ABSTRACT

GREEN, BYRON ANTHONY. When They See YOU: A Case Study Comparing the Lived Experiences of Vital Faculty at Predominately White Institutions and Historically Black Colleges and Universities Related to Diversity and Inclusion of Multicultural Competence. (Under the direction of Dr. Jackie Bruce).

The racial diversity of undergraduate students on college campuses across the country is increasing (Pope, Reynolds, & Mueller 2014). With this increase has come to the complication of the student experience and the subsequent negative instances that have come with increased diversity (Evans & D'Augelli, 1996; Evans & Rankin, 1998; Seymour & Hewitt, 1997; Tonso, 1999; Harwood Huntt, Mendenhall, and Lewis, 2012). The student experience is also notably different across Predominately White Institutions (PWIs) compared to Historically Black Colleges and Universities(HBCUs) (Allen, Epps, & Hanif, 1991; Love, 2009; Willie-LeBreton, 2011). This increase in student diversity and decrease in student satisfaction has challenged universities to not only to support these students, but also to create programs, design policies and procedures, and implement strategies and interventions that are culturally sensitive. The purpose of this case study is to provide insight into faculty experiences with diversity with a particular focus on why faculty at PWIs and HBCUs chose to become multiculturally competent or not.

When They See YOU: A Case Study Comparing the Lived Experiences of Vital Faculty at
Predominately White Institutions and Historically Black Colleges and Universities
Related to Diversity and Inclusion of Multicultural Competence.

by
Byron Anthony Green

A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Doctor of Education

Agricultural and Extension Education

Raleigh, North Carolina
2019

APPROVED BY:

_____   _____
Dr. Jackie Bruce   Dr. Katie McKee
Committee Chair

_____   _____
Dr. Joy Flemming   Dr. Harriet Edwards

DEDICATION

"I wanna leave my footprints on the sands of time,

Know there was something that and something that I left behind

When I leave this world, I'll leave no regrets

Leave something to remember, so they won't forget… I was here."

~Beyoncé Knowles-Carter

This dissertation is dedicated to all of those who are doing the work each day to make our institutions a better more inclusive place for every student who is brave enough to enter spaces not built for them.

BIOGRAPHY

Byron Anthony Green was born in Greensboro, North Carolina. His mother, Felicia Reid, sacrificed countless times to ensure that he had the absolute best education that was available and pushed him to be the best version of himself. With the help of his village, Byron graduated from Walter Hines Page High school in 2006 and enrolled at North Carolina State University. After obtaining a bachelor's degree in nutrition and developing a love of teaching, he entered a master's program with the help of Dr. Jackie Bruce. Dr. Jackie Bruce opened her heart and poured into Byron lessons both in the classroom and out of the classroom about being a researcher, teacher, and practitioner. During the beginning of his doctoral program, videos of black people dying at the hands of police officers began to surface online in invading the news cycle. Byron struggled with how to handle this phenomenon, with faculty members not addressing it in class. It left him to figure out how to support his students while also processing it himself. These instances led him to explore if others had similar experiences with faculty and talking about these difficult times for the Black community. This dissertation is a direct result of this inquiry. Byron is currently working in student affairs and plans to continue to support students outside the classroom through multicultural competence.

ACKNOWLEDGMENTS

This dissertation would not have been possible without the help and support of a few people. I would like to thank God for his guidance during this process. I questioned myself and his plan multiple times and almost gave up a few, but he kept me.

I would like to thank my family. To my Mom and Dad, Felicia and Chavis Reid, thank you for loving me unconditionally as I found my way not only through this process but in life. You taught me to be strong in my conviction and made me the man I am today. To my aunt, Lisa Daye, you have been the perfect support for me in this process. I thank God for you and my parents each day. Between the three of you I have been able to grow and make mistakes and know the three of you always had my back.

To the Agricultural and Extension Education Department., thank you for welcoming me back into the fold in a time where I needed it the most. You have challenged me and supported my growth over the past nine years, and for that, I am grateful. Dr. McKee, Dr. Fleming, and Dr. Edwards, thank you for going on this wild ride with me and allowing me to make this degree one that fit me.

Dr. Bruce, after ten years we have become family. I am proud to call you my chair twice over! You have taught me more about research and life than any other faculty member could. I am so grateful to you for allowing me to learn from you while simultaneously challenging me to grow on my own and explore the world! To Dr. Danny Bruce and Anilsee Mae Bruce, thank you for letting me borrow JB while also welcoming me into your family!

Dr. Brierton, I'm pretty sure you've saved me multiple times at this point! You should get an award for being the best trailblazer for me and others in the department. You not only showed

me how but when I stumbled you showed me how to fix it! The advice you've given and editing

you've helped with has been invaluable.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

Introduction

In October 2015, two separate incidents on the campus of Yale University, preparation for Halloween and a student organization's party, affected campus climate. First, university administration sent out an email cautioning students not to choose culturally insensitive costumes (Friedersdorf, 2015). Professor Nicholas Christakis, presiding over a residential college and his wife, Erika Christakis, a professor and associate master in the residential college, were responsible for shaping residential life and education in the halls. In the weeks leading up to Halloween, some students mentioned to the pair that they believed the university offered overly stern advice on Halloween costumes and cultural appropriation. Erika Christakis sent an email to her students that questioned the motives of "obnoxious costumes." Christakis asked whether offensive costumes could ever be avoided, and later asked, "Is there no room anymore for a child or young person to be a little obnoxious . . . A little bit inappropriate or provocative, or, yes, offensive?" (Friedersdorf, 2015).

Shortly following the email incident, Sigma Alpha Epsilon Fraternity members reportedly barred black women from a party stating "white girls only" (White, 2015). The university's response to merely investigate, offering no further detail or subsequent action, appeared less than acceptable to students and staff (White, 2015). Students at Yale were outraged and noted that the email from Christakis, along with the behavior of the fraternity members, highlighted the inhospitable conditions women and minority students faced on campus. The events at Yale, and many others like it (Lipscomb University president host black students with cotton centerpieces, multiple nooses found on the Duke campus, Oklahoma University fraternity SAE sings "there will never be a Nigger in SAE", NC State GLBT center vandalized, Banana

hanging from noose on black woman's door at American University), highlight the context in which faculty, staff, and students operate on campuses across the nation (Moye, 2017; Jaschik, 2015; .New, 2015; Gardner 2011; Fortin, 2017)

The racial diversity of undergraduate students on college campuses across the country is increasing (Pope, Reynolds, & Mueller 2014), challenging universities to not only to support these students, but also to create programs and services, design policies and procedures, and implement strategies and interventions that are culturally sensitive. To achieve these objectives, all those within the university must take part in addressing these climate issues, including, and maybe especially, faculty. Lowenstein (2009) suggested, however, often faculty are not trained on how to teach their subject matter, much less how to address the increasing diversity of student populations and the multicultural competence needed to support this growth. While not taught explicitly how to address diversity issues, faculty are placed in a position to create a positive campus climate through their interaction with students. It is urgent then, to examine the experiences of faculty in dealing with diversity issues and the decision-making process when incorporating multicultural competence into interactions with students, as faculty response to diversity and inclusion affects student perceptions and overall campus climate (Love 2009).

Researchers noted a difference in diverse student experiences between the predominately white institution (PWIs) and historically black colleges and universities (HBCUs) (Allen, Epps, & Hanif, 1991; Lenning, 2017; Love 2009). Boyd, Cintron& Alexander-Snow (2010) noted that PWIs promote white ethics, attitudes, and beliefs. Davis et al. (2004) found that a hostile institutional climate and perceived racism are reasons for departure from PWIs. Guiffa and Diuthit (2010) highlighted that the graduation rate for African American students is 40%, and when considering those who graduate from PWIs, it is much lower. When comparing the student

experience at HBCUs to PWIs, it was found that PWIs did not provide the same cognitive

growth or positive interpersonal support

        This study will contribute to the research in faculty development by examining the

experiences of faculty as they work with an increasingly diverse student population at PWIs and

HBCUs. The understanding of experiences of faculty members at both institution types will

provide insight into institutional culture and a clear look into the decision making process of

faculty members.

Increases in Student Diversity

        Diversity on college campuses continues to increase; more students of color, international

students, older students, and first-generation college students attend college every year (Jones &

McEwen, 2000; NCES, 2016). Luo and Jamieson-Drake (2009) described how the percentage of

non-white identifying students at four-year institutions of higher learning has doubled from 13%

of the student body that is nonwhite in 1976 to 27% in 2005. The National Center for Education

Statistics (NCES; 2016) recently reported a 20% increase in the number of nontraditional

students who have enrolled full time at institutions of higher education since 1950. NCES

describes nontraditional as students above the age of 24 and holding identities with other

characteristics including race, gender, residence, and level of employment that differ from the

traditional student body.

        Chang (2005) noted that early discussions of diversity on college campuses focused

primarily on racial and ethnic differences, whereas in more recent conversations, the types of

diversity that must be addressed have expanded exponentially. In addition to increases in the

number of racial and ethnic minorities on college campuses, other identities of students (i.e.,

students with disabilities, LGBTQIA+ students) who were often invisible, as well as first-

generation college students, are becoming increasingly active and vocal on campus (Pope & Mueller, 2011; Pope, Mueller, & Reynolds, 2009). With this increase in the numbers of different students on campus, the experience of those students on campus has changed drastically as well.

The Student Experience

The campus student experience varies by identity group, and often the intersection of various identities complicates those experiences. The experience of women on campus has been an issue of concern for students since the introduction of women to academe in 1831 (Cooper, 2011). NCES (2016) reports that women account for 11.7 million college students compared to 8.8 million men in 2016. Today, despite making up more than half of the postsecondary population, women continue to face both covert and overt discrimination from staff, faculty, and peers that diminish self-confidence and adversely affects academic performance (Hall & Sandler, 1982). Seymour & Hewitt (1997) suggest that educational environments often privilege white men and marginalize women of color, thus creating a diminished sense of belonging. Specifically, in science, technology, engineering, and mathematics (STEM) fields, African American and First Nations women report lower persistence rates in their areas than their counterparts (Bounous-Hammarth, 2000). This poor treatment of women in the classroom is driven by male faculty who treat women as outsiders and subject them to overt forms of sexism (Seymour & Hewitt, 1997; Tonso, 1999).

Further, women face the continuing risk of sexual harassment and often-unsatisfactory campus response to such incidents (William, Lam, & Shivley; 1992). Researchers highlight that somewhere between 20%-25% of female students' experience either attempted or completed assault during their undergraduate years (Fisher, Cullen, & Turner, 2000; Krebs, Lindquist, Warner, Fisher, & Martin, 2009a, 2009b; Martin, Fisher, Warner, Krebs, & Lindquist, 2011).

The literature further argues that women in North American colleges are at a higher risk for rape and sexual assault than their counterparts in the same range in the general population (DeKeseredy & Kelly, 1993; Fisher, Sloan, Cullen, & Lu, 1998; Koss, Gidycz, & Wisniewski, 1987). Looking specifically at reporting of sexual assault, Amar and Gennaro (2005) reported that only 4% of survivors report their assault to campus officials because of a perceived unsatisfactory campus response.

The increasing population of students of color has provided distinct challenges. Harwood Huntt, Mendenhall, and Lewis (2012) studied the experiences of students of color at a PWI and found five categories of *microaggressions* that students reported: racial jokes and verbal comments, racial slurs written in shared spaces, segregated spaces, unequal treatment, and the denial and minimization of racism. According to Smith (2005b), racial microaggressions can range from racial slights, unfair treatment, stigmatization, hyper-surveillance, and contentious classrooms to personal threats. The U.S. Department of Education recorded 146 cases of racial harassment on college and university campuses in 2015 (Griggs, 2015).

Students who identify as gender diverse or sexual minorities (referred to as LGBTQIA+) frequently face a plethora of challenges on campus. These students may find the university to be unwelcoming and possibly hostile (Evans & D'Augelli, 1996; Evans & Rankin, 1998). According to Hurtado, Carter, & Kardia, (1998), These problems may include

> …fear for physical safety; frequent occurrences of disparaging remarks or jokes regarding sexual orientation; anti-gay graffiti; a high degree of inaccurate information and stereotypes reflected in student attitudes; the feeling of needing to censor themselves in class for fear of negative repercussions; and lack of representation in the curriculum. (pg. 59)

This treatment of LGBTQIA+ students is not unique to one place in the US; students across the country encounter detrimental climates in the form of subtle and blatant mistreatment (Rankin, Weber, Blumenfeld, &Frazer, 2010; Woodford, Chonody, Kulick, Brennan, & Renn, 2015; Woodford, Kulick, Sinco, & Hong, 2014). This fear can lead to high-stress levels and interfere with academic achievement and personal development (D'Augelli, 1992; Hershberger & D'Augelli, 1995; Savin-Williams & Cohen, 1996; Silverschanz, Cortina, Konik, & Magley, 2008; Woodford & Kulick, 2015).

Students with disabilities have also changed the face of college campuses. Since the passage of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, support for students with disabilities has increased across campuses nationwide (Burgstahler 2017). In 1998, the exact number of Americans who lived with disabilities was unknown, but researchers estimated that one in seven Americans experiences a disability that affects or limits their daily activities (Hurtado, Carter, & Kardia, 1998). Fast-forward to 2015 when the CDC noted that number had grown to one in five adults who have a disability. The CDC provided further context stating that the highest percentage of people with disabilities are generally in southern states; Alabama 31.5%, Mississippi 31.4%, and Tennessee 31.4% (CDC, 2015). The report continued with a racial breakdown noting that Non-Hispanic Black (29%) and Hispanic adults (25.9 %) were more likely than White Non-Hispanic Adults (20.6%) to have a disability. In 2008, the department of education found that 31% of college students reported learning disabilities, 18% reported having ADD or ADHD, and 15% reported mental illness or psychiatric conditions (Raue & Lewis, 2011, p. 3). Students with disabilities in a university setting may be faced with additional obstacles when they arrive on campus, including confronting stereotypes,

experiencing exclusion, and encountering fear or disdain from others that create emotional distress (Hurtado, Carter, & Kardia, 1998).

The experiences of female students, students of color, LGBTQIA+ students, and disabled students have been characterized by microaggressions, overt aggression, threats of violence, and actual violence (Cress, 2008). These students experience further difficulties in the classroom by being tokenized and singled out to answer questions about their identities (Cress, 2008; Johnson-Newman, & Exum 1998). Kanter (1977) described tokenism as those who represent less than 15% of a group's total. Kanter noted that these people often feel isolated from the dominant group. In the classroom, specifically, these students are asked to speak about their identities as a representation of their tokenized identity. After students receive negative treatment in the classroom and are tokenized by faculty, they face the reality that their interactions with faculty of color will be slim to none. Students are asked to accept that representation in the literature they use in classes is low as well (Mitchell, 1991).

Pope, Reynolds, and Mueller (2014) argued that increasing the diversity of the student body without implementing critical multicultural programs as a means of education can result in increased stereotyping, microaggressions, and discrimination by students and faculty thus creating self-segregation, and the creation of a toxic racial climate and heightening student resistance to diversity. Despite the barriers to inclusion, however, there are positive consequences to increasing campus diversity. The increase in diversity, whether it is visible or invisible, increases student, faculty, and staff engagement with diversity and measurable educational outcomes (e.g., increase in persistence in college, intellectual development, academic success, and moral development) associated with multicultural education (Harper, 2008; Milem, Chang, & Antonio, 2005).

Campus climate

Campus climate is defined by Rankin & Reason (2005) as the current perceptions and attitudes of faculty, staff, and students regarding issues of diversity on campus. Hurtado, Milem, Clayton-Pederson, and Allen (1999) offered a four-dimensional template for examining racial diversity, as it exists on the college campus. The four dimensions include a) historical legacy of inclusion or exclusion of various racial or ethnic groups; b) structural diversity; c) psychological climate (which consists of the perception, attitudes, and beliefs about diversity), and d) behavioral climate (how groups interact and engage on campus or student experiences). Mayhew, Grunwald, and Dey (2005) argued that the level in which the four purposed dimensions allow diverse students to feel comfortable or satisfied and as part of the broader community is the extent to which the campus has achieved a favorable campus climate. Elliott and Healy (2001) noted that student satisfaction is a result of a student's experience. Researchers also found that student satisfaction and campus climate were linked, finding that as student satisfaction increased perceptions of campus climate also increase.

Faculty can directly affect campus climate through their interactions with students and their willingness to engage in multicultural policies or programs. Rankin and Reason (2005) found 84% of all respondents were subjected to derogatory remarks, 15% received written forms of harassment, 10% received anonymous phone calls, 7% received threats of violence, and 6% had been physically assaulted on campus. Additionally, the researchers found that while 75% of the respondents stated the source of the harassment was from other students, 20% of them said their harassment was from campus faculty members. Researchers highlighted findings, similar to Watson et al. (2002), where students at a PWI articulated how a majority of white faculty members were not supportive of multicultural policies and programs, and this influenced their

experiences on their campus by creating a negative learning environment. According to Hurtado et al. (1999), faculty members are affecting campus climate through the behavioral climate dimension with their actions and through the psychological dimension with their decision making to engage or not in multicultural policies and programs.

While campus climate has been described as four dimensions by Hurtado et al. (1999), two of the four dimensions are directly affected by the student's experience; psychological climate and behavioral climate. With universities making a concerted effort to increase the structural diversity on campus, the second dimension of campus climate is already in flux. Researchers argued that without attention to campus climate and the implementation of multicultural initiatives, the benefits of greater diversity may be overshadowed by negative repercussions that are harmful to underrepresented students (Chang, 2007; Milem, Chang, & Antonio, 2005). Further, considering the harmful effects of these students and their relationships with faculty, there is evidence that negative interactions in and out of the classroom play a role in a student's satisfaction and subsequently campus climate.

Diversity in Practice

Given the number and complexity of the issues surrounding diversity on the college campus, campus leaders are often unsure of how to proceed and unable to verify that their diversity efforts have made a positive difference in their campuses (Stulberg & Weinberg, 2011). Without a clear understanding of the effects of the diversity efforts students are essentially test subjects facing the adverse side effects of these experiments. Managing the challenges and opportunities introduced by the increased diversity on college campuses requires more than increasing structural diversity (number of diverse students) and may determine a campus's ability

to achieve success (as determined by their missions and goals for a more inclusive environment for students) as an institution (Smith, 2005).

Pope and associates (2014) argued that even with the increase in structural diversity, and the inclusion of diversity in college mission statements, multicultural change has not occurred on campuses. Diverse students at PWIs face a unique struggle considering the nature of culture, climate, and retention issues (Brayboy 2003). PWIs have taken a position on diversity affirming the notion that diversity includes fostering an appreciation of values and differences. Further, "white institutions of higher education view diversity as a free-standing policy and … it can be implemented without necessarily changing the structure of the day to day operations at the institutions" (Brayboy, 2003, p. 73). Moreover, while universities have made a concerted effort to increase structural diversity, the percentage of minority students is still very small. This fact alone is important to understand as it highlights how much the structural diversity is being affected in the campus climate equation. The reality that the increase in minority students alone is not affecting campus climate as much as student experience, specifically for the purpose of this study their experience with faculty.

Faculty in Higher education

American Council on Education noted that college personnel represent the majority culture in the United States; White, Male, and Christian. College presidents are 83% white, 70% male, and 75% Christian (American Council on Education, 2017). The Chronical Almanac found full-time faculty, with the rank of professor, are composed of a similar breakdown at 87.2% white and 77.3 % male (Chronicle Almanac, 2004). Brookfield (2003) argued that higher education is grounded in western European intellectual traditions and, salient to this conversation, are racialized implying that the roots of the university are created and maintained

with white students in mind. This racializing of the university system is complicated further as we consider female faculty and faculty of color and the different expectations they face. Hurtado (2001) argued that while faculty development opportunities could promote changes in pedagogy, it might not address different methodology for supporting diverse classrooms. Further, faculty encounter problems with creating, integrating, and assessing multicultural content in their curriculum. Scholars noted that faculty of color and female faculty members are often expected to serve on committees and more actively address diversity issues compared to their white male counterparts who are expected to only be excellent scholars and teachers (Brayboy, 2003; Moore & Toliver, 2010). Adesina (1993) found that there are significant differences between the sensitivity to the cultural diversity of minority faculty and that of the Caucasian faculty. Understandably, minority faculty showed greater overall sensitivity than their Caucasian counterparts. However, Gaughan (1998) found no relationship between diversity awareness and student satisfaction. These findings point to the conclusion that awareness alone cannot improve student satisfaction. Considering the work by Gaughan (1998) and Adesina (1993) on sensitivity and awareness not increasing satisfaction, the identity breakdown of faculty does not paint an inclusive picture.

Student-Faculty Relationship

Regardless of the identity breakdown, sensitivity to diversity, or difficulty in incorporating multicultural competence into coursework, faculty members have a notable impact on student experiences (Astin, 1993; Pascarella & Terenzini, 2005). Pascarella and Terenzini (2005) suggested that faculty interaction had a strong influence on students when tied to the academic experience. Additionally, faculty interaction was found to impact the development of intellectual, social, and personal values and orientations, educational attainment, and other

positive outcomes. Lowe and Toney (2001) found a relationship between a student's satisfaction and the frequency in which they interacted with their adviser. Similarly, Smith (2008) found that faculty making students feel valued was essential to student satisfaction with the relationship.

Pascarella and Terenzini (1977) also found that interacting with faculty about intellectual or course-related matters, career plans, and academic programs was significantly related to first-year attrition. The researchers revisited the relationship between faculty and students in 1980 stating that the frequency of contact between student and faculty is positively related to students' learning outcomes, even controlling for students' incoming differences (Terenzini and Pascarella, 1980). Similarly, Endo and Harpel (1982) found that the frequency, content, and quality of student-faculty interaction affected not only satisfaction but also mediated the effects of college environments. Love (2009) found that the perception of campus climate was positively affected when faculty engaged with students of color at PWIs.

The literature bears out that the relationship between faculty and students can be negative and can be harmful to minority students. However, when there is a positive relationship or interaction between faculty and student, it is noted to be key to students' satisfaction and development. Regardless of negative or positive interaction, faculty impact a student's satisfaction. With this noted impact on student satisfaction, it is also shown that student satisfaction and campus climate are linked. Considering both bodies of literature, it is evident that faculty sit in a position to affect campus climate. Considering this positionality, Love (2009) argued that faculty should be brought to the table to address campus climate issues.

The impact that can be had on campus climate by faculty may look different between those students attending PWIs and HBCUs as the student experiences have been found to be vastly different. It bears an inquiry, however, to understand these differences if our aim is to

effectively mitigate the negative experiences while encouraging and equipping faculty to create the positive.

Student Experiences at Predominately White Institutions (PWI) versus those at Historically Black Colleges and Universities (HBCU)

While universities are increasing the diversity on campus, we must also concern ourselves with the retention of these students (Love, 2009). Davis and associates (2004) noted that 70% of African American students who chose to attend a PWI did not complete their bachelor's degree at the university. Comparatively, 20% of African American students who decided to attend an HBCU do not finish. Allen, Epps, & Hanif (1991) argued that African American students who attended PWIs present lower persistence rates, lower academic achievement levels, and less likelihood of enrollment in advance degree programs. This narrative runs counter to the HBCU environment and the campus climate created for the students at those institutions. Carter (1999) argued that HBCUs facilitate academic development and socialization of students of color. Further, Carter also noted faculty relationships as a factor in the climate created at HBCUs. Willie-LeBreton (2011) found that HBCUs allow African American students a sense of racial anonymity, including the freedom to express their individuality that may not be tied to their racial identity. She continued that African American students can experience college life without the anti-black racism they may face on PWI campuses. Willie-LeBreton (2011) stated that faculty members at HBCUs engage with students and do not attach their success or failure to their race. The faculty members at HBCUs engage in a history of racial inclusivity at the faculty level and can maintain that diversity.

While this may be the case for heteronormative students at HBCUs, the story is different for LGBTQIA+ students on the same campus. Lenning (2017) asserted that HBCUs are perceived as unwelcoming to those identifying as a part of the LGBTQIA+ community. Further,

these students face unique challenges related to culture and climate and struggle to find safe spaces on campus that affirms their sexual or gender identity. Campus Pride Index notes that of the country's 106 HBCUs, only 67% have non-discrimination statements inclusive of sexual orientation and 33% have statements on gender identity and expression (Campus Pride, 2019). Richen (2014) posits that HBCUs have shown themselves to be relatively conservative in regards to LGBTQIA+ students despite many PWIs' calls for embracing the same student group.

Faculty-student interactions can, and do, positively affect students, including student satisfaction and the overall campus climate at a university. However, we know that diverse students are still experiencing the kinds of negative treatment on our campuses that take a toll on their academic performance and their health and well-being (Allen, Epps, & Hanif, 1991). Faculty awareness of diversity issues is not enough to positively impact campus climate; faculty must take a more active approach. The awareness has to be coupled with knowledge and skill when engaging with this new student population in order for faculty to be more active in this process. The relationships faculty members craft with students and how faculty address issues that may arise in the classroom (e.g., microaggressions and racial stereotypes) set the stage for students' satisfaction at the university (Guiffrida 2005). So then, we must understand the role of multicultural competence.

Multicultural Competence

Multiculturalism is the presence and/or support of multiple social constructs within a space (Tiedt, P, & Tiedt. I, 2005). Those social constructs include, but are not limited to, race, religious affiliation, sexuality, gender, ethnicity, linguistic diversity, and disability (Tiedt, P, & Tiedt. I, 2005). Multiculturalism has been used as a strategy to address diversity in the classroom and provide an equal playing field for all students to achieve by providing differing voices in the

classroom and support to those voices (Hartman & Gerteis, 2005). From an individual perspective, multiculturalism enables people to examine their own and others' cultural heritage (Sims et al., 1998). In the literature, definitions of multiculturalism are very inclusive and far-reaching; however, in popular culture the term has often been relegated to referring only to race or ethnicity, ignoring the other constructs mentioned above (Tierney, 1994). Logistically, for the context of this research, faculty who are multiculturally competent will possess the knowledge, skill, and awareness to better handle diversity-related issues that arise in the classroom and contextualize interactions they have with students.

Statement of the Problem

Higher education institutions want to confront diversity issues and create better campus climates for all students (Guiffrida 2005; Smith 2005b). Universities have continued to increase diversity numbers. Further, while tasking student affairs professionals to address issues of campus climate and student satisfaction, institutions often do so without considering research that notes faculty-student relationships and issues stemming from the classroom correlate with student satisfaction. Differences in climate and student satisfaction between PWIs and HBCUs are also noted in the research.

Students of color experiences at HBCUs are noted as more positive (Brayboy 2003) and graduation rates between the two present almost a 40% differential (Davis et al., 2004). However, LGBTQIA+ students have a harder time at HBCUs, according to Lenning (2017). Students also reported different types of relationships with faculty between the different types of institutions (Carter, 1999). Lewis et al. (2000) described a college curriculum and faculty as among the issues that hindered minority students from achieving academic success at PWIs.

Who should be tasked with creating this favorable campus climate that, in turn, affects student satisfaction? Love (2009) argued that faculty should be a part of the conversation in addressing campus climate and diversity issues on campuses. There is a clear connection between campus climate issues and students' satisfaction and student satisfaction and student-faculty relationships. Astin (1984) argued that interactions with faculty are more strongly associated with satisfaction with college students than any other involvement.

Given the concerns about campus climate and the positive impact faculty can have on it, in addition to the literature concerning the differences between faculty at HBCUs and PWIs regarding perceptions of diversity, research is urgently needed to address why that difference exists between the two types of institutions in hopes of addressing campus climate issues for students at both institutions. The findings from this proposed study are meant to help fill the gap in the literature while also providing context and insight into faculty experiences at two different institutions in hopes of improving campus climate for students.

Purpose of the Study

The purpose of this case study is to provide insight into faculty experiences with diversity with a particular focus on why faculty chose to become multiculturally competent or not. The research questions that guided this study are:

1. What are the experiences of faculty at PWIs with diversity, including in the classroom and student advising?

2. What are the experiences of faculty at HBCUs with diversity, including in the classroom and student advising?

3. What is the decision-making impetus of faculty at PWIs with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

4. What is the decision-making impetus of faculty at HBCUs with regards to multicultural competence in the classroom with a specific interest in classroom practices and student advising relationships?

Significance of the Study

Research

This study furthers the research on the experiences of faculty, related to engagement in diversity and multicultural competence in the classroom, advising sessions, labs, or clubs. This research also expands the discussion around faculty decision-making processes as it relates to addressing diversity issues and incorporating multicultural competence into their practices. The insight could be gained into the crafting of campus climate by ascertaining motivation for or barriers that faculty perceive to addressing diversity issues or incorporation of multicultural competence.

This study also provides insight into how the experiences of faculty with multicultural competence differ or are similar between predominantly white institutions and historically black institutions. This study will add to the literature on the complexities and similarities that exist between HBCUs and PWIs as it relates to diversity and multicultural competence.

Qualitative methods were employed in this study to expand the multicultural competence research by allowing faculty to tell their stories of their knowledge, skill, and awareness; this methodology will incorporate nuances that further inform educational administrators in creating inclusive experiences for students and faculty at the university.

Practice

This study has practical significance for faculty and university administrators desiring to understand how faculty members engage with diversity in various interactions/relationships with students and why they chose to (or not) incorporate multicultural competence into their practice. While multicultural competence is not mandated in coursework, or in classroom practice, administrators may benefit from better understanding the overall experiences of faculty navigating and engaging in diversity-related topics in their relationships with students. Per Haper and Hurtado (2007) we know that students become frustrated when these topics are ignored as it leads to whiteness being normalized (Allen & Solorzano, 2001; Harper & Hurtado, 2007; Quaye, 2009).

<div align="center">

Definition of Terms

</div>

1. Diversity — valuing and respecting differences among groups of persons and individuals who are racially, ethnically, and nationally different, speak different languages, and have different religion preferences (Yates, 2008). Loden and Rosener (1991) expand the definition to include; age, race, ethnicity, gender, physical abilities/qualities, and sexual orientation. These characteristics are accompanied by more features to further describe people; education, work background, income, marital status, military experience, religious beliefs, geographic location, parental status.

2. Multicultural Competence — The knowledge, awareness, and skills needed to work with and advocate for others who culturally identify differently than one's self in a meaningful and relevant way (Pope et al., 2004).

3. Faculty — are defined by Schneider (2015) as a body of educators whose aim is to impart knowledge to a learner. This group is delineated by two distinct groups: tenured and

tenure track. For the purpose of this study, faculty will refer to any person who has direct

contact with students through teaching, advising, or another role that is also tenured or on

a tenure track.

CHAPTER 2

Theoretical Frame and Review of Salient Literature

In this section, I will discuss the theory of faculty vitality that grounds this study. I also, briefly, provide contextualizing and salient literature related to components that make up faculty vitality.

Faculty Vitality

Faculty vitality is defined as the engagement of faculty in four aspects of the work they do, including: "1) intellectual exchange and collaboration with colleagues, 2) decision-making processes, 3) social activity, and 4) mentoring relationships" (Huston et al., 2007, p. 495).

- Intellectual exchange occurs in the interactions faculty members have with students, staff, and each other (Huston et al., 2007). This exchange is explicitly seen in interactions with graduate students as faculty members hold a certain amount of power over them, including socializing them in how to be faculty and often engaging in research with those graduate students.

- Engagement in the decision-making process is the participation in activities that impact not only their work, but also others around them (Huston et al., 2007). The part of decision making most germane to this study would be making decisions based on what "counts" toward promotion and tenure as it provides a possible rationale for diversity incorporation. It is essential to understand the value faculty place on multicultural competence or on incorporating diversity topics into coursework and research.

- Social activity is any activity that adds to collegial relationship and facilitates intellectual exchange (Huston et al., 2007). If diversity and multicultural competence

are not valued by colleagues and superiors, an expressed desire for incorporating it

may ostracize faculty.

- Engagement, the final component, is the mentoring process for junior faculty as they

  establish themselves through different stages of their careers (Huston et al., 2007).

Kalivoda (1995) explored factors that influence faculty vitality. The researcher conducted

ten qualitative interviews with faculty members who were deemed by the university as

exemplary teachers and research professors. These faculty members were tenured and expressed

similar values; belief in hard work, enjoyment of writing, satisfaction in problem-solving,

optimism, and ambition. Kalivoda found three types of intervening variables that affected

vitality: cohort effects, career decisions, and environmental factors. Kalivoda defined cohort

effects as demographic and socio-historical influences on the faculty career. Career decisions

were defined as intervening variables to signify the notion that career decisions can shift the

career trajectory. Lastly, environmental factors included institutional and departmental culture,

size, reward structure, level of autonomy, and mentoring. Most salient to this study, Kalivoda

noted some strategies that can sustain faculty included emulating role models, creating personal

challenges, and working with young people. For the professor who is engaging with students in

different spaces, the idea that this engagement cannot only add to student satisfaction but also to

faculty vitality is a mutually beneficial exercise.

Faculty vitality may be understood by examining the factors presented by both Huston et

al. (2007) and Kalivoda (1995). A Venn diagram is an effective method to illustrate the concept

of vitality using the two definitions, including those factors external to the university, those

internal to the university and the space that overlaps both. Kalivoda (1995) provided a

framework to understand components external to the university, things that happen before

faculty arrive at their current institutions, including faculty history and career decisions. Faculty history is defined as the time before faculty arrived at their current institution, including how they were socialized in their graduate programs. Career decisions provide context for how faculty members arrive at their institutions and how they navigate and negotiate their career.

