatives. Faculty believed that these policies were symbols (artifacts) that demonstrated their institutions values and promoted work-life balance (Lester, 2013). The policies influenced prospective faculty's considerations to accept employment offers (Lester, 2013). Next, at the institution where quicker organizational change occurred, the development of these policies was described as inclusive and collaborative. The leadership of this institution sought campus-wide involvement to establish the policies (Lester, 2013). Third, the institutions relied on leaders to frame work-life balance (e.g., for women), provide meaning for the change these policies produced across campus, and to construct espoused beliefs (Lester, 2013).

Additional findings revealed that espoused beliefs about the work-life policies were about institutional administrators believing that these policies were essential for faculty recruitment and retention, higher satisfaction, greater work-life balance (Lester, 2013). Yet, not all departments were equally accepting of the work-life balance policies. No direct findings were

reported for basic assumptions. However, researchers reported that institutional members continued to associate the policies with pregnancy (Lester, 2013).

While work-life policies are a step forward in improving the working conditions of organizations there is room for increasing their effectiveness and acceptance. Research has examined the experiences and perspectives of faculty with these policies (Bunton & Corrice, 2011; Lester, 2013) and the perspectives of department heads and promotion and tenure review committee members (Camargo et al., 2015). Additionally, the usage of these policies by institution and faculty appointments has also been researched (Hollenshead, Sullivan, Smith, August, & Hamilton, 2005). Findings reveal that institutions with larger budgets and a higher number of students are more likely to offer family-friendly policies (Hollenshead et al., 2005). Yet the use of these policies is lower at some institutions (e.g., medical schools) (Bunton & Corrice, 2011) and in part it is due to stigma (Lester, 2013), fear of career repercussions, families time birth of children over the academic breaks, faculty members have support from family, or there are unclear institutional processes that prevent faculty from using the policies (Hollenshead, et al., 2005). Additional research has found that the use of these policies can also imply disgrace (Lester, 2013).

While some institutions make these policies available, the institutional culture can discourage the use of them (Camargo, et al., 2015; Lester, 2015). In other words, these policies may serve as an artifact within some institutions, symbolizing that work-life balance is valued yet, in practice the organizational culture is inconsistent and discourages the use of these policies (Lester, 2013). For more faculty members to use these policies, cultural change must first be achieved.

The purpose of this section has been to review the literature around work-life policies and how these have worked to promote a cultural transformation to eliminate gender bias in the work environments of faculty. Simultaneously, the literature demonstrates that there is still work to be done in changing organizational cultures. This body of literature helps inform the current study as to how policies serve as artifacts and express espoused beliefs. While these policies are important artifacts, it becomes important to further investigate (including through conversations with insiders) the interaction of multiple components of organizational culture.

Mentorship

Mentorship helps to socialize new faculty into the culture of an existing institution (Cawyer, Simonds, & Davis, 2002; Rong, 2002; Tierney & Bensimon, 1996). During the process of socialization, new faculty members learn the values and norms, expected behavior, and any additional knowledge that they may need to be a participating member in that organization. Therefore, to facilitate the process of socialization, institutions have developed mentorship programs (Cawyer et al., 2002). Mentors serve as role models and teach their protégée the social norms of an organization. Reciprocally, mentors can contemplate what the experiences of junior faculty reveal about the institution's culture (Rong, 2002).

Due to the strong link that exists between mentoring and the socializing of new faculty into an organization's culture, current research has examined the perspectives of faculty about mentorship experiences. More specifically, mentorship experiences in relation to diversity and inclusion have been researched from the perspectives of underrepresented faculty. One theme within this body of literature is the lack of mentorship that underrepresented faculty experience. FOC have expressed that they receive little or no mentorship from senior faculty (Stanley, 2006). Furthermore, women faculty are less likely than men to have a mentor and are not likely to find one altogether (Kosoko-Lasaki, Sonnino, & Voytko, 2006). Although some FOC benefit from cross-race mentoring, successful mentorship of FOC can be especially challenging when people like them are not represented in the upper faculty ranks or in the leadership of their institution (Stanley, 2006). FOC believe that having formal and informal networks can influence their professional development (Stanley, 2006).

Another theme, highlights that mentorship can help improve academia's retention of underrepresented faculty. When examining the gender gaps that exist among full-time faculty across institutions, research has demonstrated that it is less likely for women to be tenured than men (West & Curtis, 2006). At research institutions women make up a significantly lower percentage of full professors than men institutions (West & Curtis, 2006). These gender gaps are in part due to institutions lacking support for women in areas like family responsibilities, which can result in them perceiving academia as unwelcoming (Boyd, Cintrón, & Alexander-Snow, 2010).

Furthermore, ethnoracial minority women face issues of "double discrimination," and can feel split between allegiances to women's issues and those for minorities. They experience more

isolation and also find academia to be less welcoming than White women and ethnoracial minority men (Boyd et al., 2010). A qualitative study was conducted to explore the experiences of three junior ethnoracial minority women faculty members and findings revealed that while only two women had developed informal mentorship relationships with senior faculty members within their university to help negotiate the political processes, all three women held support networks with colleagues outside their current institution (Boyd, et al., 2010). None of the participants perceived that being a woman of color was problematic with being a faculty member, but did think that being a woman of color and being a junior faculty member was “catastrophic,” due to senior faculty not being able to understand their work resulting in no opportunities for research or writing collaborations (Boyd et al., 2010).

The literature on faculty perspectives of mentoring has been reviewed to inform the current study about issues that faculty face in relation to diversity and inclusion. This literature highlights that the mentorship that underrepresented faculty members seek extends beyond career coaching and can be for the purpose of navigating other barriers, such as discrimination and cultural differences. This section demonstrates that mentorship helps to socialize new faculty, and that for underrepresented faculty this socialization can occur at a level that takes diversity and inclusion issues into account. More importantly, faculty mentorship programs at institutions represent an artifact of culture. A direction for further research can be towards examining the process of socialization (culture transference) and the basic assumptions that are maintained about diversity and inclusion.

University-Wide Statements

One way an organization expresses culture is through its mission statement (Schein, 2010). A mission statement serves as an artifact and depending on the rhetoric can demonstrate an institution’s commitment to diversity (Meacham & Barrett, 2003). Typically mission statements are reviewed, approved, and endorsed by trustees or governing boards, students, faculty, administrators and leadership (e.g., provost). Mission statements require for consensus across campus of values, expectations and priorities (Meacham & Barrett, 2003). Previous research has examined the rhetoric of mission statements by institutional type (Morphew & Hartley, 2006). When institutions are viewed by Carnegie Classification and by institutional control, there are a total of 12 groups, of which five (42%) use diversity elements in their mission statements (Morphew & Hartley, 2006).

Other research has been done to examine the congruence between the concepts outlined in institutions' mission, vision, and values (MVV) statements and institutional practices (Elliott et al., 2013). The statement of institutional diversity and inclusion must be defined for students, faculty and staff members to practice these principles (Alvarez McHatton, Keller, Schircliffe, & Zalaquett, 2009). For successful diversity and inclusion institution-wide practices, discussions about the concepts of diversity and inclusion must be defined with meanings that are relevant to the campus community.

Wilson and Meyer (2009) analyzed the mission statements and other diversity statements (e.g., diversity plan) on the websites of 80 public higher education institutions in the country. The sample included an equal number (20) of research/doctoral, master's, baccalaureate, and community colleges. Findings revealed that 59 of these institutions mentioned diversity in their mission statements (Wilson & Meyer, 2009).

One mixed methods study examined the effectiveness of a multidisciplinary health sciences institution's diversity efforts (Elliott et al., 2013). More specifically, the study sought to research the depth and breath of the diversity efforts and to what extent members of the university experienced the inclusive change articulated in the MVV. Faculty, staff, and students representing diverse backgrounds in race/ethnicity, gender, sexual orientation, and religion were invited to take a survey that included multiple choice and open-ended responses (Elliott et al., 2013). Findings revealed that faculty members who self-identified as Latina/o, Black, and of Two or More Races combined (3.13), and especially those that identified as Latina/o (3.00) expressed a below average (3.55) level of satisfaction with seven statements related to diversity and inclusion that used language from the university's MVV statements (Elliott et al., 2013). Additionally, among the 82 faculty participants in the past five years about 43% of faculty participants had witnessed or experienced painful behavior or remarks at this institution. Faculty members believed that "individual faculty members" are the most responsible for "creating and sustaining an inclusive learning environment" (Elliott et al., 2013, p. 5). Overall, the literature that exists about mission statements is dispersed across disciplines (Creamer & Ghoston, 2013) resulting in a limited amount of research on this topic in higher education (Morphew & Hartley, 2006).

Other studies have focused on examining to what extent do faculty members understand and feel that they have power to impact their institutions' diversity initiatives (Hughes, Preyan,

& Collier, 2010). Using a quantitative approach at one student-centered research university, researchers found that faculty members do not perceive their institution's definition of diversity to align with their personal values. In part this may be due to the institution's diversity task force not knowing the faculty's needs and expectations prior to creating the diversity plan goals (Hughes et al., 2010). Additionally, faculty members did not perceive that they have the power to influence the goals outlined in their institution's diversity plan, even though the diversity plan task force communicated the goals and expectations (Hughes et al., 2010). Findings from this study demonstrate that although an institution may have espoused beliefs and values articulated about diversity in university-wide statements, these may be aspirational in nature and not at all shared by members in the organization, making it hard to classify it as "culture." Furthermore, this can impact not only how members within an institution experience diversity and inclusion, but also the amount of power that they perceive themselves to have on a daily basis in shaping an environment.

The literature reviewed in this section serves to inform the current study about the variety of espoused beliefs and values expressed in diversity and inclusion university statements and how the definition of "diversity" varies across institutions and among their members, making it hard to meet the goal of inclusion. While the body of literature of how rhetoric is used in diversity and inclusion university statements is growing, the topic of faculty perspectives of such statements continues to be understudied.

Conclusion

An organization's culture affects almost everything that happens on campus (Kuh, 2001). To gain an understanding of the behavior and experiences of members within an institution, researchers must understand the active role organizational culture plays (Museus, 2007). A qualitative methodology is considered to be the most appropriate for exploring organizational culture (Hatch, 1993; Wentling & Palma-Rivas, 1998).

Much of the literature on faculty perspectives about organizational culture of diversity and inclusion has focused on specific aspects of organizational culture. These aspects include how promotion and tenure policies exclude or disadvantage FOC and women faculty, work-life policies address gender biases in organizational cultures, and mentorship helps socialize underrepresented faculty and can increase retention of these groups. A limited amount of literature has also examined university-wide statements and the experiences of university

members in relation to what these statements proclaim. Other research has focused on faculty perspectives about diversity and inclusion.

The perspectives and experiences of faculty members with organizational culture have primarily been examined through a singular component of organizational culture and not across multiple components. There is a limited body of literature that holistically examines organizational culture about diversity and inclusion from the perspectives of faculty members. While two studies have examined the perspectives of faculty about diversity using an organizational culture lens, they were conducted at an institution abroad and at a community college. This study makes a unique contribution to the literature by examining multiple components of organizational culture in relation to diversity and inclusion through the perspectives of faculty members at a highly diverse research institution, an institutional type that often is not ethnoracially diverse. Conducting this study at an institution that has achieved structural diversity allows for the culture to be explored in regards to inclusion.

Chapter Three

Methodology

This chapter describes the methodology used to complete the study. The chapter begins with the researcher's positionality in which I describe my reflexivity within the study. Next, the methodology and research question are presented. Then, the instrumentation, data collection, and data analysis procedures are discussed. The chapter concludes with a discussion on the steps taken to ensure authenticity and trustworthiness.

Researcher's Positionality

Prior to discussing the methodology of this study, it is important for me to describe my positionality in relation to the study. My positionality can provide a clearer understanding of the biases and assumptions that I have in relation to the study, which influenced the design of the study, data collection, data interpretation and my writing of the findings (Marshall & Rossman, 2016; Patton, 2015). I am a daughter of parents who migrated to the U.S. from Mexico. I was born in this country and identify as Mexican-American, Chicana, and Latina. I come from a working-class family who lives in a predominately Mexican neighborhood in Chicago. Living bi-culturally has given me the opportunity to be bilingual. Currently, I am a full-time doctoral candidate in the Higher Education program in the School of Education at a research institution.

As I reflect on the impact organizational culture has on diversity and inclusion, I have several experiences and social identities as a student and professional at different institutions that influence my position in this study. As an undergraduate student, I attended a predominantly White institution (PWI) that was approximately 2.5 hours away from home. Although I recall that during my orientation I attended a session for students of color (SOC) where topics such as "where to get your hair done" and "what classes to take" were discussed, I quickly learned that this support did not extend throughout the campus culture. During the second semester of my sophomore year, I transferred to a university closer to home, an institution that recently designated as a Hispanic-serving institution (HSI). This institution had support services for underrepresented students throughout the institution. Seeing Latino administrators, counselors, and professors on campus was quite common. I took courses in the Latino studies program, participated in student organizations, attended events that celebrated my culture, and held one-on-one conversations with professors that challenged me to think critically about identity.

Through my interactions with professors I received the message that I had a place at the university and that my identity was valued.

I became invested in this institution and upon completing my master's degree decided to work there as an administrator helping student teachers become certified by the state. The services I provided required me at times to know students' individual needs. Often, these needs were a product of their social identities (e.g., citizenship status) and required me to advocate for them at the state level. Our office's executive director, who was a White tenured faculty member was extremely supportive of the work we did for students and would always encourage us to challenge any inequalities that we saw in policies. She always stated, "it is better to ask for forgiveness than for permission." Her attitude was one that was shared throughout the institution.

Three years later, I decided to attend a PWI to pursue my PhD. During my first year as a graduate student, I attended several meetings with culturally-based student organizations to learn about their experiences. They explained that they felt disconnected from the faculty and did not feel included by the student support services on campus. One student disclosed to me that in her three years at the institution, no one from the university had reached out to her organization to identify its members' needs. This conversation marked the beginning of my realization that higher education institutions handled diversity and inclusion differently. I became interested in the question, "how do institutional characteristics influence universities' behavior about diversity and inclusion?" My interest in examining organizational culture and doing so at this institution type stems from conversations with professors, students, and co-workers; observations of members at the various campuses I have been; and the inconsistency in my experiences across universities. I have decided to study organizational culture in relation to diversity and inclusion from the perspective of faculty members because I believe that an institution's culture is tightly linked to its members' everyday practices. To understand institutions' behavior, I need to begin by understanding the many aspects of their cultures.

In a number of ways, my positionality has influenced my study. First, during my time as a professional and in my current institution I have worked in collaboration with faculty members on addressing issues of diversity and inclusion. More specifically, through my work as a professional and through my service with community organizations, I have helped to increase the number of underrepresented students and faculty at these institutions. The role that

organizational culture has had while I worked on these issues might have led to preconceptions as to what I would encounter while conducting my research. For example, the questions I ask in this study may be influenced by my knowledge about the stances that faculty members involved in my previous work have taken around issues of diversity and inclusion. Additionally, these same experiences may have also influenced my interpretations of the data. To increase trustworthiness I continuously reflected on my positionality while I designed and conducted the study (Creswell, 2014a). Throughout the study I reflected on my identities and beliefs and recorded these in a reflexivity journal. I also reflected on my positionality in field notes and memos during the data collection process and development of conclusions.

Methodology

The purpose of this study was to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of diversity. I was particularly interested in examining this topic from the perspective of faculty members because of their status as insiders within the areas of research, teaching, and service. These three areas are prominent characteristics of research institutions. The conceptual framework used in this study was Schein's (2010) organizational culture theory, which includes three levels of culture: artifacts, espoused beliefs and values, and basic assumptions.

One public research institution with a high degree of diversity was identified. The selected university is unique within its institutional type because of its level of diversity. For the purposes of this study an institution with a high degree of diversity was defined as having at least 10% of representation in each ethnoracial category: Asian, Black, Latina/o, and the percentage of White students being under 50%. The criteria for selecting the institution only included these groups because others (e.g., American Indian) were in most cases below 1% among this institutional type. Selection of participants from this institution in this study was done according to a strict set of criteria. Participants were faculty members who were tenured or tenure-track; were full-time faculty; held a rank of assistant professor, associate professor, or professor; had been at their institution for at least one year; and self-identified as having knowledge about diversity and inclusion work on campus. A qualitative approach was used to gain an in-depth exploration of how faculty members described their university's expression of organizational culture in relation to diversity and inclusion.

Research Question

With these things in mind, I developed the following question to guide this research:

1. How is organizational culture of diversity and inclusion described by faculty members at an institution with a high degree of diversity?

Sample Selection

In qualitative research, purposeful sampling is used to provide data to answer the research questions and provide the researcher with the best understanding of the problem (Creswell, 2014b). This study required me to sample at two levels: 1) one institution and 2) participants at the selected university. A criterion sampling technique was used to select samples at both levels. The purpose of the criterion sampling strategy is to choose cases that meet one or more criteria (Patton, 2015).

The Institution

An institution was first selected. The institutional level of sampling was important for ensuring that the phenomenon under study was represented and to answer the research question. From the Carnegie Classification of Institutions of Higher Education dataset, I created a “custom listing” of institutions. The university had to meet three selection criteria: having a research university designation, being a public institution, and having a high degree of diversity.

Selecting research universities. The first criterion was that the institution had to be a Research University. To ensure that the institution met this criterion, I selected “RU/VH: Research Universities (very high research activity)” and “RU/H: Research Universities (high research activity)” under the Basic Classification section when customizing the search (Carnegie Foundation, 2010). Some selection options included: Bac/Assoc: Baccalaureate/Associate’s Colleges, Tribal: Tribal Colleges, Spec/Law: Special Focus Institutions-Schools of Law, etc. By selecting this criterion, it would also ensure that only four-year universities were selected. Ethnoracial minority students are underrepresented across four-year universities and are overrepresented in two-year institutions (e.g., community colleges) (Bailey et al., 2004; St. John, Daun-Barnett, & Moronski-Chapman, 2013). Therefore, it became important to examine the organizational culture in four-year universities.

Selecting public institutions. The second criterion was that the selected institution had to be a public institution. A public institution was of interest for the study because there has historically been a societal expectation that these institutions remain accessible to students (St.

John et al., 2013). Additionally at public, Research Universities often at least 50% of undergraduate students are White (see description of list produced below for more details about these institutions ethnoracial diversity). To ensure the institution met the “public” criterion, the list of Research Universities was further filtered to only include public universities (Carnegie Foundation, 2010). Selection options included: public, private not-for-profit, and private for-profit.

The final customized list included 129 institutions (Carnegie Foundation, 2010). The list was exported onto an Excel document and two additional columns titled “student demographics” and “faculty demographics” were added to the document. Within each of the “student demographics” and “faculty demographics” columns the following subcolumns were created: American Indian/Alaskan Native, Asian, African American, Hispanic, Native Hawaiian/other Pacific Islander, and White.

