

2020

## Exploring Faculty Perceptions of Campus Climate Before and After a Consolidation

Stephanie Denise Watson  
*Walden University*

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

---

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact [ScholarWorks@waldenu.edu](mailto:ScholarWorks@waldenu.edu).

# Walden University

College of Education

This is to certify that the doctoral study by

Stephanie Watson

has been found to be complete and satisfactory in all respects,  
and that any and all revisions required by  
the review committee have been made.

Review Committee

Dr. Linda Swanson, Committee Chairperson, Education Faculty

Dr. Joanna Karet, Committee Member, Education Faculty

Dr. Paul Englesberg, University Reviewer, Education Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University  
2020

Abstract

Exploring Faculty Perceptions of Campus Climate Before and After a Consolidation

by

Stephanie Watson

EdS, Barry University, 2010

MS, Barry University, 2003

BS, Hodges University, 2001

AS, Hodges University, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

2020

## Abstract

Consolidations have become a market strategy for both public and private higher education institutions as a way of rebranding to address financial challenges and to remain competitive. Challenges arise when faculty and staff members are expected to merge the racial climates of a non-historically black college and university (NHBCU) and a historically black college and university (HBCU). The purpose of this study was to gain a better understanding of issues related to inclusion, campus interactions, and diverse campus groups following the consolidation. The racial campus climate framework by Hurtado, Milem, Clayton-Pedersen, and Allen served as the conceptual framework for this basic qualitative study. Interviews with 8 faculty members were conducted to respond to research questions that explored faculty perceptions regarding issues of inclusion, campus interactions, and diverse campus groups of the racial campus climate on the HBCU and NHBCU campuses before and after the consolidation. Transcripts from interviews were coded and analyzed for themes. The findings indicated that prior to the consolidation, participants from both institutions perceived interactions and climate among faculty to be positive. However, after the consolidation, participants perceived a climate of hostility, mistrust, and racial bias among faculty. A professional development project was designed to provide stakeholders with strategies to begin conversations about examining their cultural lenses and expanding their world views. The implications for positive social change include providing leaders and faculty with an awareness of the negative racial interactions among faculty and strategies to use as a starting point to assist with overcoming biases and cultivating an inclusive environment for all faculty.

Exploring Faculty Perceptions of Campus Climate Before and After a Consolidation

by

Stephanie Watson

EdS, Barry University, 2010

MS, Barry University, 2003

BS, Hodges University, 2001

AS, Hodges University, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

2020

## Dedication

I dedicate this doctoral study to several people who have been instrumental in helping me achieve success. First, I dedicate this study to my three children, Androse, Antrevion, and Andrazia. Thank you for affording me the opportunity to study and write for so many years. You are my greatest motivation and inspiration. I am proud to be your mother and hope that my hard-work and perseverance has taught you to follow your dreams without ceasing and to develop a love for life-long learning. I also dedicate this doctoral study to my mom and sister, Jeanette and Shemika. You are my biggest cheerleaders and prayer warriors. Thank you for your continued love, support, and prayers. Lastly, I dedicate this doctoral study to my special friend, Dru. You believed in me when I did not believe in myself. You will never understand how much your encouraging words gave me the ammunition to continue to push through the trials and tribulations of life so that I could finish this journey. Words cannot express how thankful I am to have all of you as integral parts my life and my success.

## Acknowledgments

First, I would like to thank God for blessing me with life, health, and strength. I could not have made it through this journey without his guidance. Secondly, I would like to give a heartfelt thank you my Chair, Dr. Linda Swanson, for her unyielding support, quick and relevant feedback, and encouragement. I appreciate the knowledge, guidance, and listening skills afforded to me throughout this process. Thirdly, I would like to thank Dr. Donna Karet for her responsiveness and support. Finally, I extend thanks to Dr. Sherry Lowrance for her professionalism and feedback. I could not have completed this journey without such an amazing committee. Your contributions have molded my study and framed the lens I now use to conduct and view scholarly research.