Exploring aspects of faculty vitality that exist within the university, Huston et al. (2007) stated that decision making entails the participation in activities that impact their work and those around them. Intellectual exchange and collaboration exist in that realm between students and faculty while in the university context. The social component has a root in the university as the relationship is derived from within the university context. This area also includes environmental factors such as departmental culture, size, and reward structure described by Kalivoda (1995). These factors are directly tethered to the university and would not exist without it.

The overlap in the two researchers work exists in the gray area between what happens externally to the university but is related to the university including social activity and mentoring relationship as described by Huston et al. (2007) and environmental factors as described by Kalivoda (1995). Social activity describes an activity that adds to the collegial relationship; this can be departmental lunches or happy hours after work (Huston et al., 2007). The mentoring component relates more to a coaching aspect and growth in the career (Huston et al., 2007; Kalivoda, 1995). All of the aspects in this section can touch both circles in some form. For instance, the mentoring relationship can be born out of intellectual exchange between tenured faculty and those pursuing tenure. This would take action from internal to the university into an overlap section with a new relationship that extends outside of the university context. Social activity is similar in that the context of the relationship may begin tethered to the university and

grow outside of the university context. This Venn diagram of faculty vitality can attempt to explain what drives faculty decision making as it encompasses the faculty experience.
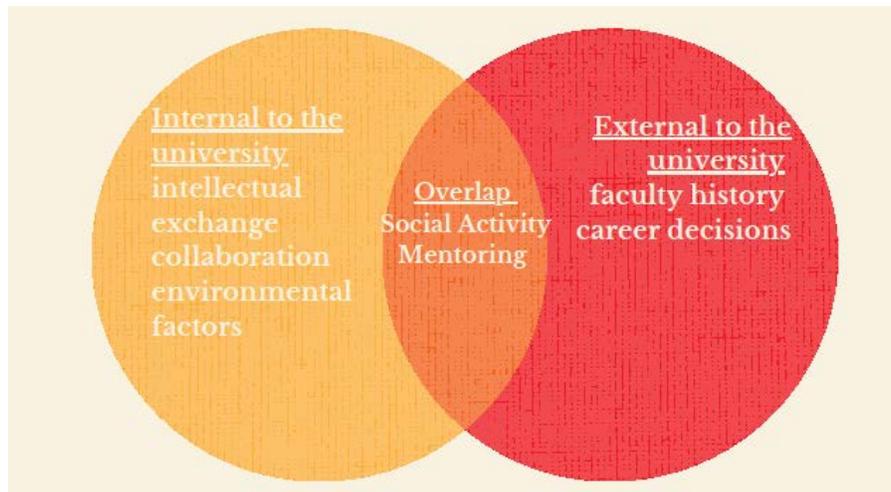
Figure 1. Faculty Vitality Venn Diagram

For the purpose of this study, faculty vitality provides a framework to discuss faculty decision making. When considering why faculty make a decision on whether or not to address diversity issues or incorporate multicultural competence into their practice, this framework provides a possible means of explanation. Faculty vitality research incorporates conversations around promotion and tenure and already addresses aspects that keep faculty vital in their roles.

Review of Faculty Vitality Literature

The following sections will provide a targeted exploration of the current literature on institutional climate, how student-faculty interaction affects campus climate, and faculty training related to multicultural competence.

Baldwin (1990) looked for the difference between vital faculty and faculty members who maintained the status quo, specifically exploring the factors that distinguish "vital" professors from a "representative" cohort of their colleagues. The researcher interviewed 90 full professors at four private liberal arts colleges in the southeast United States. The researchers chose to

interview only full professors who had persisted through tenure and promotion in rank. They did this in hopes of limiting the influence of extrinsically imposed career goals on the interview process. Various campus administrators and faculty members chose the participants as vital or not. Participants were sorted into two groups; those described as vital and those who were not. Both groups identified teaching as their primary interest, followed by research and scholarship. They also noted that "teaching skills," knowledge in their disciplines, and rapport building with students as their strength. Further, both groups noted that autonomy and students provided job satisfaction. Differences began in how vital faculty spent their time. Banks (1990) found that vital faculty members worked five additional hours on average, and they published and presented more than the representative group. The researcher also noted that the vital group also collaborated with peers to team-teach, to conduct research, and co-author books. The vital faculty noted they took more risks in participating in innovative practices, and overall had more fun and excitement than the representative group. These findings are important, as the idea of collaboration is critical to consider as a part of socialization and to build a sense of community. Continuing with these findings, it is key to note that vital faculty members are pushing for innovation and taking risks in the classroom and other areas of their career. For the purpose of this study, understanding the decision-making process for why a faculty member may choose to address diversity when it may not be the culture of the department is important to explore. In addition, we have to consider what role collaboration and socialization play in the decision making process for faculty members as well.

McLaughlin (1999) explored faculty vitality, its characteristics, and differences among vital and other faculty members at the university. The researcher studied 63 mid-career faculty members at four public universities. Administrators and peer faculty purposefully chose faculty

who were most vital (per the researcher's definition, which included; vigorous, risk-taking, curious, caring, creative, and flexible). McLaughlin then randomly chose a representative sample. All participants were tenured faculty and had an average of 16 years of service. All participants were interviewed and asked to complete a questionnaire. McLaughlin found that vital faculty members spent more time doing research compared to the representative faculty member group. Additionally, vital faculty appreciated their autonomy to develop their career. This sense of autonomy was utilized in adapting to constraints and opportunities within their state university system. Lastly, McLaughin noted that vital faculty were self-determined, retained a positive outlook, and could work collaboratively. McLaughin highlighted the social context in which faculty vitality exists (social activity, mentoring relationships, collaboration, and intellectual exchange); while collaborative work fits into the work of Hutson et al. (2007). This study looked to explore if this collaboration plays into a faculty members decision-making process.

Petersen (2003) used a qualitative methodology to explore faculty vitality within community colleges. The researcher interviewed 16 faculty and 9 administrators about their lives in an effort to contribute to the understanding of the culture at community colleges and vital faculty. After completing the interviews, the researcher also conducted classroom observations of faculty who had been nominated by their peers and administrators as vital. Petersen developed a working definition of a vital faculty member that included earning the respect of their colleagues, interest in developing collegial relationships, and truly engaging in a community college environment. Petersen found that while faculty members gain satisfaction from writing, they also gain satisfaction from working closely with new faculty through a training program, noting it contributes to their vitality and passion for teaching. Working closely with new faculty

25

members in this way is a form of socialization, and in that process, faculty have the opportunity to talk about the importance of multiculturalism and encourage new faculty to come aboard quickly.

Strange, Nelson, and Meyers (2008) identified the critical factors affecting a professional's growth and renewal. It is important to note here that while the researchers did not use the words vitality, they did use the term "staying alive" and investigated what strategies are used to accomplish tasks, and what administrators can do to create and foster "facilitative environments for growth." Strange and associates interviewed 12 faculty members and found faculty who described themselves as vital had an open mindset to growth and welcomed challenges. The researchers found that the facilitative environment among faculty can have an engaging, sustaining, and nurturing effect on faculty. Strange and associates also found that vital faculty wanted to stretch themselves, take risks, and were given room to experiment. For this study, it is important to note that the inclusion of multicultural competence could provide the challenge for which vital faculty members are looking.

Baldwin, Dezure, Shaw, and Moretto (2008) found a lack of feedback from department chairs and unsupportive environments contributed to the decline in vitality. The researchers looked specifically at Michigan State University within the Office of Faculty and Organizational Development. Baldwin and associates invited a group of mid-career faculty to share what they experienced and what the OFOD needed to do to support them better. They interviewed 20 mid-career professors broken into two groups, 1-5 years post-tenure and 6-20 years post-tenure, assuming the needs are different between the two groups. The researchers found these faculty members were not receiving timely performance-based feedback, which Baldwin et al. noted as integral to remaining productive and vital.

Feedback is a mechanism of socialization, which is necessary for vitality. Baldwin et al. (2008) also found four topics where there was disagreement between department chairs and faculty: 1) mid-career faculty need and deserve individual support, 2) expectations for advancement should be broadened, 3) details about the deliberations for promotion and tenure should be transparently revealed to faculty, and 4) all faculty should receive the same type of review. These points of contention are essential to highlight as they shed light on more significant issues. Looking at the second and third concern, there are faculty members who sit on both sides of the fence, one sharing that the tenure process should not be revealed beyond the chair and criteria should be broad, while the other believed that the process should be more clear and the criteria specific to remove any subjective thought. For this study, it is imperative to highlight that if faculty were given timely feedback that included the use of multicultural competence, and it was clearly included in promotion and tenure, faculty members would likely do it.

Review of Literature Related to Institutional Climate and Faculty-Student Interaction

This section will further expand on-campus climate along with faculty-student interaction. I will provide salient literature and the context in which it relates to this study.

Institutional climate

The realities of institutional climate mean these environments are not welcoming for racial or social minorities (Griggs, 2015; Harwood et al., 2012; Howard-Hamilton, Phelps, & Torres, 1998; Smith 2005b). Milem and Umbach (2003) explored the influence of precollege factors on student's predispositions regarding diversity. Their objective, specifically, was to explore how colleges create diverse learning environments that prepare students to live and work in an increasingly complex and diverse democracy. The research was based on Holland's theory

that human behavior is a result of interactions between an individual and the environment. Milem and Umbach (2003) noted that Holland developed six model environments that can be translated into a typology for academic disciplines; realistic, investigative, artistic, social, enterprising, and conventional. The researchers made use of survey data of first-year students at a public research university in the eastern United States that was collected at summer orientation sessions. Participants were upcoming full-time first-year students. Milem and Umbach were able to survey 76% of the entering class consisting of 29% students of color and 50% female. The study found that overall, the university is highly segregated despite the increase in structural diversity. Further, the students who were least prepared to engage in diversity while in college were white students.

Milem and Umbach (2003) also noted that students who intended to matriculate into social and artistic majors were more likely than other majors to report that they planned to engage in activities that break the cycle of segregation in our society. Considering the literature on campus climate by Hurtado et al. (1990), these findings contribute to two of the four aspects mentioned by the researchers; structural diversity and psychological climate. Looking specifically at this study, faculty members are faced with a student population that may not be ready or have the skills to address diversity issues in the classroom. Faculty members will have to make a decision to stick to their prescribed curriculum or address a topic the students may or may not be ready for.

Meacham et al. (2003) similarly explored the experience of students in the classroom by examining 117 students' perceptions of whether a more diverse classroom has an impact on their expectations of teaching activities and outcomes. The purpose of their research was to explore how the increasing diversity of students on campus may affect teaching and learning educational

outcomes. They found differences between race and gender. Students of color found that more diverse classrooms fostered classroom discussions and female students perceived classes with more students of color as easier to foster morals and values. Minority students felt more comfortable in classrooms that had more students who shared their background and experiences. This preference for increased structural diversity emphasizes the importance of openness when entering the classroom. Meacham et al. (2003) further explored the context in which faculty are placed before they make a decision to address diversity in the classroom. If students come to the classroom with a predisposition, faculty have to consider what barriers exist before making an informed decision to address diversity issues.

Diversity and Faculty-Student Interaction

Understanding the decisions faculty are faced with in campus climate Lundberg and Schreiner (2004) explored student satisfaction with faculty. The researchers investigated if different racial groups interact more frequently with faculty and how that interaction affects student learning. Lundberg and Schreiner based their inquiry on the conceptual model of Astin (1984, 1996), which asserts that high-quality interactions with faculty around educationally meaningful relationships provide productivity gains for students. Lundberg and Schreiner (2004) made use of the 4th edition of the College Student Experiences Questionnaire (CSEQ) (Pace & Kuh, 1998). The domains used were those that measured experiences with faculty, satisfaction with faculty relationships, and estimates of gains in learning (Lundberg & Schreiner 2004). The sample consisted of 4,501 undergraduate students who completed the CSEQ from 1998 to 2001. Lundberg and Schreiner found quality relationships with faculty members were the only variable that predicted learning for all students. Satisfying relationships with faculty and frequent interactions with faculty members, notably the ones that encourage students to work harder, were

significant predictors of learning for every racial group as well. The researchers found variations between African American and Native American students. Lundberg and Schreiner noted that these two groups had more interactions with faculty members compared to other groups. Further, these two groups reported higher levels of working harder as a result of faculty feedback and working to meet faculty expectations, but both groups reported lower levels of satisfaction with faculty. These findings may shed light on the context of the interaction with faculty and subsequently, the relationship that these students have with said faculty members.

Lee (2011) studied multicultural education as experienced by students of color. The researcher interviewed 17 undergraduate students of color about their experience with multicultural education at a PWI. Participants found it challenging and a burden to not speak about matters of race or ethnicity within the classroom setting. Students mentioned that this lack of conversation in the classroom has led to the normalization of whiteness and further marginalization of students of color. While this rejection of speaking out on matters of race or ethnicity was an issue for these students, they did mention they appreciated when faculty valued their experiences and knowledge particularly when professors were able to create a safe space for the discussion. This study provides clear evidence that students appreciate addressing diversity issues within the classroom context. For the context of this study incorporating this topic could provide for stimulating intellectual exchange between faculty and students while simultaneously addressing an issue presented by students. With faculty shifting practices, students sense of safety can also be addressed.

Exploring the idea of safety in the classroom, Salter and Persaud (2003) explored women's views of the factors that encouraged or discouraged classroom participation. The objective of this study was to test the validity of Salter and Persaud's approach and gain further

understanding of the qualities of the dynamic between campus climate and women's participation in the classroom. The researchers used the MBTI form (Briggs and Myers, 1998) to determine personality type and the learning style associated with that type for each participant (Salter & Persaud, 2003). The researchers sampled 142 female students from a research university in the Northeast. Providing a range of women's experiences, 72 education students represented a traditional female major and 70 engineering students represented a nontraditional female major. The significant finding applicable to this study was that both groups of women did not participate in their respective classes for fear of being rebuked and criticized by their professors. In this case, faculty decisions were negatively affecting student experience and contributing to a negative campus climate. In light of this study addressing faculty decision making when it comes to engagement with women inside the classroom seems necessary.

The previous studies illuminate the consequences of negative engagements between faculty and students. Alternatively, Sax, Bryant, and Harper (2005) found positive results from faculty interaction. Their initial purpose was to understand the complicated relationship between students and faculty and how the quality of those interactions impact students. Sax et al.'s (2005) data were drawn from a national longitudinal study of college students conducted by UCLA's Higher Education Research Institute. The sample for this study included a total of 17,637 students (10,901 women and 6,736 men) who completed the instrument at 204 four-year colleges and universities across the United States when they entered college and four years later. From this data, they found that talking with faculty outside of class related to gains in cultural awareness, commitment to promoting racial understanding, and liberal political views among men. Sax et al. also found that interaction with faculty related to an increase in political engagement, cultural awareness, and commitment to promoting racial understanding for men.

Sax et al. posed that these increases could be due in part to what subject matter faculty chose to engage with different students. This delineation could provide a rationale for faculty decision making in addressing diversity issues with specific student populations.

In this section it has been delineated that the student experience is impacted by faculty involvement, and that impact can be positive or negative. Research presented illuminates that a faculty interaction with students can positively affect their satisfaction (Sax, Bryant, and Harper, 2005). In this section it was also discussed what vital faculty members look like and how they contribute to the university. A clear path denotes that if faculty members are going to pave the way for the inclusion of multicultural competence it would began with vital faculty members. These faculty members are looking for a challenge and to stretch themselves while also being open minded (Strange, 2008). Vital faculty are also ready for collaboration with students and solarizing new faculty members (Petersen, 2003; Hutson et al., 2007)). These characteristics directly address the issues presented in this section that affect the students experience.

CHAPTER 3

Methodology

The purpose of this multi-case study was to provide insight into faculty perceptions of multicultural competence and its use in various interactions with students. This chapter will address the following primary aspects of the methodology: design of the study, sample selection, site selection, data collection, data analysis, researcher bias, and trustworthiness.

Research Purpose

The purpose of this case study was to provide insight into faculty experiences with diversity with a particular focus on why faculty chose to become multiculturally competent or not. The research questions that guided this study are:

1. What are the experiences of faculty at PWIs with diversity, including in the classroom and student advising?

2. What are the experiences of faculty at HBCUs with diversity, including in the classroom and student advising?

3. What is the decision-making impetus of faculty at PWIs with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

4. What is the decision-making impetus of faculty at HBCUs with regards to multicultural competence in the classroom with a specific interest in classroom practices and student advising relationships?

IRB Statement

Before any contact with participants, I submitted the study for approval to the Institutional Review Board (IRB). The IRB provide guidance and assurance that the correct protocol would be followed.

Researcher Bias

Glesne (1998) stated that the researcher participates in research in two ways; as a researcher and as a learner. During this process, Glesne suggested that the researcher be aware of any predispositions and experiences they bring to the research process. I identify as a black male and as a part of the LGBTQIAIA+ community. My recognition of my intersectional identities liberated me in the sense that I do not have to choose one identity, but I can reconcile multiple identities into one person; however, this liberation colors the lens through which I view the world.

Both of my previous degrees were earned from colleges of agriculture, at a PWI Land Grant University, in the southern part of the United States. I received my undergraduate degree in nutrition in a Food-Science department. I received my Master's degree from an Extension Education program where I spent a significant amount of time exploring adult learning and teaching outside of the formal classroom. Before my program began, I had substantial conversations with a faculty member who changed my educational career trajectory. We discussed my experiences as a black male on the campus and how that affected my educational experience. During my Master's program, I was able to teach college students, get to know them, and watch them develop throughout their college career. That faculty member who invested in me helped me turn my experiences into the curriculum to help my students learn context and strategies to address diversity. I love teaching in a formal setting; however, I was drawn more to

focusing my efforts on student development outside of the classroom, which subsequently led me to pursue adult learning and development in the Doctoral program.

While in the Doctoral program, I began an assistantship in university housing, where I became a part of a cohort of "housing" graduate students. Throughout this process, I took coursework in student affairs, and worked closely with my student staff. During this time, the rising incidents of police brutality, specifically against people of color was dominating the national news cycle; continually showing people of color killed by the police. Running counter to that were the stories of activists protesting the police action who seemed to care most about male lives. This perplexed me, as I knew women of color and transgender people were dying at an alarming rate as well. My student staff had varying reactions to this news, ranging from scared and concerned to indifferent. I felt conflicted in my passionate personal protest of these, and other social issues, while having to support my students who were experiencing the gamut of emotions, from similarly passionate, to apathetic/unaffected, to passionately opposed to my own views. It was in these student interactions that I began to notice that I was learning as much from my students and my interactions with them as I was in my coursework.

For this research, an acknowledgment that I have chosen based on my experiences to address diversity issues inside and outside of the classroom is important. I recognize that my identities and previous experience drive my desire to continue to address diversity issues. I have also made career decisions to continue my work in environments that have a similar thought process as myself.

Epistemology

Constructivism developed through the field of psychology and has grown tremendously since its proposal (Young & Collin, 2004). Constructivism is rooted in the individual and their

ability to mentally construct a view of the world cognitively. Vygotsky and Bruner introduced social constructivism in 1925 and 1970, respectively. Social constructivism is the notion that individuals construct meaning through social relationships. Young and Collin (2004) stated that knowledge is sustained through a social process. Social constructivism also posits that through discourse; meaning can be created (Merriam, 2009; Young & Collin, 2004). I identify as a social constructivist and thus believe constructivist inquiry, as defined by Guba & Lincoln (1994), is appropriate. Guba & Lincoln noted that constructivist inquiry contains three ideals: a) multiple, intangible realities and mental constructions, (b) the inquirer and respondents are interactively linked thereby creating findings, and (c) the individual constructions are elicited and refined through this interaction between the inquirer and respondents.

Multicultural competence and the state of being multiculturally competent is rooted in social constructivism. In an attempt to learn more about someone, we listen to their stories and learn about their customs. When asked, we share our own. This sharing and learning is a social process. When educators demonstrate culturally competent practices in classrooms, students learn from those demonstrations of competence, even when those are not explicitly stated, or attention is not necessarily drawn intentionally to those practices.

Design of the Study

It was essential for me to choose the methodology that most appropriately addresses the research questions. With that in mind, all of the research questions posed for guiding this study look to understand the process of faculty decision making and how faculty make meaning of their positions as influencers of campus climate. According to Patton (2002), qualitative research examines the meaning people make of their life experiences and allows for the sharing of stories. This methodology does not assume a hypothesis but leaves the door open to what the researcher

will find. Because the objective of this study was to understand the experiences of faculty members and their decision making impetus to engage with multicultural competence in a variety of educational settings, qualitative work is the most appropriate research method.

Characteristics of Qualitative Research

Bogdan and Biklen (1998) described several qualitative design strategies. Naturalistic inquiry, the first strategy, is the real-life context within which qualitative research happens. In these cases, the researcher does not look to alter the research situation but allows data to emerge. For this study, I did not look to influence faculty by providing the "right" answers or the "perfect practice," but instead allowed faculty to provide information on what were their true and actual experiences.

Emergent design is the second design strategy (Bogdan & Biklen, 1998). Researchers must allow for the inquiry to adapt to changes and deepen with the introduction of data. For this study, because of the lack of literature on the experiences of faculty decision making regarding diversity and the incorporation of multicultural competence, I was open to exploring whatever themes arose. This included changing the protocol should need to arise as faculty provide experiences.

<div align="center">

Case Study

</div>

According to Lichtman (2010), case study research is defined as a qualitative method for examining a group, event or program, or a process. According to Bernard and Ryan (2010), the goal of doing a case study is to get an in-depth understanding of a program or organization. Yin (1984) defines the case study research method as, "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used" (p. 23). Orum, Feagin, & Sjoberg (1991) provided a list of fundamental aspects of the case study

including the ability to study social actions and social structure in a natural setting and information gathered from multiple sources to provide a holistic view of the phenomenon.

Patton (2002) stated that case study research is ideal for gaining insight into the change of an individual during some program or experience. The importance of the social context of case study research is continued in Glesne (1991), who reminded that in case study research the data collected are grounded in a real-life situation and socially constructed. Creswell (2007) highlighted that the case study reports the examination of a bounded system. For this this study it was important to understand the socially constructed systems that existed at PWIs and HBCUs and how that affected Faculty members.

Sample Selection

Maxwell (2005) stated that purposeful sampling is the deliberative selection of participants to gather information that cannot otherwise be gathered from other choices. The primary concern is not to generalize the findings of the study to a larger population, but to maximize the discovery of the issues and nuances under study (Anderson, Bruce, & Mouton, 2010). The first goal of purposeful sampling is the attempt to achieve representativeness or typicality. In this case, that meant the search for the typical faculty member in colleges of agriculture at PWIs or HBCUs. The second goal of purposeful sampling is "to establish comparisons to illuminate the reasons for differences between settings or individuals" (Maxwell, 2005, p. 90). For this study, that meant that while participants will have the shared experience of the college and institution, they have differences that are compared as well. The intentionality of purposefully sampling participants who have differences in degree attainment, location, and career trajectory to the professorate allows for rich data.

Site Selection

When selecting the location for the PWI or HBCU institutions, the first criterion for selection was the land-grant status of the school according to the Morrill Act of 1862 and 1890 (Comer, & Campbell, 2006). The use of this standard served as a means of identifying well-established universities with similar missions per the legislation's mandate. The second criterion focused on the location of the university. I sampled Morrill schools in states that have both 1862 and 1890 schools. This allowed for contextualizing local opinions and obstacles to addressing faculty decision making related to diversity issues and multicultural competence.

Participant Selection

For the context under study, I purposively choose faculty members who: 1) are employed at an 1862 or 1890 Morrill Act Land Grant institution and working within Colleges of Agriculture; 2) were interacting with undergraduate students as a significant portion (more than 50% of appointment) of their responsibilities for at least one year; and 3) were willing to speak thoughtfully about their experiences with diversity.

Boundaries

Stake (1995) states that boundaries draw attention to the case as an object. Lichtman (2011) described potential boundaries, including the who or what, a reasonable period, and what aspect to study. Merriam (1988) continued the distinction of what a case can be, stating a case can be an individual, a group, or an event. In the case of this research, the type of university in which the faculty member is employed bound the case; 1862 Morrill Land Grant institution or 1890 Morrill Land Grant institution (in a state that has both).

Data Collection

Creswell (2014) noted that data collection includes setting the boundaries for the study, collecting information through unstructured or semi-structured observations, interviews, and visual materials, and establishing the protocol for recording information. This study made use of interviews and field notes, as suggested by Yin (2009). For the context of this study, I built with participants insights into how faculty members make decisions about diversity in student interactions comparing those at PWIs to those at HBCUs.

Interviews

The interviews followed a semi-structured protocol (Appendix D) allowing me to create a similar flow for each participant while enabling the interview to run its natural course. Bernard and Ryan (2010) argued that semi-structured interviews are flexible in nature and allow the researcher to change the order of the topics covered. The semi-structured interview allowed participants to share stories they deemed crucial while collecting similar stories across each participant. The participants were asked to reflect on their experiences as they constructed their stories critically. I requested that participants speak about their experiences with decision making as it related to diversity issues and multicultural competence starting with faculty vitality as a way to frame experience. Each interview was conducted over the phone to mask my visible identities and mitigate any possible bias or contextualized answers from participants. Interviews were recorded on an Apple device and a traditional recorder to ensure data collection. Each participant engaged in one 90 minute interview.

Field Notes

I composed field notes about the experiences to complement the transcription text. The purpose of field notes was to provide a thick description of the surroundings in the process of

collecting data. Field notes provide an avenue to detail what was happening in and around the interview; the sights, sounds, and other things affecting the senses that may be missed just reading the words of the participants (Bogdan & Biklen, 2007). Clandinin, and Huber (in press) noted that field text can be gathered not only through the transcription of interviews, but also through memory box artifacts, photos, or text created by the participant and researcher to represent the lived story. It is for this reason that additional artifacts were not limited.

In addition to these sensory type notes, I made use of the field notes to discuss thoughts and personal feelings about the research that came as I was collecting data and progressing throughout the research process as described by Bogdan & Biklen (2007). For this study the field notes allowed me to contextualize my own thoughts about answers given and where participants struggled to answer certain questions.

Data analysis

To construct meaning from the data, I used open coding. Open coding allows researchers to; "ask the data a specific and consistent set of questions, analyze the data minutely, frequently interrupt the coding to write theoretical notes, and never assume the relevance of traditional variables like age, race, gender" (Berg, 2001, p. 251). Each interview was transcribed, and the transcript along with other pieces of data was reviewed using open coding strategies espoused by Bogden and Biklen (1998), requiring me to first read the entire transcript to look for general categories of codes. Strauss & Corbin (1990) provided further insight into the open coding process, stating that the process involves a review of each line of the transcript and focusing on the words of the participants. The next step in the process was to identify categories that span across new subtext. This creation of new categories, according to Lieblich et al. (1998), can be done by rereading the subtext openly to define the major content categories that emerge from the

reading. The newly emerged categories were then labeled. The third review of the transcripts involved placing the subtext derived from step one into the categories created and named in the second phase (Strauss & Corbin, 1990). Gergen (2003) warned against excessive breaking down of stories as this could take away from the overall goal of the method.

This attention to detail also allowed me to note the emotional state of the participant (Lieblich, Tuval-Mashiachand, & Zibler, 1998). After open coding was complete, latent content analysis was used to interpret the data further as suggested by Berg (2001). Latent content requires an interpretive reading by the researcher to uncover a deeper structural meaning. I did another read of the data looking for the structural meaning that may have been present. This process was completed for each case.

Multiple-case study enables data analysis in two ways: (a) within each setting or context, and (b) across each setting (Baxter & Jack, 2008). Once all cases were coded, I conducted a cross-case analysis. A cross-case analysis, according to Creswell (2014), identifies themes across each case. Yin (2003) noted that multiple case study allows for the data within each case to be analyzed and across different cases as well. In order to do this, I reviewed codes from each case and looked for commonalities in the overall themes, responses, or experiences.

<div align="center">**Trustworthiness**</div>

Trustworthiness is comprised of four components; credibility, transferability, confirmability, and dependability (Schram 2003). Lincoln and Guba (1985) suggested steps to ensure credibility or that reliable conclusion are reached; prolonged engagement and member validation. The concept of member validation was also used in this research to establish credibility. It was essential that participants felt the interpretations gathered are a correct reflection of their experiences. This was done by providing the transcripts to participants for

member checks (Merriam 1998). Member checks are the process of requesting that the people

interviewed examine a draft of the manuscript that includes the person's actions or words (Stake

1995). For the purpose of this research, prolonged engagement was not used as I wanted to

answer the question of how and why in regards to diversity issues and multicultural competence

with faculty. This required only a snapshot, and prolonged engagement may allow for changes in

the status quo.

      The purpose of qualitative research is not to generalize the findings, but to turn the

responsibility of transferability over to the readers to determine where the findings of one study

would apply to other contexts (Powell, 2003). In an attempt to increase transferability, I collected

detailed data in context and provided a thick description of the population, as suggested by

Erlandson et al. (1992). I provided an extensive set of details concerning methodology and

context. I also provided descriptive demographic data of the participants and the campus climate

in which they work.

      Confirmability is defined as assessing the level in which the study's findings are

supported by data and the interpretations are reasonable (Lincoln & Guba, 1985). For this study,

I maintained protocol and reported findings to participants and peers as recommended by

Lincoln (2001). I also made use of triangulation. "Triangulation makes use of multiple and

different methods, investigators, sources, and theories to obtain corroborating evidence"

(Onwuegbuzie & Leech, 2007, p. 239). The process of triangulation helps the investigator to

reduce bias and ensure the integrity of participants' responses. I created a peer debrief team as a

means of triangulation in addition to the semi structured interviews and field notes.

      Dependability refers to the stability of the findings over time (Bitsch, 2005). In this study,

dependability was reached through an audit trail. The audit trail is an examination of the process

and product to validate the data where a researcher documents all of the research decisions and activities to show how the data were collected, recorded, and analyzed (Bowen, 2009). Merriam (1998) suggested that this process should be accomplished through journaling on the part of the researcher throughout the study. For this research, my complete audit trail consists of my journal, including self-reflection and memos about interviews, transcripts, and other documents used throughout the research.

CHAPTER 4

Findings

Purpose of the Study

The purpose of this case study is to provide insight into faculty experiences with diversity with a particular focus on why faculty choose (or not choose) to become multiculturally competent. The research questions that guided this study were:

1. What are the experiences of PWI faculty with diversity, including in the classroom and student advising?

2. What are the experiences of HBCU faculty with diversity, including in the classroom and student advising?

3. What is the decision-making impetus of PWI faculty with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

4. What is the decision-making impetus of HBCU faculty with regards to multicultural competence in the classroom with a specific interest in classroom practices and student advising relationships?

Presentation of Data

To understand the experiences and decision-making impetus of faculty as it relates to diversity and multicultural competence, it is imperative to understand the journeys that brought these participants to their current institutions and the environments. To do these stories justice, the findings are presented in two separate cases, in relationship to the theoretical frame of faculty vitality (Kalivoda, 1993; Huston et al., 2007). This was done to understand the complete picture of the overall picture of the PWI and the HBCU. After understanding the larger picture, the research questions are specifically addressed.

Faculty Vitality

Kalivoda (1993) explored factors that influence faculty vitality and found three types of intervening variables that affected vitality: cohort effects, career decisions, and environmental factors. Huston et al. (2007) furthered this work, defining faculty vitality as the engagement of faculty in four aspects of the work they do including "1) intellectual exchange and collaboration with colleagues, 2) decision-making processes, 3) social activity, and 4) mentoring relationships" (p. 495). Faculty vitality may be best understood by examining the factors presented by both researchers together (see Figure 1 pg. 23).

Introduction to Participants

The participants of this study are award winners. Each participant has won an award associated with student engagement related to either advising or teaching. Further, the participants for this study have been identified by the researcher as vital faculty as defined by Kalivoda (1993) and Huston et al. (2007) and the data are presented in a way to support that notion. The cases are presented in a manner to further support the assertion that these faculty members are vital. The presentation of the data also allows the reader to better understand the vital faculty member in totality by exploring what brought them to their university and the environment in which they are currently working.

Case 1862

This case is composed of 4 participants who are described in Table 1. Participant gender was evenly split with two participants identifying as male and two participants identifying as female. All participants were on the tenure track, and all attended PWI during their graduate school experiences.

Table 1

1862 Participants

Pseudonym	Discussed identities	Type of undergraduate institution	Type of graduate institution	Experience working with students prior to the current role	Tenure track	Length of time in role
Harry	International/ Male	International University	PWI	None discussed	yes	6 years
James	Male	PWI	PWI	Taught courses	yes	18 years
Lily	Female	PWI	PWI	TA experience	yes	30 years
Ginny	Female	PWI	PWI	TA experience	yes	20 years

Factors Influencing Vitality External to the University

Faculty history. These stories contextualize how the participants arrived at their institutions. Faculty history is the time before faculty arrived at their current institution, including how they were socialized in their graduate programs. The faculty history of the participants at 1862 institutions was diverse, with each participant defining "history" in very different ways. For some participants, history meant going all the way back to their childhoods. For others, history began with the pursuing of a terminal degree. However, each of these stories provided a unique view of how the participants' histories aided in the development of who they are as professionals at the institution.