Selecting an institution with a high degree of diversity. The third criterion was student and faculty demographics because I was interested in selecting one institution with a high degree of diversity. Therefore, it was important to collect ethnoracial data on students and faculty. Data on students’ ethnoracial identities were collected for each of the 129 institutions using the National Center for Education Statistics website. A “School Search” was conducted for each institution (U.S. Department of Education, n.d.c). The search produced information about each institution’s: characteristics, enrollment, and financials for the 2013-2014 academic year. The enrollment data listed the undergraduate student population by race/ethnicity. These percentages were used to fill each of the ethnoracial categories under the student columns on the excel spreadsheet. Out of the 129 institutions, 30 had a student body in which less than 50% of them identified as White (Carnegie Foundation, 2010; U.S. Department of Education, n.d.c). Of the 30 institutions six were either designated as a HSI or a MSI, or both (Carnegie Foundation, 2010).

Next, the IPEDS Data Center from the U.S. Department of Education website was used to gather data on faculty ethnoracial identities for each institution. Using “final release data,” individual institutions were compared based on one variable. After entering each institution’s name, the “Human Resources” component was designated and within this category the criterions “Full-time instructional staff by rank, faculty and tenure status, racial ethnicity and gender” for “fall 2013” were selected (U.S. Department of Education, n.d.a). From the various criterions, only “with faculty status” was selected. Then, a search was produced with the following

variables: Grad total, grand total men, grand total women, American Indian or Alaska Native total, Asian total, Black or African American total, Hispanic or Latino total, Native Hawaiian or other Pacific Islander total, and White total (U.S. Department of Education, n.d.a). This search produced a total number of employees designated as faculty by ethnorace at each institution. From these numbers, percentages were calculated and used to fill the ethnoracial demographics for faculty on the spreadsheet.

Upon collecting this demographic data for each institution, one institution with a high degree of diversity was selected for the study. High degree of diversity was defined based on the institution having at least ten 10% of representation in each ethnoracial category: Asian, Black, Latina/o, and the percentage of White students being less than 50%. Ethnoracial categories of American Indian/Alaskan Native and Native/ Hawaiian/other Pacific Islander had extremely low representation across all 129 institutions. Additionally, it was challenging to identify an institution that also had a high degree of faculty diversity.

The selected institution. A public, four-year institution with high research activity located in the southern part of the country was selected due to its high degree of diversity. During the academic year of 2013-2014, SOC (60%) composed a large part of the institution's undergraduate student population (U.S. Department of Education, n.d.c). Only 40% of the undergraduate student body was White. Among SOC there was at least 10% of representation in each of these ethnoracial categories: Asians, Blacks, and Latinas/os (U.S. Department of Education, n.d.c). American Indian/Alaskan Natives and Native/ Hawaiian/other Pacific Islanders each comprised less than one percent of the undergraduate student population (U.S. Department of Education, n.d.c).

Meanwhile, during this same time, 64% of faculty members were White. Faculty members of color composed 36% of faculty (U.S. Department of Education, n.d.a). Among faculty members of color 10% were Asian. Latinas/os and Blacks composed less than 10% of faculty and American Indian/Alaskan Natives and Native/Hawaiian/other Pacific Islanders each composed less than 1% (U.S. Department of Education, n.d.a).

Participants

Upon selecting the institution, an initial interest form (Appendix A) was used to gather information about potential participants and to ensure that they met the five selection criteria. There were five criteria: (1) faculty member position with rank of assistant professor, associate

professor, or professor; (2) full-time status; (3) tenured or tenure-track; (4) employed for at least one year at current institution; and (5) knowledgeable about diversity and inclusion issues on campus. To enhance the study, an expert in qualitative methods reviewed the initial interest form to ensure that these questions would in fact help select participants based on the selection criteria of the study.

Selection criteria. First, participants needed to be faculty members with the rank of assistant professor, associate professor, or professor. This criterion was important to ensure the participants regularly interacted with students, staff, and other faculty members and were able to participate in the governance structures; giving them a deeper understanding of the institution's culture. Second, participants had to be full-time faculty members. It was important that the participants were full-time employees because this would give them a deeper level of immersion in the organization's culture. Third, they needed to be tenured or tenure-track. This would ensure that they had knowledge about the institution in aspects of research, teaching, and service, which are prominent characteristics that influence the culture of research institutions. It was important that participants deeply understood all of these three components of which only tenured and tenure-track faculty would have first-hand knowledge. Fourth, they had to have been employed by the institution for at least one year. This fourth criterion would help elicit deeper knowledge about the institutional culture. Fifth, participants had to be familiar with diversity and inclusion matters on campus. This criterion was important due to the topic of this study being about organizational culture in relation to diversity and inclusion. Faculty members with knowledge about these issues would provide rich detail for the study.

Recruitment of participants. After selecting the institution, I selected a sample of faculty members who met the five criteria I had developed. I used three different approaches to recruit participants. First, emails (Appendix B) were sent to the chair of the faculty senate; chairs or leaders of the commissions/committees and special taskforces dedicated to diversity and inclusion issues on campus (e.g., commission on the status of women); and the leadership (e.g., Director) of the diversity and/or equity office on campus explaining my dissertation research and asking them to email out a call for participants (Appendix B) through their listserv. These governance bodies and university offices were selected to distribute the call for participants because they communicate with many faculty members who are knowledgeable about diversity and inclusion issues on campus. Additionally, they represented a wide range of

disciplines, which is important when examining university-wide culture. In the event that the head person of these committees was also eligible to participate in the study I invited them to also consider participating (Appendix C). Faculty members interested in participating in the study were asked to follow a link that directed them to fill out an initial interest form on Qualtrics, an online survey tool.

Second, I conducted searches on the university's website for individuals affiliated with diversity and inclusion initiatives on campus. These searches included search terms like "diversity committees" that would yield a list of diversity initiatives on campus with names of faculty members involved with these. Additional searches were also completed using specific names of student diversity programs in which faculty members had worked advising or mentoring students. In this manner, through the university's website I was able to identify current or past faculty members' with affiliations to diversity and inclusion initiatives. Once faculty members were identified an email (Appendix D) was sent for them to participate in the study. The invitation mentioned that I was looking for participants, provided information about the study, and listed the link to the initial interest form.

Third, snowball sampling (Rossman & Rallis, 2012) was also used to identify potential participants, keeping in mind that all selected participants needed to meet the selection criteria. Potential participants were asked to refer other colleagues on campus who may be interested in participating when they completed the initial interest form (Appendix A). Also, selected participants were asked after the interview if they wanted to provide names of potential participants. Sometimes people felt more comfortable recommending potential participants after having completed the interview themselves. Given this individuals were offered two opportunities to provide names of potential participants. Some participants offered to send out an email with the study's information to their colleagues, at which point the call for participants was shared with them. If names were only provided on the initial interest form or after an interview, then I would send out an individual invitation (Appendix D) to each identified potential participant.

The initial interest form (Appendix A) included questions to ensure that potential participants met the five selection criteria and also asked about their social identities and contact information. There were five questions that tied to the five criteria. Question one asked them to identify their faculty rank. Respondents were able to select if they were: assistant professor,

associate professor, or professor. Question two asked them if they were full-time faculty. Only those who responded “yes” were considered to be participants in the study. Question three elicited information about potential participants’ tenure status. Only those who selected “tenured” or “tenure-track” were considered for participation in the study. Question four asked participants in what month and year had they started working at the institution. Only those respondents who indicated that they had worked for at least a year at their current institution were considered for participation in the study. Question five asked potential participants to provide information on the initial interest form about how they have gained knowledge about issues of diversity and inclusion on campus and on their membership in any committees or other governance bodies.

The form also included other questions that were not used to select participants but for the purposes of scheduling the interview. These questions asked whether the potential participant would be able to complete the in-person interview during particular dates or throughout the summer. Another question asked if they knew of other colleagues who may be interested in participating in the study.

Selection of participants. Individual Qualtrics responses of potential participants were reviewed as they were received to determine if the participant criteria was met. Additionally, data collected about their social identities (race, ethnicity, gender, sexual orientation, and ability) were also considered when selecting participants. The goal was to select a diverse sample of faculty, who would in turn bring different aspects of the organizational culture and produce rich data to understand the phenomenon from multiple perspectives. A total of 19 participants were selected for this study.

Sample size. There is debate among researchers on the adequate sample size needed to conduct quality data analysis (Charmaz, 2014; Morse, 2015; Rossman & Rallis, 2012; Seidman, 2013). Some researchers argue that studies should follow an emerging research design in which the number of participants is not established prior to beginning the study. Others believe that some guidance is needed in estimating sample sizes prior to collecting data (Guest, Bunce, & Johnson, 2006) and some have even established a hard number of how many interviews are required to examine a phenomenon (Guest et al., 2006).

Sample size is ultimately dependent on it being sufficient and reaching saturation of information (Mason, 2010; Seidman, 2013). Sufficiency ensures that enough participants reflect

the variety of the population in a manner in which those outside could identify to the experiences of those in the study (Guest et al., 2006; Seidman, 2013). In this study sufficiency was sought by selecting participants with a variety of social identities (race/ethnicity, gender, ability, and sexual orientation), rank (assistant professor, associate professor, and professor), and tenure status. Based on these identity and professional positions, I was able to capture a wide variety of experiences in relation to the organizational culture about diversity and inclusion on campus.

Saturation of information is determined when the interviewer begins to hear the same information again and different information does not emerge (Mason, 2010; Seidman, 2013). To ensure saturation, a number of participants was not established ahead of time. Instead participants were added if new information was emerging in interviews. After each interview, I made sure to reflect on any new data collected and added participants to obtain thick and rich data that would help answer the research question.

Instrumentation

To collect data from participants, a semi-structured interview protocol was designed. The original interview protocol (Appendix E) was designed with questions asking participants to describe their campus' artifacts, espoused beliefs and values, and basic assumptions about diversity and inclusion. The questions were designed to elicit stories from participants about each of these constructs with the intention that these would also yield information about their experiences within the organizational culture. Questions in the interview protocol directly aligned with the research question and constructs of the framework. The original interview protocol included a total of nine questions that fit into three sections: introduction, perspectives and wrap-up. Questions were designed to be conversational (Seidman, 2013). The questions were tightly structured around the framework and asked participants to describe artifacts, values and beliefs, and assumptions that the institution had about diversity and inclusion.

Introduction section. The first section of the interview included a question to help the researcher and participant become acquainted (Creswell, 2014b). This question asked participants to share why they were interested in participating in the study. The broadness of this question allowed for participants to situate themselves in relation to the topic of the study. Additionally it elicited information about faculty members who decided to participate in the study versus other who chose to not participate.

Institution/faculty assumptions section. The second section focused on the shared basic assumptions that members of the institution had about diversity and inclusion. Participants were asked to describe the shared basic assumptions that were held at their institution and how the ethnoracial diversity on campus influenced its members' practices. Prompts encouraged participants to tell a story of how diversity and inclusion had become more or less valuable and to discuss if there were expectations for campus members to take this into account in their daily practices. To understand a group's culture, one must try to understand its shared basic assumptions and the way in which these assumptions have evolved (Schein, 2010). With this in mind, participants were also asked to discuss how external circumstances and campus leaders have shaped the value of diversity and inclusion. The combination of these questions and prompts helped to yield stories to concretely declare the shared basic assumptions held by campus members about diversity and inclusion and how these guide everyday practices.

Espoused beliefs and values section. The third section focused on the espoused beliefs and values that institutional members have about diversity and inclusion. Participants were asked to describe these beliefs and values in terms of slogans, parables, ideologies, future aspirations or any other form of expression that could be seen across the institution. Additionally, they were also asked to discuss any challenges in addressing issues of diversity and inclusion on campus. Some prompts elicited further information about the specific diversity and inclusion issues being discussed and efforts being made to increase diversity and inclusion at the institution.

Institution's artifacts section. The fourth section focused on eliciting information that would help provide a deeper understanding about the phenomena and help with identifying the artifacts about diversity and inclusion on campus and with understanding their meaning. The overarching question asked participants to describe objects and practices on campus that speak to diversity and inclusion. Several prompts encouraged them to discuss how participants' use of language, demonstration of commitment, and decision-making practices speak to diversity and inclusion.

Wrap-up section. Finally, the last part of the interview asked participants if they wanted to add anything about their institution's culture in relation to diversity and inclusion or about their individual experiences at their institutions and the research topic. This question prompted any last thoughts participants had and allowed them the opportunity to share lingering ideas. The interview concluded with the participants being thanked for their time and participation in the

study. They were also notified that a transcription of the interview would be emailed to the address of their choice. They would then have five business days to review it and make any edits; otherwise if no response was received it would be assumed that no corrections were needed.

Three experts in the field of higher education (two professors and one administrator) and another professor with expertise in research methods reviewed these three protocols. Upon receiving revisions from these experts, changes were made to the protocols. The interview protocol was then piloted. Pilot testing assists in identifying and revising any flaws, limitations, or other weaknesses in the interview design (Turner III, 2010). Pilot testing is usually conducted with participants with similar characteristics and interests as those in the study (Turner III, 2010). Therefore, the initial interest form online and interview protocol were piloted with four faculty members with knowledge about diversity and inclusion at a different research institution than the one selected for the study. Pilot participants identified as Black ($n = 1$), Hispanic/Latino ($n = 2$), and White ($n = 1$). Of these participants two were male and two were female. They were all assistant professors and tenure-track. I took the feedback I received from the pilot participants and revised the protocol.

Pilot participants all felt the interest form online worked appropriately and did not suggest any changes. For the interview protocol they expressed that the questions needed to be shorter and that questions that had two parts needed to be broken down into separate questions. Additionally, participants suggested for the interview questions to follow a different order. It was suggested for the interview to begin with simpler questions (e.g., artifacts) rather than with questions that were related to basic assumptions. They also commented that some of the questions were too long and technical and should be worded in simpler language. They suggested I eliminate the layering of questions because participants may not answer all the parts of the question. Instead I should ask one question at a time. One participant also suggested that I ask participants to define “diversity” and “inclusion.” Another suggestion was to ask participants what they wish they could do at their institution in relation to diversity and inclusion that they currently cannot do. By asking these more direct questions, I could get at the basic assumptions of participants as well as learn more about their experiences at the institution.

Other feedback included eliminating the question that asked what the institution does to promote diversity and inclusion among faculty’s research, teaching, and service. Rather, the

question should ask what faculty members themselves do to promote diversity and inclusion in these three responsibilities. Additionally, when asking questions about how people are taken into account when decisions are made, I need to specify what type of decisions and at what level (e.g., department, college, or university-wide). Being more specific would help participants understand the question better.

After receiving this feedback the semi-structured faculty interview protocol was revised (Appendix F). The introduction and wrap-up questions were left in the same order of the protocol. There were a total of nine questions in interview protocol that were broken down into three sections (introduction, perspectives, and wrap-up). As I revised the remaining questions, I eliminated much of the framework language to make them easier to understand and discuss. Since the introduction and wrap-up questions remained the same, I only describe the questions under the perspectives section of the revised interview protocol below.

Perspectives section. This section focused on the various perspectives that participants had about diversity and inclusion, their own contributions to organizational culture of diversity and inclusion, and some of the institution-wide beliefs and practices as they related to diversity and inclusion. More specifically, there was one question that asked participants to define diversity and inclusion. This question elicited individual definitions of these two terms to understand how participants understood them and their assumptions. In addition, information gathered from this question would help the interviewer understand participants' mindsets as they responded to questions in the rest of the interview.

Participants were also asked to describe what they and the institution did to promote and inhibit diversity and inclusion in regards to research, teaching, and service. These questions elicited information that was specific to the experiences of faculty. Given that this group had a unique access to the institution's culture in these three areas it was important to ask them these three questions. Similarly, these questions also elicited information about participants' practices and contributions to diversity and inclusion. This information yielded stories about faculty experiences, their connections to their research interests, relationships to students, and any desires they had for changing things through their service.

Furthermore, the interview protocol also included questions about the institutions' aspirations and values. Prompts for these questions asked about the consistencies and inconsistencies across campus of the values and beliefs on diversity and inclusion. Additionally,

participants were also asked to discuss how people from different backgrounds were included in the deliberation of decision-making. Ultimately, these questions helped understand more about the values and practices of inclusion across the institution from participants. These questions revealed perspectives faculty had about the institution, including if there was congruence between what the institution articulated about diversity and inclusion and university leaders' practices.

Finally, participants were asked what they would do in relation to diversity and inclusion at the institution if they could do anything. This question yielded some of the most creative answers. These answers were tied to what participants believed to be priority issues at the university regarding diversity and inclusion. Their responses uncovered structural issues inhibiting diversity and inclusion, ways that the institution could improve, and their own individual interests in diversity and inclusion matters.

Data Collection Procedures

The first step in the data collection process was to obtain IRB approval at Virginia Tech (Appendix G). Additionally, I met with an Associate Vice Provost at the selected institution to ensure that the institution sanctioned the study. Upon obtaining approval from IRB at Virginia Tech and from institutional leaders at the selected institution, participants were solicited and selected. A report of all potential participants who completed the initial interest form, those who did not meet the full criteria were contacted via email and thanked for their interest in participating in the study.

The participants who were selected were also contacted via email to schedule a date, time, and location (selected by the participant) to conduct the interview. The email included attachment of the consent form (Appendix H). The email instructed participants to read, sign, and bring the form with them the day of the interview. I asked that in the meantime they contact me with any questions or concerns about the consent form or their participation in the study. One day before the scheduled interview, a reminder email was sent to participants.

Interviews were conducted during four rounds in the months of April, May, July, and September of 2016. They were semi-structured, face-to face, and lasted between 40-95 minutes. The interviews were audio recorded. During the interviews field notes were taken about the spaces in which the interviews were held, the participants' expressions and gestures, as well as any of my own initial thoughts that could be used during data analysis (Rossman & Rallis, 2012).

Each interview began with an introduction of who I was, information about the study, and the reasons for my choosing this research topic. Next, there was casual conversation with each participant (e.g., where they were from) that helped build rapport and helped to make them feel more comfortable (DiCicco-Bloom & Crabtree, 2006). Prior to initiating the interview, the consent form was reviewed and a signed copy was collected from each participant. During this time, participants were also asked to select a pseudonym. Upon completing the interview, it was transcribed. Transcriptions were emailed to the participants for them to review and verify their accuracy. Participants were asked to return the transcripts with any corrections within five business days. The consent form stipulated that if no response was received, no corrections would be made and the data would be considered accurate. Once all the transcripts were received from the participants and any suggested changes were made, the transcripts were uploaded into QSR NVivo as documents. Each transcript was saved using the participant's pseudonym.

As each transcript was uploaded to QSR NVivo so was the participants' background information in regards to their faculty rank, tenure status, gender, race, ethnicity, ability, sexual orientation, and age. QSR NVivo is a software program for qualitative data analysis (QSR International, n.d.). This background information was taken from the initial interest form and added to the top of each transcript on QSR NVivo. Permission to use this information in the study was obtained before respondents were given access to the interest form.

Additional data were collected from the institution's websites to contextualize some of the interview questions. Data collected from the websites included the organizational chart, demographic data, mission statement, values and vision statement, diversity statement, and the diversity strategic plan. These data were used to develop a vignette with rich description about the institution.