## Table of Contents

List of Tables -----	iv
Section 1: The Problem -----	1
Rationale -----	5
Definitions -----	8
Significance -----	9
Research Questions -----	9
Review of Literature -----	10
Conceptual Framework -----	10
Review of the Broader Problem -----	12
Implications -----	22
Summary -----	23
Section 2: The Methodology -----	25
Qualitative Research Design and Approach -----	25
Participants -----	27
Data Collection -----	30
Data Analysis -----	32
Procedures for Dealing with Discrepant Cases -----	34



Data Analysis Results -----	34
HBCU Pre-Consolidation Diversity, Interactions, and Climate-----	39
NHBCU Pre-Consolidation Diversity, Interactions, and Climate -----	42
CSU Post-Consolidation Diversity, Interactions, and Climate -----	44
Conclusion -----	57
Section 3: The Project-----	59
Introduction-----	59
Rationale -----	60
Review of the Literature -----	62
Professional Development-----	63
Adult Learning-----	65
Active Learning -----	67
Understanding Compositional Diversity -----	68
Strategies for Improving Race Relations -----	72
Project Description -----	77
Potential Resources and Existing Supports-----	78
Potential Barriers and Potential Solutions -----	79
Implementation -----	79
Roles of Participants and Facilitator -----	80
Project Evaluation Plan -----	81
Project Implications -----	81

Conclusion -----	82
Section 4: Reflections and Conclusions -----	84
Project Strengths and Limitations -----	84
Recommendations for Alternative Approaches -----	85
Scholarship, Project Development and Evaluation, and Leadership and Change -----	85
Scholarship-----	85
Project Development and Evaluation-----	86
Leadership and Change-----	87
Reflection as a Scholar-----	87
Reflection as a Practitioner-----	88
Reflection as a Project Developer-----	88
Reflections on Importance of Work-----	89
Implications, Applications and Directions for Future Research -----	90
Conclusion -----	91
References -----	92
Appendix A: The Project -----	113
Appendix B: HBCU Interview Protocol-----	151
Appendix C: NHBCU Interview Protocol -----	153

## List of Tables

Table 1: Participant Demographics ----- 35

Table 2: Alignment of Data Analysis Themes and Professional Development Topics--- 56

## Section 1: The Problem

Mergers and acquisitions, although primarily thought of as native to businesses, have been common in higher education and often related to nation-wide economic challenges (Ribando & Evans, 2015). Leslie, Abu-Rahma, and Jaleel (2018) posited that as costs increase and pressures arise, institutional leaders have chosen to adapt by merging as a means of surviving. As a result of wars, landmark court cases, and energy crises, in the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries, financial alarm and decreased spending on education caused widespread panic and institutional mergers and rebranding became commonplace (Platt, Chesnut, McGee, & Song, 2017). In 1862, for example, the Morrill Act resulted in an increase in agricultural and mechanical institutions, and in 1887, as a result of the Hatch Act and higher education growth, public funding for higher education increased (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2016). In 1929 the stock market crashed and funding for higher education decreased; consequently, colleges were forced to close, merge, or rebrand to adapt to the economic conditions (Platt et al., 2017). In fact, Platt et al. attested that archived records showed over 4,000 American colleges and universities closed, merged, or rebranded between the years of 1741 and 2015.

Although many institutions survived the 19<sup>th</sup> and 20<sup>th</sup> century challenges by adapting to remain relevant, the 21<sup>st</sup> century continued the trend toward merging and rebranding higher education institutions to address financial challenges. For instance, the dot-com bubble, terrorist attacks, high unemployment rates, increases in defense spending, debt crises, and the housing bubble led to a decrease in funding for higher education early in the 21<sup>st</sup> century (Platt et al., 2017). Institutional leaders had to find

ways to adapt and increase revenue. Although federal and state budgets for higher education institutions were decreasing, public demand for higher education was increasing (Platt et al., 2017). Funding to support institutions shifted from the government to students by way of tuition and fee increases. Therefore, institutions continued to merge as competition amongst institutions increased (Leslie et al., 2018). In fact, on average, approximately 11 institutions per year, between 1741 and 2016, merged or rebranded to remain competitive (Platt et al., 2017).