With those for whom history began with their childhood, it is essential to note the role that parents played in the way that they started to shape their world view. In these cases, the influence of the home, and specifically the families in those homes was seminal for the individuals. Lily grew up as a military child whose father worked for the US Bureau of Indian Affairs. Lily described that while growing up, her father was interested in seeing different parts

of the country and felt that moving the family often was the way to accomplish that goal. This resulted in her moving every few years. These frequent moves, which often placed Lily into schools with large numbers of Native American children, provided her a very different (first hand) view of minority experiences.

> …but now I look back on it, and I think that was probably one of the best things that could've happened as I was growing up because I understand (minority experiences) in a different way than I would otherwise have. I understand what it's like to be a minority in a majority situation, and so I think I have a different perspective than a lot of other people on some of the challenges and some of the ideas and frustrations that may be pushed upon people that are not the majority, and even to some point, maybe some of the fears involved.

Lily's experience during the formative years of her life created a predisposition for understanding what it is like to be the other. Consistently going into spaces where the privilege she had as a white presenting woman was the thing that made her a minority in most situations she moved into.

This somewhat nomadic lifestyle was drastically different from how James grew up. Raised in one home in the south, James recounted how he believed he was raised in a racial binary, white people and black people, not acknowledging the possibility that there were people who fell into neither or both of those categories. He described not seeing many other types of people, and that a touchstone of his upbringing was a heavy emphasis on race, mainly white supremacy. He described being racist and often telling racist jokes.

> I guess I would say that my past has impacted me in that I do kind of support the university's requirements of [diversity training/courses] because I do feel like the students need it. I know when I was young, I was raised to be a racist person. I grew up making racist jokes and stuff, it was how I was taught, and college changed me.

Higher education can be a transformative experience for many students. When

pursuing a graduate degree, the departmental and university environments help to

shape the graduate student into the professional they will eventually become by

providing mentorship and role modeling (implicit and explicit). James commented:

> In grad school, we went out to bars and drank beer with our advisors a lot.
> You became good friends with them. When you're doing research, at least in
> our type of research, it's very collaborative in that the advisors want you to be
> integral in the whole part of the research process. Maybe in some sciences,
> they'll say to you, "You do all the lab work, I'll write up a paper and do
> everything else, and we'll include you as the last author in 10 authors," or
> something. It's not like that in [discipline]. It's just usually a few people, and
> you're working with the professor, not so much for them, and they treat you as
> partners.

James' mention of the transformational experience of college was not unique. Several

participants also made mention of their college or graduate experiences in creating

personal change. A majority of the experiences were discussed concerning the

positive experiences participants had with their faculty advisor or chair. Participants

almost exclusively described the relationship between a faculty member and student

as friendly and often very hospitable, almost friend-like. Further, several faculty

described that being treated like an equal by faculty advisors allowed for more

learning to happen and also created a model after which the participant could pattern

behavior when they began their relationships with students. Harry highlighted this

phenomenon of social learning as he spoke about the power of learning how to do

things simply by watching his chair and others in his department:

> He was one of the best teachers I have ever known. He interacted with the
> students a lot, and also not only my chair, my co-chair, Doctor [Name], he's
> an [administrative position]. He is a casual guy; he is very extroverted or is
> open to students because he loves the best thing in every student. So, I would
> say several people more influenced me. It's not only my chair, my co-chair,
> several other people, I learned how they interact, especially when they go for

a conference, or if they have a social. And the way they talk to different groups of people, so that helped me know how I should talk to them.

This positive experience with a faculty members and the participants' chair were not the only notable thing mentioned in the interviews about faculty history. There was an overwhelming amount of conversation that centered around international students within the program. Faculty members, during their graduate programs, encounter other students within their cohort. This cohort is comprised of both domestic students from anywhere in the US and students from abroad who have chosen to continue their studies at US-based institutions. This combination of both domestic and international students creates a melting pot of cultures, where students are learning and working side by side as they move toward completion of their terminal degree. While each participant mentioned a positive interaction, Ginny spoke about their experience learning the culture of the international students that they were around and even experiencing the food of those students:

> I always had really positive interactions with international students while I was a graduate student. So, we would get together and make dinners and share each other's cuisine. We just always had a lot of fun learning about other cultures. There were some people who may be difficult to understand their language, and they got better throughout their career there.

For some of the participants, the idea of exploring a deeper connection with other international peers as a result of this cultural exploration was common. James even shared becoming friends with an international peer during his graduate school experience and spending a winter break with the student in their home in the Czech Republic.

> Well, we had … this was hearing about the experience, we're certainly interacting with more international people more, not as many, say, African Americans, just because there

wasn't near … much more Africans, much less African Americans in graduate school. You start making lots of international friends, some things like one Christmas vacation in the Czech Republic, so got exposed to a lot more international cultures that way.

For James, this cultural exchange started at the institution and opened their eyes from their history of growing up holding a, self-described, very closed mind to seeing the world through the lens of a culture other than his own. James described this slow transition from his upbringing to his undergraduate experience to his graduate work and how that progression affected him. "…certainly all of those experiences, it does change who you are and what you choose to work on, and how you interact with other people."

Career decisions. Career decisions provide background knowledge around the decisions of how faculty members arrive at their institutions and where their career will take them. In the conversations with these participants, three main points crystalized: job availability, family, and fitting into the current culture. Job availability is the sheer number of positions that are open for faculty to fill. Each participant discussed in some form how, during their job search, they were somewhat geographically limited due to the specificity of the jobs for which they were applying. The participants who wanted, or in some cases needed, to be at a land grant institution contributed to the small pool of available positions. James spoke about his job search and the limited options he had when entering the job market.

I'm at [XX] because I'm an [XXX], and basically I have to be at a land grant university because that's where we work. Other people don't want to hire XXX except for some government agencies, and when I came on the job market, there were basically two places that had jobs open to me. One was [XX], one was here, and I liked this one better. They made the offer, so I came here.

For James the choice was limited based on his options, he did not want to go into government agency work and wanted to be at the university so between the two places that had available positions he chose his current one. In James' experience, it

was a clear A or B choice without much grey area. He did not mention any personal

connection to the institution before being offered or accepting the job. However,

Lily's approach to the lack of available positions was to capitalize on personal

connections for her position.

> When I graduated with my Ph.D., there were basically five jobs available out there for assistant professors, and during my last year of my Ph.D., I went to a professional meeting and happened to meet the department head here at [University], and talked to him. The position had already been open for a couple of years, and they had already done a search or two and not found a good fit for the position. So when he met me, he told me on the spot at that meeting that he wanted me to come in an interview, and so eventually that was set up, and it was quite unusual that at the end of the interview, he basically told me that he was going to offer me the job.

The lack of job availability for both Lily and James completely contextualized how

they approached the job market. It limited their options and thus prevented them from

placing too many limits on what job they would or could take.

While the lack of available jobs did limit the factors for why a faculty member

chose the institution, job availability was not the only factor. James and Lily both

mentioned the small pool of jobs available and both mentioned family as a factor in

their decision-making process. James noted he was not in a rush to pursue a job as he

was in a postdoc position, but his wife pushed him to explore the option(s) presented

to him.

> I guess my wife had something to do … At first, I was something like a postdoc at [institution], and [institution] asked me if I could come interview. At first, I said no, because I said, "I have to be here a while. I couldn't start work yet." I told my wife about it, and she just pointed out, just give them a chance. They might be willing to wait a year for you to arrive.

James' experience with his wife encouraging him to step out and explore a

potential job is one way family affects the decision-making process for job selection.

Lily shared that when making the job decision, having family in the location of the institution was a contributing factor. She felt like having family there, and being familiar with the location, made the decision easier.

> It was good for me as well because I was actually born in [XXX] and my grandparents were still here at that time, and so it was a way for me to be around family, even though it wasn't my immediate family, and be around an area that I was familiar with because we had gone back and forth to [XXX] over the years to see family, so I was somewhat familiar with the area, and it was kind of like, okay, I can go there, and I can feel comfortable and have people around that I know.

For Lily and James, job availability and familial influence were factors contributing to the job search. For others, how faculty saw themselves relating to faculty who were already at the institution was equally as important.

Ginny and Harry noted that a positive departmental culture drew them in. Harry commented that their belief that all of the other faculty members wanted them to be successful was a significant consideration in their decision to accept the job. They talked about their experience in trying to find a department where they felt like they and their work would fit. In the process, they were able to find a department that did both, and they were able to fill their need.

> It's almost like a dream job for me. So really good facilities and also, after coming here, great people. They really want you to succeed, especially all my administrators. They are really, really friendly. And they really care. They really care about the students. I know, there are some other faculties, they live for students. So it's true … it's a really great, yeah, yeah.

Harry's experience with knowledge of some of the faculty who were already at the institution and how they felt about the students aided in his decision making because he saw similarities in how he treated students to how the current faculty did as well. Ginny similarly after the interview noted some commonalities with faculty and more

so how they treated each other. The collegial nature Ginny observed intrigued her as

that was how she treated others.

> Right. Yeah, well, so when I interviewed, I have to say I wasn't that crazy about moving to XX and I don't know. XX is a giant school. But then when I interviewed, and the department that I would be in, everybody was just so collegial, like oh, I think I could work here. So, I think once I interviewed, I think then I really got excited about it.

Harry and Ginny's positive experience during the interview process, being able to

relate to how the faculty treated others, was in sharp contrast to James' experience

where the perception of negative departmental culture or strained relationships

between faculty repelled him from accepting positions. James noted very clearly that

while on one interview, it was clear there was some departmental discord and

expressed how key that was in helping to make his decisions.

> Like when I was at [institution], I could tell that their faculty didn't really get along well with each other. During the interview, they would say bad things about the other person behind their back. They had two positions open; they were arguing which one I should be applying for. I could tell they just didn't really like each other very much, and they seemed overly ambitious. It just didn't seem like a friendly place to be.

For each of these faculty members being able to relate to the current faculty

when interviewing was important. Harry and Ginny had positive experiences; they

were able to see a fit for themselves with the group; however, James could not see

himself fitting in with the current faculty. This reinforced each of their decisions to

accept or reject the position.

Overlap

As I have explored the factors involved with faculty before arriving at the institution and

will explore factors that are solely connected to the institution, it is important to acknowledge

factors that are both external and internal to the university. The overlap in the two researcher's

(Huston et al. ,2007 & Kalivoda,1993) work exists in the area between what happens external to

the university but is related to the university including social activity and mentoring relationship as described by Huston et al. (2007) and environmental factors as described by Kalivoda (1993). For faculty some experiences can originate in one place and bleed into other spaces of their life has real significance.

　　Social activity. Humans are social creatures by nature and social activity can be fluid. It can be built within the context of one environment and continue outside of that environment. For some, the first time you saw your teacher outside of the school environment was the first time you experienced this concept. Social activity, as described for this study, is any activity that adds to collegial relationship and facilitates intellectual exchange. This section provided quality insight into how bonds are built at work and how they may bleed out of that context. In the interviews, participants noted a very strong relationship with the faculty in their areas; James specifically spoke about this in his interview. While not all groups engaged in specific social activities outside of work, they did all refer to having a good relationship with the faculty around them. James talked about the faculty dynamic at his institution, describing the social break down as a pretty easy demarcation, those who drank and those who did not.

> Basically, there's kind of two groups of people. There's one group who drinks beer and one doesn't, and I'm in the beer drinking group. And so, almost every Friday, this one bar we go to, and people who drink beer from the department, we go, and we drink beer and have a good time. Then the other group, they don't drink beer, but they usually go out with each other and go hunting or fishing or something together.

The two groups mentioned by James both participated in social activities (activities external to the university but connected to internal university groups) that connected faculty by way of common activity that was external to the university.

　　James noted that the social activities brought them together on a consistent basis no matter the activity. Ginny mentioned a similar situation in her department. While the

demarcation may not be as clear, beer drinkers versus the non-beer drinkers, Ginny noted

everyone knew they had a seminar on Friday afternoon, and after that, they all got together over

"adult beverages."

> It's pretty much every Friday. Yeah. For whatever reason, I think they were going to have a federal employee who can't come. So, usually during the semesters, so we don't do it over the summer, but fall semester, spring semester, every Friday, everybody just knows, oh, 3:30 seminar. I don't even look anymore to see who it is; it's 3:30, time to go to the seminar.

> Ginny and James both shared that the social activity with those they worked with was

ongoing and could often involve "adult beverages." The reason for getting together, apart from

drinking, was expressly mentioned during these conversations and it was to build stronger

relationships and establish collaborations (which will be discussed later in this chapter). Further,

there was conversation around creating similar social opportunities for faculty and students to

engage with each other outside the classroom in a social setting. Lily commented:

> We have a couple of big social events [for students], one a back to school, try to welcome the student event, and then usually a holiday party at Christmas time, and then our department has scholarship reception. We are the one department in our college that has a reception in the fall instead of a banquet in the spring, so the administrators really like ours because it's not with all the others.

The effort Lily mentioned in creating space for students to engage with faculty outside the

classroom allowed for students to further develop relationships with those faculty members. This

replication of an internal to the university relationship going to an external event mentioned by

Ginny and James are centered on celebrations of success or building connections that could lead

to collaborations.

Mentoring. Social activities, as I have defined them, may catalyze development of

deeper relationships among those who are involved. While that relationship could remain

personal and stray away from the university and its functions, it could also lead back to work.

Mentoring often sits in the overlap where a social relationship can provide direct job advice or knowledge. The mentoring process is integral for junior faculty as they establish themselves through different stages of their careers (Huston et al., 2007). For this study, the mentoring component, which was mentioned by both researchers, relates to coaching and career growth (Huston et al. ,2007 & Kalivoda,1993).

The mentoring process, as discussed by the participants, accurately fits the model that mentoring can exist internal to the university and external to it as well. Harry, Lily, and Ginny all mentioned the mentoring process and its implications. Harry mentioned a formal mentoring process; Lily developed mentoring relationships before she arrived at her current institution; and Ginny's faculty develop mentors after they arrive at their university but explore people in their field away from the university. Harry discussed his experience with mentors at their institution. Harry also noted that while the department did not have an official mentoring program, he did not limit himself to just the institution to find a mentor. He continued with different components that they look for in a mentor.

> Here, we don't have an official mentor program. So they will tell, "You can talk with whomever you like." So what I did was, I looked for really successful people. And I looked for who's really someone who can really give you some critical feedback. I would say, that's a key in my success. So I have mentors outside my college. I have mentors in my department, outside the university. Actually, one of my mentor, Ph.D. mentor … two mentors; they are outstanding. They will tell you right away if I'm doing correct or if I have to make it some changes. They give some really genuine feedback. So I look for someone who is successful, that's a key because if someone is not successful, I won't use the word successful also. Let's say, if I want a research grant, I want to look for someone who got USDA grant. There is no point in talking to someone who never got a USDA grant. Likewise, my decision-make depending upon what I want.

Harry noted that even with finding the right mentor, the mentor only provides their opinion on things, the relationship serves to provide a second opinion to what is already decided. It was clear cut for Harry on finding the right mentor and establishing the desired relationship

with that mentor; that was not the case for every participant. The rationale and decision-making process for finding a mentor seemed to be unique to each faculty member, but the underlying theme in that process was to find someone with whom they could build a strong relationship and who also understood the contextual landscape in which they were operating. Through that understanding of the contextual landscape, some of these mentors served as social support while others served as more technical advisors for specific issues. Lily commented:

> I found somebody on the faculty that had been here about 10 years longer than me, and that was the person that I went to with all kinds of questions. "What do you do about grants? I keep getting papers rejected. How do I do it better? Could you review and give me your opinion?"

Lily's experience with developing a more traditional mentor relationship, than Harry had with his mentor, was not the only type of relationship she mentioned having, she also mentioned a more personal type of relationship noting a lot of personal dynamics that go into picking a mentor. Ginny acknowledged that personal dynamics might have to go further, and sometimes you have specific people for specific things, suggesting one person does not have to serve all the needs.

> I've also co-mentored graduate students or co-advised graduate students, and depending upon who the other adviser is, that can also work pretty well because if you each have different strengths that that student is needing, they know whom to go to for this advice or that thing. It can also sometimes not work if one advisor isn't really doing a lot, and then the other advisor's doing it all. So, it depends on personality how well that can work.

> For these faculty members the mentoring relationship was described as one that provided guidance, gave additional perspectives, and identified possible blind spots. The relationship, as discussed, was not necessarily bound to the university but did offer support and guidance in how to operate at the university. This situates the mentoring process decidedly in the overlap portion of the framework.

Internal to the University

The work that is done by faculty members, the context in which they do that work, and the decisions made alone and in collaboration while at work are all internal to the university.

Intellectual exchange. The subsequent learning that happens through social activity can be further categorized into intellectual exchange. Intellectual exchange and collaboration occur between students and faculty while in the university context (Huston et al. 2007). The social component has a root in the university as the relationship is derived from within the university context. For instance, when teachers learn new slang words from their students as a means of developing more cultural competence.

A majority of the intellectual exchange as it was discussed by the participants, in this case, was between students and faculty. While some faculty mentioned working in collaboration with peers (which will be discussed in the next section) they did all mention their passion for working with students, and what they learned and took away from those interactions. The majority of participants became excited when we began to talk about collaboration with students. Lily discussed very clearly how she grows from her interactions with students.

> …That conversation that discussion improves learning, I think, more than just a teacher standing in the front and pushing information at students. I think that interaction helps with the learning process, but it really differs from class to class how that works.

Lily most articulated this thought process around engagement but certainly alluded to learning acquisition from students; an idea mentioned by other participants. The idea that there is not just a one-way flow of information from the professor to the student, but that as a faculty member, learning *from* students also occurs was made clear by the participants. Lily continued speaking to this knowledge transfer as well as exploring other sources of knowledge.

> I think that students will tell you what they think, and they have some great ideas sometimes. They may or may not be ideas that are feasible, but I think hearing those

59

ideas are really important for making sure that we as a department are meeting the needs of the students as far as preparing them for whatever it is they plan to do in their career. I think it's also in addition to the students, it's important to hear from industry people as to what they're looking for and what their expectations are for those students when they graduate, because we want to make sure that when our students walk across that stage, and then they go in the door of that new job the next day, that they are prepared enough that they can be successful.

For Lily, it was necessary to hear and synthesize all information as it all had relevance in the greater context. For her, that context was student preparation for the future. The intellectual exchange Lily mentioned that does not fit into the collaboration definition appears here and highlights differences in perception of importance in diversity education. The heart of the actions she took during this exchange was listening. Harry noted similarly that teaching itself could be improved drastically by merely better listening to students and the understanding that the student population is changing.

Teaching, I would say, it's an art. Teaching is an art. It's almost like playing music, playing … to learn … to tell the content in the form of a story, maybe the majority of the students listen to you, but I would say, that's a success as a teacher. But students are changing, and the demands are changing, that's why every instructor should closely observe students. Like what are thier wants. So that's why we need to go to training or listen to people, talk to people. So that way, you will learn a lot of stuff what others are doing. So what I did was just I borrowed the idea from others, just incorporated to me, how that can fit into my teaching so that will help best the ... that will serve the students, end of the day.

Harry's acknowledgment that the student population is changing is central to the need for multicultural competence in the frame of this study. Harry also provided a glimpse into the strategy he uses to contextualize the knowledge he presents in the classroom. It should be noted that some of the intellectual exchange happened as a result of social activities. The start to the collaboration between student and faculty started in some instances with the social activity. Students were able to engage with faculty members outside of the classroom and allow that relationship to move into a more formal process of intellectual exchange. James highlighted this

fact when he discussed how often they involve students in their work. James mentioned they often pull the students they know in for different departmental activities and interview other students for specific projects.

> Yes, there's a lot of them. We're allowed to involve students in research that's does like funds to bring students in on the research. They can do thesis projects with us. I regularly hire students to, not only as TAs but to help out with research projects. We've recently been interviewing people for a new position, and it's a teaching/research position, and one thing we have those people do is give a teaching demonstration to undergraduates. And so, we even bring students in on our job interviews.

James' mention of the incorporation of students into projects and interviews and the value they place on student input is a clear depiction of the intellectual exchange between the faculty and the student. To that point, the intellectual exchange between faculty and student through conversation and collaboration was notable, but the engagement between faculty members seemed to be a separate story with a different group of factors to consider.

Collaboration with other faculty. As the conversation shifted to speak about collaboration with other faculty members, the participant's overall excitement began to wane, and the tenor of the conversations seemed to become more businesslike. The conversations alluded to the necessity of collaboration with other faculty to secure funding instead of the option to collaborate with students. Lily shared that sentiment but alluded to the overall process of collaboration improving.

> I think like all institutions, because of federal funding, collaboration definitely is encouraged. I think as we see new faculty come in, the desire to collaborate and the effectiveness of collaboration is improving.

This idea of funding as a driving force for collaboration mentioned by Lily was further contextualized by James. James expounded on this idea of collaboration with other faculty members sharing the act of collaboration is not forced but encouraged.

You know, because if you don't do research with someone, you're going to research with people you like, you're going to agree on what you do, and so it's really easy to do. Of course, we do have committees where you don't always choose who's on the committee. But in our department, people get along really, really well. I know the faculty's being very different from me at times, and having conflicting values, but we get along really well, and I'm really good friends with all of them. So, any time I'm on a committee with anyone, it's always a pleasant experience. There are hardly ever any arguments or anything.

James highlighted an incredibly exciting point, the idea of appreciating whom you collaborate with.

Faculty are often not told whom to team up with, but the social component or functional expertise leads to collaboration on specific projects. Considering research as one factor of collaboration, participants commented it was made easier due to relationships in the department. When it came to teaching collaboratively participants did not tell the same story, which was stated as more challenging overall. This dichotomy of thought is highlighted through the quotes below. Ginny shared that collaborative teaching is more challenging than collaborative research.

So, collaboration for research purposes is extremely important. Basically, these days, if you're not collaborating with people in your own program, people across the university, people outside the university, you're not going to get funding. So, collaboration is really important, and it happens pretty well, I think. Yeah, I think people collaborate well in research. Teaching, it's somehow more difficult. For example, if you're going to collaborate and have a co-taught class, I know from experience that there's always one person who kind of pulls way more weight than everybody else and just feels like they're herding cats.

The collaborative teaching Ginny mentioned may be difficult, but the reality is that collaboration in the classroom or collaboration in research does not exist in a vacuum. The culture built around collaboration is essential and can affect willingness to engage. More importantly, the overall culture of the department and institution is essential.

Environmental factors. All faculty work happens under the umbrella of the university. The culture of the overall institution and the departmental culture provide context to the

decisions that are made. This culture is incorporated into the environmental factors of the institution. For this study, I included in the environmental factors institutional and departmental culture, size, reward structure, level of autonomy, and mentoring. These factors are directly tethered to the university and would not exist without it.

The environmental factors shed critical light into how faculty view the student experience, how those factors bled into the experience of the faculty, and the experience of the faculty as they engaged within the department. This section highlights Harry, James, Lily, and Ginny's perception of how the institution is positively addressing diversity issues practically but also explores what that means for students.

While discussing the university climate at their institution, Ginny brought up a juxtaposition between a group of students who had not been considered in the conversations before our interview. The two students mentioned in the interview were rural students compared to more urban students.

> I have seen some tension or misunderstandings between sort of like the rural kids and the sort of more urban kids not sometimes understanding each other or having very different views about things. But it doesn't affect their education; I don't think.

This delineation between rural and urban students was not mentioned again after this interview, but other student identities were mentioned very clearly and often. The instance of black or African American students was often discussed. James, Ginny, and Lily all mentioned some component of race. James even went so far to note how many African American students they advised after advising students since 2003. "I've only had one. I advise like 50 to 60 students every year since 2003, and I've only had one black advisee."

James calls attention to the lack of African American students to point to a more significant issue of structural diversity of the department. The black student experience was only

more complicated by the reality that recruiting black students to the department with an apparent lack of black students proved difficult. Ginny shared her struggle with the lack of African American students in the program, even with the availability of scholarships or financial assistance. "And there are some scholarships and stuff specifically to recruit minority students. I personally have not had a great deal of success. I've had one in my 20 years here. I've had one minority student."

James and Ginny both shared the issues with the lack of black students in the department, but the reality is that structural diversity is more than just a black and white issue. The conversations around racial identity did not stop with black students but was explored as it related to native students as well. Lily spoke about their experiences with native students and their support at their institution.

> There was a time when early on in my career when there was a very low percentage of African American faculty and students on campus. We have always had a high percentage of Native American students because of our population basically in the state has so many Native Americans, but [XXX] has worked very hard on multicultural diversity, and we have, and probably all institutions have someone on campus that's really in charge of looking at that and trying to improve our diversity.

Lily's mention of the experience of native students on her campus is notable as it speaks to the university's commitment to increasing diversity, but racial diversity is not the only diversity construct on campus. Expanding beyond racial identity, the conversation about the experience of women faculty and the female students entered the picture. The research notes that women experience a chilly classroom, but James spoke directly to this experience sharing an instance where faculty members were encouraging a female student to leave the department, get married, and have children.

> They were kind of encouraging her off instead of pursuing her career, going to grad school and stuff, to get married and have children. Supposedly, this really bothered the grad student, and she complained to the department head, and the issue was handled in

the same way. He handled it personally, not letting things be out in the open, not addressing it in a formal way.

James highlighted the experience of the woman on campus. The microaggressions of counseling a student towards a more stereotypical role instead of a career in their desired field should not be overlooked; but, the experiences of the LGBTQIA+ should also be taken into consideration. As the conversations with each participant progressed, the experiences of LGBTQIA+ students came up. On the whole, participants expressed a positive student facing experience for LGBTQIA+ students. Ginny discussed students who faculty and peers knew to be out in their department and expressed they believed it to be a good experience with both students and faculty.

> Ginny: We have several students who are out in terms of being lesbian or gay. So, I'd say that the undergrads that I work with are pretty diverse.
>
> Byron: Okay.
>
> Ginny: And that's been a positive experience for me, and I think they have found it to be positive also.

Ginny noted several students who are out with their sexuality and the positive experience she perceives them to have on campus. This juxtaposition between the experience of the woman on campus and the LGBTQIA students is notable on two fronts; one, the experience of trans* students was not mentioned by any faculty member interviewed for this study, and two, the experience of woman as a primary identity is more visibly problematic than one's sexuality.

This idea of gender as problematic in the historically male-dominated and male-led university did not stop at the experience of the woman as a student but prevailed when discussed about the woman as a faculty member. As the conversation transitioned from students to faculty themselves, the tone shifted. Participants sounded surer of their experiences compared to speaking about the experiences of the students in their department or institution. Lily spoke

about their experience with a department head whom they believed to be discriminatory against women.

> Where I have experienced bias is within my own department. I was hired by one department head, and he left before I actually got here to take the job, and so about six months after I was here, another department head was hired, and that department head literally was heard to tell other members of the faculty that he would never hire a woman for a faculty position … So I was the only woman on the faculty for 20 years.

Lily's experience was not the only one spoken about concerning negative experiences for women in faculty roles. James shared a similar experience he had supporting a female colleague who believed they could not share their opinion on a student concern because of the appearance, so she reached out to James.

> There were two female students who complained that one of their professors said that males make better economists than females, and it really discouraged them. I didn't notice this at first because I didn't actually go to the very bottom [of the email]. One of my female colleagues in the department, she emailed me and told me about it. She said, "Did you see that?" The reason she emailed me is because she didn't say anything about that to the department because when a female complains about something like that, they're consider bitchy or something, you know.

These negative experiences of women at the institution were clear and convincing. Not only do women experiences microaggressions as students, but the experience is no different for women in faculty positions. The fact that James, Lily, and Ginny recounted negative experiences for both groups at PWIs highlights a significant concern for women. The concern is noted in the literature, and the findings from this study support those findings.

Feedback

The experience of microaggressions and overt aggression towards women in academia are essential to capture at PWIs as these experiences help create a clear picture of vital faculty experiences at PWIs. These experiences discussed throughout this case as it relates to faculty vitality are in line with the work of both Kalivoda (1993) and Huston, et al. (2007). To that end,

the idea of feedback was broached in the literature around vital faculty and presented itself in this study as well. Lily and James shared that while they may not give feedback as often as they want, they do find it very valuable. The context in which it is used is often not as an end decision but as a formative insight as faculty decide how to move forward. Lily discussed feedback and how they engage in it with their department. Lily noted crafting her supervisory skill set as a complete turnaround from the department head before her.

> I think feedback plays a huge role, and I probably don't do it as well going back to them as what I use it coming to me. When we had our previous department head, he was a micromanager, and if he made a decision, he might ask for information from the faculty to try to get our buy-in, but whatever decision he made, that's the way he was going to go, and as department head now, I don't run things that way. I figure these are big people. They can do their jobs. I don't need to micromanage for them, and I don't have time to do that, and I want our department to move ahead in such a way that everybody has some buy-in into where we're going, and so we have done a number of strategic planning meetings to try to identify ways that we can improve as a department and try to work towards some of those things that we've identified, and so I take feedback a lot, and I use it in the decision-making that I do. I try to give feedback as people ask for feedback. We have an annual appraisal program where everybody gets feedback, but beyond that, it's really hard to keep up with all the people and see them every day, but as things come up, I try to talk to individuals and get their opinions on things as administration passes ideas down to me where, for example, one of the things right now is our…

Lily discussed feedback as a means of creating buy-in, which was important as a leader. This concept was used in deciding how to create a better department for both the faculty and the students. She also alluded to the yearly appraisal. This formal feedback from a supervisor was discussed by other participants as well sharing the once-a-year feedback but noted that more often than not an informal conversation during a staff meeting or a quick email correspondence is often more likely and more beneficial in making her decisions. James commented:

> We have a yearly job evaluation, but I've never had a department head that really gave much feedback other than "good job." And feedback from other colleagues, I don't know. I think more often than not when we get feedback from colleagues; it's not criticism and reaction to something. It's more like, "I'm curious what a colleague thinks of this, and so I'm going to go ask them."

The feedback culture mentioned by James could provide rationale into why formal feedback is scarce.

Case 1890

This case is composed of four participants who are described in Table 2. Overall the participant gender was split: two participants identified as male and two participants identified as female. Three of the four participants were on a tenure track, all of the participants had attended an HBCU during their undergraduate experience, and all but one attended a PWI for their graduate program.

Table 2

1890 Participants

Pseudonym	Discussed identities	Type of Undergraduate institution	Type of Graduate institution	Experience working with students prior to the current role	Tenure track	Length of time in role
John	African American/ Male	HBCU	PWI	None discussed	yes	24 years
Lisa	African American/ Female	HBCU	HBCU	TA experience	yes	11 years
Greg	African American/ Male	HBCU	PWI	None discussed	yes	5 years
Mary	African American/ Female	HBCU	PWI	Advising	no	1 year

External to the University

Faculty history. Faculty history is a broad term and can consist of a multitude of things; it can incorporate things as recent as last week or go back as far as early childhood memories. For the context of this study, faculty history is defined as the time before faculty arrived at their

current institution, including how they were socialized in their graduate programs. Especially for this case, it was relegated to the experiences faculty had in their undergraduate life to right before they accepted their current position. Different from the 1862 case, these participants focused all of their discussed shared experiences within the context of higher education. Faculty shared their complex experiences with both PWIs and HBCUs, their positive experience with international cohort members, and overall positive experience with faculty members before they became one themselves.

      ***both a PWI and an HBCU experience*.** The complex emotions that poured forth during these interviews started with a clear contrast of experiences at HBCUs and PWIs. An important point to note is that of the four participants, in this case, three attended both an HBCU first then a PWI for post-graduate work before returning to an HBCU for their current position. The conversations drifted to this comparison between participant's experiences at HBCUs and PWIs and how they felt at each institution. As participants began to talk about their history, it became incredibly clear there were some deep thoughts around their experiences. The story each of these participants shared provided further insight into how these faculty of color experienced both institutions. Lisa shared that the experience she had at a PWI left her lonely compared to feeling more like an HBCU was home. "Again, it was sort of like being acutely aware that I was the only, and then the thoughts that me getting over what people are thinking of me because I went to an HBCU." Lisa brought up not only the feelings of loneliness at a PWI but also the concept of perceptions of an HBCU and what that means for engaging with other professionals and peers. This will be further explored in a later section but it is essential to note in this section as the feelings of having to defend a decision to attend a PWI was not brought up at all when speaking with participants about their experiences at a PWI.

While Lisa spoke about her feelings surrounding attendance at both institutions, John spoke more to a visible component of structural diversity at both of the institutions. John was able to provide an insightful anecdote about his time at both institutions. He noted an apparent lack of diversity at both institutions, pointing to almost a pendulum swing from one side to the other.

> Well, I guess I look at it from … because this is almost 40 years ago now, my first job was at a predominantly white university … So this is in the early 80s, we didn't have any diversity. I thought we may have had, as far as like biological ag engineering, we only had one African American in the program and I don't even think we had any Asian students in the program at that time. Now in the other university prior to coming to town, I was at [XXX] in [XXX], which is another 1890 land-grant who again was a 100% African American, where we had a couple of Caribbean students if you make that distinction. So, we had, you know, basement I say 99% native-born African American. Maybe a couple of international students.