Field notes were recorded during and after the data collection of website information and documents, and while conducting the interviews. Field notes are composed of descriptive data and comments from the interviewer about those data or overall study (Rossman & Rallis, 2012). This tool allowed for observation, reflection and initial thoughts to be recorded and were later used to make assertions (Rossman & Rallis, 2012). For example, if I observed any patterns in the ideas and experiences of participants, I recorded these. Additionally, some field notes

included any physical behavior and appearances of participants, which would normally not be captured in the transcript of an interview. All field notes were uploaded to QSR NVivo.

Data Analysis Procedures

Data analysis is about bringing meaning to the data (Rossman & Rallis, 2012). Meaning is assigned “to the pieces as you label, code, and categorize; build analytic descriptions; compare and contrast; find patterns; construct themes; and consider alternatives” (Rossman & Rallis, 2012, p. 262). Qualitative data analysis is an ongoing process and ideally occurs as data is being collected providing researchers with an emerging understanding of the topic under study (DiCicco-Bloom & Crabtree, 2006). It requires immersion, demanding that the researcher be fully knowledgeable of the data (Rossman & Rallis, 2012).

Prior to initiating coding, each transcript was read and analytical memos were written with general thoughts about the meaning at this phase in the analysis. The meaning was either about connections that were made that would aid in answering the research question or on any new concepts. During data analysis I used the constant comparative method. This method requires for data to be constantly compared to each other and for the researcher to combine and refine categories in multiple ways to produce interpretations of the data (Corbin & Strauss, 2008). While this method is a grounded theory analysis, it can be used by researchers who are interested in only completing a thematic analysis (Corbin & Strauss, 2008), which was my goal in the data analysis of this study.

Next, the transcripts were coded. Coding is the process in which the data are organized into chunks or segments (Rossman & Rallis, 2012). For the purpose of this study two levels of coding were completed using QSR NVivo. The first level was open coding. This first level of coding used excerpts as the unit of analysis. An excerpt was defined as a sentence or a sequence of sentences that speak to one specific topic. Excerpts were coded using in-vivo terms, the actual language of participants (Rossman & Rallis, 2012). During open coding, any analytical memos that had been written during the time of data collection were also referenced. Examples of these open codes are “history of institution” and “undergrad programs.” Open codes were then combined. This made the data more manageable.

For the second level of coding combined codes were analyzed to form categories while keeping the conceptual framework in mind (Rossman & Rallis, 2013). To form these categories I read excerpts that were coded with codes that seem to have a relationship or similarities. For

example some of the excerpts may have been labeled with the following codes: “socializing,” “mentoring,” and “supporting.” Excerpts coded with these three codes would create a category labeled “creating communities.” A new category was formed if at least three excerpts by three different participants mentioned a factor.

Upon completing the second iteration of coding, the data within each of the categories were analyzed to create overarching themes across all the categories. Categories were compared to each other and consolidated to progress towards themes (Saldaña, 2015). For example of if three categories were labeled: “developing hands-on activities,” “connecting students to content,” or “learning outside the classroom.” These three categories would then create an overarching theme labeled “Enriching Education” if the language of participants in categories described that they were creating new opportunities for students in their classes. In this manner a theme is an outcome of data analysis (Saldaña, 2015).

A qualitative narrative emerged from the data analysis. This narrative included a thick and rich description about how participants addressed the expression of their institution’s organizational culture about diversity and inclusion. The narrative was structured and organized around the themes that emerged from the data.

Authenticity and Trustworthiness

It is important to ensure that the data’s findings and interpretations are accurate. In qualitative research an authenticity and trustworthiness criteria was designed to ensure accuracy of the data (Guba & Lincoln, 1989; Lincoln & Guba, 1985). Trustworthiness speaks to the quality of the investigation and its findings that made them worthy of attention (Guba & Lincoln, 1985). Authenticity is concerned with making sure aspects (e.g., the conduct) of the research are genuine and credible about the lived experiences of participants and the implications the research will have in the larger society (James, 2008). A way to ensure authenticity in qualitative research is to make sure the data being collected is linked to the research question. To ensure authenticity and trustworthiness in this study, five strategies were employed: peer review, reflexivity, member checking, triangulation, and peer-debriefing.

Peer review. Peer review calls for researchers to use peers who are familiar with the phenomenon under study to provide support and guidance throughout the study (Chenail, 2008). Peer reviewers increase trustworthiness and rigor by challenging the researcher’s assumptions and findings (Chenail, 2008). In the study I engaged in peer review in two different ways. First,

a committee of faculty members with expertise in the area of study and/or methodology provided guidance and critiques. This group of faculty members also reviewed the pre-screening protocol to ensure I selected participants with knowledge about the study's topic. They also reviewed the interview protocol to make sure the questions asked would yield relevant responses that informed the research question. Second, the interview protocol was piloted with a sample of current faculty members who were familiar with organizational culture and diversity and inclusion work at their institution. Their feedback was used to refine several aspects of the study including the interview protocol. The guidance of both peer review groups (committee members and pilot participants) ensured trustworthiness and authenticity of the study.

Reflexivity. The second strategy employed is reflexivity, which requires the researcher to continuously examine and be aware of how their perspectives, personal interests, biases, opinions and assumptions impact the study (Rossman & Rallis, 2012). By examining my positionality at the beginning of this study I was able to self-reflect on my research bias and how my identity and experiences influenced my desire to conduct the study. I also used a reflexivity journal throughout the research process to record my thoughts and feelings about data that I had collected and about my impressions of this data. If applicable, these reflections were included in the study. Memos and field notes were also written about any thoughts, observations, reflections, and meanings that were generated during the data collection and analysis process. This allowed for subjective perspectives and biases to be monitored (Bloomberg & Volpe, 2012).

Member checking. Member checking was employed as a third strategy to ensure trustworthiness. Member checking requires participant validation of emerging findings (Rossman & Rallis, 2012). This can be done with interview transcripts as a method to gather further information. In this study, participants were asked to verify the accuracy of the interview's transcript.

Triangulation. Fourth, triangulation was used to corroborate the evidence of the data collected (Anfara, Brown, & Mangione, 2002). Triangulation is used to determine the consistency of a finding. It requires the researcher to converge the evidence from "different individuals (e.g., a principal and a student), types of data (e.g., observational, field notes and interviews), or methods of data (e.g., documents and interviews) in descriptions and themes in qualitative research" (Creswell, 2014a, p. 259). In the study, data from participants and the institution's websites and documents were triangulated.

Peer debriefing. Finally, peer debriefing was employed. Peer debriefing enhances the credibility and rigor of a study (Rossman & Rallis, 2012). Peer debriefers help the researcher demonstrate a transparent process of data collection and management and assist in making design decisions for audiences to be able to trace the logic (Marshall & Rossman, 2016). I had two members from my research community verify my codes in excerpts of three transcripts. This enhanced the soundness of the coding scheme. Additionally, I had two other members from my research community cluster categories and together we discussed their organization of this data. This process allowed me to check my assigning of categories and themes.

Conclusion

In conclusion, this qualitative study was designed to examine how organizational culture about diversity and inclusion was expressed by faculty members at a highly diverse research institution. Faculty members (insiders) were interviewed to gain a deeper understanding of the institution's culture. The methodology discussed in this chapter allowed me to answer the main and supporting the research question posed in the study.

Chapter Four

Findings

In this chapter, I present findings that reveal how faculty members described the culture of diversity and inclusion at an institution with a high degree of student diversity. As discussed in Chapter Three, the purpose of this study was to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of diversity. I was particularly interested in examining this topic from the perspective of faculty members because of their status as insiders within the areas of research, teaching, and service. These three areas are prominent characteristics of research institutions. The conceptual framework used in this study was Schein's (2010) organizational culture theory, which includes three levels of culture: artifacts, espoused beliefs and values, and basic assumptions.

One public research institution with a high degree of diversity was identified. The selected university is unique within its institutional type because of its level of diversity. For the purposes of this study an institution with a high degree of diversity was defined as having at least 10% of representation in each ethnoracial category: Asian, Black, Latina/o, and the percentage of White students being under 50%. The criteria for selecting the institution only included these groups because others (e.g., American Indian) were in most cases below 1% among this institutional type. Selection of participants from this institution in this study was done according to a strict set of criteria. Participants were faculty members who were tenured or tenure-track; were full-time faculty; held a rank of assistant professor, associate professor, or professor; had been at their institution for at least one year; and self-identified as having knowledge about diversity and inclusion work on campus. A qualitative approach was used to gain an in-depth exploration of how faculty members described their university's expression of organizational culture in relation to diversity and inclusion.

Research Question

With these things in mind, I developed the following question to guide this research:

1. How is organizational culture of diversity and inclusion described by faculty members at an institution with a high degree of diversity?

This chapter is organized into three sections. First, the selected institution is described. Second, participants are described based on the information they provided on the initial interest form. Third, the findings from the interviews are presented and discussed. There were five

themes that emerged from the data analysis: forming culture, describing diversity and inclusion within the culture, learning impacted by diversity, feeling the culture, and directing the culture. As each theme is presented in the following sections, a table that summarizes the iterations of data analysis that resulted in the theme is included.

Description of the Selected Institution

Sandía University (SU) is a public, four-year institution with a Carnegie Classification of “high research activity.” SU is located in the southern part of the country. The university has approximately 42,000 students with almost 31,000 undergraduates (U.S. Department of Education, n.d.b). During the academic year of 2013-2014, students of color (SOC) (60%) comprised a large part of the institution’s undergraduate student population (U.S. Department of Education, n.d.c). Approximately, 40% of the undergraduate student body was White and there was at least 10% representation in each of the following ethnoracial categories: Asians, Blacks, and Latinas/os (U.S. Department of Education, n.d.c). Consequently, SU had received high national rankings for its undergraduate student diversity and had earned designations for serving a large number of minority students.

However, the undergraduate student body’s high level of diversity was not reflected at the faculty level. The university has approximately 1,100 full-time faculty members (U.S. Department of Education, n.d.b). In fall 2013, Whites composed 64% of the faculty. Faculty of color (FOC) accounted for the remaining 36% (U.S. Department of Education, n.d.a). Among faculty members of color, 10% were Asian. Latinas/os and Blacks each composed less than 10% of the faculty and American Indian/Alaskan Natives and Native/ Hawaiian/other Pacific Islanders each composed less than 1% (U.S. Department of Education, n.d.a).

Organizationally, there was no office or person (e.g., Chief Diversity Officer) designated to lead on issues of diversity and inclusion on campus. Instead, there was a university-wide committee dedicated to issues of diversity and inclusion that reported to the president. Diversity and inclusion employment issues were handled through human resources. Additionally, there were several centers dedicated to providing students with resources, organizing events, and developing academic programming in regards to diversity and inclusion. Some of these centers included: a multicultural office, two centers for ethnoracial studies, an office for gender studies, an office for students with disabilities, an office for international students, and a lesbian, gay, bisexual, transgender questioning, and ally program. There was also a race-based employee

organization that provided mentorship and hosted a graduation ceremony for minority students. Similarly, some resources and programming to support faculty diversity were provided by the provost's office, the two centers for ethnoracial studies, and the race-based employee organization.

University documents (mission, vision, and values statement, and strategic plan) outlined the institution's mission as being three-fold: research, teaching, and public service. The institution's mission is to advance knowledge and pursue excellence. To achieve the research component of the mission, university documents reflect a need to "attract and retain" scholars. Additionally to advance the three-fold mission, documents articulate the value of free expression. There is also value for diversity articulated in these documents. The student body is often described as "diverse" with multiple cultural values for which the university seeks to foster an environment with mutual respect. Diversity is considered to be valuable in the creation of inclusive environments for a community of faculty, staff, and students.

SU's diversity statement says that the university community embraces diversity and finds it essential to achieving the institution's mission. Furthermore, the statement provides a definition for "diversity," which includes the need to sustain an environment that promotes academic freedom without "prejudice," "discrimination," and "intimidation" (Sandía University Diversity, 2016). Instead the university's community fosters an environment that appreciates individuals regardless of race, gender, gender identity, ethnicity, physical abilities, sexual orientation, and socioeconomic status. Additionally, these statements articulate that the university's community values language, age, religious beliefs, national origin, and other individual characteristics (Sandía University Diversity, 2016). Furthermore, value was expressed for a diverse curriculum and a need for students to be exposed and open to different points of view. Finally, a commitment to creating a "critical mass" of diverse faculty who would in turn foster an environment with unique research and learning opportunities was stated (Sandía University: Diversity, 2016).

Demographic Characteristics of the Sample

Data from a sample composed of faculty members at the selected institution was used in this study. As discussed in detail in Chapter Three, using a combination of a criterion sampling technique and snowball sampling, emails were sent out to potential participants and to heads of university committees and offices that could share the recruitment email with potential

participants. Additionally, potential participants who filled out the initial interest form were also asked to provide names of other faculty members who might be interested in participating. A total of six emails with the call for participants were sent to heads of university committees and offices. A total of 82 invitations were emailed to potential participants. This process yielded a total of 19 participants.

Participants self-identified as Caucasian/White ($n = 9$); African American/Black ($n = 5$); Hispanic/Latino ($n = 2$); Asian/Pacific Islander ($n = 1$), and two provided no response. Of all participants 12 were male and seven female. Participants who reported their ages were in the age categories of 24 - 44 ($n = 4$); 45 - 64 ($n = 11$); and 65 and over ($n = 3$).

All participants held a rank of assistant professor ($n = 3$), associate professor ($n = 10$), or professor ($n = 6$) and were tenured ($n = 16$) or tenure-track ($n = 3$). Participants held positions across all the colleges at the institution: liberal arts, business, nursing, social work, education, engineering, sciences, and architecture. Participants reported having been at the institution for one to 10 years ($n = 7$); 11-20 years ($n = 8$); or 21 or more years ($n = 4$).

Findings from Interviews

The data analysis of the 19 interview transcripts produced a total of 637 open codes. Open codes were then combined into 99 codes. These 99 combined codes were organized into 25 categories and then synthesized into five themes. Below are the five themes that emerged from the data analysis related to how faculty members described the culture of diversity and inclusion at SU.

Forming Culture

The first theme, *forming culture*, was defined as the factors participants believed shaped SU into a diverse institution, and those that affect how it operates today. Participants believed that some of these factors were due to external forces occurring in higher education and the world. Other factors were due to intentional changes and decisions made by leaders at SU that helped put the institution on its present track. In this same way, participants believed that there continue to be factors that drive how things function and how members behave at SU. Table 1 presents the combined codes and categories that lead to the development of this theme.

Some participants discussed that, historically, with the aid of leadership SU had undergone changes that helped promote diversity and inclusion on campus. Some described that because SU is located in the south it had historically had a “southern tradition” with numerous

Table 1

Code Mapping for Forming Culture

Third Iteration: Theme

The theme *forming culture* is defined as what participants described as factors that shaped SU into a diverse institution, and those that affect how it operates today.

Second Iteration: Categories

A. Contextualizing institutional information	D. Using diversity for accolades
B. Driving forces influencing institution	E. Relating diversity and money
C. Existing value structures	F. Reaching student diversity

First Iteration: Combined Codes

A1. Changing historically
A2. Experiencing past leadership and times
A3. Contextualizing higher education

B1. Being in transition
B2. Being a research institution

C1. Harming diversity with competitiveness
C2. Feeling tenure pressures
C3. Limiting resources impacts diversity and inclusion

D1. Using diversity for marketing
D2. Benefiting only some

E1. Seeing diversity as a monetary value
E2. Paying for it

F1. Believing diversity is due to location
F2. Believing diversity is due to demographic

objects and symbols on campus that embraced the Confederacy and were culturally insensitive. However, after several instances of civil unrest throughout the country and on campus, there had been a turning point in which the university leadership began to change the trajectory of the institution to one that celebrated diversity. Culturally insensitive symbols were taken down and other objects such as a mural representing diverse people were installed.

Other changes that participants discussed helped promote diversity on campus included SU going from being a commuter school to also becoming a research institution, becoming a larger campus, constructing more buildings, and growing online education. These changes attracted a greater number of diverse students from the state, country, and abroad. Nevertheless, other participants believed that the high level of student diversity on campus was largely due to the university being located in a metropolitan area and the changing local demographics. Some thought the product of student diversity was due to these two factors and not the effect of something intentional the university had done.

However, these changes alone were not fully responsible for increasing diversity and inclusion on campus. Participants shared that past leadership decisions and practices further supported diversity and inclusion. Past university presidents and provosts had spent time to learn and understand the institution, promoted diversity among leadership, supported faculty, and became more diverse themselves throughout the years. Speedo, a participant, described a past university chancellor's strategy during a time of unrest:

We had riot police on campus as I recall at one point, and the unrest was ... I wasn't plugged into the details, but it clearly was there. Given those dynamics, the chancellor made a couple of strategic decisions. One was to place Tucker here as president, which was life-saving I think for the university. He asked a nationally renowned scholar in Black history to come in and be the provost.

Additionally, participants discussed that the two new designations that SU had received as (a) a research institution, and (b) for serving a large number of minority students, along with (c) its national ranking for having a diverse undergraduate student body changed a lot of how decisions at the university were made. For example, many participants discussed that becoming a research institution inhibited diversity because it caused more attention to be placed on how to maintain that ranking and gain new rankings rather than focusing on the gaps that existed in the diversity arena. Most participants expressed that being a research institution had caused more

emphasis on research; external funding; science, technology, engineering, and math (STEM); and enrollment growth. In turn this hurt diversity and inclusion efforts because it discouraged faculty members from spending too much time on teaching, caused a higher tenure denial rate, favored mainstream research, and pushed diverse people out of the university. Participants stated that ultimately these designations have this institution “in transition.” They described times when these three new labels caused values to compete, creating a chaotic culture and making it hard to determine the degree of inclusiveness.

In the midst of being “in transition,” participants were able to describe some of the existing value structures that form the institution and impact diversity and inclusion. These value structures have been created as a consequence of the higher education system in the country and the nature of where SU is headed. Several participants discussed that valuing competitiveness and the tenure system harmed diversity. Rather than creating a collaborative environment, some faculty members use competitiveness to remove students and faculty members from the university. Louise explained that competitiveness could harm student retention:

They have this weed out mentality, the classroom [is] really competitive. For students who are from underrepresented groups, that's going to make retention rates even lower than normal.

Others commented on how the tenure process can make some faculty members feel pressure to spend more time on research and feel censored. Consequently some pre-tenure faculty members spend less time on diversity work (e.g., mentoring, faculty race-based organizations).

Simultaneously, participants expressed that as university leaders try to be more inclusive and ask underrepresented faculty members to serve on committees, it can result in a high level of service. High amounts of service leave less time for research, which ultimately threatens earning tenure.

The participants stated that these value structures then drive how decisions are made, especially fiscal ones. Various participants discussed that often resources are scarce, which tends to harm diversity and inclusion efforts on campus. Fewer resources cause people to make decisions that are “safe” and with little risk. Participants described that resources are key for preserving healthy levels of diversity and inclusion on campus in situations such as: hiring underrepresented faculty, recruiting minority students, and funding the research centers for ethnographic studies. Scarce resources limit the ability to institutionalize diversity and inclusion

efforts. At times individual faculty members have sought external funding and developed localized initiatives on campus to further their diversity and inclusion efforts.