Surprisingly, mergers are not limited to private higher education institutions. The trend toward merging public intuitions increased for some state systems because of decreased funding and an increased demand for higher education (Ribando & Evans, 2015). In fact, more than 10 of the institutions in the study site's university system had consolidated by 2011 (Gardner, 2017). When small private universities faced financial difficulties or challenges expanding, they succumbed to acquisitions by larger institutions with high stock prices and sustainable capital portfolios to continue to provide educational opportunities for students (Borrego, 2001). Public colleges and universities, although partially funded by the government, consolidated with other public institutions to meet the needs of students and the communities they serve (Azziz, 2013). However, these consolidations often result in alienation of constituents, diminished lines of authority, branding challenges, and cultural disparities (Azziz, 2013).

In November 2015, the chancellor of a state university system in the United States announced the consolidation of a Historically Black College or University (HBCU), which offered 4-year and graduate degrees, with a non-HBCU (NHBCU), which offered

technical certificates and 2-year degrees. The two institutions were non-complementary in their operating philosophies, and the resulting institution, CSU (pseudonym), offered certificates, 2-year degrees, 4-year degrees, and graduate degrees on two campuses. The old state college access mission of pursuing students with lower admissions standards in search of certificates and 2-year degrees was combined with the HBCU access mission of recruiting minority students with more stringent admissions standards for upper-level degrees. Most of the students who were enrolled in 2-year degree programs or less attend the NHBCU campus. Students seeking a 4-year degree or higher attended the HBCU campus.

The goal of the consolidation was to combine the staff, services, degree offerings, and missions of each institution in an effort to strengthen public higher education in the region (Lewis, 2016). However, faculty, staff, and students continued to operate as if there were two separate institutions. In addition to the separate campus operations, the race distribution of each campus' staff remained unequal. According to the 2016 National Center for Education Statistics, the HBCU had a population of 3,041 students, of which over 90% were African American. The staff members were representative of the students as over 80% of the full-time staff were African American (University System ██████████, 2016). The NHBCU had 4,120 students, of which 47% were White, and 46% were African American (National Center for Education, 2016). The NHBCU's staff members, however, were 75% White (University System ██████████, 2016). The individual culture and unequal racial distribution of faculty, staff, and students remained despite consolidation efforts.

Although all department leaders were charged with combining the offices from both campuses to serve all of the students, many departments continued to operate in silos. For instance, due to the number admissions staff on the NHBCU campus that resigned, HBCU admissions staff were tasked with enrolling NHBCU students. The Director of Admissions on the HBCU campus reported that the HBCU staff were unfamiliar with the recruiting process for the NHBCU students and that they had not received any training (personal communication, January 4, 2018). A nursing faculty member from the NHBCU campus agreed with the HBCU admissions staff because she stated that the HBCU admissions staff had recruiting practices that focused solely on recruiting African American students, which was believed to have had a negative impact on enrollment (personal communication, November 17, 2017). Downward trends in enrollment resulted in additional budget deficits that necessitated action.

Irrespective of the reasons for the consolidation, to be successful, leaders must be intentional at motivating human resources, communicating expected outcomes, managing the stages of employee behavior and encouraging the development of a climate that is supportive of the combined group (Kenefick & DeVito, 2015). When unsupported consolidations occur, the resulting institution faces scrutiny from both the media and alumni about combining cultures, athletic teams, and staff. According to Gardner (2017), the overarching goals of each consolidation were to combine the missions, visions, and guiding principles and to develop a new strategic direction that was representative of the new institution. The challenges arose, however, when each institution's stakeholders

looked to preserve their original identity (Gardner, 2017), with consolidations often resulting in a myriad of complaints from students, faculty, staff, and alumni.