John delineated the point clearly that from the PWI to the HBCU, the lack of diversity existed at both institutions but in different ways. John's experiences allude to a conversation each participant discussed forthrightly, and that was their experience with international peers.

experience with international peers. While faculty focused their shared history around their experiences within higher education, they all spoke positively about their experiences with other international cohort members. When speaking about diversity as a concept, they may have included international people in that discussion, but they did make note that the experiences with this group of people were notable and impactful. John discussed his experience living with international students. He noted that he learned Muslims prayed five times a day and needed to face Mecca.

> In fact, one roommate … African … I had one Muslim roommate, and he's from Somalia, so that's how I learned a lot about the Muslim religion and their customs and stuff like that. Until I had him as a roommate, I'd never thought about Muslim. You know that they pray five times a day and must face Mecca and all of that. So, when you learn stuff like that just by interaction with the folks, it makes it easy for you to relate to other Muslims when you run into them when you meet them and stuff. It was all positive.

This lesson for John surrounding a central tenet of the Muslim faith shaped his contextual

knowledge of Muslims to date. Throughout that experience and another John noted that the

lessons he learned from living with these two people prepared him to engage with others that

could possibly be from other countries.

> So I learned a whole lot about Africa with the difference in the … the tribal differences
> and the religious differences and stuff like that and so that helped prepare me to, when I'm
> dealing with other faculty or other students that might be from those countries or those
> regions of the world, it just makes it easy for you to interact with them.

 John's personal interaction with another culture prepared him to engage with other

cultures more easily. He learned from his past to be better for his future. This formula of

experience followed by a learning moment was similar for Greg who noted being from a small

town without much diversity before arriving at graduate school. Greg commented he met people

from all over the world, and it forced them to really experience diversity in its pure form.

> I would say my postdoc. Again, because I came from a small country town, it wasn't very
> diverse. There was just blacks and whites pretty much at that time. That was one reason I
> chose to do my postdoc at the [XXX] because when I interviewed there, I got to meet
> people from South America, Spain, from the North, South, East, West, Italy, Africa. One
> of the PIs was from Louisiana, and then the wife was from … God, where she's from?
> Dang it, she would kill me. Syria, in Syria. That is when I first realized what diversity
> was because I had it right before my eyes, but at the same time, I found out or at least
> during that time in my first postdoc … So this was 2005 to 2008. That people think
> differently, and we're actually better when we have a group of people from different
> cultures who look at things differently.

Greg provided a rationale for why he chose to go to a PWI for his graduate program,

stating he was looking for more diversity to engage with and when he arrived he was able to get

that diversity and learn to embrace that same diversity he was searching for. Greg expounded on

the idea of embracing a different way of thinking and infusing it into the research they do now.

> So now when I do a study or think about protein is one thing one the PIs at that postdoc
> always used to say, is think outside the box. And to me that is what happened a lot
> because we were all from so many different places, we didn't think quite alike, we came

from different areas. And so now that makes me when I design a study or decide to apply for a grant, I try to think outside the box and then I also think about how does this relate to someone with other cultures, not just someone in the US, how would this affect someone in Africa? How would this study affect someone in South America? And so now I take it all into content because I know and understand that now.

Greg's lesson in learning from diversity centered on practicality and changed his thinking as a researcher.

The concept of being able to think and consider another culture in your research as a result of learning and engaging with different cultures was similar to Lisa's thoughts on engaging with international peers. Lisa, similar to Greg, had a very diverse lab experience as a graduate student.

…the lab that I worked in I say I was the only Black person, which is true, but we had an Indian. We had a Chinese, so in that aspect, it was a diverse lab, and we all got along, and there was a guy from Guiana in there. I enjoyed that aspect of it. Right? I had a Cuban friend who was across the hall and a Puerto Rican friend, and so it was great.

Lisa was able to acknowledge the diverse lab and further state that she enjoyed her experience with diversity in that lab, but it was the conversation that followed the disclosure about the diverse lab that really stuck out. Lisa articulated how the experience had given her a deeper understanding of diversity and multicultural competence. She took it a step further discussing how that knowledge impacts the work she does on the HBCU campus.

I think it's given me a broader view and probably being open to this whole multicultural and diversity. The need to understanding that everybody comes to the table with their own thoughts and ideas based on where they come from, their experiences in the world, and the things that they value, either culturally or within their family context. I guess just being open to that and, of course, trying to get … so now that I'm especially teaching at an HBCU campus, and some of the students that I teach, either have only been exposed to that, and so trying to get them to see that when you leave these walls, this is comfort for you, but you need to be open to other cultures, and other foods, and other ways of thinking, and how enriching that is. So sort of going back on my fear, and saying to them like, "No. I know how these spaces kind of feel scary, but you need to push through that."

Lisa was able to speak to her students from a place of understanding and share that the knowledge gained from her experiences with international peers has created a broader viewpoint that is necessary at the HBCU where students may feel at home, but when they leave, they need to be prepared for what is out in the world.

Mary was able to take this conversation around international students and situate it in the most concise way possible describing how the experience affects both supervision and upward mobility within higher education.

> It gave me a better perspective of how to work with multi-culture and to learn from their culture. It was a great learning experience for me, and it taught me to be a better supervisor and a better manager so that as move up in my career, I would know how to relate to all cultures versus just being monopolized by one culture.

Mary expressed, similar to Lisa and Greg, a clear connection between an experience with international peers and a lesson that was learned which provided content knowledge for the work they now do and effectively allowed them to be better overall at their engagement with those who are different. These lessons learned have been translated into practice today and show how current students are experiencing these vital faculty members but could provide context for the experiences these participants had with their faculty while in similar programs.

positive experience with faculty. The feeling of being at home, as discussed by Lisa, can be further attributed to the positive experiences these participants had with faculty members as students. In this section, it is imperative to illuminate the positive experience each participant noted with a faculty member or advisor during their collegiate experience. Participants shared how these faculty members welcomed them in and nurtured them while they were learning. Be it a professor in their undergraduate life or a faculty advisor who trained them in a way that was suitable for the participant.

John discussed his experience with his chair and how they were able to establish an excellent relationship from the very beginning of the experience. He noted his chair was committed to his success, understanding that John was one of the first African Americans in the department.

> I had a very good relationship for my Ph.D. program. But even when I applied where I did my Ph.D. at, in the first two days when I went up, started my program on, I spent the first two nights at his house. Either the first night or the first two nights. So we had a very good relationship. I don't have any complaints about my committee. I had a very strong committed chairperson, and he realized and see, in my case, I was so unique because they had never had an African American, native-born African American in that particular department.

This hands-on approach that was discussed by John was very similar to the nurturing experience Mary described. Mary spoke about being nurtured. When they spoke about the experience, it was with a good deal of emotion and positive nostalgia. Mary's cadence of speech and tone changed when speaking about this experience. They noted how the professors pushed them to greatness and molded them, which in turn inspired them to be a similar professor to their students.

> I know coming from a small HBCU that's how I was nurtured. And so when the professors invested in me, my professors saw something in me and pushed me to go to college. I said well I walked these same halls and as a professor, I want to give back and pay it forward and make sure that I nurture students. So that was my foundation of working with students and building the relationship. Yeah, we talk. We don't talk daily but we may talk monthly or every other month, and he still teaches at my undergrad. So when we do talk he asks me, are you coming back home?

John and Mary both had very positive experiences with faculty members. These faculty members mostly brought them in and paved a way through academia for them, creating protégés in academia. John noted his chair acting in a way that acknowledged he was breaking ground as one of the first African Americans in the program and Mary stated the investment she received from her professors pushed her to continue on. Mary alluded to a conversation around why

participants made the career decisions they did, noting they wanted to give back and essentially pay it forward.

Career decisions. As faculty members experience academia and earn their respective degrees, they began to look for employment in their field. The reasons why they make their decisions on where to work are vast, but for the purpose of this study, it will be discussed as the context for how faculty members arrive at their institutions and how and where their career will take them. In the conversation with these participant's two main points crystalized; the desire to go back and the desire to give back.

Understanding that the conversation around why participants initially chose to go to an HBCU or return to an HBCU was verbose and the factors for participants were similar. It is important to note here that every participant had an experience at an HBCU before choosing to go back to work at their current instruction. Mary, in the previous section, spoke about giving back, but she dove deeper into her rationale for going back to an HBCU and noting how it felt to be immersed in the culture that she was familiar with.

> So the one the thing that I was excited about is that I was going to be back at an HBCU, and sometimes being at HBCU things are done a little different at a predominately white school. It made me feel good to be back with my culture being able to work closely with a lot of the students that I came up with when I came through college.

Mary noted a feeling of being back with her culture. She identified as a woman of color, which is essential to understand and contextualize with the population of the HBCU. That feeling of comfort described by Mary is a similar sentiment discussed by Greg. Greg noted very clearly that he had some issues at a PWI and felt returning home would quash most of those issues.

> The main thing is I was coming back to my alma mater and that a lot of the faculty that trained me were still here and I knew their dedication and their work ethic, and I knew that I wouldn't have the same issues that I had at [XXX].

While Greg and Mary both discussed their experience at an HBCU as one of the main reasons they wanted to go back to the type of school, Lisa had a life altering decision facing her as well. When the opportunity arose for Lisa to return to an HBCU she wanted to work with students and prepare them for what was going to come in life after an HBCU, but her husband was also presented with a job offer at an HBCU, and the institution was also going to hire Lisa in some capacity as well.

> I would like to say … So I guess it's twofold. I always knew that I wanted to work at a historically Black University, just for the same reasons. That's where I came from and now knowing what I didn't know when I was in undergrad, and so wanting to expose the students to the things that I wasn't exposed to or didn't even know existed, and encouraged them, and knowing the fear that they're facing or feeling, and just try to tell them like, 'I get it. I was you, but this is what you need to do to fix that or whatever. Just push through it.' That is true, but how I ended up at my actual position was sort of a spousal hire. My husband was interviewed first, and then I was in my last few years of a postdoc, so then I also applied, and got my position.

Lisa's situation allowed her to be both successful and achieve what she desired in helping students at the HBCU. The spousal hire coincided with her desire to be back at the HBCU.

Overlap

As I explore the history of these participants before they arrived at their respective institutions, from the moment they entered higher education until they made their decision to accept a position, I have to acknowledge that before I speak solely about their experiences at their current institution there are some experiences that lie in the grey space between experiences that are external to the university and experiences that are internal to the university. That space is deemed the overlap, and in the context of this research it is the explored space identified by Kalivoda, (1993) and Huston, et. al (2007). The overlap in the two researcher's work exist in the gray area between what happens external to the university but is related to the university including social activity and mentoring relationship as described by Huston, et. al (2007) and environmental factors as described by Kalivoda (1993).

Social activity. Human interaction is natural. When developing a sense of home, it is even more integral to feel that human connection. Building a social connection is a part of that sense of home. For the purpose of this research, social activity is any activity that adds to collegial relationships and facilitates intellectual exchange. If diversity and multicultural competence are not valued by colleagues and superiors, an expressed desire for incorporating it may ostracize faculty (Huston et al., 2007). In this portion of the story, the main points that presented themselves were the idea of food at work and events for students.

food at work. Food has a history of bringing people together. Many holidays are centered around food and the memories tied to that food. Between Thanksgiving and the turkey, Christmas and the ham, or Independence Day and the cookouts, social holidays are grounded in the food associated with them. While the specific food may not be the focus here, it is the binding link of the social activity between faculty in this case. Food was used to bring people together and continue to build relationships. John discussed that faculty members do eat together, but they have to be considerate of others' diet restrictions. He also noted that regardless of that fact, they still make time to celebrate more significant events.

> Oh, we, yeah, sometimes we all go to lunch together. Sometimes. But the problem is, all have got different diets and styles. Like say, one of the colleagues that I work with, he's also in bioprocessing and food engineering, he and I, we used to go to Subway a lot because he could get a vegetarian sub and all of that and stuff and so, yeah, we go to lunch sometimes. At least two of us and certain occasions, birthdays or something like that, all of us might go out, including the staff members, the secretary as well. So, we do have some social interactions but not like we'd be playing tennis or bowling or … playing golf. I don't think we've got any golfers in the program, but we do sometimes occasionally go to lunch and stuff.

John mentioned that the more mundane everyday social interaction of lunch at a local chain restaurant with a colleague is sometimes hard to coordinate, though it still occurs. However, less frequent celebrations such as birthdays are more inclusive of everyone. Greg echoed this

sentiment that eating together as faculty is very much standard practice for their department.

They will often eat lunch together but will also celebrate more significant events similar to

John's experience; celebrating retirements or holidays.

> Yeah, so typically, especially if somebody's about to retire or something like that or on holidays we'll have potlucks in the main biology building where the departmental office is in, and everybody brings their own dish. This last Christmas the department chair actually threw a holiday Christmas party; it was an ugly sweater contest at his house.

> For both John and Greg, lunch was a part of the social activity that brought them together

with other faculty. They learned about each other and also celebrated the more significant events

together as well. These spaces are prime opportunities for faculty to continue to learn about each

other, engage about personal life, and the result of these interactions can spill into the workplace

or further into the social worlds of faculty outside of work.

> *events for students.* John and Greg continued to speak about how the social interaction of

faculty centered around food does not just stop at the faculty level. They looked to recreate some

of those experiences and involve students. The participants spoke about food and how it brought

them together as a department, but the idea of using food to bring the students together with the

faculty was also discussed with participants. John noted that their department was committed to

creating experiences and events for students centered around food. The events were created to

celebrate or recruit students to the program.

> We try to, fall semester and spring semester, we have some kind of cookout or something for our students and the faculty, we all chip in. When I say the faculty, that's there. We just had a cookout on Friday for the students and had the students invite other engineering students and us as a faculty, we paid for, and we hosted it. Yeah. So, we do that and we just, my program leader, we were just discussing it today just before you called that we are going to start doing it for the fall as well and try to invite parents and alumni to come to it so that would be a recruitment activity as well. We have a holiday dinner in the fall just before Christmas, the end of the semester. We have a welcoming reception for the students in the fall and the faculty, we all pay for it out of our own pockets.

John highlighted a strategy to recruit students who are also used to create community once they are a part of the department. This practice of creating a familial style environment for social engagement could add to the feelings of home and comfortableness participants mentioned. The celebratory context of some of the events was also mentioned by Greg who discussed a large amount of food present at student defenses.

> We do that a lot of times through during defenses because we have a huge, a large population, although it's decreasing, of Saudi Arabians. And so, typically they bring dishes to their defenses, and they tell us what this dish is and why it's made this way and what it's supposed to do, this and that. So yeah. And then like I said, somebody defends, they'll let anybody know the grad students, the undergrads. "Y'all come on in and get some of this food." We do that all the time.

The celebration of student success alone contextualizes the experiences mentioned by participants. There seems to be a logical progression from nurturing and investment into the future of participants to the celebratory nature of the conclusion of their experiences. The use of food further elicits that sense of family. The use of food as a strategy to create a social gathering only supports the literature around vital faculty. This process allows for engagement between faculty and students and helps build relationships that can be leveraged for collaboration or intellectual exchange.

Mentoring. In this case, it has been clear to this point that the creation of a space that is familial and attempts to be supportive of student success is an experience of these faculty members. The social activities that are centered around food, with and without students, highlight the social nature of these vital faculty members. In the conversation around social activities, it is clear that there can be some overlap between the experiences internal to the university and external to the university as well. Mentoring falls into the same category, as the relationship can begin and end within the university or outside of its walls, but can all be centered on how to be successful at the university. The mentoring process for junior faculty is

important as they establish themselves through different stages of their careers (Huston et al., 2007). For the purpose of this study, the mentoring component, which was mentioned by both researchers (Huston, et. al, 2007 & Kalivoda,1993), relates more to a coaching aspect and growth in the career. During the conversations around mentoring three major themes arose; the idea of strong relationships, success in academe, and the desire to pass down information to the mentee.

family/relationships value. For faculty, the realization that there is life outside of academia is important because they often have to balance both work and their life as family people. As it relates to strong mentoring relationships, participants value the understanding of building a strong connection before any knowledge can be provided. It was clear in the conversation with Greg how important his family was overall but even more in the conversation around a mentor. Greg shared the family was the first priority, so a mentor who understands that central fact was necessary over anything.

> In a mentor. First, to me, they have to be family-oriented because no matter what, my family comes first for me and that's just yeah, the way I am about or the way I've always been. So there has to be somebody who basically feels that family is very important as well as self-help skills because I have health problems. And so that's the one thing I look for. And then somebody who's going to be supportive, but at the same time pushes me, I like that.

Although it was clear that family as a distinct construct was important for Greg, the idea was more loosely addressed when speaking to Lisa. Lisa shared how she felt working with her students and how she felt like a mother to her students and the subsequent complications that come with that.

> They're young. They think they've got it all figured out, and at this point, I'm old enough to be their mother, so it's kind of like, "What does she know?" I always just want them to take in what I say as valid, but what it also means is that I have some kind of relationship with them, so they know that I care. They see me as a person, and I'm relatable.

For Lisa, the act of being a mentor to her students looked very similar to being a parental figure. This lends itself even more to the familial culture mentioned by participants built at

HBCUs. For Greg, understanding that family comes first before anything was important, while Lisa focused on capitalizing on the idea of family in building trust and conveying knowledge. Both participants highlighted how the familial unit plays a role in the mentoring process and its success.

successful in academia. Being successful in academia was equally crucial to participants. For John and Lisa, who spoke about this attribute, it was almost a given that their mentor should be successful in the field in which the participant wanted to succeed. John spoke about his experience in graduate school and the clear desire to have a mentor to guide him to be successful in the process

> What the factors for me as student, well mainly as a graduate student since I got into engineering and as a professional, I looked at a mentor to give me some guidance on what it's going to take to be successful in academia and what obstacles that I may run into in an academic world and for me.

For John, it was a simple question, how can he gain the success that he is looking for and what things does he need to keep his eyes open for in terms of issues that pose a barrier to success so that he can prepare for them.

Lisa explored the topic a little further and in the context of the professional role looking at how long the mentor has been successful in the field of study they are in. The longevity of the mentor was noted because Lisa was looking for that same longevity in their career.

> Okay, so I guess someone who is in a position that either I'm interested in being in or has some seniority or more time. Those folks that have been at the university maybe longer than I have or have transitioned to full professor or even now a chairship, I find those folks to be mentors. You know, even for boiling down to someone who has written a grant to some agency that I now would like to. So they may not be a long-term mentor, but they are at least mentoring me through some process, something new that I need to or I would like to explore, some area.

For Lisa and John, success was the goal and finding a mentor who could effectively provide a possible road map for them to follow so that they could also achieve success was

important. This is the idea that in order to get somewhere you want to go, you must find someone who has already been there.

Get info to give/pass down info. Learning and understanding what it takes to be successful from someone who has already done it is the central idea of the Talented Tenth W.E.B DuBois suggested for the black community (DuBois, 1903): Once you are successful, you should reach back to the community you are from and teach them. In the last theme on mentors, it seemed important to share life lessons when participants were acting as a mentor. When the concept of being a mentor was broached, the participants were clear about the desire to impart the experiences they had so others could learn.

When Lisa spoke more about the idea of passing down information they learned, and experiences they had and the desire for the students to not have to replicate their story, it was impactful to hear. They spoke with a soft and reflective tone. Lisa was clear that the mistakes or decisions did not have to be their student's mistakes.

> So that's one way, and then the other way is to tell them stories. Some of the stories I just shared with you, some of them about things that I wish I had known; the fact that I really wanted an MD Ph.D., and I don't have an MD now because I was afraid to take the MCAT. That sounds ridiculous, but when I was their age, I was really afraid to take the MCAT. Right?

Lisa started to allude to this concept of passing the knowledge down, but John was able to say it better. John really drove the point home in a way that was clear and to the point. It was clear that while we were talking that their desire to educate those who come after them was important.

> I serve as a mentor to the other faculty members here now and I try to pass on my knowledge of what it takes to be successful in academia, what it's going to take to get tenure, what it's going to take to get promoted, what's important, what's not important, as far as when I'm mentoring other younger faculty members.

John illuminated a strong point highlighting that for junior faculty gaining knowledge about the tenure process or what it takes to get promoted is important, but it was more important

for John to pass that information down because he had already achieved those milestones. Lisa discussed the same highlighting how she shared stories with her students about the life lessons she wanted to share with students, so they did not have to experience the same things she did or fall in the same spot where she had fallen.

Internal to the University

The mentoring process, as described above, can exist within the university, but it does not have to. The relationships that are built will and can drift in and out of the space that is the university. People can acquire new jobs or leave the profession and still provide quality information on their process. But while participants are at the institution, their experiences are contextualized by the institution. The culture that is created and maintained at the institution creates spaces that may make it easier or harder to engage in a specific task which affects decision making. In this study, the components that are attributed to internal to the university are intellectual exchange, collaboration, and environmental factors.

Intellectual exchange. Faculty are in a position to deliver information to those around them. The university is built on knowledge acquisition and creation. This simple fact that research and teaching are a significant component of the faculty experience requires that they share knowledge. Intellectual exchange and collaboration exist in that realm where Huston et al. (2007) noted that this exchange happens between students and faculty while in the university context. The social component has a root in the university as the relationship is derived from within the university context.

As it relates to student collaboration, every participant noted that not only did they do it but that it is also essential. Involving students in the process allowed them to learn and challenge students to think about problems they had not previously considered. John was clear when he

spoke about the collaboration with students. John was in a place to create a departmental culture around supporting students and being able to collaborate with those students was an extension of that thought. "We encourage our students too and try to provide undergraduate research opportunities for our students, certainly encourage them to do, present professional papers and their posters."

John's positionality and desire drove the experience around him. Students were encouraged to research and present with faculty. Lisa was just as emphatic about the correlation between students and faculty as John. Lisa shared her philosophy on questioning everything and how that affects the work she does in the lab.

> I want the students … So I always tell my students in class and in the lab. What I want you to do is to push yourself not to be afraid to fail, and to think. Question things. Think about things. Question me. I don't know everything. Really, just not be afraid of failure. So push themselves to the unknown — step outside of their comfort zone. I guess I try to model that. So, again, telling them about things that I'm afraid of even still today, and how I'm pushing myself outside of my comfort zone. I like to give students safe spaces to tell me that they don't know something or answer a question, and it still is wrong, but just answer it. At the same time, I also will push back at them if I can see they're not putting in the work. I'm not going to accept nonsense. Right?

This thought process shared by Lisa is the crux of the intellectual exchange. Faculty are challenged by students as much as students are challenged by the faculty member. This creates an equal playing field for knowledge to cross between the two. That equal playing field of knowledge acquisition and intellectual exchange was also further described by Greg as he spoke about his experience working and learning from students. There was a moment where Greg just stopped and talked about how much he learned from students and how much he loved that about their role.

> I think and just not necessarily like seminars, but we have these meetings with the different groups of students, so [XXX] students. I'm a co-director of the [XXX] program. And so I think just sitting down, listening to students or when I am lecturing, and I will say, "Look across the room. Look at all these different shades of people and the dialects

and how people think differently." That's another thing that I love. That had changed from when I was here when it was 99% African-American, and it's not that case anymore.

As these vital faculty members create spaces where all involved can learn from each other, the reality of financial security exists. Faculty members are paid to deliver knowledge while students are not. John discussed that there needs to be more in it for the student than just the act of knowledge transfer. For students, there needs to be a draw to participate, and in some cases, money is more of an incentive than anything. John explained:

> Oh that is a selling point. A lot of these students are also on scholarships as well, and for their involvement, they have to carry out pretty much all the aspects of a research project because they end up doing poster papers and presentations. We get at least four students onto a symposium at the end of this month.

John highlighted a critical factor in the intellectual exchange; motive. Students can be incentivized to participate in this intellectual exchange, or they can participate freely. For faculty, as Greg mentioned, the motive can be intrinsic, finding joy in the work that they are doing. In Lisa's case, the collaboration with students led to the desire to create spaces where learning can happen in tandem with vulnerability.

Collaboration with other faculty. As the conversation led away from collaboration with students to collaboration with faculty members, it was clear again there was some practicality and strategy in collaboration. Mary shared there is money involved, and if you team up, you are more likely to get the more significant grants as funders are looking for collaborations.

> Mainly you know on the research side. Having professors to collaborate with at other campuses, with other professors across campus so that they could apply for the larger grants versus applying solo. Federal agencies now want to give out more substantial funding versus little small funding from individual agencies.

Mary highlighted the very real component of funding research. Faculty want to build and engage in scholarly conversation but often need additional funding to accomplish this goal. Considering the money as a factor, there is still a significant amount of autonomy in whom faculty chose to

work with. While exploring collaboration with other faculty members, Greg shared he has a

closer relationship with people in the department that he works with or leans on to accomplish

similar goals or tasks. Greg talked about a dynamic between him and another faculty member

and how they often team up or rely on each other.

> So we're pretty close. He has access to my lab. I have access to his lab. So if I need
> something, I shoot him a text, "Hey, do you got this? Do you mind if I go in there?" And
> he'd say, "Yeah, go get it." And a lot of times you don't have to ask. We're all family.
> You need something, come and get it. And his incubator just went down, for example,
> and I told him he could use the incubator. And so we cleared space, and so he has a shelf
> now in our incubator. And I know he would do the same for us. Actually, I think we have
> done the same thing. He's done the same thing for us.

When speaking about the collaboration between them, Greg shared the bond that they

have created has developed into more of a family. This level of engagement goes far beyond

monetary benefits of collaboration and into the desire for success for each other. Considering the

desire for success, Lisa spoke about a similar desire for success when discussing her

collaboration with a faculty member and a student. Lisa mentioned she wants her students to

have a richer experience and she also recognizes her student may need the expertise of the other

faculty member, so their collaboration allows for that pass off of students to be able to learn

where it is appropriate.

> I'll give you two examples. I have a colleague in my department. She and I collaborate,
> not on everything, but a lot of things. We are actually writing a grant now, and we've had
> several publications together. She has students in her lab. Actually, there's one now that
> I'm helping with an experiment. He is her master student, but I have the expertise in what
> he needs to do for his thesis, and so I've been basically mentoring him and guiding him
> through this experiment, helping design it, and then showing him how to execute it,
> which I think is how it should be. Right? I have no problem sending my student to her
> saying, "Look. You need to learn how to do this. She's the expert. Go talk to her. Let her
> guide you." Because the student is getting a richer experience, they don't only need to be
> in my … I mean, at this point, even when he was talking to me today he called her
> [XXX] That's sometimes what happens. I actually call myself, or we'll call each other.
> That's how much our labs are right next to each other, and we're in and out of each other's
> labs using equipment all the time. Students interact or interchange our names a lot.

For Lisa, there was a lack of ego if she was unable to provide the information the student needed she was happy to engage her colleague for help educating her student. The two faculty members collectively educated the student. This idea of passing information down during the collaborative experience was also shared specifically, on the recruitment of minority students to the program. On this, John shared more strategies for faculty to use while looking to bring in more students into the program. He was passionate about how to better recruit students and helping other faculty members be successful at that recruitment process. John was brought in to create the department, so their investment in its success was clear the entire conversation.

> Well, I do pass on to the new faculty members, all of us have to be involved in recruiting students into the program and so I do pass on to the fact that it's good to get to know the parents and also if you want to recruit students here at [XXX] and this program that you need to establish some kind of rapport with the members of the alumni. So, I do pass that on to them but a lot of times, like I said with our Indian faculty members, some of them might be a little uncomfortable, but they don't know and much dealing with black American parents and stuff in the south. So, it's a lot easier for me being a native southerner and all of that and my background and stuff. I know the corporate factors of how to deal with African American parents any place in America, where some of my international faculty members, they don't know some of the idiosyncrasies if you want to call it that. They don't know all the corporate factors that you perhaps should know if you're dealing with African American parents.

Passing information that has allowed the participant to be successful down to those who need it, similar to the idea shared in the mentoring section, is only different here due to the collaborative nature of student recruitment. John and the rest of the department have a vested interest in the success of everyone because that brings in more students. Additionally, if the culture has been created for faculty to collaborate regardless of funding and build relationships across collaboration in efforts to be successful (in educating students or research) that lends itself to environmental factors.

Environmental Factors

The space that faculty exist in provides context for why they do what they do. This can consist of the physical space in which faculty work, the political climate of the country or state, or even the politics that drive the university. For this research, it included institutional and departmental culture, size, reward structure, and level of autonomy (Kalivoda, 1993). These factors are directly tethered to the university and would not exist without it.

Faculty members bring their previous experiences and knowledge to the job they are currently working it, but they must use that knowledge in this new space that was created, in most cases, before they arrive. In the conversations with participants, there were three notable themes; lack of diversity at the institution, the experience of LGBTQIA+ peoples, and negative experience with the administration.

lack of diversity. In 1890, land grant institutions were created for African Americans to attend colleges because they could not attend 1862 schools. This historical context seems to persist today where lack of diversity seems to be a result of the rationale of the creation of these institutions. John alluded to the fact that 1890 schools were created for black students and that history has persisted in people's perception that these schools are only for black students.

> I think it has a very good history of inclusion, but naturally, [XXX] is a historically black land-grant university, and well, I have to be honest, about 90% African American. I'm just throwing it out there. In the upper 80s, I put it that way. Well see you have to understand the history, I don't know how much you know about historically black land-grant university, or for that matter historically black university in general. So when I say historically black land-grant university, we only talking about 19 schools.

This historical context discussed by John does not preclude the university from pursuing more diverse students. In conversations with Greg and Lisa, both noted that the lack of diversity was evident in the student population as well as the faculty. Greg touted the student population was almost mono-ethnic saying that about 99% of the population was African American. He

noted that even the faculty needed more diversity. "So yes, we could use a lot more diversity, I think, in our departments. We have two Asian, one African and I think all the rest are African-American. And we're talking about around 20 faculty members."

Similar to Greg, Lisa noted that the faculty make up needed some work as far as visual diversity. Lisa even shared, when considering new hires, what steps should be taken to ensure the faculty make up reflects the student population.

> People might say it's valued because I see we have several Africans in the department. On the student population, I would say that our student population. It's diverse, but it could be better. The faculty could be way more diverse. I have actually argued a few times that we should. I mean, you can't necessarily hire someone because of their ethnicity, but there were a few candidates a few times where I was like, "Oh, this person is Latino, and we have a growing population of Latino students. We should really look heavily at this candidate." Right?

The active nature in which Lisa is willing to work to gain structural diversity is what is necessary to create change. Notably, these conversations around hiring can only be held when and if a culture to support speaking out against these practices is created and maintained.

LGBTQIAA+ experience on campus. Considering the culture that is created and maintained, the experiences of LGBTQIA+ people at HBCU campuses are explored in chapter two. Lenning (2017) asserts that HBCUs are perceived as unwelcoming to those identifying as a part of the LGBTQ+ community, but the findings of this study present another viewpoint, the perception of the faculty into the experiences of these students. When speaking to these participants, it was clear that while they were aware of the issues, they were not aware of the specific experiences of students. If it was not presented to them, they were unaware of it. They did, however, speak to what they saw and perceived the students experience to be. John shared his experience.

> And we had one I don't know … She didn't openly declare that she was an LBGT, that she was lesbian, but I'm sure she was and stuff but that never became an issue with the

students nor the faculty. No. I haven't heard of any. Not here at [XXX]. We got 10 thousand plus now. I'm sure there may have been some and stuff. We haven't had any major issue with LBGT because they got their club and organization here on campus and stuff. And naturally, we got faculty members that fall in that category too. I have worked with some faculty members that I know their lifestyle is different from mine and stuff. But it has never been an issue.

It's certainly not an issue with me, but it has never been an issue. But we haven't had any major incidents, not within my program. In the program that I'm in. Not at the university. There may have been some, but it hasn't been blown up out of proportion or any media, anything like that.

John shared insight that is critical to the conversation. He noted that he was unaware of any issues and speaks about his knowledge of the situation. He then shared there may have been some negative issues but points to the media and any coverage as a litmus test for anything he was not aware of.

John's comments were similar to the other participants around this subject. Participants were unsure or unaware of any hardships of the students who identified as a part of the LGBTQIA+ community. On this subject, participants did discuss their strategies and their universities' strategies for engaging with the population and trying to create a positive space for the students at the institutions. John shared that he attempts to stay away from the subject matter altogether in an attempt to not make it an issue.

I see emails all the time about the LBGT announcing this meeting and that meeting and stuff like that, so the university certainly doesn't preclude them from using the university communication system and all of that. They treat it just like another club or organization on campus as far as I know. Those in my program that I suspect may have a different lifestyle; it's not an issue. It's certainly not an issue with me in the classroom. Again I stay away from that as much as possible. It's just another student. Yeah, that's my rationale. I want to treat them all the same. Because if you treat them differently and things don't go well as far as the grade, the outcome of the course. They'll try to use that as an issue.

Although John made attempts to avoid the subject altogether, the work done by Lee (2011) noted students fear the lack of addressing issues can lead to its normalization. In this case, not addressing sexuality can lead to further marginalization.

Lisa took a different approach altogether when addressing the LGBTQIA+ questions. Lisa mentioned that her institution was looking to have conversations around pronouns as a means to address gender and support students who identified with a different gender than they appeared. Lisa also discussed how the institution came to create more gender-neutral bathrooms where they could.