Furthermore, participants expressed that there are external forces that drive SU's value structures. Higher education institutions are now pressured to raise their own funds causing university administrators to rely more on student tuition and external funding. Participants shared that SU is not exempt from such pressures. In fact some participants thought that SU's leadership viewed diversity designations and rankings as a way to gain eligibility for grants and other accolades. This behavior had left a few participants questioning the leadership's commitment to diversity and inclusion. In fact, several participants discussed that the existing outreach initiatives to recruit more out-of-state and international students were not created with the goal of further diversifying the university, but for the purpose of enrollment growth and greater tuition gains. For example Connie explained:

I know they have outreach programs to China and I think there are some efforts since our new president has been with us, efforts to recruit from those populations. I think he's extremely concerned about enrollment, that drives everything he does, and as an administrator, I don't get anything if my numbers aren't high. It's all about the number of warm bodies in seats. I think he sees that as a revenue stream, so I don't know that it's necessarily because he wants more Asian people on campus, I think he sees it as an opportunity for enrollment growth.

Yet, other participants viewed the leadership as committed to issues of diversity and inclusion. They explained that while the university's designations and rankings are used for marketing and branding purposes on their website, communications, and throughout campus, it had been done with the purpose to demonstrate value for diversity. Some said that "diversity" was all they heard throughout the university. Diversity was "in the air" and what made the institution unique. They expressed that using this high diversity ranking for marketing demonstrated that university members accepted diverse populations, and viewed this as a welcoming sign for prospective diverse students and faculty members.

Similarly, several participants also discussed that the value for diversity was demonstrated through the funding of the two centers for ethnoracial studies, the multicultural center, a diversity week, and the various speakers that had been brought to campus to discuss issues of diversity. These participants believed that spending money on spaces, initiatives,

events, and other programming spoke to the value and commitment of the leadership for diversity and inclusion.

In summary, participants believed that the university had been shaped by external and internal forming factors. These factors influenced past leaders to make the campus more diverse. More recently SU earned new designations and rankings, causing the university to be what some participants described as “in transition” with multiple values occurring all at once. The new designations carry higher education pressures that influenced leadership practices including the prioritizing of several university areas and funding patterns. Participants believed that these designations along with the new aspirations of the current leadership influenced the value system of the institution. In turn, the value system rewarded practices that helped SU achieve higher rankings and new designations. While some participants viewed these practices to demonstrate value for diversity and inclusion, others questioned the leadership’s commitment to these issues.

Describing Diversity and Inclusion within the Culture

The second theme, *describing diversity and inclusion within the culture*, consists of how participants define “diversity” and “inclusion,” and described the current state and consequently the challenges of diversity and inclusion within the culture at SU. The current state of the institution refers to the existing diversity represented across all ranks: leadership, faculty, staff, and students. In this manner, SU’s current state of diversity impacts inclusion and the further growth of diversity at the institution, presenting institutional leaders with several challenges to address. Table 2, found on the next page, presents the code mapping for this theme.

Participants offered a variety of definitions for diversity and inclusion. Diversity was defined based on having descriptive representation (numbers) of people from different backgrounds. Some were more specific and expressed that diversity involved having representation of identities within the university in parity with the environment in which one exists. For example Fred stated:

To me [diversity] means parity, right? You’re supposed to reflect the environment that you exist in. In this state, there are a large number of minorities. There are a large number of women...So you would expect the percentage wise be pretty close to what your population is and when you see that’s not happening there should be a flag that goes up. You wonder why is this not happening?

Table 2

Code Mapping for Describing Diversity and Inclusion in the Culture

Third Iteration: Theme

The theme, *describing diversity and inclusion in the culture* is defined as participants' definitions for "diversity" and "inclusion," and how they described the current state and challenges of diversity and inclusion at SU.

Second Iteration: Categories

- A. Facing tensions in defining diversity and inclusion
- B. Lacking consistent diversity
- C. Creating an inclusive environment

First Iteration: Combined Codes

- A1. Defining diversity
- A2. Diversity defined based on social identities
- A3. Defining inclusion
- A4. Believing the issue is social class
- A5. Emphasizing local diversity versus other types

- B1. Observing high student diversity
- B2. Growing international presence
- B3. Having diversity unequally spread
- B4. Needing student diversity equally distributed
- B5. Lacking faculty diversity
- B6. Lacking leadership diversity
- B7. Lacking staff diversity
- B8. Having visual diversity matters

- C1. Being careful about what is said
- C2. Having international diversity affect diversity
- C3. Making a single community

Most participants defined diversity based on social identities, which included: ability, age, social class, gender, national origin, race, ethnicity, religion, and sexual orientation. The spectrum of these social identities would produce similarities and differences of cultures, values, and beliefs, making diversity multifaceted. Diversity also included other backgrounds such as level of education and types of education. However, several participants believed that what ultimately caused differences and by extension diversity was social class. For example one participant, Mark, explained

The true demographic is socio economic status is not any of the things that are traditionally viewed as diversity. To me a factor that is way more important than gender or any of those things is SES, social economic status. Does SES produce these clusters that I was talking about? Of course.

Mark, alike a few other participants believed that social class influences all other social identities classified under diversity. Yet for some, what mattered more about diversity were other characteristics that were not visible, such as: ideas, leadership styles, interpersonal needs, and emotional competencies. Giving individuals a space to express these characteristics and be heard were important to defining diversity.

Participants' definitions of "inclusion" were also wide spread. A few established that there was a difference between objective measures of inclusion and the subjective, a feeling of being included or belongingness. The subjective would make inclusion a perception. For most participants a supportive environment that respected and valued contributions produced inclusion. These environments would allow individuals to have a voice and have representation of diverse people at all levels of an institution. In other words, inclusion meant deliberately providing individuals with access regardless of their background. Additionally people from different backgrounds would be included in the decision-making structure of the university. Policies as well as practices would be needed to enhance diversity and inclusion. More broadly, an inclusive culture is one that "includes" and "embraces" differences.

Overall, participants described a relationship between that diversity and inclusion. Diversity was often viewed as an "observation" and inclusion as "a process." While some believed that diversity must come before inclusion, others explained that inclusion produced diversity. Individuals needed to be in an inclusive environment to feel comfortable and be themselves and attract more diversity.

When applying some of these definitions to the practices of SU, several participants expressed concern regarding domestic (national, state, and surrounding area of university) diversity versus other types (international and out-of-state) of diversity at the student level. A few participants distinguished between these two types of diversity and were worried that due to leaders in higher education institutions trying to increase tuition revenue there was greater emphasis on admitting international and out-of-state students. This trend could impact SU, causing for minority students (Latinas/os, Blacks, women of color) from the local area to be further under-represented.

Others also commented on the need to continue a focus on domestic diversity versus international diversity. They thought the emphasis on international diversity in higher education was to claim diversity rankings. Such an approach could be interpreted as skirting the historical diversity issues (e.g., inequality) in the United States. In comparison to other higher education institutions, SU was viewed as an institution that had leadership addressing the “original problem” and not a redefinition of diversity.

Participants also described the state of diversity and inclusion at the institution. Most participants commented on their observations of their student body being “very diverse” and pointed to having a fair representation of students who were Latina/o, Black, Asian, and women. Students also represented a variety of religions. Moreover, according to participants there were a growing number of students with disabilities and sexual minority students. There were an increasing number of students who were transfer, non-traditional aged, out-of-state, and international that further diversified the student body. Participants voiced that such student diversity was manifested in SU’s student organizations, student-run events, and institution-based events for students. In addition,, buildings were named after students on campus. Some participants viewed the naming of these buildings as a celebration of diversity, since some of the students represented diverse backgrounds.

However, several participants also commented that student diversity was not reflected in every discipline. Participants commented that in STEM there was great international diversity, which was still growing, but some disciplines had a low number of women and minority (domestic diversity) students. Other colleges (e.g., business) on campus were also enrolling a high level of international students. Yet, others commented that their disciplines (e.g., nursing) had more women than men and that they would like to have a greater balance in terms of gender.

In addition, students at the undergraduate level were much more diverse than at the graduate level. According to participants, while there was a growing presence of international students at the graduate level, more needed to be done to increase representation of domestic diversity. The presence of international students on campus had become visible through events such as international week, groups and organizations on campus, and a display of flags representing all international students on campus. This display of flags was highly mentioned by participants as evidence of valuing international diversity on campus.

While there was much student diversity at the undergraduate level, several participants said, “that is where it stops,” and that higher ranks lacked diversity. Most participants discussed that although there was a healthy representation of international faculty, this group needed more domestic diversity. Higher representation of Latina/o, African American, and women professors was required. Also, it was necessary to have faculty diversity throughout all ranks of assistant professors, associate professor, and professor. Most faculty diversity was concentrated at the assistant professor rank or in lecturer positions. In spite of the lack of faculty diversity there were two ways in which participants thought this diversity had manifested: an employee race-based employee organization and a women’s organization. For participants these two organizations symbolized faculty diversity. Although faculty diversity lacked throughout the institution, there were some disciplines (e.g. STEM) and colleges that were more affected than others. Faculty diversity was needed to reflect student diversity and to increase inclusion within the institution. For example Artemio stated:

Ideally the diversity should be reflected in the composition of the faculty, but as well as in the administration in positions of power so that people will be sensitive and will come with some experience that will help the university as a whole to be more diverse. Not just the student body.

Similarly, diversity also lacked in the leadership level of the university. While some participants felt that having a non-White president and a woman as provost were good indications that the institution was moving in the right direction, others commented that there were many other areas of leadership that needed to be more diverse. There was a need to increase the number of minority deans, especially in respect to representation of Latinas/os, Blacks, American Indians, and women. A few participants disagreed that there was a need to increase representation of Latina/o administrators and thought that there was already an

appreciable number within upper-level administration positions. Overall, the participants call for representation of diversity among the leadership of the institution was with the purpose to ensure that there was inclusion at all ranks and that power was distributed among diverse individuals as well. Sarah explained that:

The community sees SU as like, they called it the plantation because we have all these really diverse students, but you have all these White people in administration and higher up positions, and so there's a power differential there.

A small number of participants discussed that diversity among staff was also an issue. More women and people of color needed to be recruited to these positions to ensure that the student body was being reflected at all levels. Yet other participants believed that enough diversity existed among staff because the university often attracted people from the area.

Most participants voiced that having diversity across all these levels was important to making sure there was visible diversity throughout SU. Diversity also needed to be more visible in other ways such as on the university's website, images throughout campus, and SU's videos. Although there were some initiatives that already sought to do this more could be done. High visibility of diversity would make prospective students and faculty feel welcome and foment a higher sense of belonging because they would see people like them.

With the current state of the university, there were some challenges in creating inclusive environments for all identities on campus. Some participants commented that being an institution with diversity beyond tokenism, especially at the student level made people more careful about how they expressed themselves. Racial slurs and the "N" word were not being randomly said around campus. Instead people were careful about what they said, how they acted, and what artifacts were posted (e.g., flyers). Consequently, this made people feel more comfortable and even made speaking up about diversity issues a bit easier. Yet other participants believed that there were issues of expression on campus. Some voiced that faculty members on campus at time expressed micro-aggressions to students.

A few participants were concerned that while the environment was inclusive at times it was not tolerant of people fully expressing themselves. One participant was concerned that the need to be politically correct did not allow individuals to be themselves and censored who they were. In this manner the idea of "being careful about one what says" worked against being inclusive of all identities. Donald stated:

Sometimes what they put out on the campus hurts other people. There's this stuff that goes on, micro-aggressions and all that nonsense. A lot of people ought to recognize what they're doing is hurting other people's feelings too on a college campus. That's okay. They got to recognize that their feelings may be hurt, but they may be hurting other people as well. There's been demonstrations out on our campus or booths or whatever it is, and the campus is very good about letting them be out there. They also ought to recognize that there's other people that they may be hurting too, that what they're doing, what they're promoting is the antithesis of their life. I'm not so sure if they understand that fully.

Freedom of expression and inclusion were also discussed in relation to the growth of faculty and student representation from countries abroad. For example some participants explained that having a large amount of international diversity meant that the campus environments needed to also be inclusive of these individuals and any international debates they wanted to have. Students from abroad needed to also have their voices heard. At times this would mean that students' home countries might be in conflict with one another causing conflicts among students and an impact on inclusion. While such cases had occurred at SU, the leadership tended to step in and reminded students that they needed to be amiable with each other.

While participants viewed the high level of student diversity to be a strength of the university, some participants believed the various groups needed to be integrated into one community. These participants expressed that students tended to segregate themselves based on identity similarities. There was a need for more crosspollination between students instead of them being segregated into groups based on their identities. Some efforts to generate further crosspollination included student organizations and discipline-based organizations.

In summary, the theme *describing diversity and inclusion within the culture* includes definitions of diversity and inclusion from members of the institution. Participants' definitions of the terms "diversity" and "inclusion" illustrated how different they understand these terms. Diversity was defined as being based on social identities (e.g., race/ethnicity, gender, ability, age) as well as other non-visible characteristics (ideas, leadership styles, types of education). Similarly, the definitions for "inclusion" varied and included: giving access, embracing, being a process, valuing contributions of all members, having decision-making power, etc. Participants also described the institution's state of diversity and inclusion. These descriptions revealed that

while there is a high level of student diversity this diversity is not reflected at the graduate student level or across all disciplines. Furthermore, participants expressed that much more work needs to occur at the faculty, leadership, and staff levels to reach comparable diversity to that of the undergraduate student body. Having higher diversity among all levels and across campus would increase inclusion, as it would allow for more diverse people to be in decision-making positions while representing a wider set of identities. Yet having diversity on campus also presented challenges in inclusion. Participants disagreed on how inclusive it was to moderate expression. Others were also concerned with not stopping at simply having representation on campus, but also in increasing the crosspollination of groups to create one community. Participants' individual definitions of "diversity" and "inclusion" and their descriptions of how these concepts are represented in the campus culture highlight some of the accomplishments and challenges at SU.

Learning Impacted by Diversity

The third theme, *learning impacted by diversity*, encapsulates participants' descriptions of how student diversity has impacted learning at SU and the various ways learning needs to continue changing. Several changes to diversify learning have been accomplished through institutionalized efforts and individual faculty members' practices. Learning in this theme refers to students' learning environments (in and out of the classroom) and curriculums (e.g. course offerings, majors available). Additionally, it also includes faculty learning about diversity through research, interactions with students, involvement on campus, trainings, etc. In turn, faculty members are able to make learning more inclusive for diverse students. Table 3, that follows, presents the combined codes and categories that map this theme.

Several participants commented on how having high student diversity meant there were more unique needs for the institution to meet. A few participants questioned if the university was doing enough to meet the students' needs and ensure that they were being retained and thriving once on campus. There were university-wide, department-based, and faculty-led initiatives to retain students such as: campus centers, academic-based organizations, scholarships, and other educational opportunities (e.g., research opportunities). Yet, several participants expressed that there were issues such as time to graduation and student performance at SU. Participants said that within the institution and/or their college they have heard

Table 3

Code Mapping for Learning Impacted by Diversity

Third Iteration: Theme

This theme, *learning impacted by diversity* is defined as participants' descriptions of how student diversity has impacted learning at SU and the various ways learning needs to continue changing. Several changes to diversify learning have been accomplished through institution-wide efforts and individual faculty member's practices.

Second Iteration: Categories

A. Meeting unique needs due to greater diversity	D. Connecting with students
B. Connecting diversity and learning	E. Giving importance to identity
C. Making learning more diverse	

First Iteration: Combined Codes

A1. Questioning "diverse student body"
A2. Closing the gap
A3. Retaining students

B1. Benefiting from diversity to learn
B2. Learning about diversity
B3. Personal experiences inform diversity

C1. Diversifying the curriculum
C2. Adapting classroom practices
C3. Encountering teaching challenges
C4. Making spaces accessible
C5. Experiencing classroom dynamics
C6. Maintaining unchanged classroom practices

D1. Existing student-faculty relationships
D2. Linking students to their own experiences
D3. Needing faculty who look like students

E1. Encouraging identity exploration
E2. Feeling belongingness

mentioning of a need to focus on transitioning first generation students to college, ensuring student readiness, and providing learning opportunities for all students.

While greater student diversity brought about unique challenges at SU, participants believed that high student diversity also provided benefits to learning. These benefits included greater sustainability, creativity, and innovation; richer dialogue; and a greater understanding of society. Participants believed that having diversity provided different experiences, perspectives, and new ideas. These differences cause people to think and talk. Diversity on campus represented differences that led to learning and made SU more open to conversations. Participants discussed that diversity had impacted their learning and their ability to make learning for students more inclusive. Some participants had learned about diversity from their students and expressed a desire to continue learning about them and their backgrounds as well as about other issues of diversity. They also explained that they learned about issues of diversity through their research, auditing of classes, and reading on their personal time. Others learned about it from personal experiences of living in diverse areas, being parents of diverse children, being undergraduate minority students, getting older and understanding the complexities of diversity, and experiencing the world as individuals with multiple social identities. Additionally, there were opportunities to learn more about diversity and inclusion on campus through the centers of ethnoracial studies and other department-based speaker series. For example Heather shared:

There are lots of opportunities [for faculty to learn about issues of diversity on campus]. All of those student events that I was talking about that are hosted by different student organizations are certainly open to faculty and the campus community. If I wanted to learn more about foreign students, or international students from a particular geographical area, I could go to their events. There's available to us: trainings and orientations about working with survivors of sexual assault, working with students with disabilities, working with other groups of students that we can pursue. I think there are plenty of learning opportunities.

Yet, several participants believed that there were some faculty members who need a greater understanding of minority students. They stated that some ways of accomplishing this included for faculty members reaching out to other colleagues outside their disciplines and by the

institution offering additional trainings on making the classroom more welcoming for underrepresented students.

Most participants said that having faculty members who were educated about diversity was key in ensuring that diverse students had more inclusive experiences at SU. More than half of participants indicated that the level of student diversity required the faculty to become more diverse; Latina/o and Black faculty were especially underrepresented at the institution. Diverse faculty members who look like the students would serve as mentors and role models, and students would be able to identify with them. Simultaneously, a more diverse faculty would value diverse students differently.

Participants sought to then shape learning experiences for students in a variety of ways including the relationships they developed with them. These faculty members shaped relationships with students while paying attention to students' identities and the similarities they shared. They felt linked to students at SU because of their own experiences as underrepresented students, their relationships with professors as undergraduates, and the similarities between SU and their own undergraduate institutions. Others felt a need to connect with students because they were minority and women faculty and saw potential in underrepresented students that their colleagues did not see. They wanted for these students to have a chance. Additionally, participants stated that it was important to take student identities into account in and out of the classroom. Some participants spoke about how in the classroom they would often discuss issues of inequality, racism, and sexism.

It was essential for several participants that they did their part as professors to ensure that all students reached their full potential. For some doing their part meant adapting classroom practices as needed. Several participants expressed that their classes were composed of students from different social classes, ages, races, abilities, and in some cases the majority were women. This level of student diversity in classes at times presented faculty with some challenges. Some participants discussed that some of the challenges included students: not seeing the class material culturally relevant to them, not coming regularly to class, earning grades that were inconsistent with their other class grades, and boycotting their classes.