This project study evolved as an outcome of the consolidation of a HBCU with a NHBCU in the southern region of the United States. After the institutional consolidation process at CSU concluded, a gap existed between the intended result of one smoothly functioning, culturally diverse, institution and the possibility of racial division and a tumultuous climate on each of the campuses (Lewis, 2016). The goal of the consolidation was to combine the faculty, staff, services, degree offerings, missions, and cultures of each institution in an effort to strengthen public higher education in the region because both schools had experienced five years of enrollment decline (Lewis, 2016). The challenges arose once the consolidation was finalized (Gardner, 2017). The problem I addressed in this study was the ongoing issues related to inclusion, campus interactions, and the treatment of diverse groups on campus after the consolidation between a HBCU and NHBCU.

### **Rationale**

Once the institutions became one, listening sessions and staff meetings were held to allow faculty and staff to voice their concerns. During one of the sessions, a faculty member from the NHBCU campus voiced concerns over the admissions process, stating that she believed that the HBCU admissions staff had recruiting practices that focused solely on recruiting African American students, which had a negative impact on White student enrollment (personal communication, November 17, 2017). In another meeting, a faculty member on the HBCU campus communicated that she felt the White faculty



members wanted to remove the HBCU mission (personal communication, April 3, 2018). The faculty members continued to operate separately, and the race distribution of each campus faculty remained unequal with approximately 80% of the White faculty on the NHBCU campus and only 20% on the HBCU campus (University System ██████, 2016). In a leadership meeting, the Chief Enrollment Officer stated that less than 20 non-African American freshman students enrolled during the Fall 2018 term (personal communication, August 20, 2018). The staff expressed concern about the perceived racial inequities.

As noted in the local newspaper (█████, 2017), in addition to the racial challenges and division of campuses, staff and administrators left the institution. One year prior to finalizing the consolidation, the board appointed all executive leaders. The leader who was not chosen for the consolidated institution was terminated or given the opportunity to resign. The president, provost, vice president of enrollment management, and associate vice president of academic advising of the combined state university (CSU), however, all announced their resignations within 3 months of the consolidation (█████, 2017; ██████, 2017). An interim president and several interim vice presidents were selected to fill the vacancies. The uncertainties of the institution's future and mandatory reductions in staff and faculty caused a shifted the campus climate.

Consolidations have historically led to challenges and discontent among staff. Ribando and Evans (2015) examined the sociocultural aspects of consolidating post-secondary institutions. The results of the study indicated that the consolidation led to an increase in employee stress levels and a decrease in person-organization fit resulting in

higher levels of turnover. Likewise, Evans (2017) studied the effect that a merger between two French higher education institutions had on the lives of the staff affected by the change. The results of the study revealed that the staff felt negatively about the merger and the leadership after the merger. Additionally, the staff disclosed that leaders had broken promises and been inattentive to their coping needs, resulting in the need for strategies to improve organizational climate. Similarly, Love (2014) used qualitative research to explore the impact of the merger of two nursing programs on the resulting organizational culture. The researcher found that the faculty who were involved in the merger expressed dissatisfaction in the process and the post-merger climate; subsequently, resulting in the need for an intervention to rebuild the culture and positively change the climate.

Consolidating a HBCU and a non-HBCU results in an immediate shift in the racial diversity of students, faculty, and staff. According to Michalski, Cunningham, and Henry (2017), profound changes in the diversity of an institution can lead to problems with climate, enrollment, and employee retention. African American faculty, students, and staff members at HBCUs have argued that increasing non-Black student enrollment creates tension and threatens the history and legacy of the HBCU (Palmer, Arroyo, & Maramba, 2016). To overcome barriers and prevent exclusion, institutional leaders must commit to developing a welcoming and inclusive environment (Michalski et al., 2017). As the population of students, staff, and faculty becomes more diverse, the importance of having a positive climate increases. The purpose of this study was to explore faculty perceptions of the campus climate before and after the CSU consolidation in order to gain

a better understanding of the ongoing issues related to inclusion, campus interactions, and diverse groups on campus following the consolidation.