> I can tell you that the campus is working toward their goal is to be more diverse. I don't have the numbers in front of me, but it's part of what our preeminence is to have more diversity with ethnic groups, as well as LBGTQ-plus students, so yeah. The goal is to have a more diverse student population than what we traditionally had. Again, I don't know how they're making the campus more desirable or amenable to that population. I do know in our advising workshop that there has been some discussion about the pronouns, so making sure that we are sensitive to how students may want to be called in class, like he, she, her, him kind of thing. Yeah. There was some discussion so that you probably remember or heard about the whole bathroom thing that was going on here in XXX about people just in general public what bathrooms they go into. Again, I can't really speak across campus, but I do remember the campuses as a whole making some kind of stand on that where they were saying, "People should be able to use the bathroom of their choice." I did notice, at least on our campus, that when it was possible, so like if there was a single bathroom, they came to the sign to where it says male or female on the sign, not one or the other.

For Lisa, the institution is taking steps to combat issues surrounding gender with the incorporation of training for advisers around pronouns and their appropriate usage with students to the demarcation of gender-inclusive bathrooms for single use restrooms. This study provides a clear optimistic perception on the experiences of LGBTQIA+ students, which is placed in firm opposition to the more complicated perception of LGBTQIA+ members on the same campuses (Lee, 2011; Lenning, 2017)

negative experiences with faculty. While faculty were unsure of negative experiences of the LGBTQIA+ community at their institutions, they were more aware of their own negative experiences with other faculty at their institution. The last theme that presented in this section was negative experiences at the university. Participants dove into complex situations they had

been placed in since arriving at their institution that they perceived to be related in part to their

identity. Greg discussed a situation in which he experienced a negative encounter that drove him

from his university. Greg detailed the experience and how it affected the students:

> She would come in my lab when I wasn't there, a student will be doing an experiment. She'll say, "Why are you doing it that way?" "Well, because Dr. [Greg] told me you do it that way." "No, don't do it that way. Do it this way." And then, I come back, and I'm like, "What are you doing?" And she's like, "The dean just came in and told me I need to do it that way." And so she used to threaten to kick them out of school if they didn't do what she said.

This type of overtly negative situation was not unique to Greg; Mary shared a similar situation in

which she was on the receiving end of negative actions she attributed to her identity. Mary

detailed her previous history of not receiving any negative feedback under a previous supervisor

and shared that when a new supervisor came in, problems arose.

> There was just so many things that took place. That she comes in where my supervisor was now her supervisor, and I worked under my supervisor for six years straight. A lot of stuff that we did, he signed off on my work plans. No deficiency, no write-ups, and then all of a sudden, this lady comes in who is Caucasian. I'm African American, everything that I've done for the past six years is wrong. Then she says she wants to write me up. Here I am, I'm a career employee. Twenty plus years, but at the same the token, this is the same department that puts out that they want diversity.

Mary's experience with a superior paled in comparison to the story Lisa shared in her attempt to

pursue a promotion. Lisa shared the frustration she had with the tenure process and how it was

bewildering to her that she was receiving mixed messages from administration in the process.

She shared how she was asked to advise more students, offered to teach more classes because the

students needed to graduate, and was on the faculty senate at her institution and even won the

teaching award of the year. When the conversation of promotion came up, Lisa was denied and

told she needed to manage her time more appropriately.

> I went up for promotion and tenure, and basically was, like I said, thrown under the bus. There were two committees, and both of them were heavily male. One committee had no women. The other one had one woman. Basically, they said I didn't have enough

publications, and this, this, and this. I was only satisfactory teaching, even though I just told you I won the teaching award for the entire University. What that said to me was, "I need to be better at managing my own time." Right? I am a team player, and I want to be a team player, but until I get to be full professor, I need to protect my time better than what I was doing. That means I have to say no to the chair, to the students sometimes, to the Dean, to whoever asks me to be on whatever committee. I have to say no, sometimes. This person who I thought would be an advocator for me because I'm helping to support the department is not. Right?

All three participants struggled with supervisors and negative experiences. Be it microaggressions around work product, lack of clarity as it relates to the tenure process, or confusing feedback these experiences forced participants to question the motives for these experiences.

Feedback

As Lisa shared experiences of not receiving feedback from her superiors and the tenure committee, it became clear that feedback was integral to the success of the participants. Feedback was noted in the literature around faculty vitality. Faculty members noted the lack of feedback led to a decline in vitality (Baldwin, Dezure, Shaw, and Moretto, 2008). Baldwin et al. (2008) noted feedback as integral to remaining productive and vital. Feedback is also a mechanism of socialization, which is necessary for vitality. Participants made a clear delineation when it came to feedback and its importance in both a supervisory relationship and in the mentoring capacity. In the supervisory context, participants shared how everyday functions are impacted by feedback and how they do their jobs. Lisa reflected on the importance of feedback and shared how she wished the feedback she received from her chair could have changed the process.

Yeah. So if we go circle back to me applying for full professor, so had my chair given me some feedback when I said I was going to apply, and said to me, "I think you should wait. You may not be ready." Instead of letting me do it, and then throwing me under the bus would have been valuable to me.

Lisa's desire to grow professionally and reach that career milestone of tenure is similar to Mary's desire for growth.

Mary addressed feedback in a more general approach, appreciating how appropriate feedback can provide guidance for professional growth.

> Feedback is critical. It's very important. You know feedback lets you know are you doing your job to the best of your ability? Are there areas that you can improve? Is there something that you lack in? Do you need training on this? Do you need coaching in this? Feedback is crucial.

Mary understood the necessity of feedback in her professional career. Noting outright that feedback is crucial, while Lisa learns how feedback could have changed her experience drastically and affected her decision making. When feedback from supervisors is lacking or unconstructive faculty shared it can be provided by a mentor.

Accountability in feedback from a mentor. In these conversations, it was clear that the feedback that was often provided may not always come from a direct supervisor. In the mentoring context, participants alluded to the desire in feedback to ensure they made the right decision considering their own work to get to that decision first. Lisa and Mary both discussed their decision-making process as it relates to mentor feedback. Lisa detailed a moment of clarity where her mentor forced her to question her motives.

> Well, I think it affects my decision-making process in a couple of ways. One is I guess it makes me try to reflect or understand why it is I'm making the decision I'm making. For instance, I've had a mentor tell me or want me to be clear that I may not be pursuing something because I'm afraid of failing at it. So making sure that I'm clear on this isn't something I want to do because I don't like it. Or am I not doing it because I'm afraid that I won't be good at it or whatever? Some of them have said things to me or made me think, well, slow down and say like, "Okay, really. Why am I either doing this or not doing this?" Right? And making sure that I'm clear about my intentions.

The reflective portion of the feedback caused Lisa to stop and think about if she could articulate the why behind a decision. This approach is similar in kind to Mary's approach.

Mary shared she researches her decisions and really want the mentor to come and provide that feedback that is more constructive in nature. If a wrong decision was made, she wants her mentor to provide context and how the situation could be better approached.

> How they affected my decision process? They really haven't affected my decision process. I focus and base, you know make my decisions on the surrounding factors of the issue that I'm facing. You know once I complete, you know, depending on what it is. I gather all the facts. Research the issue. That's a decision that I'm going to make that I'm going to stand with, and if my mentor, I share the decision with them. I want them to be a mentor to tell me where if I made a wrong decision or if there is a better approach or another way that I should have taken that. Yes, I do enjoy the feedback.

Considering the approach, both Lisa and Mary have as it relates to feedback and a desire for their mentors to essentially hold them accountable to their decisions others wanted something different. This was not the feedback Greg desired from his mentor. Greg shared plainly he wanted a mentor that would challenge him and push him without being intrusive.

> And that's kind of how my graduate student mentor was. She was supportive, but she would push me, but I'm used to being independent. I don't like mentors that are gonna be over here all the time, come see you every day. We don't need to do that. So I want my space and to be able to do the things I want to do, but at the same time, I want your input when I need your input. So one of my strongest mentors right now is still my Ph.D. advisor. She's retired, but she's still in town.

Greg's desire for nonintrusive feedback from his mentor may be different in method but not in the output. Greg, Lisa, and Mary all wanted their mentor to provide additional feedback on some portion of their work life or decision-making process.

Research Question One

R1. What are the experiences of faculty at PWIs with diversity, including in the classroom and student advising?

The experiences of faculty at PWIs with diversity start long before they become faculty with their history as it relates to diversity. Faculty members bring their experiences from when they attended a PWI into their current climate of the institution as it is now. This bifurcation of experiences helped create a clear picture to answer this research question. Clearly stated, faculty

experienced diversity at PWIs through their past (faculty history) and their present (environmental factors).

Faculty History

Faculty history as it pertains to diversity can span a lifetime. From the moment a person is born, they will encounter a different type of diversity. This diversity is not limited to race, gender, or sexual orientation but can include cultures and religions that may be far away from the participant. For the context of the PWI, the experiences are limited to the time before faculty arrived at their current institution and includes how they were socialized in their graduate programs.

Participants shared throughout the data collection phase their interactions with discrimination as they were coming through their academic journeys. These experiences do fall squarely under the external to the university portion of faculty vitality and provide insight into how these participants show up to do the work they do. As it related to diversity, two participants recounted their negative experiences at a PWI institution. More importantly, John and Greg both currently work at an HBCU, and the negative experiences they had at PWIs both centered on racial identity. John began to talk about his experience in college and spoke about how things were very different when he was in his undergraduate program. He noted a very different political climate and experience for people of color outside of higher education. In the classroom, John commented, racism was very much still present, and he faced what he articulated as resentment at his presence.

> The experience, I will be honest, I ran into some racial resentment just for the fact that I was there and so I learned to suck it up and just try to pass the course.
>
> That's the best way to fight racism in the academic classroom and other places. Excellence is your best weapon. But they would prefer, sometimes the professor wants you to get in a debate with them and say why I should be here and blah blah blah, and

I'm just as smart as the rest of them. But since engineering is an objective type tier, if I got the same answers that other students got, they can't give you a lower score.

John's direct confrontation with race confirms research done by Willie-LeBreton (2011), which postulated African Americans might be faced with anti-black racism at PWIs that they do not deal with at HBCUs. John noted the pursuit of excellence as a weapon to combat racism. Unfortunately, this academic weapon leaves African Americans at PWIs who are unable to achieve excellence defenseless in the classroom. John shared more experiences where he faced racism and how he was able to move past it. He spoke about his experience at a PWI and his negative experiences but went further into detail about his experience with professors and how those professors would attempt to provoke him.

> But I did suffer some racial resentment at two different predominantly white institutions. You know some racial remarks, which I know they were racist in nature, but I just ignore them. And sometimes what I discovered was some of the professors that didn't think I should be there, or didn't think black Americans, in general, should be there, they sat down there and made remarks just to try to provoke you and stuff like that. I even had a professor one time, that he would tell me outright, "You shouldn't be in this course." That kind of stuff and I knew it was from a racist standpoint.

In context, John's experience at the PWI as a student was during the civil rights era, but regardless of the time, the experiences seem to persist. Greg's experience was more recent, but the sentiment was similar. He noted a specific time when those around him attributed Greg's success to his racial identity. Greg noted how the conversations were rarely with him, but he was happy to correct them and assure them the success was earned.

> I've had incidents where a group of us, I'd say they picked seven out of us out of the whole class of 80 something and told each one of us to apply for a different fellowship and I was the only one and there were only two African-Americans in the whole class of 80-something, there was about 10 Asians, and all the rest were Caucasians, few from other countries, but most of them were Caucasian. And I was the only one to get mine funded, and so then people in my class were talking about me behind my back saying the only reason I got the [XXX] Fellowship was because I was black and I basically have to tell them it was not a minority fellowship.

The experiences of these two African American men at PWIs years apart highlight a hostile environment overall. For John, the actions were overt, and in his face, he was unable to avoid them and had to search through his arsenal of weaponry to find excellence as his most effective weapon of survival. Greg was faced with more microaggressions and had to fight his battle with direct confrontation.

international peers. While the experiences of Greg and John were not exclusively positive, the experiences with international peers for the most part were. In the context of diversity experiences, participants continually mentioned their experiences with international peers during their graduate school experience. This experience was continually set apart from the thought of diversity and spoken about as a separate tangential construct. Participants mentioned continually their overall positive experiences with international students (with one exception in both cases). During his interview, James began to discuss diversity during his graduate career, and when he spoke, it was clear that there was African American, white, and international peers. It was not until he mentioned a friend from the Czech Republic that there was a delineation in the international population.

> Well, we had … this was hearing about the experience, we're certainly interacting with more international people more, not as many, say, African Americans, just because there wasn't near … much more Africans, much less African Americans in graduate school. You start making lots of international friends, some things like one Christmas vacation in the Czech Republic, so got exposed to a lot more international cultures that way.

James' personal experience with growing up in a place which he identified as mostly racist and the diversity he saw before college was black and white provides some context for this delineation, but James was not alone in this separation. Ginny similarly broke out international students as one group compared to the discussion of Hispanic students, African American students, and white students.

So again, when I was a graduate Ph.D., so now I'm talking about being a Ph.D. student in XXX. Most of our diversity was really international students and not necessarily like having black students or Hispanic students as peers. What diversity there was really international students.

Although when speaking about the population, it was clear that the positive relationship she built with these students was established over time and through different means.

As participants delineated the experiences with international peers from "domestic diversity," the experiences did provide an opportunity for cultural exchange. Ginny spoke out right about the times she was able to exchange culture and learn from international students through food.

I can't think of any. I always had really positive interactions with international students while I was a graduate student. So, we would get together and make dinners and share each other's cuisine. We just always had a lot of fun learning about other cultures.

The use of food in social interaction was explored in both cases as a means of building relationships and collaborations. In these cases, it served to do the same. In building the relationships, it also allowed for knowledge acquisition to take place around the food they were eating and open the floor for what that culture looked like as a whole.

These experiences were also often spoken about in the context of a department housing a large number of international students during the participants' graduate career. Lily discussed the experience she had in her graduate program. She detailed an instance where she came into a graduate office that was all international students and how that office came to be.

In XXX, I would say from the time that I was a graduate student even up until now, again, I was somewhat of a minority because most graduate students in horticulture are international students, and I got my master's at [XXX]. When I arrived there, I was put in a graduate office with all international men, and it was a really uncomfortable experience for me, and I found out later after almost at my graduation, that what had happened was those international students had been segregated from the American students and put in a completely different area for their office, and just before I arrived, they were called on

that, and so they brought them into the fold so to speak, and then I was the first American student to come in, and so I was the desegregating force, so to speak.

Lily's recount of this story not only illuminated her experience with international students, but it also showcased how the program treated international students. Segregating all the international students away from the domestic students and looking to rectify the situation by throwing an American student into the mix only after being "called out" for it illuminated how the department felt they could solve the problem. The positive experience the participants had overall with international cohort members or students in their graduate programs created a personal connection to the diversity that they may not have had before. Most participants noted their experience with difference at PWIs was racial, but few identified cultural differences outside of their interactions with these students.

Faculty history provides a look into the lessons these participants have learned prior to their arrival. Whether it was negative experiences attributed to race or positive experiences surrounding cultural exchange with international peers, lessons were learned. Similar to their degrees that hang on the walls, these experiences make the faculty more knowledgeable overall.

Environmental Factors

In the conversation around diversity, the environmental factors are crucial. They provide context for the risk that may need to be taken or the support that is provided for standing up for values or beliefs. For this study, context included institutional and departmental culture, size, reward structure, level of autonomy, and mentoring (Kalivoda, 1993). These factors are directly tethered to the university and would not exist without it.

Looking into what factors at the institution contextualize their actions, participants provided detailed accounts about what has happened at their current institution and how they engaged with it. In this section, it is interesting that while a majority spoke more positively,

several participants shared negative stories or moments they dealt with discrimination personally.

In this section, there was also a clear message of a lack of diversity from participants when

speaking about their experiences and the subsequent experiences of the students around that lack

of diversity. James spoke about the departmental culture and how while the department was

made up of similarly identifying faculty they had good intentions

> So, just a very nice, kind, friendly atmosphere. They would treat everybody … you know, in Ag, it does tend to be kind of a good ol' boy thing where most of the advisors, they're usually white males, and they often have accents like me. You can tell most of them kind of grew up country and good ol' boy kind of thing, but they are all really kind to everyone. They're not racist people. They like international people, they treat males and females the same.
>
> James highlighted a reality that the higher education system was built for and still by in

large led by white men. The idea of the good ol' boys club while seemingly harmless can portray

a lack of inclusivity. James continued on with this noting that he wanted to present himself as a

little different from the other faculty members in the department because he knew it was a

monolithic group and students might need to see something different to connect with.

> I guess one thing I probably do is because my department is so conservative and so kind of Old Testament Christian, that I often project myself as kind of the opposite so students will have someone they can come to if they feel uncomfortable with that.

James' projection of himself as someone who looks similar but may think differently than the

others in the department is an indictment on the culture of the department.

Ginny mirrored James' comments around an overall perception of a positive environment

for students noting she noticed some tension between the rural students and the city students but

overall positive.

> I don't really see any negative climate going on. There's some because this is a College. I have seen some tension or misunderstandings between sort of like the rural kids and the sort of more urban kids not sometimes understanding each other or having very different views about things. But it doesn't affect their education; I don't think.

Ginny's point in acknowledging the tension and misunderstandings between the rural and urban students was a point that had not been explored or broach by any other participant in the study, but the overall viewpoint of Ginny was nothing she was aware of disrupted the educational process. This point makes sense for a faculty member to be aware of the experiences of those in the learning environment.

Lily had a more down the middle viewpoint. She shared a recognition that at some point the campus climate was not pleasant but they are making steps to get it closer to the ideal. Considering the lack of diversity, Lily shared her PWIs' desire to increase diversity.

> I think that the campus climate has improved as far as multicultural diversity since I've been here immensely. Some of that has come because of occasional reprimands over the years about not being diverse as a campus, and I would say that that probably is because of the history of the south specifically. There was a time when early on in my career when there was a very low percentage of African American faculty and students on campus. We have always had a high percentage of Native American students because of our population basically in the state has so many Native Americans, but [XXX] has worked very hard on multicultural diversity, and we have, and probably all institutions have someone on campus that's really in charge of looking at that and trying to improve our diversity, and our person on campus is [X] and he has won multiple awards for his efforts in that area. And so I feel like we are much better today in our diversity than we have been in the past.

Lily addresses a central point that the university has gotten better since its inception. They have made strides in the right direction; however, they have not been at the same pace of the increase in student diversity. We are better but how long has it taken and if we do not increase the speed in which that support and change in culture is offered what is the experience of students going to look like? Going a step further, what will the experience of the faculty be?

first-hand experiences with discrimination. The participants noted the culture of the university may be making upward trends, but the personal experiences of faculty at their institutions suggest faculty are still struggling. Participants shared throughout the data collection phase their own interactions with discrimination they experienced within their own academic

journeys. The experiences shared here all related to the time participants were serving at their

current institution allowing them to fall squarely under the internal to the university portion of

faculty vitality and provide insight into how these vital faculty members show up to do the work

they do.

Looking at their firsthand accounts, Lily shared one account that centered on gender

identity. This idea of discrimination towards women in academia was explored in chapter two

with the concept of the icy classroom, but Lily shared more around the experiences of women

outside the classroom. She detailed a moment after an external review when the department had

to face the results of what had been found.

> That is a really good question. We had an external review back in the late '90s, and one
> of the students spoke up about the discrimination by writing a letter to the review team,
> and so one of the review teams, before they went into their deliberations, stopped into my
> office and point blank asked me, "Is there discrimination going on here?" I had a really
> hard time answering that question because I didn't … Again, I didn't want it to come
> back on me. Things were already hard enough. I didn't need that. And so when they did
> their final report, they brought that up, that there were apparently some issues with
> discrimination towards women and many … I wouldn't say many. A few on the faculty
> just completely disregarded that. "That couldn't possibly be true. We aren't like that. We
> don't do that." I just went, "Yeah. Try living in my shoes for a while."

Lily's experience of having to stand up and share that the findings were true is similar to an

account James had where information had to be confronted.

James spoke about the department receiving feedback from students and being directed to

look at a particular complaint by a student from a female faculty member.

> There were two female students who complained that one of their professors said that
> males make better economists than females, and it really discouraged them. I didn't
> notice this at first because I didn't actually go to the very bottom. One of my female
> colleagues in the department, she emailed me and told me about it. She said, " Did you
> see that?" The reason she emailed me is because she didn't say anything about that to the
> department because when a female complains about something like that, they consider
> bitchy or something, you know.

James' account was speaking to his firsthand accounts with discrimination centered on gender. This account was similar to the findings of Salter and Persaud (2003) who found that women were often silenced for fear of ridicule by professors. In James' recount, these women chose to speak up, but according to Salter and Persaud (2003), that is not always the case. James continued sharing another moment focused directly on sexual orientation and his experiences with his department and supporting students who identified as a part of the LGBTQIA+ community.

> I'm starting to remember another story too. There was a time when our department was coming up with our vision or our philosophy of who we are or something. I can't remember what, but it was supposed to be like a set of statements on our values, and we wanted to say something about us not discriminating against anybody. We included sexual orientation, and we do … I'm not among these … but we do have some faculty members who were hardcore evangelical Christians, and deep down inside and somewhat in public, they think homosexuality is a sin, and they're very much against it. They wanted to not include that in our list of values, meaning they wanted to remove homosexuality from it.

James' experience here highlights how LGBTQIA+ students are often microagressed in the university setting. The idea of removing sexuality from a values statement is a small step with enormous implications and connotations. Campus Pride Index (2019) ranks colleges based on these statements and for a department to consider removing sexuality from its values statement is a clear statement to the community that they are not valued at that institution.

lack of diversity. The experiences of women and LGBTQIA+ individuals in both the faculty role and the student role are complicated at best, and the lack of structural diversity does not help either case. Focusing into on the lack of diversity at PWIs, Lily elucidated the point that there is an apparent lack of diversity within the student population and faculty/staff. Specifically looking at the lack of women in her department and how long she endured being the only one.

> Where I have experienced bias is within my own department. I was hired by one department head, and he left before I actually got here to take the job, and so about six

months after I was here, another department head was hired, and that department head literally was heard to tell other members of the faculty that he would never hire a woman for a faculty position, and at a later point in time … So I was the only woman on the faculty for 20 years.

Lily's admission that she was the only woman hired for 20 years was surprising, but Ginny's discussion around lack of minority students was just as jarring mentioning a similar gap in time that she had in recruiting a minority student. "I personally have not had a great deal of success [recruiting minority students]. I've had one in my 20 years here. I've had one minority student."

Lily and Ginny both shared the significant gaps in time where women were not hired or minority students were not recruited, which highlights the overarching culture that allowed those things to persist for the extended time periods they mentioned. Focusing in on the lack of diversity, Harry shared the push for more diversity in the student population and the faculty/staff population as well. He also shared that the current state of affairs with diversity at his institution has improved. Harry noted they are actively recruiting students and staff to diversify the campus.

I think it's great. Because there is huge stress … push from the upper administration to have more diverse people. And I don't know if you know, [XXX] has the highest minority population in the university. So we have a huge population of minorities in our university. So we have some diversity division, we have, so that helps a lot. So they actively recruit people … or students, not only students, faculties too to the university. So we have a very diverse student population. So they are very well aware of diversity. It's more multi-cultural, a lot of international students, exchange students … you'll see a very diverse group at [XXX].

Harry's experience illuminates a departmental culture that is ready for a shift. Moving toward being more inclusive. Knowledge and awareness of different cultures and the development of skill as it relates to those cultures is the trifecta of Multicultural Competence.

student experience. The shift in culture Harry spoke about was not the case for every institution. Even further, a shift in departmental culture may not be enough for students to see. A change in culture is only the first step; structural diversity is what can be seen, and if more

diversity is not coming to campus, a problem still exists. While participants shared their thoughts

on the lack of diversity, overall the student experience more specifically was pointed at as

including a lack of diversity as well. Lily stated that the lack of African American students in

their department was notable, but there was an increase in other student minority groups.

> That's a good question. The students that I work with are … In our department, we have almost no African American students. We have quite a few Native American students, and we are getting more and more Hispanic students as time goes by.

 In Lily's case, a question should be asked about why the institution was able to recruit and retain

more Native American students and more Hispanic students but still struggled to welcome

African American students to campus.

James shared a similar sentiment as it relates to African American students in his

program. Even going as far as to say the diversity just was not there in his department. James did

the math, and out of 16 years and almost 800 students, he had only one black advisee. "And so,

we're not near as diverse as we often say we are. There are some black people at XXX, but not a

lot. Like most universities, we have lots of females."

Similar to Lily and Ginny, James' institution has a culture that perpetuates and allows for

the lack of diversity to continue without intervention.

Ginny looked to address this departmental culture about the lack of minority students in

the department and how she tried to recruit more students of color but faced challenges in the

process.

> I tried to recruit a minority student. I actually had him come here and interview and participate in some stuff, and he went elsewhere. I think partly because when he came here, he didn't see a lot of diversity. And so, he went somewhere that had more diversity.

Ginny provided some context for why institutions struggle in the recruitment of marginalized

students, and that is because when they arrive on campus and do not see people that look like

them, they may think twice about the experience they will have with that lack of visible diversity.

Going one step further, the topic of negative experiences with students around topics centered on diversity was broached by Lily. Lily spoke about a situation where students saw a minstrel show was performed at the institution in the past, and the students wanted to replicate it.

> For example, we had students do a minstrel show at one point, and that was very not acceptable now, or in the last 20 years, whereas years ago, that was just commonplace, I think. I think those students truly did not understand the change in attitudes, and why that maybe was not a very tasteful thing to do. They just thought they looked at, "Oh, they used to do these, and that was pretty cool, and why don't we do that?" And so I don't think they really recognized until they were reprimanded for it that it was not a good thing to do.

This situation described by Lily highlights the experience of minority students and the negative or insensitive actions they are forced to endure at the institution. This situation is similar to the good ol' boy club mentality that was mentioned by James. This is a culture where the marginalized students see this type of behavior tolerated conveys a message of tolerance for the behavior and subsequently passive acceptance of microaggressions against them.

push for more diversity. Some of the participants noted their universities needed to do better and that they wanted to recruit and bring in more structural diversity. Participants also noted that while their institutions may have some work to do, these institutions have also made positive strides in the process. The push for more diversity in the student population came up consistently with participants.

Lily discussed the history of campus climate at her institution and how much it has improved to this point. Lily noted there might have been some negative catalyst to start the process, but a person on campus was now dedicated to improving the climate.

> I think that the campus climate has improved as far as multicultural diversity since I've been here immensely. Some of that has come because of occasional reprimands over the

years about not being diverse as a campus, and I would say that that probably is because of the history of the south specifically … [XXX] has worked very hard on multicultural diversity, and we have, and probably all institutions have someone on campus that's really in charge of looking at that and trying to improve our diversity, and our person on campus is [XXX], and he has won multiple awards for his efforts in that area. And so I feel like we are much better today in our diversity than we have been in the past.

Lily's acknowledgment of improvement at her institution even if the catalyst was negative situations over the years, the movement going in the right direction also demonstrates a culture shift. Similarly, Harry spoke about his experience noticing the administration at his institution, pushing for more diversity. He also noted, similar to Lily, that his institution had a division on campus devoted to actively recruiting diverse students and faculty.

I think it's great. Because there is huge stress … push from the upper administration to have more diverse people. And I don't know if you know, [XXX] has the highest minority population in the university. So we have a huge population of minorities in our university. So we have some diversity division, so that helps a lot. So they actively recruit people … or students, not only students, faculties too to the university. So we have a very diverse student population. So they are very well aware of the diversity. It's more multi-cultural, a lot of international students, exchange students … you'll see a very diverse group at [XXX].

Harry and Lily were at institutions that were willing to put resources behind their diversity efforts.

A division at both Harry and Lily's institutions was devoted to the recruitment of marginalized student to the university. Budget allocation is a clear sign of support in the values of increasing diversity. This allocation may also need to be supported by initiatives and programs to support these students when they arrive, but this was not discussed with participants. However, the recruitment efforts of these institutions seem to be effective, according to participants. Considering the same recruitment of diverse students and faculty members at her institution, Ginny shared that her department had a positive reaction to recruiting more diversity and acknowledged the impact of recruiting more diverse students.

So, I think most faculty are on board with trying to recruit diverse students. And there are some scholarships and stuff specifically to recruit minority students. I personally have not had a great deal of success. I've had one in my 20 years here. I've had one minority student.

Yes. Yeah. I think most people agree that if we're going to have diverse faculty someday, we have to train diverse students, right? Or they're not going to be there. So, I think most faculty are on board with trying to recruit diverse students. And there are some scholarships and stuff specifically to recruit minority students.

While Ginny's institution is looking to increase the structural diversity on campus, it is also important to create knowledge around diversity for the students who are already there.

Lily's institution understood this point, and she pointed directly at her institutions' strategy to require a diversity course for all students. Lily noted the course could be in a plethora of different subjects but also noted this strategy might miss the mark.

I think there is. I don't know if maybe we do enough of that. At [XXX], about ten years ago or so, they instituted a diversity requirement in our general education classes, and so all students who get a degree have to take a diversity class. The diversity class can be in a lot of different areas, history, English. There's a lot of classes on campus that can meet that requirement, but I'm not sure that they put it into the context of diversity today. If you look at diversity on a historical perspective, I think it might be different than as we live our lives today, and so I'm not sure what their goal was in having students take the diversity classes, and I'm not sure that the classes necessarily meet that goal that was set, but I don't know how to do it any better, either.

Lily's institution's commitment to a diversity course is a step in the right direction. Lee (2011) found students appreciate addressing diversity in the classroom, and these diversity courses are in line with addressing some form of diversity. While this is not the strategy that will correct all the issues it is a huge step forward.

a desire to do better. As Lily's institution took that huge step forward, other participants mentioned their institutions had a desire to make similar steps as well. In this theme, it was addressed by participants as an overall desire to be better. The process of being better took a few different forms. The first was involvement in an additional course or conference to learn more

about diversity. These participants made a conscious effort to go out of their way to seek out more knowledge around the subject matter. Harry talked about his time enrolling in a class that he did not need for his degree but wanted to take because he felt it would make him a better educator. Harry noted that being confronted by students from different backgrounds and the need to understand their needs and expectations. He saw the class as a means to prepare for that eventuality and ensure they could address those students.

> One is, I took an education class. The Fundamentals of Education. In that one, it was an outstanding instructor, so they talk about teaching, different methods. They talk about diversity too. Because you're not going to teach one class, but you're going to teach a diverse group of student from different backgrounds. Their needs are different. Their expectations are different. Yeah, that helped me a lot.

Harry's exploration of this class at his own insistence shows not only a desire to be better, but also the action taken on that desire.

Lily shared a similar experience taking a course to prepare herself to be able to better address diversity. Lily mentioned the course was centered around gender diversity, but it opened her eyes to some of the struggles faced by that population. Lily also shared how her experience and coursework helped her contextualize how other coursework not related to diversity could be transferable.

> I would say I took one year-long workshop, basically. It was not for credit, but it met one weekend every quarter and talked about gender diversity, and that was a whole new world to me, and quite eye-opening, I would say because I had no idea about some of that diversity. Otherwise, I would say most of my learning has come from my personal experiences, and the leadership training that I've had that hasn't necessarily been due to diversity, but I've just learned more about leadership, and I can apply it better than I could before.

The idea of transferable coursework lends itself to any work done in diversity. Participants engage in one aspect of learning and can recognize its implication in other areas. Ginny noted her work on a diversity committee where she focused on gender. This type of committee work

where a participant is involved in diversity work that directly affects them or is tethered to their

identity is in line with Brayboy, (2003) and Toliver, (2010).

> When I was a Ph.D. student, I also at that time got involved with a sort of diversity committee, but we were more concerned about like gender diversity. Yeah, so there's this diversity committee, that we talk about a lot of different things. We invite speakers to come and talk to us. A couple of years ago, the Provost had some kind of diversity workshop thing about implicit bias that I went to. Every so often, I'll go on and take some of those implicit bias tests online. And I'm like, oh, yes, I'm still biased. Right?

Ginny's work on this committee may be expected by department heads or supervisors, but the

work is impactful as it can be transferable. The intellectual exchange that happens during the

committee work can be taken into other conversations and interactions.

Research Question Two

R2. What are the experiences of faculty at HBCUs with diversity, including in the classroom and student advising?

The experiences of faculty at HBCUs have some overlap to the experiences of faculty at

PWIs; however, there are some notable differences. The four themes that arose when exploring

the experience of faculty at HBCUs were; faculty history, career decisions, environmental

factors, and professional development.

Faculty History

The faculty history of this case is complicated at best, and these participants recounted

only experiences beginning with their journey into higher education. While this construct could

include the time before faculty arrived at their current institution, and how they were socialized

in their graduate programs, these participants focused on their dualistic experience at both PWIs

and HBCUs and their experiences with international peers.

both a PWI and HBCU experience. Looking holistically at all of the participants in this

case, each had an experience at an HBCU prior to arriving at their current institution, and three

of the four had experience at both a PWI and HBCU. Here John and Lisa provided further detail

into what they experienced at both HBCUs and PWIs during their educational time. This contextualizes their experience at both institutions. John detailed his experience with both types of institutions over the course of his career, noting an evident lack of diversity at both institutions but in different ways.