With this in mind, participants shared that they used various teaching techniques to make learning in-class more inclusive. Some of these techniques included: unassuming students have cultural capital, co-teaching across disciplines, making the material transparent (e.g.,

showing all formulas), and making technological adaptations as needed. At times it was also necessary to adapt the class material. In these cases, participants taught about non-mainstream theories, other cultures, diversity and inclusion issues, and how the material could serve society. Adapting class material made the content more relevant for diverse students. Additionally, some faculty members gave students' experiences and identities' currency in the classroom, allowing them to use their cultures as learning material. In this manner, faculty members found a way to benefit from the diversity of students through classroom learning.

Participants also discussed that to ensure that students thrived; they encouraged group projects, created spaces for conversations and debate, and provided encouraging words. By creating more collaborative work environments, participants sought to value students' opinions and decrease competition. They believed that by making these classroom adaptations, all students would benefit from the great diversity on campus. Nonetheless, a few participants voiced concerns that there were still faculty members on campus who were closed to making any type of changes to their teaching regardless of the high level of student diversity in their classes. While they said that the institution needed to do more to incentivize these faculty members, they did not think this was something likely to happen because they believed requiring faculty to complete trainings would be challenging. Louise expressed that:

Again, [requiring all faculty to go to a session on teaching techniques] is probably not a realistic suggestion, because requiring faculty to go to any kind of teaching training, you've got an uphill battle. "I've taught this way for the past twenty years. There's nothing wrong with my class!"

In addition, Osgood said:

I think particularly people I've been teaching with, colleagues who have taught for 30 years, for example, they forget what it's like to be a student. They don't get it. They don't really understand what it's like to be a student today. "Well, this worked fine 30 years ago." "Well no, things don't work the same way today." "Well, they would have had a problem 30 years ago." "Well, it's not 30 years ago." "Oh, those were the good old days." "Well, maybe for you, but not for other groups of people. Get with the program or get out," but you can't say that to a faculty member. You can say it in a corporation. I think to me that's a real issue because it does matter who's in front of the room, and I'm aware.

However, being professors included more than teaching class material. It included making sure they were discussing issues that affected students beyond the classroom. For example, Terrell stated that he would sometimes join his students in protesting because it was important for him to be involved with his students beyond the class. He stated:

You have to be involved, you can't just be the Black professor or Latino professor and teach these classes and trying to educate these young people, and then forgive me, but when the shit hits the fan, you don't have nothing to say. They're going to come knocking on your door. What are you going to do now? This is an all encompassing thing in that sense, so I'm very involved. Now, again, I have to pick my spots. There are certain things that I want to stand up for, and then there's certain times where I'm like, "I don't know about that one, I'm going to let y'all fight that battle, come to me, I'll give you all some strategy but you're going to have to fight this one," kind of thing.

Several participants discussed that they offered encouragement, support, and advice on academic matters as well as any goals of the students.

Although faculty members were connecting with students, there were challenges in the development of these interactions. Participants who were pre-tenure expressed that they wanted to be more involved as mentors and advisors for students, but felt constrained by the tenure system. A few participants voiced that the richness of the student body could be more fully understood by the faculty and wanted an organic approach that would help in bridging this gap. Sometimes the attitudes of faculty discouraged students and caused them to feel unwelcome.

Additionally, there have also been institution-wide efforts to make learning more inclusive for diverse students. Various participants discussed that there existed spaces on campus to support underrepresented students such as the multicultural center and the ethnoracial research centers. Similarly, the institution supported an environment for students to create their own identity-based student organizations. Furthermore, throughout the years spaces on campus were made accessible for students with disabilities. For example Matt described:

I think the university has done a good and pretty conscious and deliberate job of making the educational facilities as accessible to different student populations as possible. There are a lot of physical accommodations for handicapped students. There are spaces that are reserved for student groups with the focus of supporting students from different historically underrepresented minority groups.

Some of these spaces included classrooms and buildings at large. Additionally, the staff of the office for students with disabilities worked with faculty members to provide class accommodations for students with different learning styles or physical disabilities.

Participants also described that the university offered some majors and minors that focused on diverse populations including: Black studies, Mexican studies, women and gender studies, and disability studies. Additionally there is a university diversity certificate for students to take courses across disciplines. Yet, participants expressed that efforts could be made by colleges and departments to continue diversifying the curriculum. Some proposed adding a mandatory class on diversity for all students to take, developing new majors (e.g., Asian American studies), new courses that reflect the student population, adding a diversity course within each discipline, and developing more experiential learning opportunities.

Ultimately through the faculty and university-wide efforts to make learning more inclusive, identity has been given importance, encouraging students to explore who they are and feel belongingness. Through these areas of study students can feel empowered. Students are able to explore their identities by participating in student events and events put together by centers on campus and students. Developing spaces for students creates a visible presence of diversity, allowing students to choose their own space that makes them feel comfortable and at home. Participants explained that SU offered this for students, making them feel like they belong and included. Yet, there were others who were concerned that there were faculty members on campus who may not be working to make learning in their classes more inclusive and may be causing students to question if they belong.

In summary, participants expressed that learning was impacted by diversity at the university. While higher student diversity brought about some challenges (e.g., time to graduation), there were many learning benefits for all students and faculty. Participants shared that they themselves had worked to make learning environments more inclusive for students in and out of the classroom by taking students' identities into account and adapting their practices as professors. Many had developed relationships with students based on commonalities in social identities or as undergraduate students. Yet, some voiced concern that this was not something all faculty members sought and that more needed to be done by institutional leaders to incentivize them to adapt their classrooms. Participants expressed that to make learning environments more diverse faculty needed to be more diverse. Additionally, there were also institutionalized efforts

to make learning opportunities and learning environments more inclusive. Through a variety of areas of studies students were able to learn about diverse populations. Also, SU members had made spaces more accessible for underrepresented students and facilitated the process for students to congregate around identity-based interests. SU's centers and student organizations offered students the ability to explore their identities. Together these university-wide efforts and those of individual faculty members made learning more inclusive for diverse students.

Feeling the Culture

The fourth theme, *feeling the culture* is defined as the experiences that participants had with diversity and inclusion as faculty members at SU. More specifically these experiences related to the institution, their careers, and their relationships with leadership and colleagues. These experiences led faculty to present some areas that need to be addressed to further develop diversity and inclusion at SU. Table 4, found on the next page, provides the code mapping for this theme.

For various participants SU felt unique. In large part this was due to the high level of student diversity and the impact this had on the environment. Additionally what made the university unique and successful was that diversity and inclusion was important to the identity of the institution. It was the nature of who the university's members were and by extension what SU represented. They perceived that members of the university valued and were proud of diversity. Diversity was viewed as a strength and was often celebrated.

Furthermore, the diversity on campus created critical masses of various groups and made the campus more welcoming to all. According to a few participants, creating an inviting campus meant that racial tensions were minute and discrimination was not present. Evidence that the campus was welcoming included displays that highlighted diversity such as: artwork from the art department, a diversity painting, and posters representing diverse individuals. Yet, while some participants believed that the campus was welcoming, others disagreed and thought diversity on campus was a product of the world becoming more diverse and not necessarily that the campus was welcoming. Members of SU needed to work on the perceptions of being a safer and a more welcoming campus for all students.

Several participants felt pride working at SU as faculty members and found working there to be rewarding. In part it was due to them feeling that diversity work mattered. Participants felt pride in the amount of student diversity and in how it had been at the forefront of

Table 4

Code Mapping for Feeling the Culture

Third Iteration: Theme

The theme, *feeling the culture*, which is defined as the experiences that participants had about diversity and inclusion as faculty members at SU. More specifically these experiences are in relation to the institution, their careers, and their relationships with leadership and colleagues.

Second Iteration: Categories

<p>A. Feeling the institution is unique</p> <p>B. Feeling diversity work matters</p> <p>C. Facing career challenges</p>	<p>D. Encountering stereotypes</p> <p>E. Experiencing relationships with leadership</p> <p>F. Changing thinking</p>
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First Iteration: Combined Codes

<p>A1. Feeling it is different here</p> <p>A2. Believing inclusion is important</p> <p>A3. Welcoming to all</p> <p>A4. Being successful because of diversity</p> <p>B1. Feeling pride</p> <p>B2. Connecting own identity to diversity work</p> <p>B3. Working at institution is rewarding</p> <p>C1. Being twice as good</p> <p>C2. Experiencing gender roles</p> <p>C3. Getting bombarded</p> <p>C4. Devaluing research of minority faculty</p> <p>C5. Devaluing teaching on diversity</p>	<p>C6. Feeling tired</p> <p>C7. Being excluded</p> <p>D1. Being faced with stereotypes</p> <p>D2. Being told to beware</p> <p>D3. Viewing quality versus diversity</p> <p>D4. Misunderstanding diversity</p> <p>D5. Pulling the race card</p> <p>D6. Believing life is getting better</p> <p>E1. Lacking communication</p> <p>E2. Lacking support</p> <p>E3. Facing divisive relationships</p> <p>E4. Needing to assume ownership</p> <p>F1. Rejecting the deficit model</p> <p>F2. Examining personal beliefs</p> <p>F3. Challenging our thinking</p>
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diversity issues (e.g., students with disabilities). By being faculty members at SU they worked with students that were often the first in their families to go to college. They saw themselves as being in the “front line” in affecting these students. For some it was access to these students what made them apply to SU and then stay there. This was especially the case for faculty members who viewed their own identity connected with diversity work. Participants explained that their experiences growing up (e.g., in a larger city), college experiences as diverse people, desires to give back after being beneficiaries of the diversity work of others, and their own identities were what motivated them to do diversity work. One participant, James, mentioned that he was a White professor approaching diversity work from a privileged perspective, but still believed he could help. He stated:

I'm an advocate because I understand...I feel...I consider myself an advocate, that I can help or represent groups that aren't necessarily like me, that I can be an advocate or an ally for them.

Additionally, several participants expressed that while working at the university they had also encountered stereotypes about minority student groups from some of their colleagues and university administrators. They said that although some stereotypes may seem positive (e.g., model minority), these are unhealthy because it influences how individuals act when serving students. Others commented on negative assumptions that can be made about minority students' intelligence and abilities. For example Adora commented:

I just graded some papers, and some of my students are Latino, so you'll see words misused, and I recognize that as benefits of bilingualism, rather than as an inadequacy. I think if we had more underrepresented minority faculty members or people who just had the vision, and there's some who have the vision, that would just help our students in so many ways.

For these participants it was important to have underrepresented faculty members who would not approach diversity from a deficit model. Some participants also shared that as new faculty they had been told that they would have diverse students and to get used to it, as though it were something negative. The attitude of some individuals at SU towards new faculty was one of “beware” because having diverse students would mean they needed a lot of help. Therefore, despite the fact that some faculty members valued minority students' cultural values, knowledge,

and resources as assets rather than as deficits, more work was needed at SU to help more faculty develop this same value.

On a broader scale, participants also raised the relationship between diversity and quality. Some participants viewed diversity separate from quality. In fact some associated diversity with “quotas,” resulting in giving opportunities to unqualified individuals. Several participants explained that when reviewing applications of students or of applicants for faculty jobs, they would first make sure that they met all the qualifications and then looked at the individual’s identity and the contributions they could make to the existing diversity. These participants viewed qualifications as standard requirements that did not take identity into account. However, others voiced that the qualifications for students or job applicants to meet are often determined by those in power (which is a less diverse group); making them gendered and racialized.

Experiences about the misconceptions that exist on campus about diversity and inclusion were also discussed. Some participants described that their colleagues did not understand diversity because they did not understand what it meant or because they did not think doing diversity work was important. In part, this was due to them thinking diversity was simply pan-ethnic identities and disregarding all the nuances of cultures. Often, diversity issues on campus were thought of as Latina/o or Black issues and less attention was given to gender and sexuality diversity and how the campus is doing in that area. One participant, Adora explained that misunderstanding diversity was especially a problem among deans, causing them to see diversity issues as unimportant. Issues with no importance do not require action to be taken. Adora stated, “I think sometimes people think it's just a fad, and I don't have to do it because everybody is doing it, without recognizing that it really does matter. It really does matter.” Yet, some participants said that compared to the past, issues of diversity were better now in society and by extension on campus. Another participant, Mark mentioned that gender used to be an issue in the past. A few others commented on how they felt that FOC and students of color would “pull the race card” when they were having a difficult time. In other words, they would attribute not getting something or being treated differently to their race. These participants believed that SU did not allow for people of color to “get away with this.” For example Maxine explained:

I think we're in a good place though for [people of color], because I really don't think we pick on them in any way. Being in an environment that just doesn't let them get away with [pulling the race card], that's okay. That helps them to hopefully come to the

realization that I'm here on my own merit and that's why I'm respected and that's why I'm here, because that's what we want them to think.

However, some participants' experiences did not illustrate that identity was irrelevant from their careers as faculty members and the challenges they faced. Some expressed that being women faculty members and FOC affected their careers in a significant ways. These women faculty experienced work-life balance challenges that made it harder to be successful. While the institution had a work-life balance policy that would allow for faculty members to extend the tenure-clock, home responsibilities tended to fall more on women than men, causing women faculty members to lower their career expectations.

Participants also shared feelings they had about the value placed on their work. They commented that the research activity of minority faculty had been devalued at SU. Although minority faculty members wanted to be part of the research arena, sometimes what they studied was not deemed mainstream and was therefore devalued. Others commented on how the "voices of expertise" were often male within the university and in the community. Consequently this caused for some faculty members to be overlooked and pushed out, further creating underrepresentation of minority faculty at SU.

Similarly in the classroom, faculty members who decided to teach courses on issues of diversity found it challenging to meet minimum enrollment requirements. Some thought that in part this was due to a lack of interest among students. Participants also expressed those minority faculty members who decide to teach diversity issues in class could experience lower teaching evaluations from students. One participant, James, shared that although it was germane to discuss diversity issues in the class, students in the past had critiqued him for having been "too liberal" or teaching "too much diversity."

Nonetheless, while minority faculty members may find that their research and teaching on issues of diversity is devalued, they were being asked to do a lot of service related to diversity on campus. Minority faculty members were asked to serve on committees that involve hiring, admission, student exams, or issues of diversity at SU. For some participants being "the only one" in their department meant that colleagues and minority students often sought them out. This caused some faculty members to feel pressure to conduct research, serve on committees, and mentor minority students in their departments.

Participants shared how they viewed their relationship with leadership from the university regarding diversity and inclusion. Some commented that there was a divisive relationship between the faculty and the leadership of the university. This divisiveness was caused in part by the lack of communication and support that participants felt from the administration. Some expressed that what they obtained from administration were mandates. Decisions by the administration tended to be made without holding conversations or surveying faculty and students about their needs. Some expressed that they had not received any form of communication from the university administration regarding diversity requests (e.g., request for a chief diversity officer). They did not feel that they had been listened to or supported by the administration. Consequently some participants expressed mistrust. However, Regina expressed that some individual administrators did provide support to minority faculty. She stated:

I think that there are only specific people here who do that, who take the time to look for those resources for new faculty members, I don't think it's a priority for everybody. I think [Lisa, an upper administrator] does it because it's important to her.

Others felt that it was the responsibility of minority groups on campus to establish relationships with administrators and to voice concerns. It is the responsibility of minority groups to voice concerns and of the administration to ask questions about these concerns.

With these experiences in mind, participants identified a need for individuals at SU to examine their personal beliefs and biases. Professors needed to examine their biases, behaviors, and attitudes with students (e.g., who they encourage more in class). Otherwise, students could feel discouraged, unwelcomed and ashamed. More importantly, those in leadership needed to examine their bias because their behavior can deter inclusion. Participants believed that to make true progress in diversity and inclusion, individuals needed to examine their deeply ingrained cultural or ethnic beliefs and behaviors. It was suggested that more opportunities to learn and get trained about implicit bias be offered on campus. Additionally, special attention should be paid to ensure that department chairs, deans and members of search committees have mandatory bias training.

In summary, in this theme, *feeling the culture*, participants described their experiences while in the culture of diversity and inclusion at SU. The feelings they shared about the institution were of pride because it was a unique university that was welcoming to all. Nonetheless participants' experiences included stereotypes and career challenges that were

structural and individual based. Participants also shared their feelings about their relationships with administration in regards to diversity and inclusion matters. While some said the administration was not doing enough to build communication and support minority faculty, others felt that it was up to minority faculty members to make their concerns heard by administration. Experiences with the institution, colleagues, and leadership led participants to suggest that more needed to be done to advance diversity and inclusion.

Directing the Culture

The fifth theme, *directing the culture*, is defined as how matters of diversity and inclusion are being led versus how they need to be led. Those leading include individuals in high level administrative positions (e.g., university president), department heads, and faculty members who serve on university-wide committees and hiring committees. Institutional members in these positions are directing the culture of diversity and inclusion through leadership practices, decision-making practices, hiring practices, and institutionalized efforts. Table 5 maps the combined codes to categories for this theme.

Leadership practices indicated what was valued and supported at the top of the university. Participants expressed that upper administration (i.e., president, provost, and deans) understood issues of diversity and inclusion and the challenges in having to serve the needs of a diverse campus. These administrators also understood the need to diversify faculty. The provost and her colleagues often voiced the value for diversity and inclusion while in meetings and “say the right things.” Furthermore, documents like the university’s strategic plan resembled the words in the value they felt for diversity and inclusion. While some thought that there was little evidence for such value, other participants commented that university presidents had tried to support issues of diversity and inclusion by hosting a reception for the race-based employee organization on campus for the past five or seven years. Similarly, university-wide committees at times discussed the need to continue diversifying faculty.

Even though the university’s leadership was vocal about their value for diversity and inclusion, participants voiced that when encountering requests from university-wide employee committees to improve diversity and inclusion, there was often no response. Nothing was changing and it was always minority faculty members getting involved on these issues. Therefore, some viewed being part of university-wide diversity committees as a waste of time and resources because those with power to bring about change were routinely unresponsive to

Table 5

Code Mapping for Directing the Culture

Third Iteration: Theme

The theme *directing the culture* is defined as how matters of diversity and inclusion are being led versus how they need to be led. Those leading include individuals in high level administrative positions (e.g., university president), department heads, and faculty members who serve on university-wide committees and hiring committees.

Second Iteration: Categories

<p>A. Existing leadership practices</p> <p>B. Existing decision-making practices</p> <p>C. Hiring practices</p>	<p>D. Undergoing fragmented institutional efforts</p> <p>E. Creating a supportive environment for faculty</p>
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First Iteration: Combined Codes

<p>A1. Saying some of the right things</p> <p>A2. Managing the enterprise</p> <p>A3. Supporting diversity and inclusion</p> <p>A4. Understanding diversity and inclusion issues</p> <p>A5. Failing to follow through</p> <p>A6. Lacking conscious effort to improve diversity</p> <p>B1. Inclusive practices</p> <p>B2. Exclusive practices</p> <p>B3. Having diversity be meaningless</p> <p>B4. Lacking transparency</p> <p>C1. Composing committees with the “right” people</p> <p>C2. Appreciating diverse applicants</p> <p>C3. Causing transparency issues</p> <p>C4. Thinking “they won’t come here”</p> <p>C5. Working to diversify faculty</p>	<p>D1. Lacking institutional driven efforts</p> <p>D2. Having institutional driven efforts</p> <p>D3. Needing higher centralization</p> <p>D4. Experiencing unknown things</p> <p>D5. Making individual contributions</p> <p>D6. Seeing some support it, others do not</p> <p>E1. Socializing diverse faculty</p> <p>E2. Mentoring diverse faculty</p> <p>E3. Increasing belongingness of diverse faculty</p> <p>E4. Supporting diverse faculty</p>
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the work of these committees. Others translated the lack of response to mean that these issues were not top priority for those in power, who were leading the university. Instead university leaders had multiple issues to handle or as one participant called it “issue space,” and issues of diversity were not the ones they had chosen to focus on. There was no malice in overseeing issues of diversity and was simply viewed as leadership “managing the enterprise” and building the prominence.