### **Definitions**

*Campus climate and organizational climate:* Used interchangeably for the purposes of this study, the campus or organizational climate refers to the on-campus environment for learning and social interaction that encourages the intellectual and social development of students, faculty, and staff (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). In a socially responsible climate, diversity is valued and fairness is exhibited in day-to-day activities (Canen & Ivenicki, 2015).

*Consolidations and mergers:* Used interchangeably, consolidations or mergers take place when two organizations join together to form a third organization (Azziz, 2013). It is a transformational strategy used by higher educational leaders to address fiscal challenges (Ribando & Evans, 2015).

*Historically Black College and Universities:* HBCUs are colleges or universities that were established beginning in the late 1800s to provide a place for African Americans to obtain a higher education during times of racial segregation (Bracey, 2017). HBCUs are known for supporting African American students, however, are also seen as culturally inclusive (Bracey, 2017). HBCUs are thought to be innovative with social change and black culture and identity are held sacred (Mobley, 2017).

*Non- Historically Black College and Universities:* Non-HBCUs are sometimes characterized as predominantly white institutions (PWIs). PWIs, or non-HBCUs, have a large percentage of White faculty, staff, and often students (McCoy, 2014). Historically,

PWIs have processes that exclude African American students, ultimately, making the attainment of a degree in higher education more challenging (McCoy, 2014).

*Students of color:* Defined as a non-White student who identifies with an underrepresented population of college students (Museus, Yi, & Saelua, 2018). For the purposes of this study, a student of color is an African American college student.

### **Significance**

This study addressed an understudied area of higher education, the consolidation of two types of institutions with fundamentally different visions, missions, and cultures. For a consolidation to be successful, leaders must foster a climate that is indicative of the vision, values, and core beliefs for the new institution (Love, 2014), especially since diversity agendas that lead to changing organizational culture have high failure rates (Adserias, Charleston, & Jackson, 2017). A shift in campus climate is imperative to the development and implementation of the changes needed to move consolidations from perception to reality. The significance of this study is that a research-based approach to understanding the campus climate after significant organizational change could be instrumental in helping leaders shape the racial campus climate of the consolidated institution and to serve as a guide to others undergoing transformational change between two distinctively different institutions.

### **Research Questions**

To address the research problem and purpose of the study, the following open-ended research questions were posed:

RQ1: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former HBCU campus before the consolidation?

RQ2: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former NHBCU campus before the consolidation?

RQ3: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what are faculty perceptions of the racial campus climate after the consolidation?

## **Review of Literature**

### **Conceptual Framework**

Hurtado et al. (1998) provided a four-dimensional framework for practitioners to use when examining campus climate. The four dimensions (a) historical legacy of inclusion or exclusion of certain groups, (b) impact of structural diversity, (c) psychological climate, and (d) behavioral dimension of climate are interrelated and provide a context for higher education leaders to use when attempting to garner an understanding of campus climate (Hurtado et al., 1998).

Hurtado et al. (1998) wrote that the first two dimensions of inclusion or exclusion of certain groups and structural diversity are factors that impact the overall campus climate. The historical legacy of inclusion or exclusion refers to the patterns of limited access, resistance to desegregation, and historical hostility toward people from diverse backgrounds (Hurtado et al., 1998). Campus climates where faculty and staff members

experience ostracism because of their race or ethnicity can cause an increase in stress and contribute to poor overall psychological health (Zimmerman, Carter-Sowell, & Xu, 2016). Those who identify with the minority racial group may be subjected to an additional layer of stigmatism. The second dimension, impact of structural diversity, refers to the number of people from diverse racial/ethnic groups on campus. The presence of diversity on campus, according to Hurtado et al., encourages interaction between faculty, staff, and students from different races and ethnicities.