> Well, I guess I look at it from … because this is almost 40 years ago now, my first job was at a predominantly white university. The University of [XXX]. So this is in the early 80s, we didn't have any diversity. I thought we might have had, as far as like biological ag engineering, we only had one African American in the program and I don't even think we had any Asian students in the program at that time. Now in the other university prior to coming to town, I was at [XXX] in [XXX], which is another 1890 land-grant who again was a 100% African American, where we had a couple of Caribbean students if you make that distinction. So, we had, you know, basically I say 99% native-born African American. Maybe a couple of international students. So we didn't have no, as far as like religious differences, which I don't get into that. I try to stay away from that as much as possible. We didn't have much diversity; let's put it that way. At the previous school because it was a historically black land-grant university. From a racial standpoint

John's discussion of the lack of diversity between the different university types highlights a clear racial divide in institution type. The historical context of the institutions can be taken into account with 1890 institutions (HBCUs) being built because African Americans were not allowed to attend 1862 (PWIs) institutions. However, integration of public institutions happened after the supreme court case of *Brown v Board of Education* in 1954, over 65 years ago. John's discussion addressed the structural diversity of the institution while Lisa focused on how it made her feel. Lisa shared a feeling of isolation while being at a PWI compared to being at an HBCU. "Again, it was sort of like being acutely aware that I was the only, and then the thoughts that me getting over what people are thinking of me because I went to an HBCU."

Lisa's feelings of isolation at a PWI should be understood in the same context that PWIs were built for white male students and are still staffed and led by majority white Christian men (Chronicle Almanac, 2004). For people of color who find themselves more comfortable at HBCUs this could be attributed to Willie-LeBreton's (2011) research that argued that HBCUs

allow African American students a sense of racial anonymity including the freedom to express

their individuality that may not be tied to their racial identity.

experience with international peers. While Lisa expressed a juxtaposition of emotions

between the two institutional types, participant feelings were evident as it related to international

peers or cohort members. The experiences with international students as a part of the faculty

history is necessary to highlight in the context of these participants' histories with diversity. The

positive experiences with international students with each participant is notable. Lisa noted,

while speaking about her experience in her lab, that while she may have been the only black

person in the lab, there were other students who contributed to the lab diversity.

> …the lab that I worked in I say I was the only Black person, which is true, but we had an Indian. We had a Chinese, so in that aspect, it was a diverse lab, and we all got along, and there was a guy from Guyana in there. I enjoyed that aspect of it. Right? I had a Cuban friend who was across the hall and a Puerto Rican friend, and so it was great

Lisa's experience in the lab provided a strategy for how she currently conducts work in her lab.

Using diversity to her advantage as a means of thinking differently about the problems and

coming to different solutions is valuable. Lisa continued,

> I think it's given me a broader view and probably being open to this whole multicultural and diversity. The need to understanding that everybody comes to the table with their own thoughts and ideas based on where they come from, their experiences in the world, and the things that they value, either culturally or within their family context. I guess just being open to that and, of course, trying to get … so now that I'm especially teaching at an HBCU campus, and some of the students that I teach, either have only been exposed to that, and so trying to get them to see that when you leave these walls, this is comfort for you, but you need to be open to other cultures, and other foods, and other ways of thinking, and how enriching that is.

Lisa understood that the broader implications of different thinkers in the lab included better

problem solving and looked to convey that to her students in a formal classroom setting.

Greg similarly, after an experience with a diverse lab, wanted to focus on thinking outside the box. This out of the box thinking capitalized on the fact that different cultures and people think differently.

> That was one reason I chose to do my postdoc at the XXX because when I interviewed there, I got to meet people from South America, Spain, from the North, South, East, West, Italy, Africa. One of the PIs was from Louisiana, and then the wife was from ... God, where she's from? Dang it, she would kill me. Syria, in Syria.
>
> So now when I do a study or think about protein is one thing one the PIs at that postdoc used to always say, is think outside the box. And to me that's what happened a lot because we were all from so many different places, we didn't think quite alike, we came from different areas. And so now that makes me when I design a study or decide to apply for a grant, I try to think outside the box and then I also think about how does this relate to someone with other cultures, not just someone in the US, how would this affect someone in Africa? How would this study affect someone in South America? And so now I take all the into content because I know and understand that now

Lisa and Greg looked at how their diversity experiences could better their experience in the lab. The practicality of the lessons learned from diversity and building multicultural competence can be shifted into the formal setting of the classroom. However, John discussed his experience with international students in a more social context.

John talked about living with people who are from different countries and what lessons were learned from the experience. He did not talk much about his upbringing, but when he spoke about living with this diverse group of people, John went into detail not just about the experience but also about the learning as well.

> Yeah. It's okay. But we already know more about the white American, and what white American know about us, they mainly negative stereotype. In fact, one roommate, my African ... I had one Muslim roommate, and he's from Somalia, so that's how I learned a lot about the Muslim religion and their customs and stuff like that. Until I had him as a roommate, I'd never thought about Muslim. You know that they pray five times a day and must face Mecca and all of that. So, when you learn stuff like that just by interaction with the folks, it makes it easy for you to relate to other Muslims when you run into them when you meet them and stuff. It was all positive.

John shared that his positive experiences with this diversity prepared him for future interactions with faculty and students. Specifically, in giving him some context about other cultures. John went further into detail:

> ... the tribal differences and the religious differences and stuff like that and so that helped prepare me to, when I'm dealing with other faculty or other students that might be from those countries or those regions of the world, it just makes it easy for you to interact with them.

John's experience and subsequent learning from that experience has to be contextualized with his acquisition of knowledge through his academic discipline.

The social learning that occurred for John while living with different cultures equally prepared him as did his time in the classroom. Faculty history and knowledge from that history travels with the faculty member wherever they go. The growth that happens from the engagement never leaves them. When they walked across the stage and received their last degree, they carried those experiences with them as well.

career decisions. As faculty walk off the stage and into the job market, they have to consider where is going to be the best fit for them to start their career or continue their career. In this study, career decisions provided context for how participants arrived at their institutions and how and where their career will take them. One central theme when discussing career decisions was the idea of going back to an institution type that the participants previously attended. This familiarity with the institution or the institution type drew the participants back to a place where they felt comfortable in their identities. Mary talked about the idea of culture and being able to recognize the culture that she was a part of and being at an institution that embraced that culture compared to a PWI where she felt that same culture was not similarly embraced.

> So the one the thing that I was excited about is that I was going to be back at an HBCU, and sometimes being at HBCU things are done a little different at a predominately white

school. It made me feel good to be back with my culture being able to work closely with a lot of the students that I came up with when I came through college.

Mary was excited to come back to a place she had once felt so comfortable. This idea of being more comfortable is right in line with research done by Carter (1999) and Willie-LeBrenton (2011).

Lisa felt returning to educate minority students who had made a similar decision to attend an HBCU was important.

I would like to say ... So I guess it's twofold. I always knew that I wanted to work at a historically Black University, just for the same reasons. That's where I came from and now knowing what I didn't know when I was in undergrad, and so wanting to expose the students to the things that I wasn't exposed to or didn't even know existed, and encouraged them, and knowing the fear that they're facing or feeling, and just try to tell them like, "I get it. I was you, but this is what you need to do to fix that or whatever. Just push through it."

Lisa's desire to return to an HBCU to educate more African American students was similar in kind to John's desire to specifically educate more minority students in light of the lack of a specific program at HBCUs. John was given the opportunity to return to an HBCU to create a department from the ground up at an HBCU. He noted how he arrived at his institution and the lack of black Ph.D. holders at the time that were present, so when they were looking for a black faculty member to lead the charge, they looked to John.

Yeah because it was a new program. They wanted to start a new program, and they wanted me. And I was looking at a place where I can make a difference in the profession, try to get more African Americans to pursue this type of engineering. And so [XXX] wanted to start a new ag engineering program. They hired me to start the program. They wanted a native; I won't say a native, but … I take that back, it was. The president at the university was a guy named [XXX] at that time, and he wanted an African American, a native-born African American to head out the program. And at that time when I came here in '95, we only had about maybe five African Americans worked for Ph.D. and biological and ag engineering. That's one of the reasons why I left the [XXX]. Back in the 80s, they didn't have any ag engineering programs at a historically black institution. And so I stayed up and still feel if I don't do it who's going to do it basically? And so I came here to start this program in '95. And so that's what brought me to XXX.

John, Lisa, and Mary each had the opportunity to return to an HBCU, and they each jumped at the opportunity. Each actedout of a similar desire to return home. That return home also meant a return to the things that created positive experiences for them, the culture.

Environmental Factors

The culture that participants were a part of and indicated as a factor for their desire to go back to an HBCU is but one component of the environmental factors. For the context of this study, included are institutional and departmental culture, size, reward structure, level of autonomy, and mentoring (Kalivoda, 1993). These factors are directly tethered to the university and would not exist without it. In conversations around these factors, two major themes presented themselves lack of diversity and LGBTQIA+ experience on campus.

lack of diversity. A lack of diversity has been mentioned in this case prior but must be contextualized in the conversation around the experiences of faculty with diversity at HBCUs. In this section, the participants shared that even with attending or working at an HBCU, there was a lack of diversity. Noting an overwhelming majority of the students were African American. Greg noted the student population was almost entirely African American.

> I don't know if there is and I think it's just because these faculty have been around for so long and they were here when we were really a true HBCU, when like I said about 99% of the students were African-American.

Greg noted faculty longevity at the institution as a cause of lack of diversity in the faculty but offered no context for the lack of diversity with the student population.

John echoed this sentiment about the lack of diversity in the student population. John stated, when speaking about diversity within the HBCU, that as it pertained to race, the student population was almost entirely made up of African American students and historically it had been that way since the HBCUs were created.

117

Now in the other university prior to coming to town, I was at [XXX] in [XXX], which is another 1890 land-grant who again was a 100% African American, where we had a couple of Caribbean students if you make that distinction. So, we had, you know, basically I say 99% native-born African American. Maybe a couple of international students. So we didn't have no, as far as like religious differences, which I don't get into that. I try to stay away from that as much as possible. We didn't have much diversity; let's put it that way. At the previous school because it was a historically black land-grant university. From a racial standpoint.

I think it has a very good history of inclusion, but naturally, [XXX] is a historically black land-grant university, and well, I have to be honest, about 90% African American. I'm just throwing it out there. In the upper 80s, I put it that way. Well see you have to understand the history, I don't know how much you know about historically black land-grant university, or for that matter historically black university in general. So when I say historically black land-grant university, we only talking about 19 schools.

John's assertion about inclusion is in line with the work of Wille-LeBrenton (2011), who also asserted that faculty members at HBCUs engage in a history of racial inclusivity.

Understanding the historical representation of large amounts of African Americans with the ideological inclusivity held by faculty Lisa questioned what changes would look like.

The thought of the historically black college not having … I shouldn't say predominantly, but there could be a day when one day when the student population is not predominantly African or black. So some people have an issue with that.

Lisa took the thought about the historical and current lack of racial diversity and shared that people would struggle with the idea of an HBCU not being predominately African American students.

While the student population at HBCUs, historically and currently, has been a single race population, the faculty side has some diversity. However, participants noted a similar lack of overall diversity on the faculty/staff side as well. Greg shared that in his department, they only have three non-African American faculty members.

So yes, we could use a lot more diversity, I think, in our departments. We have two Asian, one African and I think all the rest are African-American. And we're talking about around 20 faculty members.

Greg's acknowledgment that the faculty is comprised of only 15% non-African Americans only

furthers the point. In that conversation, Greg also noted a possible rationale for this continuation

of a lack of diversity. Noting a lot of the faculty get into their positions and stick around for an

extended period of time, not allowing for new faculty to be hired

> We're not very diverse and a lot of people, it's time for a lot of people to retire. Because
> the ones who taught me, we're talking about people's in their 70s, close to 80 that taught
> me, they're still here. So in that sense, we're not very diverse.

The longevity of faculty members at the institution, while great for continuing support of

students, only maintains the status quo.

Looking more at the hiring of diverse staff and the staff makeup, Lisa shared she

advocated when there are faculty positions open for the department to consider the race of the

candidate in the hiring process in an effort to increase diversity.

> People might say it's value because I see we have several Africans in the department. On
> the student population, I would say that our student population. It's diverse, but it could
> be better. The faculty could be way more diverse. I have actually argued a few times that
> we should. I mean, you can't necessarily hire someone because of their ethnicity, but
> there were a few candidates a few times where I was like, "Oh, this person is Latino, and
> we have a growing population of Latino students. We should really look heavily at this
> candidate." Right?

Advocating for a diverse hiring pool is an act which has to be contextualized in the culture of the

department. If Lisa is a part of a department that supports this thinking, she will be supported,

but on the flip side, if she was a part of a department that does not support speaking out toward

shifting from the status quo, it could mean negative impacts on her success in the department.

LGBTQIA+ experiences on campus. Considering the longevity of faculty at HBCUs, as

discussed by Greg and Lisa, the experiences of the LGBTQIA+ community from the student

standpoint may not have changed over the course of time. Lenning (2017) asserted that HBCUs

are perceived as unwelcoming to those identifying as a part of the LGBTQIA+ community. The

experience of LGBTQIA+ people at HBCU campuses are explored in chapter two, but the

findings of this study present another viewpoint, the perception of the faculty. This section

illuminates what participants perceive the experiences of LGBTQIA+ students are. John shared

that while he believes there are students who are part of the community, there have certainly not

been any issues surrounding their sexual identity.

> I was going to say we got one young lady; she's Muslim in our program right now. But she's crazy like the rest of them. A very good relationship with her. And we had one I don't know ... She didn't openly declare that she was an LBGT, that she was lesbian, but I'm sure she was and stuff but that never became an issue with the students nor the faculty. No. I haven't heard of any. Not here at XXX. We got 10 thousand plus now. I'm sure there may have been some and stuff. We haven't had any major issue with LBGT because they got their club and organization here on campus and stuff. And naturally, we got faculty members that fall in that category too. I have worked with some faculty members that I know their lifestyle is different from mine and stuff. But it has never been an issue.

John's statement calls attention to his perception of the experience. He noted that he is aware of

faculty members who identified as a part of the LGBTQIA+ community and assumed there is a

student who identifies as a lesbian but noted he knows he did not treat anyone differently. John

was also unaware of any details but thought there might be some issues.

Similar to John, Lisa was not sure of specific students or their experience but was aware

that the university was looking to increase the diversity of the student population which included

students who identified may identify as LBGTQIA+.

> I can tell you that the campus is working or their goal is to be more diverse. I don't have the numbers in front of me, but it's part of what our preeminence is to have more diversity with ethnic groups, as well as LBGTQ-plus students, so yeah. The goal is to have a more diverse student population than what we traditionally had.

Lisa highlighted an integral point that while universities are eager to increase student

diversity, they may be unaware of the experiences of those students when they arrive. John

shared more plainly that while he did not think there were any issues facing this population in his

department, he did note that he attempts not to address it in the classroom as to not create a

problem or perceived negative feelings towards students' sexual identity.

> Those in my program that I suspect may have a different lifestyle; it's not an issue. It's certainly not an issue with me in the classroom. Again I stay away from that as much as possible. It's just another student. Yeah, that's my rationale. I want to treat them all the same. Because if you treat them differently and things don't know well as far as the grade, the outcome of the course. They'll try to use that as an issue.

This strategy of ignoring the issue or not broaching the topic is harmful as it can normalize

microaggressive behavior toward the marginalized group (Lee, 2011). This strategy is juxtaposed

to Lisa's strategy of addressing gender head-on. Lisa mentioned that when discussing genetics,

she tries to keep the conversation based on the presence of chromosomes in the DNA. She

mentioned she was concerned about how this was received by students, but some genetic

mutations only affect certain chromosomes.

> Well, the one thing that just came to my mind when you said that is thinking about the LGBT. I don't really have … I'm in the animal science, so a lot of the science content that we're discussing I don't really think gets into that political or social view, but there are times. This one class that I teach discusses diseases, and we discussed intrinsic and extrinsic factors that could lead to those diseases. I sort of tell them up front. So when we're in class, and we're talking male/female, we're talking two Xs, and an XY. We're not talking about gender. Someone might be more prone to this disease because they carry a Y-chromosome. That's what we're talking about, not just how you identify with yourself.
>
> Honestly, I don't know if I'm being sensitive when I'm saying that, but I just want to set the guidelines and make it clear that were not having any discussion in here about this is right/wrong, how you feel about this. It just is on a biological level. That's sort of where I'm coming from.

While Lisa took a different approach to address the issue or gender and sex in her classroom, she

was still unsure if she accomplished this in the right way. Both vital faculty members approached

the topic from two separate angles, and both could have done the work with more multicultural

competence.

Professional Development

With consideration of the benefits of multicultural competence, participants in this case

participated in professional development centered around diversity work. In this section,

participants discussed their involvement in organizations surrounding diversity and multicultural

competence within their field. John shared that they were one of the leaders in founding an

organization centered around multicultural competence. They shared how they are still engaged

with the group and how it continued to prepare them.

> Yeah, I was one of the founding members of the [XXX] organization, so I used to do one
> of the major players. That's the multicultural, multiracial organization. I'm not a major
> player anymore. Well matter of fact they just contacted me yesterday, they want to do an
> article about me, because I was just recently got granted a patent here at the university,
> and they want to publicize, do a story about me in the [XXX] newsletter. So working
> with so many different racially and ethnicity, culturally diverse in the [XXX]
> organization. They're way of preparing me to know how to deal with students from
> different cultures and different races and stuff like that.

John's involvement with creating an organization devoted to multicultural competence is in line

with the work done by Brayboy (2003) and Toliver (2010) that stated faculty of color are

expected to address diversity issues actively. John identified the active work he had done with

this organization to get it off the ground. Similarly, Greg was also highly involved with a

diversity organization and noted that aside from that organization, he relies on engagement with

students to continue his learning. This approach to attaining more cultural knowledge and

commitment to the work has recently earned Greg a diversity award.

> I think and just not necessarily like seminars, but we have these meetings with the
> different groups of students, so [XXX] students. I'm a co-director of the [XXX] program.
> And so I think just sitting down, listening to students or when I'm lecturing, and I'll say,
> "Look across the room. Look at all these different shades of people and the dialects and
> how people think differently." That's another thing that I love. That had changed from
> when I was here when it was 99% African-American, and it's not that case anymore.

> I deal a lot with minorities. Like I said through the [XXX] program. I'm on the advisory
> committee for the [XXX] program here, and I work with the [XXX] students. I actually

was nominated by a colleague and friend of mine whom I went to grad school with at [XXX] for the [XXX], and I actually won a diversity award. And so with that, they brought me to Michigan State, and this was just last April. Was it last April? Yeah. Yeah, last April.

Greg's continuous work towards being more multiculturally competent highlights his desire to continue to continue to grow while recognizing that he is also pulling away from the pack. As a vital faculty member this desire to do more and achieve higher is in line with the work of Huston et. al (2007)

Research Question Three

R3. What is the decision-making impetus of faculty at PWIs with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

In order to answer this question centered around how participants made their decisions, the data are presented in specific themes that needed to be presented outside of the framework but contextualized by it. These decisions were made in the context of the participants' experiences internal to the university they are currently at and their experiences external to the university.

How faculty act and engage or chose not to act or engage all have a root cause. The decision making impetus of faculty can be limitless, including the context of the culture they currently work in. As it relates to multicultural competence faculty in this study point to a clear crossroads that spurred action or inaction; the need for diversity, the classroom, strategies, and lessons learned.

Need for Diversity

Faculty have a high degree of autonomy and they also are faced with decisions every single day. When discussing what drives change, the need for diversity was broached on more than one occasion. Participants addressed it in means of how they contextualize it in their jobs in

addition to how they see action moving forward. James shared his own personal experiences, which illuminated his understanding of the need for diversity. James' journey from an upbringing in the south, one he described as racist, to have a better understanding and appreciation for diversity led to his advocacy for the diversity requirements for students.

> I guess I would say that my past has impacted me in that I do kind of support the university's requirements of that because I do feel like the students need it because I know when I was young, I was raised to be a racist person. I grew up making racist jokes and stuff, it was how I was taught, and college changed me. And so, when it comes to advising students and stuff, they still have to take these courses. I don't lecture the students, and tell them that they need to take it or anything like that, but I also don't take their side and say, "Yeah, this is dumb. I wish you didn't have to do this. Guess the only way right I can think of it really impacts me in my job is that my experiences have made me better aware of why our university has those diversity requirements, even though our students and many of my faculty believe it's 'dumb' and that we don't need it.

James provided explicit action that he can and has been taking as it related to the student experience at his institution. The addition and continuation of the required diversity course may be questioned by students and staff, but James noted this course could have more benefit than surface level engagement. From a multicultural competence framework, the course could provide awareness, knowledge, and skill to engage with different cultures.

This type of education is juxtaposed with the ideas posed by Ginny. Ginny shifted the focus to increasing the structural diversity at all levels, both student and faculty.

> And many of us feel that we need to increase diversity, whether that means racially or ethnically or gender identification, whatever. We need to increase diversity just because we have very little. And if that means doing some targeted hires, then we should. Then there's kind of the old guard, which really are not that many. I don't think. And they're thinking is, well, we always need to hire the exact best person. And if that's a white male than it's going to be a white male. With no consideration for, well, maybe this person may not be the best person on paper, but maybe they didn't have the opportunities to look that way on a piece of paper. But if you got them here for an interview, they'd be awesome, and they have so much more to contribute.

This acknowledgment by Ginny that diversity is needed and active measures should be taken to achieve it are complicated by the historical context that was provided by Lily. Lily drew

attention to something John would later amplify, and that was the possible rationale behind why

it was difficult to recruit African Americans specifically into their field.

> I would say, too, I think that part of the reason that we don't have so many African Americans in horticulture, at least, is because of their heritage of working in the fields, producing the food, and they look at horticulture now as a step back, in a way, into a time in history that maybe they don't want to go back to, and I would totally understand that. We are getting a few in our landscape architecture program, and they do very well. I wish we had more that would come through both our programs, but I understand the history there and understand why there might be that view that 'I don't want to go into horticulture because that's stepping back into that history that was not a desirable history for anybody,' I think.

The trouble Lily experienced recruiting students of color could be attributed to a plethora of

attributes. However, the conclusion that students are not coming into the program due to the

history African Americans have with the history of horticulture takes the responsibility off of the

institution and the department and places it on history. Lily has the desire to include more

students of color into the program, but this statement alludes to the relegation of less action.

Classroom

As the conversation moved from the contextualization of less action due to historical

context to trying to create change in the classroom and the struggles that presented themselves

there, participants began to share in more detail. The thought behind creating change and action

was drilled down even further when speaking with Ginny and James. The thought process of

Ginny and James when it came to incorporating diversity as a construct into the classroom or

talking about multicultural competence was highlighted through uncertainty about how to do it.

Ginny made it clear that the multicultural competence was important, and if you asked people

right out, they would agree but admitted the practical implications of incorporating it into the

curriculum was less apparent.

> I think people would ... If you ask them if they value it [Multiculturalism], they would say yes, but then if you look at our curriculum or learning objectives in our courses, it's

not really reflected there. Yeah, I think people would say it's important. But then, how do we translate that into teaching it to our students? I think it's not really there.

Ginny shared she presented the conundrum of recognizing the importance but sharing the incorporation into her classroom was not her practice.

Using the classroom to address diversity was noted by James earlier as needed, but Ginny's lack of action as it relates to infusing multicultural competence into her learning outcomes was also shared by James.

> And so, I guess diversity for me is not so much of a personal issue professionally, because, in the nature of my job, I just haven't run into many confrontations or issues where it was a problem. We do like diversity, but nothing in my job has ever come up where we were accused of being racist or something like that. And so, just practically it is to the very part of my job, but I am very aware of the university's role in addressing the diversity issue. I'm very concerned about how we take it on politically, and how we project the right attitude.

> The other thing I would add is I do deliberately shy away from addressing multicultural issues in the classroom, simply because I don't want to make a mistake and say something wrong. For instance, I would never in a million years discuss like racial discrimination in labor or something, because for one my accent, you know anybody listening to me, I can say anything and I still sound a little racist. So, I could be easily misunderstood, and it's too touchy of an issue. It's just not worth it for me to address. Does that make sense?

The space between perception and reality is where negative situations can occur.

Microaggressions often go unnoticed. So James' reactive approach is problematic. The concept of not addressing something until it happens leaves space for things to build up for students or a culture of neutrality to continue. Students shared in Lee's (2011) study that a lack of addressing issues in the class could lead to the normalization of the behavior. In this space not addressing it until it comes to your attention only negatively impacts the marginalized students.

Strategies

How faculty can address a problem can dictate the action. In this theme, participants provided insight into how they try to incorporate multicultural competence into their work.

Ginny addressed how she provides advice while working with graduate students as it related to diversity. Ginny recommending involvement in other areas provided actionable items for students but also showcased how a little extra work to present diversity is appropriate considering visibility.

> So, graduate students, for example, I encourage them to get involved in different things that they might be exposed to people other than what they've kind of grown up with or went to college with. In my classes when I'm teaching, one of the things I try to do is kind of showcase research conducted by women or like a YouTube video of a scientist who is Hispanic, talking about something. So, I try to kind of sneak it in a little maybe.

While Ginny was unable to infuse multicultural competence into her learning outcomes, she was able to infuse it into her conversations and advisement of graduate students. For Ginny, this strategy in addressing multicultural competence was more doable, which promoted the action.

For Harry, he too was able to make change in his classroom. He shared how he makes a practical change in the classroom. The action item for Harry was not complicated but simply involved talking to students to learn more about them and what they were bringing to the classroom and how he could help them be successful regardless of the barriers.

> So in that, what I've seen more diverse student, first-generation student, … then maybe from my experience, I can make a really good prediction. Like I have several quizzes in my class. If someone is not doing two quizzes in a row, there is every chance that a student is a high-risk student. Then I will take some initiative to talk to them. Just talk to them, where they're from, what their interest, and then finally ask, "How I can help you out?" Sometimes, it clicks. Sometimes, no. But it works out. My Intro to Food Science class withdrawal rate or the drop rate is very, very low. Actually, it's close to 3% or 1%.

For Harry, this small step in his individualistic approach to multicultural competence allowed him to support his students in a way they needed and subsequently decreased his withdrawal rate from his class.

The small steps were more manageable for James as well. James recounted a situation where a female student experienced advice that was counter to her goals and acknowledged how

that situation was handled. He shared the informal way the situation was handled and then

discussed their more passive way of letting students know they are different from others in their

department.

> They were kind of encouraging her out instead of pursuing her career, going to grad
> school and stuff, to get married and have children. Supposedly, this really bothered the
> grad student, and she complained to the department head, and the issue was handled in
> the same way. He handled it personally, not letting things be out in the open, not
> addressing it in a formal way. I guess one thing I probably do is because my department
> is so conservative and so kind of Old Testament Christian, that I often project myself as
> kind of the opposite so students will have someone they can come to if they feel
> uncomfortable with that. Okay, here's one thing I do. I think first impressions are
> important, and I try to arrange my office to do two things, so when students come in, one,
> they realize in many ways I'm like them, and I understand them, but that in other ways
> I'm also a very individualistic person, and nonconformist at the same time. So, when
> students come in like I have my office such that they can see my cowboy hats and my
> ropes from when I used to rodeo. And so, the first thing I try to do is I let them know I
> have a very similar background to you. Almost all these kids have livestock, even if it
> was just one pig that they showed, and people in [XXX] love cows. And so, I have those
> cowboy hats and ropes to show I have a similar background.

This more passive action of supporting students in a way that makes sense and not intrusive is in

line with how James approaches diversity overall. The passive actions or small steps were the

strategies that were used by faculty. These actions are ones faculty perceived they were able to

make in their context or with their knowledge base. For faculty, their degree of self-efficacy was

high when enacting these actions because they had mostly been successful with them in the past.

Lessons

The past teaches many lessons, and for faculty, the need to pass those lessons on was the

crossroads where they chose action. This theme articulates why participants did the work that

they do highlighting their own thoughts but also the culture in which they work. Harry noted

plainly to students the world is different, and they need preparation for it.

> They give more emphasis to the multicultural because they … especially, they tell the
> students like, "Once you go to work, you are going to live in a society. You are not living
> in one family or a … so you need to have exposure taught to different people, and you

need to get some experience how different people live. So that way, you will be very prepared to live outside the university." I think that is a good promotion and they try to … especially in all the leadership team, they try to have a cross-section of the society so that way, if we have a prospective student, they are welcomed here. So that they … they make use of every opportunity to include a diverse population.

Harry's statement about preparing students for what is next focused on the future and how the work looks after you leave higher education, but Ginny shared how the work needs to be done while students are at the university. Ginny shared it is more about creating a space for students who look different than the traditional student and ensuring they feel comfortable.

We are trying to do some things to kind of help make students who maybe don't fit the sort of white male norm in forestry and fisheries, help them feel more comfortable, and they've met that with the students who come to these things are enthusiastic about it, but it's the ones that don't come that really need some exposure.

Both Harry and Ginny noted preparation for the future and changing the culture of the spaces because they have been there and recognize the need for students to learn and be better.

Research Question Four

R4. What is the decision-making impetus of faculty at HBCUs with regards to multicultural competence in the classroom with a specific interest in classroom practices and student advising relationships?
For participants at HBCUs, the story of the decision-making impetus was more clear cut and fell into two distinct themes, the strategies in which they used and the lessons that they learned.

Strategies

The autonomy to address multicultural competence contributes to the effectiveness of these vital faculty members. The strategies they chose are suited to their strengths and situated in the context of the institution in which they are working. The strategies that were brought up in this theme were centered around how participants worked directly with students outside the classroom. Mary and Greg both noted that an individualized approach to working with students

around diversity was impactful. Mary shared how she specifically worked with two students in

an effort to support their success. She noted the act of individualizing the support for students

was important.

> Well, you know like where I work, my job now we have a couple of students there that's autistic. We have two students that are autistic. They both are introverts, and so what we do is not my office, but the director of student services, what she has done to get them out of being introvert and to try to bring them more into the population, getting them out to meet people, we have them to come to our office. Different times daily during the week to check on them. To make sure their work is being done. We review their work. We have them meet the other students in the office, and so now that we did that starting last semester when they see the students in the cafeteria, or they see them on campus, they check on them.
>
> So that when I am interacting with the different diversity of students, I have to be mindful whom I'm talking to and understand their culture. So you have to be mindful if I'm dealing with an African American student the conversation can go one way. I'm dealing with a Caucasian that same conversation may go different. So I do have to, it plays a role because we have Indians, Puerto Ricans. We have Caucasian and African Americans.

Here it is easy to see how comfortable Mary is with engaging in this approach one-on-one with

students. There is also a culture to support this individualistic approach.

Greg shared a similar sentiment of the individualization in supporting students. He noted

learning from students by listening to them. Greg used the intellectual exchange between himself

and the students as a method of developing multicultural competence.

> I think through different I'm not gonna say seminars, but meetings with students, a diverse group of students here. I've reviewed some grants, or I was on an external review board for some grants at XXX, and it was for minorities. And so I got to meet with those students and again hear how they learn differently and thought about things differently and how if they didn't have support at that program at XXX, they probably wouldn't be in graduate school. That's another way that really made me know that like you really have to be cognizant of people from different places.
> I think by my grad students, taking in a diverse array of students and then actually listening to them and paying attention to them and listening to their ideas and then them listening to my ideas.

For Greg, the individual approach allowed him the chance to engage in more multicultural

competence.

Continuing in the vein of individualization, John spoke about how he attempts to let students know that he understands some portion of the student culture. This attempt to make students feel more comfortable in the classroom or outside of it creates that sense of home spoken about by Lisa and Mary in this study.

> Usually sometimes they come into my office or even in the classroom sometimes. Even in the classroom, I let them know, somehow I let them know that I know something about their culture or where they're from, and that makes folks feel good when you do that. It makes certain that you can stay away from … and if you already know about some of the stereotypes that might be associated with that culture or that religion and stuff, and if you somehow, if you open over positive about that, that will indicate to them that you don't necessarily believe in the stereotype that's out there about them and stuff. And so again it makes them more relaxed and more comfortable interacting with you as a professor or as an advisor or as a mentor.

While the strategies used when students are at the institution are essential, John also shared the strategy he uses when going into the recruitment process. John shared that he is open about bringing in any, and all types of students but is aware that he will more than likely get more African American students. With that knowledge he adjusts the recruitment efforts to educate parents in the process.

> I want quality, and I don't care what the racial background or the ethnicity background or the cultural background. If they are interested in this type of major, we welcome them into our program. That's what I look at even though I know that the majority of the students that I'm going to get, they going to be native African Americans.

> First place, I usually get to know the parents when I'm trying to recruit them into the program. Our program used to be named Biological and Agriculture Systems Engineering, but we dropped the Agriculture from it because of the negative stigma that's attached to the word agriculture. Since the majority of our students are African American, and I know being from the South and growing up in the South, that you have to convince, even when you get a student interested in coming in this type of engineering, you have to educate the parents that this is an engineering program and not about farming. And so that's one reason.

The cultural knowledge and awareness in working with African American student during the recruitment process as well as the skill to implement it is clear to John.

These three components of multicultural competence are integral when successfully operating in these situations that involve diversity. Lisa used the same components in the classroom as she addressed gender. Lisa shared in the discussion around gender in her classroom that she attempts to address it only as a genetic construct. She discussed the rationale that some abnormalities or diseases are related to the chromosomal, so they use X and Y to have the discussion. Lisa shared outright that she was aware the gender conversation was more in-depth and had implications outside the classroom that could affect students, but this was her attempt at delineating the difference.