The decision-making behavior of members in leadership positions or committee members also sent messages about who was included in directing the culture of diversity and inclusion and how much value was placed on diversity. Participants’ view about how inclusive decision-making was at SU varied. Several discussed that the leadership often made decisions about values and planning for the future of the institution without taking faculty feedback into account. In making these decisions what mattered most was strategizing for the institution (similar to running businesses) rather than meeting needs of faculty, students or other university members.

Minority faculty members’ involvement in decision-making fluctuated. Some felt that the institution did well in including people of diverse backgrounds in decision-making, but others claimed that efforts to include minority faculty were especially made when there was negative publicity in the news media about the institution having underrepresentation of minority faculty. Others believed that minority faculty members were included, but it tended to be on committees dedicated to diversity and inclusion work, which often had little decision-making power. To have a decision-making process inclusive, those at the top of the institution, colleges, and departments needed to create environments where people from all backgrounds were asked to participate. The value placed on diversity when making decisions by committees was also discussed. Participants explained that diversity did not play a role when composing committees, representation in voting, or in the nature of the decisions being made. For example Mark explained:

When we meet or when we're working on business or education related things that diversity is meaningless. The decisions are not made based on that diversity of faculty. Just because I'm Hispanic and Latino, I don't have two votes, I have one. Then when making a decision, my first priority is the issue at hand, not the social or ethnic group that I represent.

Making it clear that diversity did not warrant preferential treatment in decision-making was something that was reiterated by several participants.

Issues of transparency in university level decision-making processes were also identified. The lack of transparency at this level inhibited inclusion and made participants unsure about the direction of the institution. During the development of strategic plans transparency was especially an issue. The processes of how these plans were developed were not always clear to participants. There was confusion about who was involved, how decisions were made about word choice, and what was being done with the voices of those who provided feedback for the plans. In this manner participants felt that lacking transparency in these processes negatively affected the transparency of the university's culture about diversity and inclusion.

Hiring practices for faculty positions were also a component of directing the culture at SU. These practices reinforce and can change values about diversity and inclusion. Simultaneously these are key for increasing or inhibiting the diversification of faculty. Therefore those in charge of making hiring decisions are leaders who also direct the culture of the institution. For participants, having committees composed with "the right people" was key in establishing or redefining what departments valued in regard to research. The existing practices of hiring committee members tended to preference job applicants who had published in top tier journals and not much attention was given to what topics they were researching. Participants believed that while candidates should meet all minimum standards there was a need to appreciate the diversity of applicants, their ideas, and the areas they have chosen to research. People from different backgrounds valued different things in their research and experiences. Reviewing applications with this appreciation of diversity in mind would yield more inclusion in hiring practices. For example Will explained:

We're looking for people that have different ideas that might have a research stream that's not typical of the current faculty members here. Something that shows that there is appreciation, that clearly communicates it in an appropriate way. That we're looking for different ideas here, and I think that would go a long way because right now if I look at our job documents, to me they look the same. We want people that publish in these things, these areas and that have publications in this area or publications in these journals. More importantly, participants expressed that by giving value to more diverse ideas and research interests would make the campus more diverse and inclusive.

One way to ensure that hiring practices were more inclusive was to make review committees more diverse. Participants believed that having more diverse committees, especially in the role of chair would translate into a wider appreciation for differences of applicants. Yet, the amount of effort put into ensuring these committees were diverse was not always consistent. Some participants expressed that at times even if effort was put into making these diverse it was challenging because certain departments had limited diversity among their faculty. Additionally, those eligible to participate were required to be tenure or tenure-track faculty, which automatically limited the representation of people on some of the committees.

However, hiring practices were only part of the problem. Several participants thought that part of the challenge in diversifying faculty went beyond changing hiring practices and had to do with there not being enough diverse faculty in the pipeline, making it hard to attract a diverse pool of applicants. Others shared concerns that if an offer was made, it would be hard to get diverse applicants to come to the institution. Since there were few diverse candidates, they would likely have multiple offers, making it hard for SU to compete for them. There was also a concern that low diversity among faculty would discourage minority faculty from choosing SU, especially if it meant that they would be the only person of a particular ethnracial or gender background in the department. One suggestion to address this issue was to have search committees work with minority faculty members on campus from other departments. Shawn stated:

I wish that there were a stronger connection or bond between minority faculty and the different search committees that convene or commence in the fall of each year. I really wish that that would happen on a regular basis, that committee members could call instinctively the [race-based employee organization] person, chairperson, or VP or whatever, and have someone attend research presentations, or to invite at least one or two people over for lunch or for dinner to help encourage that person to consider this institution.

In this manner, even if there was limited diversity representation on search committees, candidates would have access to meet with minority faculty members on campus.

Participants also shared that the interim provost and other university leaders, had expressed a desire to diversify faculty. Yet some expressed that they were waiting to see what initiatives would be put forth to diversify faculty. In the past, an effort to diversify faculty

included targeted opportunity hires, a future faculty fellowship program, and equal opportunity regulations. More recently, human resources provided a training to search committee members on how to carry out an effective search, which included good practices for faculty diversity. However, one participant, Louise, voiced that search committees do not always complete this training. Additionally, at the department level, sometimes a subset of faculty had taken it upon themselves to increase faculty diversity by looking for external resources and by they themselves serving on search committees as a means to diversify them.

Hiring practices for leadership positions were also discussed. Some described the composition of hiring committees for leadership positions (e.g., dean) to be *ad hoc*. Not understanding how these committees were composed contributed to issues of transparency. Participants expressed that sometimes they were unsure of how individuals being hired were chosen because meetings tended to be behind closed doors. Some highlighted that more recently efforts had started to increase transparency. Town hall meetings for high administrative positions were part of an effort to make the process transparent and inclusive.

Although there have been several efforts in directing the culture to be more diverse and inclusive, there was a lack of institutional initiatives. Several formal university-wide efforts included the institution's strategic plan and published values of diversity. Some of the university efforts to centralize issues of diversity and inclusion on campus included: two centers for ethnoracial studies, a multicultural office, office for students with disabilities, office for international students, gender studies department. These units produced event programming for students and the university at large that included: Black history month, Hispanic heritage month, women's history month, a speaker series, and a diversity week. Academically, students had access to majors or minors in Black studies, Mexican studies, women and gender studies, disabilities studies. There was also a McNair Scholars program and a diversity certificate. Some of these units also sought to address the underrepresentation of faculty diversity by allowing faculty to become research associates, participate in writing groups, and receive mentoring. Moreover, those in the provost office created a new faculty orientation, future faculty program, and a mentorship program. The university also had a university-wide committee dedicated to diversity and inclusion issues. This committee had developed a website that included a diversity statement as well as a list of resources for diverse faculty and diverse students. The website was an effort to more easily connect individuals with all the resources on campus.

In spite of these efforts, several participants thought there was a lack of institutionally driven efforts and ultimately it was individuals throughout campus who were developing localized initiatives to increase diversity and inclusion. More specifically, several faculty members sought to address these issues and create a more inclusive environment through their research and service. Through their research, faculty members were able to tackle issues of diversity, diversify the areas of research in their field, expand the definition of what is considered to be knowledge (e.g., creating a collection of oral narratives), change the face of those considered to be “experts” in their areas of study, and initiate collaborations across areas of study with colleagues, among other efforts. One participant, Armin, shared that he sought to collaborate with diverse colleagues. He stated:

Generally, I like to work with different people of different backgrounds. I also have research publications with faculty of different countries, which constitutes a different type of diversity. For example, currently, I am dealing with a faculty [member] in Thailand, which is often different than dealing with a colleague in Austria. At the same time, I also like to engage students in other countries. I have a standing collaboration for instance with an institution in Mexico where I dealt with students of Latino background.

Through their service, faculty members were able to change the campus spaces by physically participating in protests to have symbols and artifacts that were culturally insensitive taken down. Others had sought to create inclusive environments for faculty through support groups for minority faculty members in their departments or colleges and served as informal mentors. Additional contributions from individual faculty members included: faculty-based organizations such as the race-based employee organization that sought to advocate and create a network for FOC and department initiatives to increase the representation of minority faculty. Nonetheless, some participants wanted institutional leaders to do more to mentor and support faculty including the creation of more writing groups, funding opportunities, assisting them in writing grant proposals, and presenting them with opportunities for grant proposals, and educating them on the tenure process.

The lack of institutional efforts made directing the culture relating to diversity and inclusion difficult. Participants expressed that the amount of support received for diversity and inclusion throughout the institution varied across the institution. Higher centralization from the institution would help to marshal the fragmented diversity and inclusion efforts on campus.

Participants suggested that more policies were needed to close the diversity gaps between the student body and president of the university. In other words, more policies needed to exist that would promote diverse faculty into upper administration positions. Others expressed that the existing university-wide committee dedicated to issues of diversity and inclusion needed to have more power in persuading the administration and be more proactive in enhancing diversity. Yet, for others what was ultimately needed to centralize diversity and inclusion and had been repeatedly voiced to the university's leadership was a vice provost for diversity or a chief diversity officer. Participants believed that having someone in this role would officially give someone the job to focus on these issues. They would help with the issue of faculty diversity and any other diversity issue (e.g., gender neutral bathrooms) that may surface on campus. Furthermore, this person by virtue of their title would have some insulation to be an advocate and raise issues of diversity that sometimes others cannot voice.

To summarize, the theme, *directing culture*, consists of participants' perceptions of how matters of diversity and inclusion were being led and how they believed these should be led. Through leadership practices, decision-making practices, hiring practices, and institutional efforts, administrators and faculty members are able to direct the culture. Leadership practices were viewed as disconnected from the value that those in upper administration voiced for diversity and inclusion and how much they followed through on requests made by the university community. Decision-making practices demonstrated who was included in the deliberation of making decisions, and how much were issues of diversity and diverse identities taken into account in the nature of decisions. Hiring practices helped to reinforce and change existing values in the culture, especially those that impact diversity and inclusion. Participants believed that although there was value voiced for diversity and inclusion by leaders at the university and units and university-wide committees existed to help address these issues, there were few institutional initiatives and a lack of centralization for diversity and inclusion matters. Consequently, efforts to tackle issues of diversity were fragmented, resulting in a number of initiatives put forth by institutional leaders and many localized efforts developed by individual university members. Participants recommended for an increase of institutional efforts to be developed and for diversity and inclusion matters to be further centralized.

Summary of Findings

This chapter included findings about how faculty members at SU described the university's culture of diversity and inclusion. A description of SU, the selected institution and sample were provided. Five themes were presented: forming culture, describing diversity and inclusion within the culture, learning impacted by diversity, feeling the culture, and directing the culture.

In the first theme, *forming culture*, participants discussed external and internal factors that had shaped the university and influenced past leaders to make a more diverse campus. Some of these factors included new designations, rankings, and leadership aspirations. Such factors influenced the institution's value systems and shaped practices. While some believed that such practices showed value for diversity and inclusion, other participants questioned if the university's leadership was committed to such causes.

The second theme, *describing diversity and inclusion within culture* details how participants defined diversity and inclusion. Participants defined "diversity" as being based on individuals' social identities and non-visible characteristics. Inclusion was defined as: a process, giving access, embracing differences, valuing all individuals' contributions, and having power to make decisions. Participants also discussed the institution's current state of diversity and inclusion.

In the third theme, *learning impacted by diversity*, participants discussed how diversity had impacted learning at SU and in what ways learning ought to continue changing to become more inclusive. Participants made learning spaces more inclusive for students by taking students' identities into account, adapting teaching practices, and developing relationships with students. Similarly, the university offered areas of study that focused on diverse populations, and facilitated spaces and opportunities for students to congregate around identity-based interests. Yet participants expressed that more could be done to make learning environments more diverse and inclusive.

In the fourth theme, *feeling the culture*, participants described their experiences within the culture of diversity and inclusion at SU. The experiences they discussed were with the institution's leaders and colleagues. While some participants expressed pride for the institution and viewed it as a welcoming place, others had experienced stereotypes and career challenges.

In the last theme, *directing the culture*, participants shared their perceptions of how diversity and inclusion issues were being led and how they thought these ought to be led. Administrators and faculty members had directed the culture through leadership practices, decision-making practices, hiring practices, and institutional efforts. Although some efforts had been made to make the institution more inclusive, some participants voiced that practices could be more inclusive of underrepresented faculty. Additionally, some voiced that there was a need to increase the number of diversity and inclusion institutional efforts and further centralize these matters on campus. The next chapter will include a discussion of these findings and the possible influence these may have on future practice, policy, and research in higher education.

Chapter Five

Discussion and Implications

This chapter includes the significance of the research findings. The chapter begins with the limitations of the study. Next, findings are discussed in relation to previous research. Lastly, implications of the study's findings for future practice, policy, and research are discussed.

Additional Delimitations

As with all research, there are specific limitations that must be acknowledged. One limitation of this study was the research design. The study used a qualitative approach. Findings from qualitative studies are not generalizable to larger populations. Findings in this study are specific to the participants in the study and their experiences at this particular institution. Therefore, caution should be taken when applying these findings to other faculty or universities.

A second limitation was the interview protocol. It could have been that participants did not speak about certain perspectives of the institution's culture of diversity and inclusion because I did not ask them about these issues. In this manner, findings about the perspectives that faculty members had may be limited since they may not have included all of their perspectives on this topic. Participants' interpretation of the questions may have been different from the intent with which they were developed. This could have influenced participants' responses and the results of this study.

A third limitation in the study is related to the recruitment of participants. This study was conducted at one institution. Although permission was obtained to conduct the study from leadership in the institution's office of the provost, potential participants may have been skeptical about participating in the study. I received several emails with questions wanting additional proof that the institution sanctioned the study. The skepticism that potential participants felt towards the study could have influenced their choice to participate or not. The perspectives of those who decided not to participate in the study may have contributed other perspectives about the organizational culture of diversity and inclusion at the university and may have yielded different results.

Fourth, my identity as a Latina researching perspectives of diversity and inclusion may have influenced my participants' positionalities as they interacted with me. Although all participants were friendly and wanted to help by sharing their experiences, it is possible that some participants felt more comfortable sharing their perspectives with me than others. During

some interviews participants became guarded about the questions asked and interpreted the study to be more of an investigation for how the university had attained such high levels of student diversity. Throughout other interviews, participants seemed to think that there were correct responses to the questions. In all of these instances, I restated the purpose of the study and reassured participants that I was there to learn about them and how they viewed the university. My identities may have influenced how participants decided to answer the questions and how much information they shared. This may have influenced the results of the study, which could have been different had someone with different identities interviewed participants on this same topic.

Discussion

This study sought to examine the perspectives of faculty about the organizational culture of diversity and inclusion at an institution with a high degree of student diversity. From the analysis a total of five themes were identified: forming culture, describing diversity and inclusion in the culture, learning impacted by diversity, feeling the culture, and directing the culture. Descriptions of these themes and the data supporting them were discussed in Chapter Four. These five themes connect to one another and together provide a deeper and more detailed understanding of how faculty members described the organizational culture of diversity and inclusion at Sandía University (SU).

Themes discussed in Chapter Four demonstrate that the descriptions faculty members provided about the organizational culture of diversity and inclusion at SU vary, highlighting the existence of various values, beliefs, and assumptions throughout campus. While this study was guided by Schein's (2010) organizational culture model because it assumes that diversity and inclusion must be present in all aspects of an institution for it to be considered culture, this study revealed that faculty did not always describe aspects of the institution similarly. Instead, participants' descriptions of the organizational culture of diversity and inclusion demonstrated that they experienced the institution differently. Some of these differences can be due to participants' individual values, beliefs, and assumptions about diversity and inclusion and their association to spaces on campus (e.g., department, organizations), which also carry a variety of values, beliefs, and assumptions.

Moreover, SU was selected because its high degree of student ethnoracial diversity makes the institution an extreme case among other universities within this institutional type. By

examining the perspectives of faculty at this particular institution, there was an interest to learn more about how the organizational culture of diversity and inclusion was unique. This interest carried with it an assumption that the high degree of student diversity was tied to something unique occurring within the organizational culture of the institution. While this study's findings revealed that faculty members did perceive certain aspects of the organization's culture to be unique to the institution, there were also findings that confirmed previous literature of studies on organizational culture of diversity and inclusion conducted at PWI's and other institutional types. The next two sections discuss the relationship of this study's findings with previous research and the unique findings from this study.

Relationship of Findings to Previous Research

Findings from this study confirmed previous research in the areas of: tenure value system (research, teaching, and service), faculty hiring practices, and value for diversity in learning. First, because SU is a research institution, its tenure system orients faculty to focus more time on research and less on teaching. These expectations are in alignment with this institutional type (Astin & Chang, 1995). In turn, SU's tenure system rewards faculty for their research, teaching, and service.

Research. In this study, findings revealed that participants perceived that research that is not deemed mainstream is devalued at SU. Undervaluing this research can negatively impact underrepresented faculty and has previously resulted in underrepresented faculty leaving the university. This finding is consistent with previous research, which has demonstrated that promotion and tenure policies devalued certain types of research in some areas and disadvantage faculty of color (FOC) (Baez, 2000; Fenelon, 2003; Milem, 2001). Within the context of organizational culture, this finding highlights the possibility that artifacts such as promotion and tenure policies have underlying assumptions that are embedded in the larger culture of research institutions. In this sense, SU's culture does not exist in isolation of other larger cultures. The institution's culture is composed of other cultures based on its membership to other communities (e.g., designations and locations).

Teaching. Participants in this study expressed that faculty who teach courses and include content that relates to issues of diversity have received lower student evaluations or been critiqued for including such material. This finding confirms previous research on how students share discontent in course evaluations, or other public avenues when professors incorporate

diversity content into their courses (Helms et al., 2003; Stanley, 2006; Vargas, 2002). Although in previous literature FOC have perceived that students treat FOC different from White faculty (Stanley, 2006), in this study, one of the professors who was being criticized by students for teaching “too much diversity” was a White male. Findings from this study reveal that participants, who have taught diversity content in their classes, have had similar experiences as FOC at other institutional types and PWIs.

This study raises the possibility that perhaps student evaluations are not only low for FOC who teach diversity content, but also for White faculty who teach it. Yet, based on previous literature the consequences are differential for FOC and White faculty. FOC who receive low student evaluations and whose research is also devalued will fare worse in the tenure and promotion process than White faculty who receive low student evaluations but whose research is valued. In addition to this finding confirming previous literature, it demonstrates that participants’ experiences with student evaluations after teaching diversity content at SU are not unique. Students’ dissatisfaction with diversity content at SU is surprising because the degree of diversity among students is high. Yet, when thinking about the relationship between diversity and inclusion, it is important to reiterate that having structural diversity at an institution does not translate into inclusion. For inclusion to occur, it must be part of the institution’s culture, requiring it to demonstrate an appreciation for the differences that diversity stands for and valuing these as benefits for all.