The third and fourth dimensions explain how members of the campus perceive and interact with diverse populations. Specifically, Hurtado et al. (1998) stated that the psychological dimension of climate involves individual views of diversity, perceptions of others from different racial/ethnic backgrounds, and racial conflict or discrimination. Perceptions of discrimination may stem from faculty, students, and staff feeling devalued and disconnected from the institution (Hurtado et al., 1998). The final dimension, behavioral dimension of climate, is concerned with the social interactions between individuals from different backgrounds (Hurtado et al., 1998). Negative interactions between those from different backgrounds, according to Hurtado et al., may signal a lack of institutional commitment to diversity and result in negative perceptions of the campus climate.

I used this conceptual framework to explore faculty perceptions of inclusion, campus interactions, and diverse groups that impact the racial campus climate of CSU. Specifically, the framework served as the lens to guide the interview questions in order to garner an understanding of the racial campus climate, from faculty perceptions, about

inclusion, campus interactions, and diverse groups on campus both before and after the consolidation of a HBCU and a non-HBCU. The research questions were broad enough to address the campus climate from all stakeholder perceptions. However, the participants focused on the campus climate among faculty, which narrowed the original purpose.

### **Review of the Broader Problem**

The following databases were used to review current literature in the field in relation to the problem under study: Education Research Complete, Academic Search Complete, Education Source, Education for SAGE, and ERIC. The following search terms were used to find scholarly literature: *consolidations, mergers, campus climate, Historically Black Colleges and Universities (HBCUs), Predominately White Institutions (PWIs), colleges, universities, and change management*. Many studies were reviewed in preparation for this literature review. However, I selected 37 relevant studies to be included in this literature review.

**Consolidations and mergers.** Although institutional mergers and consolidations have been around for many years, recent consolidations have increased the need for more research on successful strategies. The trend in higher education institutional mergers and consolidations is expected to continue into the foreseeable future because consolidations are predicted to double, and institutional closures are predicted to triple (Azziz, 2013; Evans, Hess, Abdelhamid, & Stepleman, 2017). The lack of success in achieving the desired outcomes, however, poses alarm as Boling, Mayo, and Helms (2017) found that many mergers fail to add value, have leaders who refuse to communicate properly, and begin with inadequate implementation plans. Researchers agreed that mergers are used as

an instrument to address challenges in higher education; however, implementation may not add the intended amount of value to the institution (Evans et al., 2017; Leslie et al., 2018; Pinheiro, Geschwind & Aarrevaara, 2016). Several studies seeking to establish a relationship between mergers and improved rankings were inconclusive in finding a correlation (Evans, 2017; Ripoll-Soler & de-Miguel-Molina, 2014;). In fact, researchers posited that many institutions show no improvement at all after a merger (Ripoll-Soler & de-Miguel-Molina, 2014). In contrast, however, Bolbanabad, Mosadeghrad, Arab, and Majdzadeh (2017) revealed that an academic merger in Iran resulted in an improved academic position. The overall merger, conversely, had a negative impact on leadership and staff.

Lack of communication by leaders during a merger poses challenges and often results in an increase in employee stress (Bolbanabad et al., 2017; Cai, Pinheiro, Geschwind & Aarrevaara, 2016; Senior, Fearon, Mclaughlin, & Manalsuren, 2017). In a study conducted by Leslie et al. (2018) faculty, staff, and student resistance to the consolidation increased because of disappointment with the lack of communication by leadership. Researchers agreed that clear communication is necessary for consolidation success because doing so reduces employee stress levels and conveys respect and concern (Cai et al., 2016; Pinheiro et al., 2016). Effective communication is essential to the consolidation process; therefore, consistent communication may decrease resistance and increase the chances for success.

Leaders of higher education institutions are implementing mergers during times of crisis as a means of increasing financial acumen and gaining a competitive academic



advantage (Evans et al., 2017; Platt et al., 2017). The study sites reported multiple years of enrolment decline and the resulting financial difficulties as the number one reason for the consolidation (University System ██████████, 2016). According to Boling et al. (2017), institutions pursue consolidations to reduce costs and increase financial position. Combining two or more universities together and decreasing staff increases financial resources and geographic positioning. Although financial benefits were cited as the number one reason for consolidations, Bolbanabad et al. (2017) added that higher educational mergers increase access, strengthen and diversify academic offerings, and improve teaching and research excellence. Reduced expenditures, elimination of redundancies, and improved access to a quality education for students comes at a price (Evans et al., 2017; Leslie et al., 2018; Pinheiro, et.al., 2016; Platt et al., 2017) because mergers can be laborious and challenging for the faculty, staff, and leaders involved in the process (Cai et al., 2016; Edwards, Lipponen, Edwards, & Hakonen, 2017; Evans, 2017).