> Well, the one thing that just came to my mind when you said that is thinking about the LGBT. I don't really have … I'm in the animal science, so a lot of the science content that we're discussing I don't really think gets into that political or social view, but there are times. This one class that I teach discusses diseases, and we discussed intrinsic and extrinsic factors that could lead to those diseases. I sort of tell them up front. So when we're in class, and we're talking male/female, we're talking two Xs, and an XY. We're not talking about gender. Someone might be more prone to this disease because they carry a Y-chromosome. That's what we're talking about, not just how you identify with yourself. Honestly, I don't know if I'm being sensitive when I'm saying that, but I just want to set the guidelines and make it clear that were not having any discussion in here about this is right/wrong, how you feel about this. It just is on a biological level. That's sort of where I'm coming from.

While Lisa was knowledgeable about the issues around gender and aware of how gender factors into her curriculum, she was unsure about her skill. That uncertainty in an appropriate way to address the topic was a concern for Lisa. Regardless, Lisa chose action; her strategy was to take on the subject matter head-on using what she did know. For Lisa, that strategy will persist as she works through her own multicultural competence, or there is an intervening lesson that occurs.

Lessons

History can often be the best teacher; we repeat behaviors that are successful and alter those that are not. Faculty, in their teaching role, rely on learned lessons as a method of changed behavior and it makes sense that this was a driving force for action. The lessons shared by

participants centered around three ideas; perspective, a means to address preconceived notions, and being better prepared for the future.

Here participants shared that they were able to develop a different viewpoint on multicultural competence and what that looks like moving forward. Mary noted it taught her to be a better manager and supervisor and highlighted practically how that knowledge will help advance their career.

> It gave me a better perspective of how to work with multi-culture and to learn from their culture. It was a great learning experience for me, and it taught me to be a better supervisor and a better manager so that as move up in my career, I would know how to relate to all cultures versus just being monopolized by one culture.

Mary discussing how multicultural competence gave her a better perspective and how it has allowed her to be better in her career is a direct causal relationship for her. But she did not elaborate on that better perspective, but Lisa did.

Lisa provided a broader understanding of what multicultural competence can bring, Lisa mentioned that the development of a broader view and the importance of that viewpoint on an HBCU campus.

> I think it's given me a broader view and probably being open to this whole multicultural and diversity. The need to understanding that everybody comes to the table with their own thoughts and ideas based on where they come from, their experiences in the world, and the things that they value, either culturally or within their family context. I guess just being open to that and, of course, trying to get … so now that I'm especially teaching at an HBCU campus, and some of the students that I teach, either have only been exposed to that, and so trying to get them to see that when you leave these walls, this is comfort for you, but you need to be open to other cultures, and other foods, and other ways of thinking, and how enriching that is. So sort of going back on my fear, and saying to them like, "No. I know how these spaces kind of feel scary, but you need to push through that."

Lisa's experience with developing a broader viewpoint at an HBCU and clearly noting its importance provides context for how they defend the HBCU and their research practices when

engaging with those who may not have an understanding of the type of institution. Lisa shared

she felt she had to address the situation, and it was a possible learning moment.

> Yeah. I definitely felt like I needed to address it. I felt like it was an opportunity for growth on both of our parts. One is I'm not really a confrontational kind of a person, but I felt like in this instant she was naïve and thinking. She had a narrow view that I felt like she needed to think differently about. We had a decent relationship that I felt like I could say that to her, and maybe she would hear it, and then rethink how she thought about things.

Lisa addressing a preconceived notion in a fellow researcher was similar to John having to

address preconceived notions from faculty about him as a student. John mentioned a strategy on

how to combat or address preconceived notions. He shared his approach to combatting a

preconceived notion that he would underperform in a way that still allowed for success. He did

note this approach was best used in a space where there mainly was a right and wrong answer.

> That's the best way to fight racism in the academic classroom and other places. Excellence is your best weapon. But they would prefer, sometimes the professor wants you to get in a debate with them and say why I should be here and blah blah blah, and I'm just as smart as the rest of them. But since engineering is an objective type tier, if I got the same answers that other students got, they can't give you a lower score.

John's experience in combating preconceived notions about his performance in the classroom

taught him that excellence was the answer.

While that did not stop the microaggressions and overt attacks, it did serve as his defense.

As John moved out of his role as a student into his role as a faculty member, the lessons did not

stop. Greg and John both shared stories that centered around a lack of multicultural competence.

Both participants noted that while their initial actions were not ideal, they expressed a desire for

being more prepared for the future. Greg recounted a situation with a woman who identified as

Muslim and attempting to shake her hand, not realizing that was inappropriate.

> And I'll tell you another time where again my ignorance stepped in, or I just wasn't paying attention. I had a meeting with another faculty member here at [XXX], and he had a Muslim student in his lab, and it was a female, and I went to shake her hand. And she

wouldn't shake my hand. And then at first, I'm like, "Huh?" And then it dawned on me, like oh, I got to remember just because I'm in the US, [XXX] has changed, we have different people from different cultures and I didn't want to basically come off the wrong way or treat somebody in a manner they feel that they shouldn't be treated or threatened in.

The learning happened for him almost instantaneously. Greg shared simply put that learning permeates relationships with students and faculty members. For him, the learning was in the reflection. John reflected on his career and exposure to different cultures along the way. He noted that being able to use the knowledge and awareness of other cultures allowed him to make others around him feel more comfortable. This concept was woven through a lot of the interview with John and the overall experience of the HBCU.

> …having worked with so many faculty members from different cultures and nationalities and religion and stuff. As everybody knows, we live in a global society. It helps me in knowing, well … By knowing about other cultures, let's put it that way, it makes you better prepared to deal with students and realize you know beforehand that they are from different religions or different backgrounds and just knowing something about those cultures can make a difference in your relationship with the students and make them feel comfortable. And they'll be a lot comfortable if they know that you know something about their culture, where they're from and perhaps their background and their religion and stuff. It makes them more comfortable. That you respect them and respect where they're from and their nationality and their race and all of that. It just makes them feel comfortable.

The lessons that John was able to take away from his diversity experience allowed him to better connect with his students and further create the experience that each participant noted as making them feel welcomed and at home.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this case study was to provide insight into faculty experiences with diversity with a particular focus on why faculty chose to include multicultural competence or not. The study explored vital faculty members at both PWIs and HBCUs to gain a better understanding of the context they were working in and their impetus for decision making. The research questions that guided this study are:

1. What are the experiences of PWI faculty with diversity, including in the classroom and student advising?

2. What are the experiences of HBCU faculty with diversity, including in the classroom and student advising?

3. What is the decision-making impetus of PWI faculty with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

4. What is the decision-making impetus of HBCU faculty with regards to multicultural competence in the classroom with a specific interest in classroom practices and student advising relationships?

Summary of the Theoretical Framework & Salient Literature

Kalivoda (1993) explored factors that influence faculty vitality and found three types of intervening variables: cohort effects, career decisions, and environmental factors. Kalivoda expounded on the first of the three variables, stating cohort effects can be broken down into demographics and socio-historical influences on the faculty career. Career decisions were defined as intervening variables that can shift the career trajectory. Lastly, environmental factors

included institutional and departmental culture, size, reward structure, level of autonomy, and mentoring.

The work of Huston et al. (2007) provided further insight into faculty vitality and outlined four aspects of vital faculty's work: "1) intellectual exchange and collaboration with colleagues, 2) decision-making processes, 3) social activity, and 4) mentoring relationships" (p. 495). The researchers defined intellectual exchange as interactions faculty members have with students, staff, and each other. Decision-making is participation in activities that impacts not only their work but also others around them. Social activity is any activity that adds to collegial relationships and facilitates intellectual exchange. Finally, engagement is the mentoring process of junior faculty as they establish themselves through different stages of their careers.

The work of the Kalivoda (1993) and Huston et al. (2007) used in concert provides a more holistic understanding of faculty vitality. Figure 1 illustrates the concept of vitality using the two definitions, detailing those factors external to the university, those internal to the university, and the factors that overlap. The overlap exists in the area between what happens externally but related to the university including social activity and mentoring relationships as described by Huston et. al (2007) and environmental factors as described by Kalivoda (1993). Social activity describes any action or event that could add to the collegial relationship (Huston et al., 2007) such as, departmental lunches, birthday celebrations, student defenses, or happy hours after work. The mentoring component, mentioned by both researchers, speaks to a coaching aspect and growth in the career that comes with time spent in a faculty position. All of the elements in this section can be related to the university or a direct connection to the institution but can also exist completely external to the university.
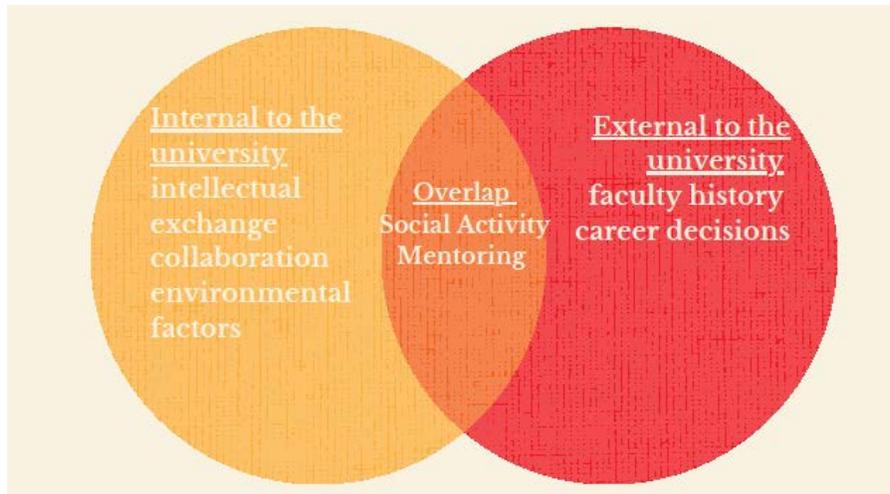
Figure 1. Faculty Vitality Veen Diagram

Milem and Umbach (2003) explored the influence of precollege factors on student's predispositions regarding diversity, specifically, how institutions create diverse learning environments that prepare students to live and work in an increasingly complex and diverse democracy. The study found that even as the university increases structural diversity, it is still highly segregated. Further, the students who were least prepared to engage in diversity while in college were those who identified as white or Caucasian.

Meacham et al. (2003) explored the experience of students in the classroom by examining whether the perception of a more diverse class has had an impact on their expectations of teaching activities and outcomes. The researchers found that traditionally marginalized students appreciated the diverse classroom in different ways. Students of color believed that more diverse classrooms fostered classroom discussions and female students perceived classes with more students of color as more natural to promote morals and values.

Lundberg and Schreiner (2004) explored student satisfaction with faculty by questioning if different racial groups interact more frequently with faculty and how those interactions affect student learning. The researchers found that quality relationships with faculty members were the only variable that predicted learning for all students. Satisfying relationships, including frequent

138

interactions with faculty members, specifically ones who encourage students to work harder, were significant predictors of learning for every racial group.

Lee (2011) considered the multicultural education experienced by students of color and noted that participants found it challenging and a burden to not speak about matters of race or ethnicity within the classroom setting. Students mentioned that this lack of conversation in the classroom has led to the normalization of the majority culture of whiteness and further marginalization of students of color. Students articulated appreciating when faculty valued their experiences and knowledge, and when professors were able to create a safe space for discussion.

Salter and Persaud (2003) explored the factors identified by female students who encouraged or discouraged classroom participation. The significant finding most pertinent to this study was that women did not participate in their respective classes for fear of being rebuked and criticized by their professors.

Sax, Bryant, and Harper (2005) drew data from a national longitudinal study of college students conducted by UCLA's Higher Education Research Institute to further understand the impact of the faculty-student relationship. The researchers found that for students, talking with faculty outside of class related to gains in cultural awareness, commitment to promoting racial understanding, and liberal political views among men.

Summary of Methodology

It is essential for researchers to choose a methodology that most appropriately addresses the research questions. All of the guiding research questions posed for this study are in the pursuit of understanding the process of faculty decision making and how faculty make meaning of their positions as influencers of campus climate. The interviews followed a semi-structured protocol (Appendix D) creating a similar flow for each participant. Field notes gave an avenue to detail what was happening in and around the interview; the sights, sounds, and other things affecting

the senses that may be missed just reading the words of the participants (Bogdan & Biklen, 2007).

The population of the study was faculty from colleges of agriculture at 1862 or 1890 Land Grant Universities. Purposeful sampling is the deliberative selection of participants to gather information that cannot otherwise be collected from other choices (Maxwell, 2005). The primary concern is not to generalize the findings of the study to a larger population, but to maximize the discovery of the issues and nuances under study (Anderson, Bruce, & Mouton, 2010). Eight faculty were interviewed, including both male and female participants. Participants also shared multiple racial identities. Potential participants were contacted for semi-structured interviews, and before time was agreed upon, consent was requested and obtained.

Each interview was transcribed, and the transcript, along with other pieces of data, was reviewed using open coding strategies espoused by Bogden and Biklen (1998), requiring me to read the entire transcript looking for general categories of codes. The next process was to identify categories that span across new subtext. This creation of new categories was done by rereading the subtext openly to define the major content categories that emerged from the reading (Lieblich et al. 1998). The newly developed categories were then labeled. The third review of the transcripts involved placing the subtext derived from step one into the categories created and named in the second phase (Strauss & Corbin, 1990). The last level of the data analysis concluded the exploration of the data (Leiblich et al., 1998).

The trustworthiness of this study was established using the tenants of credibility, transferability, confirmability, and dependability espoused by Lincoln and Guba (1985). Credibility was established through member checks and peer debriefs. Transferability was established by collecting detailed data in context and providing a thick description of the

population, as suggested by Erlandson et al. (1992). Confirmability was achieved in this study through maintaining protocol and reporting findings to participants and peers as recommended by Lincoln (2001). In this study, dependability was reached through an audit trail, as recommended by Bowen (2009).

Summary of Key Findings and Conclusions for Each Research Question

Key findings for this study are presented by research question to better understand the experiences of faculty at PWIs and HBCUs.

Research Questions One

What are the experiences of PWIs faculty with diversity, including in the classroom and student advising?

While the story of the PWI is complicated, the experiences of the vital faculty members at these institutions are even more so. However, the takeaways from these experiences paint a clear picture. A personal connection with diversity leads to a deeper understanding of the need for multicultural competence. Further, there is a direct relationship between the persistence of a culture of the majority and a lack of diversity.

Personal Experience with Diversity Leads to an Understanding of the Need for Multicultural Competence

For faculty, at PWIs, it was clear that a personal connection with diversity leads to an understanding of the need for multicultural competence. That personal connection could be developed through a faculty member's own identity as marginalized, engagement with international peers, or intellectual exchange with students. Regardless of the method, the outcome is the same. The key to helping faculty understand the need for multicultural competence is in encouraging or facilitating personal relationships with marginalized people.

The experiences of women and people of color were noted as problematic, but both groups emphasized a commitment to understanding why multicultural competence was necessary. The participants who shared a marginalized identity stated that not only did they have a negative experience that drove them to consider how their identity played into their work, but they also shared how, subsequently, they still engage in additional committee work or supporting students with shared identities. Adesina (1993) addressed the idea that marginalized groups had a higher overall sensitivity to multicultural competence than their counterparts. For the PWI case, it was clear that the experiences of women at the institution were not as positive as their male counterparts' experiences. This directly supports the findings from Salter and Persaud (2003), where women's experiences were negatively affected by faculty, which led to less participation. This is a clear sign that faculty have a major impact on student satisfaction and subsequently, the overall campus climate, as described by Hurtado, et al. (1990).

For those who did not have a marginalized identity, the personal relationship developed with an international peer achieved the same goal of understanding the need for multicultural competence. While interacting with international peers/students, faculty overwhelming noted the experience as transformative. Being able to engage with an international student allowed them to learn in a way they had not been afforded through formal education. These personal connections/relationships made the experience of being "othered" very real for them. Through these relationships, faculty can learn second-hand what another culture looks like in addition to learning how people experience the world differently. It was also easier for faculty to conceptualize a world far away from themselves. Through these personal relationships, faculty developed deeper understandings of why multicultural competence is important for students.

Lastly, faculty who were unable to develop a relationship with international peers were still able to grasp the need for multicultural competence when they participated in intellectual exchanges between faculty and students with marginalized identities. Faculty members noted that their teaching and research was affected by their engagement with diverse students, and they learned lessons about diversity from these students. This adjustment in practice comes directly from engaging with students to understand what they individually bring to the table. Understanding how the intellectual exchange sparked changes in the classroom is essential to growth and further classroom and climate changes. Similarly, Lee (2011) found that student satisfaction increased when faculty created a safe space for the discussion of multicultural competence in the classroom.

Faculty arrive at the university at different stages in their understanding of the need for multicultural competence. Those with a marginalized identities were already more likely to understand this need. For others, engaging with an international peer that brought clarity. Intellectual exchanges with students made the need for multicultural competence clear for faculty who may have been less aware of the need. Regardless of the starting point or current stage, there are opportunities for growth for those faculty who wish to engage with and develop multicultural competencies. It is never too late for faculty to learn and engage with multicultural competence thereby changing their own teaching and research practices and impacting their student's experiences.

Culture of the Majority

As I identify faculty access points for acknowledging the need for multicultural competence, it is important to also understand the current climate. There is a relationship between the lack of diversity and the persistence of the culture of the majority. Throughout the

conversations around the experiences of faculty at PWIs, the topic of the majority persisted. Faculty made it clear that the majority was influencing the experience for all. The Chronicle Almanac (2004) noted that college personnel, faculty, and leaders represent the majority culture in the United States; white, male, and Christian. This is true in all cases examined here. Participants often noted the white male presence on campus and the existence of the "good ole boys club." The white male majority is problematic when handling or addressing misconduct by the same group. For example, with James, when a misstep occurs very publicly in the department, a correction is offered privately in hopes of a more educative outcome. While the educative moment may be beneficial, the lack of a public address leaves the marginalized groups at the institution with the perception that the university does not care about the impact of the incident, or worse, is complicit. This lack of addressing issues publicly and leaving students to make assumptions about faculty values or beliefs contributes to the psychological climate of the institution (Hurtado Milem, Clayton-Pederson, and Allen, 1999). When marginalized groups feel unwelcomed, they do not persist at the university. This leaves the university with a lack of diversity.

As students and faculty retreat from a university, they perceive as ambivalent about, or complicit, in the micro/macroaggressions or overt actions of its majority culture, the university is left with less structural diversity and the majority culture persists. The lack of diversity is discussed in multiple instances with participants mentioning the lack of women faculty, faculty of color, and students of color. As these groups continue to have negative experiences, institutions are simultaneously looking to recruit more diverse students to campus. The current reality is that a lack of racial diversity perpetuates that lack of diversity. The phrase "you have to see it, to be it" rings true. Universities try to recruit diverse students but do not have a diverse

population or institutional support for those students, so potential students do not see anyone who looks like them and choose not to attend, thereby maintaining the status quo.

The experiences of faculty at PWIs is complicated. The lack of diversity and the culture of the majority are joined in a loop, an understanding of the need for multicultural competence could interrupt this loop, but most faculty are just starting to develop that understanding. Vital faculty members sit in a place to make a change but are stuck in between the past and creating a more diverse future for students that includes support for marginalized students.

Research Question Two

What are the experiences of HBCU faculty with diversity, including in the classroom and student advising?

While the story of the PWI faculty was complicated, the story of the HBCU was equally complicated, albeit in very different ways. The experiences of HBCU faculty lead to three key conclusions: HBCUs create faculty who come back to HBCUs, personal experiences with diversity leads to a deeper understanding of the need for multicultural competence, and a lack of diversity is viewed differently at an HBCU.

A Draw to the University

Before one can understand the experiences of faculty at HBCUs around diversity, one must to understand how they arrived. The HBCU has developed a self-replicating system that produces graduates who want to return and become faculty. This, in part, is centered on the experiences of these graduates. When tasked with discussing their experiences with diversity generally, participants at the HBCU reported positive experiences centered around diversity, overall. This is directly linked to the participants' experiences with diversity at the institution. Many mentioned a sense of belonging and feeling at home, in contrast to feelings of exclusion while at PWIs. Willie-LeBreton (2011) argued that HBCUs allow African American students a

145

sense of racial anonymity, including the freedom to express individuality that may not be tied to their racial identity. This aligns with findings from this study where HBCU faculty embraced the conversation of race in their engagements with students.

There was an explicit cultural acceptance of those participants who went to an HBCU, fostering a desire to not only engage with other students and faculty but to also be successful in the classroom. HBCU graduates return to the HBCU even after attending a PWI because of their feelings of acceptance and belonging at the HBCU. Willie-LeBreton (2011) further argued that in HBCUs, African American students can experience college life without the anti-black racism they may face on PWI campuses. It was abundantly clear that participants who experienced both the PWI and the HBCU affirmed Willie-LeBreton's assertions, which are noted as the rationale for the draw to the type of institution. In the case of this study, each participant who had attended an HBCU returned as faculty.

Personal Experiences with Diversity

As the HBCU created a way to pave the student to faculty pipeline, the personal experiences of faculty were still instrumental in leading to a deeper understanding of the need for multicultural competence. It was clear that experiences with diversity had driven participants to engage in the development of multicultural competence in some form. The participants' own negative experiences with racial microaggressions in the classroom, lab, and university setting pushed participants to more deeply and intentionally support students during their educational journey. This was done in part by choosing to go back and work with students at the HBCU. In doing so, these participants believe that they are preparing future generations to navigate a difficult world not built for them.

The personal connection to work centered around diversity was taken further when participants discussed their engagement with international peers. International peers played a role in multicultural competence knowledge and awareness acquisition while providing the opportunity to practice the third component of multicultural competence; skill. Through the development of a personal relationship, faculty members found themselves relating to these peers and incorporating the lessons learned into their interactions. From how they create lab experiments, to problem-solving techniques, to personal interactions, the relationships built with international peers deepens the understanding for multicultural competence. Adesina (1993) found that minority faculty showed greater overall sensitivity than their Caucasian counterparts to multicultural competence, and that was true in this case, as well. Additionally, this sensitivity to multicultural competence allowed for improvement in practice. For faculty who already have a marginalized identity and have an understanding of the need for multicultural competence, the relationship with international peers deepened that understanding. For instance, Johns experience with Muslim international peers during his graduate program and his understanding of how to engage with these students at the time and as he transitioned into a faculty role and his work with students.

Monolithic Culture

While engagement with international peers resonates with the participants in this case and provides a clear correlation between their experiences and the lessons they have learned, the reality of the monolithic culture at HBCUs cannot go unaddressed. The fact that HBCUs have found success in historically producing graduates who come back and become faculty is clear; however, they are less successful in incorporating more structural diversity, as mentioned by

John and Lisa. This self-replicating formula mixed with the historical context of supporting students of color calls into question the desire of true diversity (Carter, 1999).

Each participant, while speaking positively about their experience at the institution, overwhelmingly mentioned that there was a lack of diversity. The vast monolithic racial identity of HBCUs is historical, and any push to change is met with reticence. The lack of diversity at the institution provides comfort for some but does not do the same for those who share intersectional identities, for example, black LGBTQIA+ students. Richen (2014) posits that HBCUs have shown themselves to be relatively conservative in regard to LGBTQIA+ students despite the fact that many PWIs call for embracing the same student group. In this study, the experience of LGBTQIA+ students seems to be almost unknown. Participants noted that they have not witnessed any negative behavior towards the group, while they acknowledged the formation of clubs dedicated to LGBTQIA+ students, but remain unsure of the lived experience of these students.

While solace can be taken in a positive or neutral experience in the classroom (noted as a point of student satisfaction), how students experience the university must include their experiences outside of the classroom. If faculty are unaware of the climate, they could be missing an opportunity to address issues in the classroom. Although the culture may be monolithic, there is a clear desire to continue to engage in cultural inclusivity. Willie-LeBreton (2011) noted the faculty members at HBCUs engage in a history of racial inclusivity at the faculty level and can maintain that diversity. Faculty continued to engage in multicultural competence work that was unrelated to their assignment at the institution. This was done through association work or conference attendance. In addition to these extra work opportunities, participants had a desire to learn more about the cultures of those with whom they were

engaging. Despite the fact that faculty look to be more multiculturally competent, HBCUs have become a safe haven for a single culture and incorporating more diversity could significantly change how they support their current students and disrupt their current culture and path from student to faculty member. This seems to be a path that the faculty in this study were not necessarily ready to follow.

<div align="center">

Research Question Three

</div>

What is the decision-making impetus of PWI faculty with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

As it relates to the impetus of decision-making processes related to diversity and development or inclusion of multicultural competence with faculty members, two factors dominated the conversation: the degree of risk for faculty and their desire to help.

Degree of Risk

From an early age, individuals learn to assess risk before attempting an activity. That assessment often leads individuals to risk something and decide to try the action or be safe and abstain. The same risk assessment exists for faculty members in this case. The degree of risk of incorporating multicultural competence into the curriculum played a significant role for faculty. When faculty members were looking to incorporate multicultural competence into their classrooms, many noted they were unknowledgeable about how to do so, while others chose to attempt to do so with uncertainty. For these vital faculty members, the attempts at incorporation were broached with trepidation, with preference given to using another strategy (outside the classroom) to address multicultural competence. This lack of change in the classroom could be related to faculty who are concerned about "getting it wrong." Aside from "getting it wrong," participants weigh the risk of learning how to infuse multicultural competence and becoming

students all over again. A culture has been created at HBCUs that allows for less risk involved for faculty who engage in passive means of support (i.e. being open to support students if they need) and thus becomes how they are more likely to engage. Participants continually noted the use of more passive means of addressing diversity issues in the classroom or outside the classroom. For instance, Harry worked with students who missed class to get them back to class and attempted to understand the issues that may be complicating the situation, James rearranged his office and chose decorations that he believed would make him appear more welcoming. . Faculty have shifted how they teach or how they present their office spaces. These passive means of support come with some advantage. With the incorporation of multicultural competence into the curriculum, it is a clear sign that work has been done to craft curriculum which subsequently reveals values; however with passive means of support or individual outreach faculty values and intentions are less evident.

Faculty Want to Help

Considering the lessons individuals often learn about risk as children, they also often learn that when someone needs help one should jump in and help. The second noted impetus for change was the desire for faculty to help when they noted a perceived need for diversity. This perceived need drove faculty to make individual decisions to maintain diversity efforts or increase the structural diversity of their campus or department. While the fight may have been lackluster in the incorporation of multicultural competence into the classroom, the battle to increase structural diversity and maintain current diversity efforts was seen as much more courageous. Vital faculty members actively fight for diversity efforts when there is a perceived need. It was consistently clear that these vital faculty members cared about their students and their experiences at the university. When presented with the need to act to better the experience

around diversity for students and the opportunity to do so faculty took it; indicating these vital faculty members want to help the students with whom they work.

Participants continually pointed to things like the recruitment of marginalized students and faculty and how the historical context complicates that process. The action required to combat that history has to be present and coupled with programs to support marginalized people at the university. Pope et al. (2014) argued that increasing the diversity of the student body without implementing critical multicultural programs as a means of education can result in increased stereotyping, microaggressions, and discrimination by students and faculty thus creating self-segregation, and the creation of a toxic racial climate and heightening student resistance to diversity. This study illuminates that the programs to support these groups are not present. The culture has also not shifted to support them either, which allows for the furtherance of the status quo. Even when students are recruited, they will not be retained.

It is clear that even vital faculty members at PWIs are afraid to address multicultural competence head-on. They are relying on the lessons they learned as children, assess the risk before the action is taken, but only help when someone needs help. Participants must invest in how to incorporate multicultural competence into the curriculum and not just in personal or small group interactions. This investment will minimize the feelings of uncomfortableness and uncertainty. Addressing diversity and multicultural competence head-on will also increase student satisfaction in the classroom. This also allows faculty another means of helping the students they clearly want to help.

Research Question Four

What is the decision-making impetus of HBCU faculty with regards to multicultural competence with a specific interest in classroom practices and student advising relationships?

Regarding the impetus of decision-making processes related to diversity and development or inclusion of multicultural competence with faculty members, two factors dominated the conversation; risk in the strategy used and continual evolution.

Strategy Used

The necessity of assessing risk presented itself in the HBCU case as well. For participants at HBCUs, the cultural risk of addressing diversity-related issues was less than at PWIs, as a majority of the student population is African American, but the fact remains that vital faculty members still considered the risk in how they addressed these topics as an impetus for action. Direct incorporation of multicultural competence into the curriculum was a sticky point for HBCU participants. They attempted to do so in ways they feared could still bother students and were also unaware of how to properly do it. Brayboy (2003) and Toliver (2010) both noted faculty of color are often expected to address diversity issues actively. This study shows that while they may be willing to address these issues, they still struggle with the skill component in addressing issues unrelated to race. While risk assessment was a component in the incorporation of multicultural competence, faculty still attempted to bring it into the classroom. Faculty members at HBCUs are more comfortable in possibly getting it wrong than not addressing it at all.

While incorporating multicultural competence into the curriculum may not be a skill honed by these vital faculty members, they were more confident in exhibiting their multicultural competence in one-on-one settings and by creating a sense of belonging for their students. Participants noted they are more likely to engage in one-on-one encounters to help students inside or outside the classroom. This strategy extended to the recruitment process as well.

Participants noted the best means of recruiting students to their program was to understand the culture of that student.

Faculty members at HBCUs are expected to address diversity and that expectation, regardless if they get it wrong, opens the door for the conversation. When evaluating the risk faculty consistently chose to engage, unlike the PWI case. Understanding this culture is the first step in creating more inclusive spaces everywhere. If faculty feel safe enough to try, we have moved passed the need for multicultural competence but into the implementation phase. At this point, teaching practical skills for how to incorporate multicultural competence is easier than attempting to convince faculty of the need. This expectation is also important to acknowledge as well in building the culture around the incorporation of multicultural competence. When departments make multicultural competence incorporation an expectation, faculty can start the socialization process (Banks 1990).

Continual Evolution

The second impetus for addressing the inclusion of multicultural competence was the constant evolution of the participants. The participants at HBCUs encountered situations where they learned a lesson either through confrontation with a lab-mate or a misstep in a cultural interaction. While this experience was not mentioned in the PWI case, it was a clear outlier in the HBCU case. The lessons participants took away from these interactions influence the way they chose to engage in future situations, inspiring them to not only learn more but engage in ways that were more appropriate for the population with whom they were working, in turn continually evolving into a more multicultural competent professional (Pope, Reynolds, and Muller 2004).

Clearly, even vital faculty members at HBCUs are questioning if they get it right all the time. These faculty are more comfortable engaging in conversations, even if they get it wrong.

Participants are willing to address some diversity issues with their multicultural competence, but when other subjects arise, they are less likely to do so. This is indicative of the literature around HBCUs that shows they are racially inclusive but, conservative as it relates to gender expression and sexuality (Richen, 2014). It is also clear that participants are more likely to act in a situation if they can do so in a way that is more comfortable for them. In this case, that is addressing the student in a one-on-one basis as opposed to infusing multicultural competence into the curriculum. Lastly, because faculty are looking to evolve, if they get it wrong, the lessons that were derived from diversity centered encounters become an impetus for future change. The propensity to change and grow is the cornerstone of the educational system. For faculty, the acknowledgment that they too can still learn and grow only fortifies their central ideal that everyone can learn and implement that learning.

Recommendations

This study provided insight into faculty and staff experiences with diversity and the inclusion of multicultural competence into their experiences with students at both PWIs and HBCUs. This study also provided similar insight into the impetus for their decision making involving the same constructs. Based on the findings, I offer suggestions for future research, and practice. These suggestions are based on the initial assumption that one wants to be more multiculturally competent.

Research

1. This research has furthered the conversation around diversity experiences and explores the decision-making impetus for the incorporation of multicultural competence as a means to address diversity-related issues in the classroom, during advising, and during one-on-one interactions. With a clearer picture of the impetus for

this behavior, we can further explore removal of boundaries or creation of similar

situations for other faculty to see if the inclusion of multicultural competence

becomes more natural and/or more common amongst vital faculty.

2. Considering the findings of this study, research should explore what the decision-

making process looks like for faculty who are not identified as vital at their

institution. Constructing a more holistic depiction of faculty could provide a more

accurate representation of the student experience at these schools.

3. This research also explored the land grant institution, which traditionally houses very

different majors. These course and major offerings could affect the type of student

who is attracted to those programs and thus change the student experience. Research

should be conducted to compare PWIs and HBCUs that are not land grant institutions.

4. Further research should be done across other types of institutions such as Hispanic

serving institutions. In our current political and social environment, the experiences

of Hispanic students and their engagement with faculty could provide insight into

how to support these students.

5. Throughout this study, participants mentioned they were unsure of the student

experience but provided their viewpoint on campus climate. A complementary study

with the inclusion of student voices could offer a complete picture of the impact

faculty can have by addressing diversity issues or infusing multicultural competence

into the classroom.

Suggestions for Practice

1. As we consider the recruitment of more diverse faculty at both PWIs and HBCUs,

departments should focus efforts on recruiting more diversity at the student level.