Moreover, having individuals who are diverse does not translate into them valuing diversity. Members of an organization bring with them cultural learning from other communities (Schein, 2010), some of which may or may not carry a value for diversity and inclusion. Nonetheless, it is when these members join organizations such as SU that they are socialized into the institution’s organizational culture. Therefore, it is critical that institutional leaders understand that there is a responsibility to socialize all individuals (regardless of their social identities) into an organizational culture that values inclusion of differences and that it is not enough to attract diverse populations to create a culture that values diversity and inclusion.

Service. Some participants in the study also felt that their service was influenced by the lack of faculty diversity at SU. Underrepresented faculty in the study felt that there were higher demands for them to serve on university and department committees, and mentor or advise minority students. This finding is consistent with findings from previous research conducted on

FOC at PWIs (Stanley, 2006). Having low numbers of FOC at institutions can mean that FOC have higher demands to serve on committees to ensure there is diverse representation or because other minorities may feel more comfortable working with them (e.g., mentoring minority students). This was especially a concern for participants who were pre-tenure faculty because under the current tenure system service is rewarded the least (Sadao, 2003). Yet, as demonstrated through this study and previous research, inclusion in the case of service can exist at the cost of FOC feeling higher pressure to participate on committees, jeopardizing them earning tenure (Stanley, 2006).

This finding in the study reaffirms the need for structural diversity at all levels of an institution. Furthermore, it demonstrates how organizational members relate structural diversity to inclusion. Incorporating structural diversity in committees carries an assumption that there is inclusion. Committees with structural diversity may even serve as an artifact of the institution's value for inclusion. However, while it is important to have people included in all parts of the institution to achieve inclusion (Ferdman, 2014), a key component needed for an organizational culture that values inclusion is for there to be policies and practices in place that fosters such culture. In other words, while an institution may seek structural diversity on committees, its policies (e.g., not rewarding FOC for high amounts of service that is required from them) may still be exclusive, creating the assumption that structural diversity equals inclusion and making it impossible to reach an organizational culture that is truly diverse and inclusive.

Although SU is diverse at the student level, faculty members seem to be experiencing an organizational culture that is similar to those at research institutions that are PWIs. This may be in large part due to the low number of underrepresented faculty at SU, making it hard to change tenure and promotion policies to be more inclusive and take into account faculty's identities, interests, and passions in their research, teaching, and service.

Faculty hiring practices. Findings in this study also confirmed that diverse faculty members believe that to improve diversity and inclusion on campus, faculty composition needs to be more diverse (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011). Existing search and hiring practices at various universities carry racial (Fries-Britt et al., 2011) and gender biases (Gaucher, Friesen, & Kay, 2011). Participants in this study commented on the need to diversify what is valued when reviewing applicants. These participants commented that applicants who published in top tier journals were often preferred. Publications in these journals

tend to include mainstream research. Findings from this study affirmed that steps need to be taken to make search committees more diverse (Fries-Britt et al., 2011; Gaucher et al., 2011) and training to examine personal bias when reviewing applicants needs to be provided (Fries-Britt et al., 2011). Making search committees more diverse would in the short-term work to increase the amount of diverse faculty in academia, but in the long-term it can also make institutional structures (e.g., tenure system) more inclusive. In other words, by hiring faculty members who are diverse in terms of social identities, research interests, and ideas can help shift the institutions values and assumptions.

Furthermore, findings from this study echoed that there is the belief that the underrepresentation of diverse faculty in academia is due to the lack of qualified minorities with doctoral degrees (Fries-Britt et al., 2011). Several participants in this study expressed that due to the lack of diverse faculty in the pipeline it was difficult for SU to compete with other institutions for the few diverse applicants that were eligible. This pipeline argument ignores other structural issues occurring within the academy including the racial inequality that African American and Hispanic faculty experience at institutions in the south (Perna, Fries-Britt, Gerald, Rowan-Kenyon, & Milem, 2008) and other forms of discrimination that negatively impact the representation of FOC. Focusing solely on the underrepresentation of FOC as a pipeline issue leaves institutional leaders free of any responsibility to address the permanent structures in place (e.g., organizational culture). In the context of trying to create an organizational culture of diversity and inclusion, it is important when thinking of this issue to focus more on structural aspects including practices and policies that stem from assumptions than to only think that is due to it being a pipeline issue.

Value for diversity in learning. Findings from this study revealed that all participants believed diversity benefited learning for all (students, faculty, staff, etc.) at the university. Participants explained that having a high degree of diversity promoted a variety of benefits including creativity, innovation, and overall a better understanding of society. Previous research has sought to examine faculty perspectives about the benefits of having diversity at research institutions and has found that while all faculty members believe diversity (of diverse work experiences, religious diversity, and gender diversity) benefits learning in the classroom, FOC viewed benefits of diversity more positively than White faculty in the classroom, teaching, and research (Maruyama & Moreno, 2000). While the current study did not seek to make

comparisons between FOC and White faculty in their beliefs about diversity benefits in learning, findings demonstrated that there is a consistent value for diversity and learning across participants interviewed. Some participants shared that they learned about diversity from their students and their research. Learning about diversity had allowed some participants to make their teaching practices more inclusive. In this manner, this study not only confirms findings in previous research, but also adds that faculty members view diversity as beneficial to their own learning.

Unique Findings of this Study

This study makes unique contributions to research on diversity and inclusion from the perspective of faculty due to the chosen institution. Unique findings from this study are related to: shifting organizational culture, defining diversity and inclusion, relying on localized diversity initiatives, serving a student body that is highly diverse, gaining diversity and inclusion at all levels of the institution. These findings provide a better understanding of the relationships among an evolving organizational culture, the relationship between diversity and inclusion, and faculty perspectives and experiences at a higher education institution with a high degree of student ethnoraical diversity.

Shifting organizational culture. Findings from this study revealed that there were external forces that had been impacting the university's value structures and practices. The new designations of becoming a research I institution, serving a large number of minority students, along with gaining a national ranking for its diverse undergraduate student body, had some participants labeling the current state of the institution as in transition. Having only recently gained these new designations allowed for this study to capture shifts in the institution's culture from the perspective of faculty, yielding unique findings for reasons beyond SU having a high degree of student diversity. Rather, through participants' perspectives what was gained was a snapshot of an institution that was facing what Schein (2010) calls "external adaptation" and "internal integration"(p.18). In other words, although the institution had an organizational culture in place, these new designations presented new challenges (e.g., what to prioritize in funding, what to reward, etc.) for the institution. Having acquired new designations requires SU's leadership to manage the university in a manner that will ensure it maintains its designations and gains even higher rankings. Therefore, as institutional leaders and other university members seek to solve new challenges that come with these new designations, the

university will be required to undergo internal integration (Schein, 2010). Solutions to these problems will become newly shared assumptions that will be learned and adopted by all university members, producing a shift in organizational culture.

This study was able to capture the perspectives of some of SU's members as it undergoes the development of these basic assumptions. More importantly, it captured a variety of perspectives around diversity and inclusion, some of which were tied to SU's previously established organizational culture and others to the new developing organizational culture. For example, some participants' perspectives discussed the institution's value for continuing to grow diversity and inclusion and demonstrated how historically there had been investments in artifacts (e.g., murals) to convey appreciation for diversity, and in programs and offices on campus that supported diversity issues on campus. Most participants described the campus as "welcoming" to all. Simultaneously participants described how some faculty members were experiencing pressure to spend more time on research and publish mainstream research rather than teaching. Additionally, classroom and work environments were becoming more competitive and were hurtful to diversity and inclusion. These participants viewed the changes in value systems to be in response to the new designations. Participants' perspectives demonstrate that while there are artifacts that show value for diversity and inclusion, there are other artifacts (that are derived from beliefs and values, and basic assumptions) that are also emerging and may be conflicting with previous artifacts.

Defining diversity and inclusion. Although past research has been conducted using quantitative approaches to examine diversity-wide statements of universities (Wilson & Meyer, 2009) and their congruence with institutional members' experiences (Elliott et al., 2013), this study uses a qualitative approach that asks participants to define both diversity and inclusion. Findings contribute to a deeper understanding of how institutional members define both of these terms. As stated in previous chapters, it is crucial to understand the individual definitions that exist among members of an organization because members of organizations contribute to culture. Therefore, their agreement or disagreement with existing organizational definitions impacts their daily behavior and shapes the organizational culture of an institution.

This study contributes unique findings of how participants define the terms diversity and inclusion. For most participants diversity was defined based on social identities, yet for many participants social class the social identity that really contributed to the diversity at SU. This

perspective is especially important because SU is an institution where student diversity (in terms of visible identities) has become normalized on campus. For some participants disparities due to social class are what they are most able to notice in their classes in terms of students' needs and performance. In this manner several participants were able to find commonalities with their students that were not only limited to visible shared identities. This then made them feel connected to more of their students and increased their commitment to ensure that they succeed.

Yet, other participants' preferences to define diversity based on non-visible characteristics (e.g., ideas, leadership styles, etc.) could be interpreted as color-blindness (citation?) or resistance to acknowledging visible differences of individuals. Simultaneously defining it this way can fail to acknowledge differences of these identities (e.g., religious traditions), which are important to be aware of when attempting to achieve inclusion. Findings in regards to faculty member's individual definitions in this study provide us with a better understanding of the varieties of definitions that people within universities hold. It is by understanding these two terms at the individual level that we can better comprehend the difficulties in forming consensus around a strong and consistent organizational culture of diversity and inclusion.

The term inclusion also yielded multiple definitions from participants that ranged from feeling belongingness and being valued to providing access and being part of the decision-making structure of a university. Participants did not provide consistent definitions and in part this was due to them having their own individual beliefs, values, and basic assumptions (Schein, 2010). As participants discussed SU's state of diversity and inclusion, it became evident that their own beliefs, values, and assumptions guided their interpretations and expectations of the university's responsibility in addressing these. Furthermore, in some cases it also guided their individual research, teaching, service, and leadership practices. Learning about individual definitions of these terms illustrated the many instances in which participants' assumptions about diversity and inclusion were not in alignment with those of the university. For example one participant, Regina declared that for her diversity and inclusion have a general meaning outside of the university setting. She viewed these terms as "... where people feel a part of a community, a place where everyone has a voice." She then went on to explain that for the university those terms are used as stamps to get accolades, funding and to "give themselves a pat on the back." She also questioned if the institution was using the terms diversity and inclusion

correctly and if everyone at the institution was in agreement with them. This example demonstrates that while for Regina diversity and inclusion call for a holistic approach, she does not view the institution to have taken everyone in the university community into account when defining the terms. She views these terms are simply words that get used throughout campus. In this manner, it is important to have an alignment between institutional members values and assumptions and those articulated in university documents and by leadership, to development of a strong, integrated organizational culture.

Relying on localized diversity initiatives. Findings from this study demonstrated that several participants felt that their departments and individuals throughout campus had taken initiative to address diversity issues. In some cases it was the same participants who had initiated programs with the help of external grants or developed informal resources (e.g., monthly women faculty lunches) to address diversity matters. Some participants felt more comfortable discussing what their colleges, departments, faculty-based organizations, or they themselves were doing to support diversity and inclusion than about the existing university-wide initiatives. Several of them discussed that there were many localized initiatives happening on campus, but there were not enough centralized university efforts in place to address diversity and inclusion matters. This finding was inconsistent with previous research, which has shown that faculty at research institutions believe that while diversity is valued by their institutions, it is less valued by their departments (Maruyama & Moreno, 2000). This inconsistency may be due to these participants being involved in diversity and inclusion matters on campus and therefore feeling like they can control their local culture (sub culture) more than the changing university-wide one. In fact, several participants voiced that the newly acquired designations had put the university on a new trajectory, causing for upper-level administrators to put more emphasis on rankings and prestige. They worried that the institution's new path would eventually hurt diversity and inclusion.

Serving a student body that is highly diverse. One of the main reasons for selecting SU for this study was its highly diverse student body. This aspect makes SU an extreme case among other research institutions and a leader, as it is one of the first of its institutional type that has achieved high levels of student diversity. Findings from this study will contribute to understanding how faculty members perceive and experience a diverse student body at this type of university.

Findings revealed that most participants believed that having high percentages of student diversity meant the variety of needs was higher. These same participants believed it was their responsibility to address these needs in their classes. According to these same participants, some of the students' unique academic needs could be addressed by providing academic support for students to thrive and adapting teaching practices to make learning more inclusive. Additionally, many participants had adapted their teaching practices in innovative ways regardless of the discipline in which they taught. Those who were professors within the colleges of engineering and sciences also found ways to be more inclusive when teaching. For example, they taught non-mainstream theories, assigned projects that required collaboration, and included a service component as strategies to make learning appealing to a more diverse student body. These findings contribute to a better understanding of how student diversity can impact the teaching component of faculty careers.

Simultaneously, findings also demonstrated that participants did not believe the institution was doing enough to reap the benefits of such a high degree of student diversity. They felt that some of their senior colleagues could do more to adapt their teaching practices in ways that acknowledged the student body's diversity and enriched learning experiences. Also, they voiced a need for additional university-wide initiatives to exist that would further support students' success. These findings demonstrate that while student diversity had increased at SU, participants described practices on campus that were not consistently supporting diversity or the inclusion of all students. The inconsistencies described by participants for making learning and student success more diverse and inclusive affirm the belief of several participants that SU is not responsible for attracting and harvesting the high degree of student diversity. Rather, as these same participants asserted, the institution's high levels of student diversity were simply attributable to the location (metropolitan city) and demographic changes occurring. With these findings in mind, as the population of college students becomes more diverse in higher education, we will likely see research institutions' student bodies become more diverse. Findings from this study provide insight as to some of the benefits and challenges institutions will have as student demographics continue to shift in the future.

Gaining diversity and inclusion at all levels. SU having gained a high degree of student diversity directed participants to focus on other ranks that lacked diversity. Participants mentioned the need for increasing faculty diversity, especially at the ranks of associate professor

and professor. Several participants also focused on the lack of diversity that existed among staff and university's leadership (deans and upper-level administration positions). Although the lack of diversity at these ranks is not unique to SU, findings as to the level of agreement across all participants on this issue being a priority is worth noting about this study. SU having reached a high degree of student diversity and having gained official recognition for this seemed to be creating consensus among participants that the next issue to focus on is growing diversity at the remaining ranks of the institution.

This consensus is attributable to the institution being in the process of going from diversity to inclusion. In this process, gaining diversity at the student level requires that diversity increase in all other levels of the institution to begin gaining inclusion. During this process it becomes important for diversity to not only grow at all levels, but also that the practices, policies, and all other artifacts that impact members of these ranks resemble the diversity that is embodied.

As mentioned earlier in this chapter, this study provided a snapshot during a time when SU was undergoing several transitions. This last finding is unique because it captures the development of the process and the strong relationship between diversity and inclusion. More importantly this finding provides a deeper understanding of how the process of diversity and inclusion works at a university within this institutional type. SU is one of the few institutions of its type within the country in which such a process could be examined.

Implications for Future Practice, Policy, and Research

Findings from this study have implications for future practice, policy, and research. There are several constituencies that could benefit from findings of this study including faculty members, deans, and upper-administrators leading universities.

As student demographics continue to shift, faculty members will begin to see their classes become more diverse. This study has practice implications for faculty to adapt their teaching practices and connect with students to create more inclusive learning environments. This study highlights that as student bodies become more diverse, faculty members can feel that they are responsible for addressing a larger variety of student needs. Findings from this study demonstrate that some faculty members believe diverse student bodies benefit from having learning material that is culturally relevant, learning activities that require working in groups, and activities that are tied to benefiting society (e.g., designing a device that helps detect tornados). Due to their

relationships with students and role in teaching, faculty members play a key role in helping their institutions achieve an organizational culture that supports diversity and inclusion.

Meanwhile, university leaders must find transparent and consistent ways to voice their support for diversity and inclusion matters on their campuses. In part this requires that they survey faculty, staff, and students who experience the culture to determine what the needs are. Findings in this study demonstrated mixed opinions about whether the leadership fully supported diversity and inclusion. The inconsistency across participants' opinions demonstrates that there is a lack of communication between the leadership, but more importantly that there is not a strong organizational culture that consistently conveys the message that diversity and inclusion is valued across all ranks of the university. Leadership of organizations plays a critical role in creating and maintaining institutional values, beliefs, and assumptions. Furthermore, it is important that during a time in which institutions are in transition that an organization's leadership is maintaining strong communication with the university's community and that any already established assumptions that need to be upheld are reinforced verbally and behaviorally.

Findings in this study therefore also have implications for upper-administrators whose institutions are in transition. This study demonstrates that lacking communication from leadership while an institution is in transition can raise concerns among institutional members as to what will ultimately be valued once the transition period concludes. Several participants expressed that SU's new designation as a research institution may mean that the university will become more selective in their student admissions, which would be detrimental to student diversity. They were also concerned that the university would become more competitive for students, but also for faculty as they sought to earn tenure, which would decrease diversity. Lacking awareness of the direction in which the institution is headed demonstrates the need for an institution's leadership to be more transparent about the goals that are in sight for the university (e.g., designations, rankings, etc.).

Additionally, findings from this study contribute to future practice as university leaders continue to develop university-wide statements on diversity and inclusion (e.g., diversity strategic plans). As demonstrated by this study, university members have their own definitions for diversity and inclusion. These definitions impact how they read situations on campus and how they react to them. Therefore, if institutional leaders want to have a strong culture of diversity and inclusion at their universities, they must include its members when developing

these statements. The vision must be shared for its members to take ownership and feel empowered to impact diversity initiatives (Hughes et al., 2010). Wording and definitions matter when discussing diversity. To reach inclusion attention must be placed on semantics and statements from leadership must not be minimized to be politically correct language.

This study also had policy implications for faculty and leaders at research institutions. Faculty members serving on university council committees and university leaders must be conscientious of the implications that university policies have on diverse faculty. Findings from this study demonstrate that while tenure and promotion policies seem to be “standard,” they value a particular type of research that can fail to acknowledge diverse faculty’s research interests, which may not be rewarded by top-tier journals, requiring them to publish in lower-tier journals. The cultural bias in these policies can result in diverse faculty leaving the institution or being denied tenure. As university leaders seek to diversify their faculty, they must review university policies that impact faculty career progression for cultural and gender bias. Otherwise, they will continue to experience challenges in retaining a diverse faculty at their campuses.

Furthermore, promotion and tenure policies must find ways to reward diverse faculty who are on tenure-track or tenured professors and conduct higher amounts of service on campuses. If university leaders are truly invested in improving diversity and inclusion on their campus, they need to put resources behind initiatives and the reward systems that incentivize and reward individuals who do this work. Diversity and inclusion work is work like other positions on campus (e.g., finance). Not rewarding this work creates the assumption on campus that diversity and inclusion is worthless. To make diversity and inclusion part of an organization’s culture it must be part of every aspect of an institution, this means consistently funding initiatives and rewarding individuals doing the work. Therefore, it is important for university leaders to develop or change policies to reward individuals including diverse faculty members who do diversity and inclusion work on their campuses.