Consolidations can have a negative impact on the lives of those involved in the consolidation process (Evans, 2017; Leslie et al., 2018; Ribando & Evans, 2015). During mergers, sociocultural issues are often overlooked and faculty and staff may develop feelings of disengagement from the institution, intentions to resign, perceptions of low person-organization fit, and a lack of commitment to the organization (Edwards et al., 2017; Ribando & Evans, 2015; Ripoll-Soler & de-Miguel-Molina, 2014). The fear of job loss and losing their perceived identity may result in resentment toward leadership (Boling et al., 2017; Edwards et al., 2017). Consolidating institutions with different

missions and cultures increases the immensity of challenges; therefore, attention to the human resource is necessary for success (Leslie et al., 2018; Pinheiro et al., 2016; Ribando & Evans, 2015). Ribando, Slade, and Fortner (2017) explored the relationship between consolidations and the impact on faculty members' intent on leaving an institution. The authors posited that consolidations bring about cultural domination by the high-status institution which could negatively impact human capital by causing turnover and decreased faculty performance (Ribando et al., 2017). Evans (2017) concurred, adding that mergers "radically" change the lives of the staff and often resulted in staff and faculty losing faith in leadership. Sociocultural issues, if not managed successfully, can result in a failed consolidation and human capital cost (Leslie et al., 2018; Ribando et al., 2017; Ripoll-Soler & de-Miguel-Molina, 2014)

The study's sites underwent several major leadership changes since after the initial announcement of the consolidation. Faculty and staff members mentioned that they did not have faith in the leadership. Research showed that effective leadership is necessary to ensure the success of mergers (Azziz, 2013; Platt et al., 2017). Consolidations are considered major organizational change that requires strategic implementation. Azziz (2013) suggested six essential and critical elements to position a consolidation or merger for success: (a) a compelling unifying vision, (b) the right sense of urgency, (c) a committed and understanding governing body, (d) the right leadership on the ground, (e) a robust project management system, and (f) sufficient dedicated resources. Evans et al. (2017) agreed that the six elements presented by Azziz are critical to the success of consolidation, citing that a leadership program grounded in authentic

leadership will help develop leaders who possess the requisite skills to communicate a clear vision and ensure the success consolidations. Researchers concurred that consolidations result in a high level of uncertainty and complexity and consequently require leaders who have the ability to enact change with a sense of urgency and attentiveness to the human resource (Boling et al., 2017; Platt et al., 2017). The success or failure of a consolidation can be attributed to the ability of leaders to manage the change process and the systems involved (Cai et al., 2016; Leslie et al., 2018; Pinheiro et al., 2016).

Researchers have found that mergers might have integration challenges (Azziz, 2013; Evans et al., 2017; Platt et al., 2017; Ribando & Evans, 2015). Possible barriers to success include poor quality of faculty or program offerings (Boling et al., 2017; Puusa & Kekale, 2013; Senior et al., 2017). Due to the stress caused by the consolidation, faculty and staff turnover may increase (Pinheiro et al., 2016; Ribando & Evans, 2015). Those who remain may not be the most qualified or have a genuine commitment to the consolidated institution. One institution's course offerings may not align with those of the other consolidating institution; therefore, academic programs may suffer during a consolidation. Challenges may arise if the remaining faculty and staff are less qualified than those who resigned during the merger (Puusa & Kekale, 2013; Ribando & Evans, 2015).