HBCUs have developed a system that is able to replicate themselves by creating

spaces that their students want to return to. If the students who attend the university

diversify the pool of those who want to return subsequently becomes diversified as

well. Findings illuminate that faculty want to return to HBCUs to replicate the

feelings of inclusion they experienced when they were in school. Focusing on

recruiting more diverse students will optimize this potential pipeline from student to a

faculty member for HBCUs but also provide a road map for PWIs to create an

inclusive, supportive environment for diverse students to return to in faculty positions

as well.

2. As universities and departments recruit for more structural diversity, faculty must be

prepared to support these students. Faculty should preemptively engage in efforts that

will encourage a more inclusive nature (e.g., safe zone training, Green zone training,

UNDOCUally training, IBUDDY international buddy program, TITLE IX training,

etc).

3. Throughout this study, it was mentioned that faculty do not know how to incorporate

multicultural competence into their curriculums in a practical way. Faculty should

also participate in continued training on how to integrate multicultural competence

into their disciplinary content. This could be done with a departmental representative

being trained intensively and contextualizing the knowledge to take back to the

department. While the acquisition of the skill does not guarantee incorporation, it

does remove a perceived barrier for these vital faculty members.

4. As PWIs and HBCUs look to recruit more diversity, they need to change how they go

about recruiting these individuals. The offerings of scholarships cannot be the only

draw. The administration needs to consider supporting programs and capitalizing on the feelings HBCUs provide and consider creating a more welcoming environment for all minority students.

5. Considering the intellectual exchange between faculty and students and the noted knowledge acquisition that comes from that engagement, the administration should provide tangible incentives for faculty who work with students in a way that reflects multicultural competence. The collaboration benefits the student as they learn the practical skills of lab work and research and also increases student satisfaction with the university while encouraging cultural and intellectual exchange between faculty and student.

6. Land grant institutions should create an exchange/bridge program for graduate students to experience life at both a PWI and an HBCU to encourage diversity at both institutions. This program would also allow a cultural exchange with the current faculty at both institutions benefiting both current and future professionals.

The recommendations for research and practice across both PWIs and HBCUs are notable, but if we do not take action in some form or fashion, we leave a generation of students to continue to engage in a system that was not built for them or their success. Vital faculty members across both institutional types are ready to affect change and help where they can, but without change on a large scale at the same rate of increasing student identities entering the university we will fail — making the need for further research and a change in practice indispensable.

REFERENCES

Allen, W. R., Epps, E. G., & Hanif, N. Z. (Eds.). (1991). College in Black and White: African American students in predominantly White and in historically Black public universities. Albany: State University of New York Press

Adesina, K. A. (1993). Managing diversity: A study of college faculty sensitivity toward cultural diversity. Dissertation Abstracts International, (UMI No. 9421436)

Amar, A. F., & Gennaro, S. (2005). Dating violence in college women: Associated physical injury, healthcare usage, and mental health symptoms. Nursing research, 54(4), 235-242.

American Council on Education. (2017). Summary Profile - American College President Study. Retrieved from https://www.aceacps.org/summary-profile/

Anderson, J., Bruce, J., & Mouton, L. (2010). 4-H made me a leader: A college-level alumni. Journal of Leadership Education: 9:35-49.

Angrosino, M., & Rosenberg, J. (2011). Observations on observation: Continuities and challenges. In N. Denzin & Y. Lincoln (Eds.), The Sage handbook of qualitative research (4th ed., pp. 467–478). Thousand Oaks, CA: Sage

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. Journal of college student personnel, 25(4), 297-308.

Astin, A. W. (1993). Diversity and multiculturalism on the campus: How are students affected?. Change: The Magazine of Higher Learning, 25(2), 44-49.

Baldwin, R. G. (1990). Faculty vitality beyond the research university: Extending a contextual concept. The Journal of Higher Education, 61(2), 160-180.

Baldwin, R., DeZure, D., Shaw, A., & Moretto, K. (2008). Mapping the terrain of mid-career

faculty at a research university: Implications for faculty and academic leaders. Change: The

Magazine of Higher Learning, 40(5), 46-55.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and

implementation for novice researchers. The qualitative report, 13(4), 544-559.

Berg, B.L. (2001). Qualitative Research Methods for the social sciences. Needham Heights, MA:

Pearson Education Company.

Bernard, H. R. & Ryan, G. (2010) Analyzing Qualitative Data: Systematic Approaches.

California: Sage Publications

Bitsch, V. (2005). Qualitative research: A grounded theory example and evaluation

criteria. Journal of agribusiness, 23(345-2016-15096), 75-91.

Bogdan, R. C., & Biklen, S. K. (1998). Foundations of qualitative research in

education. Qualitative research in education: An introduction to theory and methods, 1-48.

Bonous-Hammarth, M. (2000). Pathways to success: Affirming opportunities for science,

mathematics, and engineering majors. Journal of Negro Education, 92-111.

Bowen, G. A. (2009). Document analysis as a qualitative research method. Qualitative research

journal, 9(2), 27-40.

Boyd, T., Cintrón, R., & Alexander-Snow, M. (2010). The Experience of Being a Junior

Minority Female Faculty Member. In Forum on public policy online (Vol. 2010, No. 2).

Oxford Round Table. 406 West Florida Avenue, Urbana, IL 61801.

Brayboy, B. (2003). Visibility as a trap: American Indian representation in schools. In Invisible

Children in the Society and Its Schools: Second Edition (pp. 35-52). Lawrence Erlbaum

Associates.

Brookfield, S. (2003). Putting the critical back into critical pedagogy: A commentary on the path

    of dissent. Journal of Transformative Education, 1(2), 141-149.

Burgstahler, S. (2017, January 30). ADA Compliance for Online Course Design. Retrieved July

    20, 2019, from https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-

    design

Campus Pride. (2019, July 01). The Best Colleges for LGBTQ Students in 2019. Retrieved July

    20, 2019, from https://www.bestcolleges.com/features/best-colleges-for-lgbt-students/

Carter, D. F. (1999). THE IMPACT OF INSTITUTIONAL CHOICE AND ENVIRONMENTS

    ON AFRICAN-AMERICAN AND WHITE STUDENTS'DEGREE

    EXPECTATIONS. Research in Higher Education, 40(1), 17-41.

Centers for disease control and prevention. (2015, July 30). CDC Newsroom. Retrieved from

    https://www.cdc.gov/media/releases/2015/p0730-US-disability.html

Chang, M. J. (2005). Reconsidering the Diversity Rationale. Liberal education, 91(1), 6-13.

Clandinin, D. J., & Huber, J. (in press). Narrative inquiry. In B. McGaw, E. Baker, & P. P.

    Peterson (Eds.), International encyclopedia of education (3rd ed.). New York, NY: Elsevier.

Cohen, K. M., & Savin-Williams, R. C. (1996). Developmental perspectives on coming out to

    self and others.

Comer, M. M., & Campbell, T. (206, June). Cooperative Extension and the 1890 Land-Grant

    Institution: The Real Story. Retrieved July 20, 2019, from

    https://www.joe.org/joe/2006june/a4.php

Comer, M. M., Campbell, T., Edwards, K., & Hillison, J. (2006). Cooperative Extension and the

    1890 land-grant institution: The real story. Journal of Extension, 44(3), 1-6.

Corbin, A. S. J. Basics of qualitative research: Techniques and procedures for developing grounded theory 1990 Sage Thousand Oaks.

Cress, C. M. (2008). Creating inclusive learning communities: the role of student–faculty relationships in mitigating negative campus climate. Learning Inquiry, 2(2), 95-111.

Creswell, J. W. (2007). Qualitative inquiry and research method: Choosing among five approaches.

Creswell. J.W. (2012). Qualitative inquiry and research design: Choosing among five approaches. Sage publications

Creswell. J.W. (2012). Qualitative inquiry and research design: Choosing among five approaches. Sage publications.

D'augelli, A. R. (1992). Lesbian and gay male undergraduates' experiences of harassment and fear on campus. Journal of Interpersonal violence, 7(3), 383-395.

Davis, M., Dias-Bowie, Y., Greenberg, K., Klukken, G., Pollio, H. R., Thomas, S. P., & Thompson, C. L. (2004). "A fly in the buttermilk": Descriptions of university life by successful Black undergraduate students at a predominately White southeastern university. The Journal of Higher Education, 75(4), 420-445.

DeKeseredy, W., & Kelly, K. (1993). The incidence and prevalence of woman abuse in Canadian university and college. The Canadian Journal of Sociology/Cahiers canadiens de sociologie, 18(2), 137-159.

Denzin, N. K., & Lincoln, Y. S. (2011). The Sage handbook of qualitative research (4th ed.). Thousand Oaks, CA: Sage.

Du Bois, W. E. B. (1903). *The talented tenth* (pp. 102-104). New York, NY: James Pott and Company.

Elliott, K. M., & Healy, M. A. (2001). Key factors influencing student satisfaction related to recruitment and retention. Journal of marketing for higher education, 10(4), 1-11.

Endo, J. J., & Harpel, R. L. (1982). The effect of student-faculty interaction on students' educational outcomes. Research in Higher Education, 16(2), 115-138.

Evans, N. J., & D'Augelli, A. R. (1996). Lesbians, gay men, and bisexual people in college.

Evans, N. J., & Rankin, S. (1998). Heterosexism and campus violence: Assessment and intervention strategies. Violence on campus: Defining the problems, strategies for action, 169-186.

Feagin, J. R., Orum, A. M., & Sjoberg, G. (Eds.). (1991). A case for the case study. UNC Press Books.

Fisher, B. S., Sloan, J. J., Cullen, F. T., & Lu, C. (1998). Crime in the ivory tower: The level and sources of student victimization. Criminology, 36(3), 671-710.

Fisher, B., Cullen, F. T., & Turner, M. G. (2000). The sexual victimization of college women.

Fortin, J. (2017, May 03). F.B.I. Helping American University Investigate Bananas Found Hanging From Nooses. Retrieved July 21, 2019, from https://www.nytimes.com/2017/05/03/us/bananas-hang-from-black-nooses-and-a-campus-erupts-in-protest.html

Friedersdorf, C. (2015, November 14). The New Intolerance of Student Activism. Retrieved July 20, 2019, from https://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/

Friedersdorf, C. (2015, November 14). The New Intolerance of Student Activism. Retrieved July 20, 2019, from https://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/

Gardner, K. (2011, October 19). NC State to rally against vandalism at GLBT center. Retrieved July 21, 2019, from https://www.wral.com/news/local/story/10277030/

Gergen, M. (2003). Once upon a time. A narratologist's tale. In Daiute, C. and Lightfoot, A. (eds). Narrative analysis: Studying the development of individuals in society. Pp 267-285. Thousand Oaks, CA: Sage.

Glesne, C. (1998). Becoming qualitative researchers: An introduction, vol. 2.

Glesne, C., & Peshkin, A. (1991). Becoming qualitative researchers. New York: Longman.

Glesne, C., & Peshkin, A. (1999). Finding your story: Data analysis. Becoming qualitative researchers, 127-149.

Griggs, B. (2015). Do US colleges have a race problem. CNN News.

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. Handbook of qualitative research, 2(163-194), 105.

Guiffrida, D. (2005). Othermothering as a framework for understanding African American students' definitions of student-centered faculty. The Journal of Higher Education, 76(6), 701-723.

Guiffrida, D. A., & Douthit, K. Z. (2010). The Black student experience at predominantly White colleges: Implications for school and college counselors. Journal of Counseling & Development, 88(3), 311-318.

Hall, R. M., & Sandler, B. R. (1982). The Classroom Climate: A Chilly One for Women?.

Harper, S. R. (2008). Creating inclusive campus environments: For cross-cultural learning and student engagement (p. 1). Washington, DC: NASPA.

Hartmann, D., & Gerteis, J. (2005). Dealing with diversity: Mapping multiculturalism in sociological terms. Sociological theory, 23(2), 218-240.

Harwood, S. A., Huntt, M. B., Mendenhall, R., & Lewis, J. A. (2012). Racial microaggressions
in the residence halls: Experiences of students of color at a predominantly White
university. Journal of Diversity in Higher Education, 5(3), 159.

Hershberger, S. L., & D'Augelli, A. R. (1995). The impact of victimization on the mental health
and suicidality of lesbian, gay, and bisexual youths. Developmental psychology, 31(1), 65.

Howard-Hamiliton, M. F., Phelps, R. E., & Torres, V. (1998). Meeting the needs of all students
and staff members: The challenge of diversity. New Directions for Student Services, 82, 49-
64.

Hurtado, S. (1991). Campus racial climates and educational outcomes.

Hurtado, S., Carter, D. F., & Kardia, D. (1998). The climate for diversity: Key issues for
institutional self-study. New Directions for Institutional Research, 1998(98), 53-63.

Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). Enacting diverse learning
environments: Improving the climate for racial. Ethnic Diversity in Higher Education.

Huston, T. A., Norman, M., & Ambrose, S. A. (2007). Expanding the discussion of faculty
vitality to include productive but disengaged senior faculty. The Journal of Higher
Education, 78(5), 493-522.

Jaschik, S. (2015, May 4). Duke announces results of investigation into noose found on campus.
Retrieved July 21, 2019, from https://www.insidehighered.com/news/2015/05/04/duke-
announces-results-investigation-noose-found-campus

Johnson-Newman, D., & Exum, H. A. (1998). Facilitating healthy ego development in African
American female college students attending predominantly white universities. NASPA
Journal, 36(1), 70-80.

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity.

    Journal of college student development, 41(4), 405-414.

Kalivoda, P. (1995). An investigation of factors that influence faculty vitality at a large, public,

    research university.

Kanter, R. M. (1977). (1977a). Men and women of the corporation. New York: Basic Books.

Koss, M. P., Gidycz, C. A., & Wisniewski, N. (1987). The scope of rape: incidence and

    prevalence of sexual aggression and victimization in a national sample of higher education

    students. Journal of consulting and clinical psychology, 55(2), 162.

Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2009). College

    women's experiences with physically forced, alcohol-or other drug-enabled, and drug-

    facilitated sexual assault before and since entering college. Journal of American College

    Health, 57(6), 639-649.

Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2009). The

    differential risk factors of physically forced and alcohol-or other drug-enabled sexual assault

    among university women. Violence and Victims, 24(3), 302-321.

Lee, J. (2011). How undergraduate Students of Color experience multicultural education. The

    University of Utah.

Lee, J.M. 2015. "Moving Beyond Racial and Ethnic Diversity at HBCUs." New Directions for

    Higher Education 170 (Summer):17-35.

Lenning, E. (2017). Unapologetically queer in unapologetically Black spaces: Creating an

    inclusive hbcu campus. Humboldt Journal of Social Relations, 1(39), 283-293.

Lichtman, M. (2010). Understanding and evaluating qualitative educational research. Sage

    Publications.

Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). Narrative research: Reading, analysis, and interpretation (Vol. 47). Sage.

Lincoln, Y., & Guba, E. (1985). Naturalistic inquiry. Thousand Oaks, CA: Sage Publications

Long, B. T., Stulberg, L. M., & Weinberg, S. L. (2011). The new financial aid policies: Their impact on access and equity for low-income students. Diversity in American higher education: Toward a more comprehensive approach.

Love, D. (2009). Student retention through the lens of campus climate, racial stereotypes, and faculty relationships. Journal of Diversity Management, 4(3), 21.

Lowenstein, K. (2009). The work of multicultural teacher education: Recon- ceptualizing white teacher candidates as learners. Review of Educational Research, 79(1), 163-196.

Lundberg, C. A., & Schreiner, L. A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity. Journal of College Student Development, 45(5), 549-565.

Luo, J., & Jamieson-Drake, D. (2009). A retrospective assessment of the educational benefits of interaction across racial boundaries. Journal of College Student Development, 50, 67-86.[SEP]

Martin, S. L., Fisher, B. S., Warner, T. D., Krebs, C. P., & Lindquist, C. H. (2011). Women's sexual orientations and their experiences of sexual assault before and during university. Women's Health Issues, 21(3), 199-205.

Maxwell, J. A. (2005). Conceptual framework: What do you think is going on. Qualitative research design: An interactive approach, 41, 33-63.

Mayhew, M. J., Grunwald, H. E., & Dey, E. L. (2005). Curriculum matters: Creating a positive climate for diversity from the student perspective. Research in Higher Education, 46(4), 389-412.

McLaughlin, P. S. (2000). Vitality of mid-career faculty: The case of public comprehensive universities.

McLaughlin, P. S. (2000). Vitality of mid-career faculty: The case of public comprehensive universities.

Meacham, J., McClellan, M., Pearse, T., & Greene, R. (2003). Student diversity in classes and educational outcomes: Student perceptions. College Student Journal, 37(4), 627-643.

Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education. Revised and Expanded from" Case Study Research in Education.". Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104.

Merriam, S.B. (2009). Qualitative Research. San Francisco, CA: Jossey Bass.

Milem, J. F., & Umbach, P. D. (2003). The influence of precollege factors on students' predispositions regarding diversity activities in college. Journal of College Student Development, 44(5), 611-624.

Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). Making diversity work on campus: A research-based perspective. Washington, DC: Association American Colleges and Universities.

Moore, P. J., & Toliver, S. D. (2010). Intraracial dynamics of Black professors' and Black students' communication in traditionally White colleges and universities. Journal of Black Studies, 40(5), 932-945.

Moye, D. (2017, September 20). College President Hosts Black Students With Cotton Centerpieces, Collard Greens. Retrieved July 21, 2019, from https://www.huffpost.com/entry/randy-lowry-lipscomb-cotton-centerpiece_n_59c1426fe4b0f22c4a8cd9bd

New, J. (2015, March 10). Several Sigma Alpha Epsilon chapters accused of racism in recent

years. Retrieved July 21, 2019, from

https://www.insidehighered.com/news/2015/03/10/several-sigma-alpha-epsilon-chapters-

accused-racism-recent-years

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An

oxymoron?. Quality & Quantity, 41(2), 233-249.

Pace, C. R., & Kuh, G. D. (1998). College student experiences questionnaire. Center for

Postsecondary Research and Planning, Indiana University, Bloomington.

Pascarella, E. T., & Terenzini, P. T. (1977). Patterns of student-faculty informal interaction

beyond the classroom and voluntary freshman attrition. The Journal of Higher

Education, 48(5), 540-552.

Pascarella, E. T., & Terenzini, P. T. (1980). Predicting freshman persistence and voluntary

dropout decisions from a theoretical model. The journal of higher education, 51(1), 60-75.

Pascarella, E. T., & Terenzini, P. T. (2005). How College Affects Students: A Third Decade of

Research. Volume 2. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Blvd,

Indianapolis, IN 46256.

Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal,

experiential perspective. Qualitative social work, 1(3), 261-283.

Peterson, C. J. (2004). 9: Is the Thrill Gone? An Investigation of Faculty Vitality Within the

Context of the Community College. To Improve the Academy, 23(1), 144-161.

Pope, C., Ziebland, S., & Mays, N. (2000). Analysing qualitative data. Retrieved 10 June 2015

from<http://www.bmj.com/content/320/7227/114.extract>.

Pope, R. L. (1995). Multicultural organizational development: Implications and applications in

    Student Affairs. In J. Fried (Ed.), Shifting paradigms in Student Affairs: Culture, context,

    teaching and learning (pp. 233-250). Washington, DC: American College Personnel

    Association.

Pope, R. L., & Mueller, J. A. (2001). The relationship between multicultural competence and

    white racial consciousness among Student Affairs practitioners. Journal of College Student

    Development, 42, 133-144.

Pope, R. L., & Mueller, J. A. (2003). The relationship of demographic and experience variables

    to white racial consciousness among Student Affairs practitioners. NASPA Journal,40(4),

    149-171.

Pope, R. L., & Reynolds, A. L. (1997). Student affairs core competencies: Integrating

    multicultural awareness, knowledge, and skills. Journal of College Student Development,

    38, 266-277.

Pope, R. L., & Reynolds, A. L., & Mueller, J. (2004). Multicultural competence in student

    affairs. San Francisco: Jossey-Bass.

Pope, R. L., Miklitsch, T. A., Mueller, J. A., & Weigand, M. J. (2008, March). Transforming

    practice through multicultural competence. Presented at the meeting of the American

    College Personnel Association, Atlanta, GA.

Pope, R. L., Reynolds, A. L., & Cheatham, H. E. (1997). American College Personnel

    Association (ACPA) strategic initiative on multiculturalism. Journal of College Student

    Development, 38, 62-67

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2014). Creating multicultural change on campus.

    John Wiley & Sons.

Pope, R. L., Reynolds, A. L., Mueller, J. A., & Cheatham, H. E. (2004). Multicultural

    competence in Student Affairs. San Francisco: Jossey-Bass.

Rankin, S. R., & Reason, R. D. (2005). Differing perceptions: How students of color and white

    students perceive campus climate for underrepresented groups. Journal of College Student

    Development, 46(1), 43-61.

Rankin, S., Blumenfeld, W. J., Weber, G. N., & Frazer, S. (2010). State of higher education for

    LGBT people. Charlotte, NC: Campus Pride.

Raue, K., & Lewis, L. (2011). Students with disabilities at degree-granting postsecondary

    institutions. National Center for Education Statistics, US Department of Education,

    Statistical Analysis Report, 18.

Reason, R. D. (2001). The use of narrative inquiry in student affairs research. College Student

    Affairs Journal, 20(2), 93.

Reissman, C. K. (2008). Narrative methods for the human sci- ences. Thousand Oaks, CA: Sage.

Richen, Y. (2016). Race, Ethnicity, Gender, and Class Privilege. Think/Point/Shoot: Media

    Ethics, Technology and Global Change, 103.

Salter, D. W., & Persaud, A. (2003). Women's views of the factors that encourage and

    discourage classroom participation. Journal of College Student Development, 44(6), 831-

    844.

Savin-Williams, R. C., & Cohen, K. M. (1996). The lives of lesbians, gays, and bisexuals:

    Children to adults. Harcourt Brace College Publishers.

Sax, L. J., Bryant, A. N., & Harper, C. E. (2005). The differential effects of student-faculty

    interaction on college outcomes for women and men. Journal of College Student

    Development. 46(6), 642-659.

Schram, T. H. (2003). Conceptualizing qualitative inquiry: Mindwork for fieldwork in education and the social sciences. Prentice Hall.

Seymour, E., & Hewitt, N. M. Talking about leaving: Why undergraduates leave the sciences, 1997. Boulder, CO: Westview.

Silverschanz, P., Cortina, L. M., Konik, J., & Magley, V. J. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. Sex Roles, 58(3-4), 179-191.

Smith, W. A. (2005). Racial battle fatigue, race-related stressors, and the academic challenges for college students of color: An interdisciplinary theory. Manuscript submitted for publication.

Snyder, T. D. (2016, April 28). Digest of Education Statistics, 2014. Retrieved July 23, 2019, from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016006

Stake, R. E. (1999). Case studies In NK Denzin&Y. S. Lincoln (Eds.). Handbook of Qualitative Research.

Strage, A. (2008). Stayin'Alive: Meeting Faculty Mid-Career Professional Renewal Needs. Metropolitan Universities, 19(1), 71-83.

Tiedt, P. L., & Tiedt, I. M. (2005). Multicultural teaching: a handbook of activities, information, and resources. 7th ed. Boston: Pearson/A&B.

Toney, M., & Lowe, A. (2001). Average minority students: A viable recruitment pool. Journal of College Admission, (171), 10.

Tonso, K. L. (1999). ENGINEERING GENDER− GENDERING ENGINEERING: A CULTURAL MODEL FOR BELONGING. Journal of Women and Minorities in Science and Engineering, 5(4).

Watson, L. W. (2002). How minority students experience college: Implications for planning and

policy. Stylus Publishing, LLC..

What is the Americans with Disabilities Act (ADA)? (2019, July 18). Retrieved July 20, 2019,

from https://adata.org/learn-about-ada

White, D. (2015, November 03). Yale SAE Fraternity Accused of Admitting 'White Girls Only'.

Retrieved July 20, 2019, from https://time.com/4098214/yale-sae-white-girls-only/

White, D. (2015, November 03). Yale SAE Fraternity Accused of Admitting 'White Girls Only'.

Retrieved July 20, 2019, from https://time.com/4098214/yale-sae-white-girls-only/

Williams, E. A., Lam, J. A., & Shively, M. (1992). The impact of a university policy on the

sexual harassment of female students. The Journal of Higher Education, 63(1), 50-64.

Willie-LeBreton, S. (2011). Continued relevance in the new century. Diversity in American

Higher Education: Toward a More Comprehensive Approach, 209.

Woodford, M. R., Chonody, J. M., Kulick, A., Brennan, D. J., & Renn, K. (2015). The LGBQ

microaggressions on campus scale: A scale development and validation study. Journal of

Homosexuality, 62(12), 1660-1687.

Woodford, M. R., Chonody, J. M., Kulick, A., Brennan, D. J., & Renn, K. (2015). The LGBQ

microaggressions on campus scale: A scale development and validation study. Journal of

Homosexuality, 62(12), 1660-1687.

Woodford, M. R., Kulick, A., Sinco, B. R., & Hong, J. S. (2014). Contemporary heterosexism on

campus and psychological distress among LGBQ students: The mediating role of self-

acceptance. American Journal of Orthopsychiatry, 84(5), 519.

Yin, R. K. (1984). Case study research: design and methods (Beverley Hills, CA, Sage).

Yin, RK (2009). Case study research: Design and methods . Thousand Oaks, CA: Sage. The

    Canadian Journal of Action Research, 14(1), 69-71.

Young, R. A., & Collin, A. (2004). Introduction: Constructivism and social constructionism in

    the career field. Journal of vocational behavior, 64(3), 373-388.

APPENDICES

Appendix A

LETTER REQUEST FOR PARTICIPANT NOMINATIONS

Date

Institution
Attn: First Name, Last Name
Street Address
City, State Zip Code

RE: **Nominations of award winning faculty in your college to participate in a research study on faculty decision making as it relates to diversity**

Dear Sir/Madam:

Greetings! As a doctoral candidate at North Carolina State University, I am embarking on a research study to explore and understand the decision-making process of faculty members as it relates to diversity. Thus, I am seeking your help in identifying award winning faculty members in your college. Specifically, I am looking for faculty who meet the following criteria:

- In good standing at your institution
- Have a majority appointment that requires their work with students OR advise a student group
- Have won an award of excellence related to teaching, advising, or student interaction

Thus, I need your assistance in identifying award winning faculty. If you would be willing to provide me with a list of award winning faculty from your college for the last ten years, I would be grateful. Your list will be combined with others of their kind and from the master list a sample will be chosen. If faculty from your institution are chosen, I will send a formal letter providing more detail about the study and request to participate in the research process to participants.

Please submit your nominations by e-mail at this address. Thank you so much for your assistance in this endeavor.

Sincerely,

Byron Green, Doctoral Candidate

Appendix B

LETTER REQUEST FOR PARTICIPANT NOMINATIONS

Date

Institution
Attn: First Name, Last Name
Street Address
City, State Zip Code

RE: **Request for award winning faculty to participate in a research study on faculty decision making as it relates to diversity**

Dear Sir/Madam:

Greetings! As a doctoral candidate at North Carolina State University, I am embarking on a research study to explore and understand the decision-making process of faculty members as it relates to diversity. You have been nominated as an award winning faculty members in your college. For the purpose of this study we are looking for Faculty who meet the following criteria:

- In good standing at your institution
- Have a majority appointment that requires their work with students OR advise a student group
- Have won an award of excellence related to teaching, advising, or student interaction

 If you would be willing to participate in this study, there will be 2 in-depth interviews (approximately 1- 1 1/2 hours per interview) where we will discuss your experience interacting with students at your current institution and before you arrived in your current role. All information that you share will be kept confidential and reported out with a pseudonym to the research team. The attached Informed Consent form goes in to more detail. If you have questions at any time about the study or the procedures, you may contact the researcher, Byron Green at Bagreen@ncsu.edu , or [336-317-0581].

If you are willing to participate in this study, please sign the attached informed consent form and email it back to bagreen@ncsu.edu. At that time a link will be provided to you with available interview times.

Sincerely,

Byron Green, Doctoral Candidate

Appendix C

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

Title of Study: Faculty vitality as it relates to decision making in areas of diversity and multicultural competence.

Principal Investigator: Byron Green   Faculty
Sponsor: Jacklyn Bruce, PhD

What are some general things you should know about research studies?
You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in this study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?
It is important that all students feel safe, valued, and included in any educational setting. This research will provide insight into the decision-making processes of faculty within colleges of agriculture related to diversity and multicultural competence. Results will hopefully provide a roadmap for how faculty and staff can work in concert to provide a more welcoming and inclusive learning environment to all students.

What will happen if you take part in the study?
If you agree to participate in this study, you will be asked to
  1. Participate in two in-depth interviews (approximately 1-1 ½ hours for each interview in person, telephone or electronic media as determined by researcher.
  2. The interviews will be done via phone or web-hosted service so you will have the opportunity to conduct the interview where ever you feel comfortable.
  3. Interviews will be recorded and transcribed

Violations of student code of conduct or university policy

If you share information about third parties that violate the student code of conduct or university policy, the researcher will need to report the incidents to the student ombuds office.

Risks

There are several potential risks:
  1. Emotional responses to the questions/reliving emotionally charged experiences.
      a. If you do experience an extreme emotional reaction you will be offered the option to end the interview and not complete it.
  2. Divulging information that third parties violated codes of conduct/university policy.

177

a. If you begin to share information that may indicate a violation of the student code of conduct or university policies, the researcher will remind you that these situations will need to be reported.
   b. If information is shared during this interview that indicates a violation of the student code of conduct or university policy, the researcher will work through university's ombuds to report the violation.
3. Identification by outside parties (being seen doing the interview, or someone reading the final research report assumes your identity through vague references).
   a. You will be allowed to choose where the interview takes place; also, specific institutional details shared in the interview will be redacted.

Recordings

This interview will be audio recorded for the purpose of transcription. No recorded data will be directly or indirectly used in any other way aside from transcription. All data will be then uploaded to a password protected, locked and encrypted computer that utilizes the university coding system.

Benefits

There are no direct benefits from participation in this research. However, your voluntary participation will give you an opportunity to tell your story (reflective practice).

Benefits may include an active change in how interactions with diverse populations are handled in colleges of Agriculture.

Confidentiality

The information in the study records will be kept confidential. Data collected by the interviewer will be kept on a locked, password-protected computer, in a locked office, in a secure campus building. Data files will be kept following the established procedures for data storage for research purposes for a minimum of three years.

Compensation
There is no monetary compensation for participants

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Byron Green at Bagreen@ncsu.edu , or 336-317-0581.

What if you have questions about your rights as a research participant?
If you have questions about your rights as a participant in this research, or if you feel you have not been treated according to the descriptions in this form, or if you feel your rights as a participant in research have been violated during the course of this project, you may contact the NCSU IRB office at irb-director@ncsu.edu (919/515-4514).

Consent To Participate

"I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled."

Subject's signature_____ Date _____
Investigator's signature_____ Date _____

Appendix D

Baseline questions

1) How do you define Diversity?
   a. What components make up diversity?
2) How do you define Multicultural competence?
   a. What components make up Multicultural competence?

Back ground- external to the university

3) Share an experience you had with diversity prior to arriving at your institution?
   a. How did this experience contextualize your work?
4) What were your experiences with students during your graduate program?
   a. Share with me how your chair interacted with students
   b. How did your Chair involve you in student interaction?
   c. Share a story about a difficult interaction you had with a student that centered on diversity.
   d. Could you share your decision making process when addressing this situation?
5) What brought you to your current institution?
   a. What attracted you to the institution?
   b. What were your hopes in relation to your interactions with students?
   c. What factors influenced your decision to accept your position

Internal to the university
6) What is your perception of the campus climate at your institution?
   a. What is the history of inclusion at your institution?
   b. What instances of bias have happened to your knowledge at your institution?
7) What is the perception of departmental climate with in your department?
   a. How do you feel your department reacts to instances of bias reported by students?
   b. What value is placed on Multicultural competence?
8) Tell me about your experience working with students at your institution
   a. In what capacity do you work with students
   b. Describe your student population that you work most closely with.
   c. What approach do you use when working with students?
9) What role does multicultural competence play in your interaction with students
   a. What is the decision making process when engaging with students?
10) When deciding how you will create your course what factors go into your process?
   a. How do departmental expectations affect what you present?
   b. Could you share how faculty dynamics affect how course content is presented
   c. If given the latitude to create a new course on the subject of your choosing what factors would you consider when presenting said information and engaging students?

11) Share we me with me your thoughts on collaboration in your position
   a. Share with me what you consider collaboration
   b. What does collaboration look like when you involve students?
   c. What is the departmental culture around collaboration?

Over lap
12) Share with me the dynamic of the faculty in your department
   a. How does your department on board or welcome new faculty to the department?
   b. What role does feedback from your supervisor or peers play in your decision making process with regards to engaging with students?
   c. Could you tell me about the activities faculty engage with while at work?
   d. Could you share how faculty engage with each other outside of work?
13) Share with me with me what factors you look for in a mentor?
   a. What is your thought process to get to these factors?
   b. Describe your engagement with a mentor?
   c. How does your mentor's opinion affect your decision making process?

Wrap up demographic questions
14) Where did you receive your Bachelor's degree?
   a. Field of study
15) Did you pursue a master's degree if so where?
   a. Research interest
16) Where did you do your doctoral work?
   a. Dissertation topic
17) What institution do you currently work?
18) Did you work with students prior to starting this position? If yes, in what capacity?