Additionally, these same groups of constituents should find ways to make hiring practices more inclusive by requiring all search committee members to undergo trainings on biases. As seen in this study and previous research, sometimes these trainings exist on campuses, but are not consistently implemented. It is imperative for all members participating in a search to undergo these trainings to accomplish a more inclusive hiring process. As expressed before,

members of an institution are contributors to culture. Individuals carry their own assumptions (e.g., biases). During hiring processes, university members are actively contributing to culture as they review potential new members. Unless individuals examine their own biases it is difficult to harvest a culture that is inclusive of differences.

Finally, this study has implications for future research. This study provides data based on a snapshot in time taken of this university undergoing several transitions as a consequence of the new designations. Future research could be done by returning to this institution in a few years to examine how diversity and inclusion matters were affected after changes due to these designations set in. This research would provide a deeper understanding of the behavior of this institution as well as the pressures of higher education and the impacts these have on diversity and inclusion.

Further research could also be done at this institution using a change of culture framework. Since the institution is currently under transition, there are various shifts occurring on campus that are changing assumptions, values and beliefs of members. These changes will impact the behavior of institutional members. As the culture changes, it would be valuable to understand the process and how diversity and inclusion matters are handled during this time. This research would require various sources of data throughout the time of transition and interviews with members at all ranks of the institution.

Another research opportunity would be to conduct a study using a quantitative approach to determine if faculty at an institution with a high degree of diversity feel more or less compelled to make learning environments more inclusive for their students than faculty at PWIs. Participants in this study all demonstrated an interest in creating these spaces for their diverse student body regardless of discipline. It would be interesting to see if this would be the same case at other less diverse institutions.

Lastly, findings from this study revealed that most participants believed that having a more diverse student body required for them to make learning environments more inclusive. Further research could examine the academic and social needs of students at an institution that is highly diverse. This kind of research could be done qualitatively or quantitatively and the sample would be students. Findings from such study would allow institutions to be better prepared to serve higher numbers of diverse students on their campuses.

Conclusion

The purpose of this study was to examine faculty perspectives of organizational culture of diversity and inclusion at an institution that was selected for its high degree of student ethnoracial diversity. The findings revealed that participants viewed the culture for students to be more accepting and welcoming of diversity. Although some participants commented that some faculty resisted changing their practices to be more inclusive of diverse students, many participants themselves contributed to making learning more inclusive for students and to establishing connections with students beyond the classroom. Some faculty members believed it was their responsibility to ensure that all their students succeeded.

However, perspectives were mixed about the organizational culture for diversity and inclusion that existed for faculty. Several participants felt that hiring practices, promotion and tenure policies, as well as leadership practices, created reward structures that were exclusive and negatively impacted diverse faculty member's careers. Furthermore, participants were concerned that the institution lacked diversity at the ranks of staff, faculty, and upper administration. For some, the lack of diversity at these levels demonstrated that more work needed to be done for inclusion to be reached (e.g., decision-making participation). Suggestions for additional institutionalized initiatives were made.

Although participants did not describe an integrated organizational culture of diversity and inclusion, findings are positive in that it demonstrates an order in which diversity and inclusion is occurring at a research institution. This study provides us with a preview of where research institutions are headed with student demographic changes. Faculty members at this institutional type are key in establishing and preserving organizational culture.

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Appendix A
Initial Interest Form

Study Overview

Thank you for your interest in participating in this study. The purpose of my study is to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of ethnoracial diversity. By conducting the study at your institution, I seek to understand the role that diversity has in the expression of organizational culture about diversity and inclusion from the perspective of faculty.

The purpose of this form is to gather some information about you. I will use this information to select participants for the study. The following is a series of questions about you, your employment, and identity. This questionnaire should take you approximately 5-7 minutes to complete. If you are selected, you will be asked to participate in an approximately 60 minute face-to-face interview in [insert dates].

This study has received IRB approval (Protocol: 16-186) at Virginia Tech.

Consent Statement

Prior to continuing the interest form, please read the consent statement and provide consent below.

Freedom to Withdraw

You are free to withdraw from answering questions in this interest form at any time without penalty. You are free not to answer any questions or respond to experimental situations that you choose without penalty.

Extent of Anonymity and Confidentiality

The information provided by you will remain confidential. To maintain confidentiality every effort will be made to mask the identity of participants. You will be asked to provide a pseudonym and a pseudonym will also be used for the institution. Only the researcher will know the identity of the respondent.

Participant's Responsibilities

You voluntarily agree to answer questions in this initial interest form of the study. You have the following responsibilities: To respond to any and all questions honestly and fully.

Participant's Permission

I have read the consent statement and conditions of this project. I hereby acknowledge the above and give my voluntary consent. (Must check box in order to continue)

Please respond to the following questions:

1. What is your full name?

2. What is your email address?

3. What is the best phone number at which you can be reached during the business day?

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4. In what department are you employed?

5. In what month and year did you begin working at [name of institution]? (mm/yyyy)

			/										
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6. What is your faculty rank?

- a. Assistant Professor
- b. Associate Professor
- c. Professor

7. What is your tenure status?

- a. Tenured
- b. Tenure-track
- c. Non tenure-track

8. Are you a full-time faculty member?

- a. Yes
- b. No

9. How did you gain knowledge about diversity and inclusion issues at [Name of Institution]?

10. Do /have you serve/d on any committees at [name of institution]? If so, please list which ones (e.g., faculty senate) and the dates served.

11. How would you describe yourself with regard to each of the following identities?

Gender:

Race:

Ethnicity:

Ability/Disability:

Sexual orientation:

12. How old are you?

13. Will you be available for a face-to-face interview during [Insert range of dates here]?

- a. Yes
- b. No

14. Will you be available for a face-to-face interview during [Insert range of dates here]?

- a. Yes
- b. No

15. Is there someone else who you would like to recommend to participate in this study?

Thank you! If you fulfill the criteria for the study I will contact you to schedule an interview.

Appendix B

Unit and University Governance Leaders Email

Dear [Insert name of contact]:

I hope this message finds you well. I am soliciting participants for my dissertation research and would appreciate you forwarding the message below to faculty members in [insert name of office/commission/committee/taskforce]. I am looking to interview faculty members with knowledge about diversity and inclusion at [name of institution]. Specifically, I am interested in examining how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of ethnoracial diversity. This study has received IRB approval at Virginia Tech (Protocol: 16-186). If you or any potential participants have any questions, please contact me. I would be glad to answer any questions. Thank you in advance for sharing this email with faculty members.

Participant Recruitment Email

Hello, my name is Elsa Camargo and I am a doctoral candidate in the Higher Education Program at Virginia Tech. I am soliciting participants for my dissertation research. The purpose of my dissertation is to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of diversity. By conducting this investigation at an institution that has achieved a high degree of diversity, I seek to understand the role that this has in the expression of organizational culture about diversity and inclusion. This study has received IRB approval (Protocol: 16-186) at Virginia Tech.

If you are a full-time tenured or tenure-track faculty member who has knowledge about diversity and inclusion on your campus, have been at your current institution for at least a year, and are interested in participating in this study, please click [here](#) to complete the online initial interest form. Given, the topic of my dissertation, I am interested in having a sample of faculty that has diverse social identities (e.g., race, ethnicity, gender, social class, sexual orientation, and ability). Therefore, not everyone who completes the form will be selected.

If you are selected, you will be asked to participate in a face-to-face interview. The interview will be approximately 60 minutes long and will occur during [insert range of dates here]. The information you provide for this study will be kept confidential. You will be asked to provide a pseudonym for the study.

Your participation will be valuable for this study, which will contribute to practice and research in higher education to benefit students, faculty members, and staff at universities. **Click here to complete the online initial interest form.** If you have any questions, please contact me at ecamargo@vt.edu or at 773-837-7235

Best Regards,
Elsa Camargo
Doctoral Candidate
Higher Education

Appendix C

Email to Key Contact/ Prospective Participant

Dear [Insert name of contact]:

I hope this message finds you well. I am a PhD student in the Higher Education Program at Virginia Tech. I am currently working on completing my dissertation, which focuses on examining how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of ethnoracial diversity. This study has received IRB approval (Protocol: 16-186) at Virginia Tech. I am soliciting participants for my dissertation research and am reaching out to you because of your involvement with [insert name of office/commission/committee/].

Could you please provide me with names of potential participants who fit the criteria below (this may also include yourself)?

Faculty members with:

- Rank of assistant professor, associate professor, or professor
- Tenured or tenure-track
- Full-time
- Have been at SU for at least one year
- Knowledge about diversity and inclusion issues on campus

If you are selected, you will be asked to participate in a face-to-face interview that will be approximately 60 minutes long and will occur during [insert range of dates here]. The information you provide for this study will be kept confidential. You will be asked to provide a pseudonym for the study.

If you, yourself are interested in participating **please click here to complete the online initial interest form**. If you have any questions, please contact me. Thank you in advance for any help you can provide in helping me identify potential participants for my study.

Best Regards,

Elsa Camargo

Appendix D
Identified Potential Participants Email

Hello, my name is Elsa Camargo and I am a doctoral candidate in the Higher Education Program at Virginia Tech. I am soliciting participants for my dissertation research and [Name of Person] thought you might be a potential participant. The purpose of my dissertation is to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of ethnoracial diversity. By conducting this investigation at an institution that has achieved a high degree of ethnoracial diversity, I seek to understand the role that this has in the expression of organizational culture about diversity and inclusion. This study has received IRB approval (Protocol: 16-186) at Virginia Tech.

If you are a full-time tenured or tenure-track faculty member who has knowledge about diversity and inclusion on your campus, have been at your current institution for at least a year, and are interested in participating in this study, please click here to complete the online initial interest form. Given, the topic of my dissertation, I am interested in having a sample of faculty with diverse social identities (e.g., race, ethnicity, gender, social class, sexual orientation, and ability). Therefore, not everyone who completes the form will be selected.

If you are selected, you will be asked to participate in a face-to-face interview. The interview will be approximately 60 minutes long and will occur during [insert range of dates here]. The information you provide for this study will be kept confidential. You will be asked to provide a pseudonym for the study and a pseudonym will also be used for the institution.

Your participation will be valuable for this study, which will contribute to practice and research in higher education to benefit students, faculty members, and staff at universities. **Click here to complete the online initial interest form.** If you have any questions, please contact me at ecamargo@vt.edu or at 773-837-7235

Best Regards,
Elsa Camargo
Doctoral Candidate
Higher Education

Appendix E
Original Faculty Interview Protocol

Name:
Pseudonym:
Date:

Thank you again for agreeing to participate in my study. When we scheduled the interview via email, I included the consent form. You did/did not contact me with any questions. Before collecting the signed form from you I just want to ask if you have any additional questions.

As you know the purpose of my dissertation is to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of diversity. This institution is quite diverse compared to other public, four-year research institutions in the country. Therefore, I chose to conduct my investigation here because I am interested in understanding the role that this unique institutional characteristic has in the expression of organizational culture about diversity and inclusion. More specifically, I am interested to learn about this topic from the perspective of faculty because you have interactions with students, administrators, and other faculty, through teaching, research, service, and in the governance part of the university.

Before we begin do you have any questions?

Introduction

1. Thank you for taking the time to participate in this interview. Could you please tell me what it was that interested you about participating in this study?

Basic Assumptions

2. Assumptions are the “unconscious beliefs and values that determine [and guide] the daily behavior of all members of the campus.” Please describe the assumptions that exist about diversity and inclusion on campus?
 - a. Please tell me a story about how diversity and inclusion has become more/ less valuable in this institution.
 - b. How have leaders helped shape the value for diversity and inclusion on campus?
 - c. How have external circumstances impacted diversity and inclusion at [name of institution]?
3. How does having an institution with high ethnoracial diversity influence or not influence the practice of diversity and inclusion on campus?
 - a. Please discuss the expectations that exist for members of the university to implement diversity and inclusion in their everyday life.

Espoused Beliefs and Values

4. Beliefs and values are an “institutions aspirations” and values. Sometimes universities express their beliefs and values in slogans, parables. Other times it is expressed in the members’ ideology, philosophy, and future aspirations. Please describe the beliefs and values about diversity and inclusion that exist on campus.
 - a. In what ways are these beliefs and values consistent across campus and in what ways are they inconsistent?
 - b. Provide examples of ways in which faculty, leaders, and other members of the institution have expressed value for diversity and inclusion (e.g., teaching, practices, etc.).
5. Please describe any challenges in relation to diversity and inclusion that exist at [name of institution].
 - a. What are some of the issues around diversity and inclusion being discussed on campus at the moment?
 - b. What efforts can be made to increase diversity and inclusion on campus?

Artifacts

6. Please identify and describe any objects or practices on campus that speak to valuing diversity and inclusion. Examples can be any symbols, rituals, traditions, celebrations, annual events, and statutes that depict diversity and inclusion.
 - a. What are the things on campus that make diversity and inclusion feel valued?
 - b. Please describe the language used by the leadership and other members of [Name of campus-wide initiative or office dedicated to diversity and inclusion] surrounding diversity and inclusion.
 - c. How do people at this institution demonstrate their commitment to diversity and inclusion?
 - d. How are people from different backgrounds taken into account when decisions are made?

Wrap-up

7. Is there anything else you would like to share with me about the institution’s culture in relation to diversity and inclusion or your experiences with diversity and inclusion at [name of institution]?

I greatly appreciate you taking the time to share your perspectives and experiences with me. In the next three weeks I will email you the transcript to see if you have any corrections or if there is anything else you would like to add. I want to make sure the transcript accurately represents the meaning you want it to have.

If I have any questions or need clarification is it okay for me to contact you again? Thank you again for your time today and if you have any questions please feel free to contact me.

Appendix F
Revised Faculty Interview Protocol

Name:
Pseudonym:
Date:

Thank you again for agreeing to participate in my study. When we scheduled the interview via email, I included the consent form. You did/did not contact me with any questions. Before collecting the signed form from you I just want to ask if you have any additional questions.

As you know the purpose of my dissertation is to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of ethnoracial diversity. This institution is quite diverse compared to other public, four-year research institutions in the country. Therefore, I chose to conduct my investigation here because I am interested in understanding the role that this unique institutional characteristic has in the expression of organizational culture about diversity and inclusion. More specifically, I am interested to learn about this topic from the perspective of faculty because you have interactions with students, administrators, and other faculty, through teaching, research, service, and in the governance part of the university.

Before we begin do you have any questions?

Introduction

1. Thank you for taking the time to participate in this interview. Could you please tell me what it was that interested you about participating in this study?

Perspectives

2. When you hear “diversity and inclusion” what comes to mind?
 - a. Please tell me a story about how diversity and inclusion has become more/ less valuable in this institution.
 - b. How have leaders helped shape the value for diversity and inclusion on campus?
 - c. How have external circumstances impacted diversity and inclusion at [name of institution]?
3. Please identify and describe things on campus that promote diversity and inclusion in regards to research, teaching, and service.
 - a. What are the things on campus that represent diversity and inclusion?
4. Please identify and describe things on campus that inhibit diversity and inclusion in regards to research, teaching, and service.
 - a. What are the things on campus that inhibit diversity and inclusion?

5. Please identify any practices you do to promote diversity and inclusion in your research, teaching, and service.
 - a. Please discuss the expectations that exist for members of the university to implement diversity and inclusion in their everyday life.
6. How are people from different backgrounds taken into account when decisions are made?
 - a. Decisions regarding hiring, admissions of students, strategic plans, etc.
 - b. Decisions at the department, college, or university levels.
 - c. Who is left out?
7. Beliefs and values are an “institutions aspirations” and what it values. Please describe the beliefs and values about diversity and inclusion that exist on campus.
 - a. In what ways are these beliefs and values consistent across campus?
 - b. In what ways are they inconsistent?
 - c. Provide examples of ways in which faculty, leaders, and other members of the institution have expressed value for diversity and inclusion either through their use of language or actions (e.g., teaching, practices, etc.).
8. What do you wish you could do in relation to diversity and inclusion that you currently can't do at your institution?
 - c. What are some of the issues around diversity and inclusion on campus at the moment?
 - d. What efforts can be made to increase diversity and inclusion on campus?

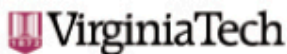
Wrap-up

9. Is there anything else you would like to share with me about the institution's culture in relation to diversity and inclusion or your experiences with diversity and inclusion at [name of institution]?

I greatly appreciate you taking the time to share your perspectives and experiences with me. I will email you the transcript to see if you have any corrections or if there is anything else you would like to add. I want to make sure the transcript accurately represents the meaning you want it to have.

If I have any questions or need clarification is it okay for me to contact you again? Thank you again for your time today and if you have any questions please feel free to contact me.

Appendix G
IRB Approval



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120, Virginia Tech
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-4606 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: April 19, 2016
TO: Steven M Janosik, Elsa Camargo
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE: Perspectives of Faculty on Organizational Culture about Diversity and Inclusion
IRB NUMBER: 16-186

Effective April 19, 2016, the Virginia Tech Institutional Review Board (IRB) Chair, David M Moore, approved the Amendment request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 5,6,7**
Protocol Approval Date: **April 7, 2016**
Protocol Expiration Date: **April 6, 2017**
Continuing Review Due Date*: **March 23, 2017**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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Date*	OSP Number	Sponsor	Grant Comparison Conducted?

* Date this proposal number was compared, assessed as not requiring comparison, or comparison information was revised.

If this IRB protocol is to cover any other grant proposals, please contact the IRB office (irbadmin@vt.edu) immediately.

Appendix H

Informed Consent for Participants

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Informed Consent for Participants in Research Projects Involving Human Subjects

Title of Project: Faculty Perspectives of Organizational Culture about Diversity and Inclusion

Investigator: Elsa Camargo

I. Purpose of this Research/Project

The purpose of my dissertation is to examine how faculty members describe organizational culture of diversity and inclusion at a research institution with a high degree of ethnoracial diversity. By conducting the study at your institution, I seek to understand the role diversity has in the expression of organizational culture about diversity and inclusion from the perspective of faculty. This research will contribute to the dissertation.

II. Procedures

If you choose to participate in this research study, you will participate in an approximately 60 minute face-to-face interview at your office on campus or at some other mutually agreeable location. During this interview, you will first meet with the investigator to further discuss this consent form and address any questions you may have. Once you have all your questions answered, you will sign the consent form if you wish to continue with the session. You will then complete an interview with the investigator related to the organizational culture about diversity and inclusion at [Name of Institution] which will be audio recorded. Following the interview I will contact you and you will have an opportunity to read and make comments on the interview transcript in order to insure that the transcript accurately reflects the meaning that you intended to convey. If no response is received the data will be considered to be accurate.

III. Risks

The only risk to you as a participant would be the possibility of emotional distress at the memory of an unpleasant experience when answering the interview questions.

IV. Benefits

There is no immediate, direct, or indirect benefit to you for participating in this study. No promises of benefits have been made to encourage you to participate. However, we hope that results of this project can help in designing future research to benefit students, faculty members, and staff at universities. You may contact the researcher at a later time for a summary of the research results.

Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.