Consolidations are often cited as a way to transform or innovate in higher education, and the decision to consolidate is attributed to external pressures, internal conflict, or strategic initiatives (Cai et al., 2016; Edwards et al., 2017). However, many

consolidations have resulted in the same, if not worse, performance (Puusa & Kekale, 2013; Ripoll-Soler & de-Miguel-Molina, 2014). The best mergers are those between complementary institutions because non-complementary institutional consolidations require research-based strategies and transformational leaders who will be attentive to the human capital (Boling et. al., 2017; Ribando & Evans, 2015; Ripoll-Soler & de-Miguel-Molina, 2014). CSU evolved from the noncomplementary consolidation of an HBCU and non-HBCU.

**Leading organizational change.** The higher education landscape is a progressively comprehensive market economy that is facing an uncertain future and unprecedented challenges that often result in large-scale change (Jones & Harvey, 2017; Lamm, Sapp, & Lamm, 2018; Smulowitz, 2015). Today's leader must possess the ability to implement transformative change while being attentive to the needs of the human resource (Bolbanabad et al., 2017; Puusa & Kekale, 2015). Humans crave stability and have a natural tendency to resist organizational change because it leads to uncertainty and an inability to predict the effect of the outcomes (Agote, Aramburu, & Lines, 2016; van der Voet; 2015). The president, and several vice presidents of CSU who led the consolidation, resigned. The large turnover in leadership added to the uncertainty and employee resistance. Puusa and Kekale (2015) found that during a university change process top-down management resulted in staff feeling powerless and uncertain of their future. Likewise, McGrath, Barman, Stenfors-Hayes, Roxa, Silen, and Laksov (2016) found that staff resisted change because they were comfortable doing things the way they were always done. Additionally, the authors noted that underprepared leaders increase the

likelihood of resistance during organizational change. Change is inevitable; however, effective implementation requires leaders who possess the skills necessary to negotiate resistance among employees (Smulowitz, 2015; van der Voet, 2016).

Change initiatives should be well planned and implemented by leaders who are adept at managing change and communicating (McGrath et al., 2016; Puusa & Kekale, 2015). Staff often view change negatively, so employing research-based strategic change that is implemented by effective leadership increases the chances of success (Cai et al., 2016; Kamarudin & Starr, 2014; Puusa & Kekale, 2015). Researchers agreed that leaders must take on the role of change agents who acknowledge the need for the change and can help others embrace and adapt to the change (Lamm et al., 2018; McGrath et al., 2016). To assist with managing the process, McGrath et al. (2016) posited that change strategies and potential challenges must be communicated to the entire group prior to implementation to minimize backlash and maximize support for the change initiative. Other researchers concurred that effective communication minimizes resistance and increases employee trust in leadership (Agote et al., 2016; Leslie et al., 2018). In essence, higher education institutional leaders must learn to navigate the change process by being attuned to their own beliefs about change and learning how to increase their knowledge capacity in relation to leading humans through the change process (Evans et al., 2017; Lamm et al., 2018).

Implementing organizational change is challenging for public organizations because perceptions of change and a reliance on leadership style can impede progress and success (Smulowitz, 2015; van der Voet, 2016). Attention to recipients' attitudes and

beliefs about leaders and change should be an important part of the planning process (Lamm et al., 2017; van der Voet, 2016) because leadership and trust are fundamental to the organizational change process (Agote et al., 2016; Evans, 2017; Pinheiro et al., 2016). Recipients' perceptions of leadership can influence trust and emotions during the change process (Agote et al., 2016; Smulowitz, 2015). To ensure that perceptions are positive, leaders must provide opportunities to stimulate employee participation in the change process (Evans, 2017; Puusa & Kekale, 2015; van der Voet, 2016). Many leadership studies focus solely on the attributes of the leader or the follower as the deciding factor of success in change initiatives (Lamm et al., 2018; Puusa & Kekale, 2015). Hughes and Ford (2016) attested, however, that organizational change should take many forms and collectively involve many different individuals and groups in the entire process.

Higher educational change initiatives have historically led to unattainable goals and marginal outcomes (Evans, 2017; Jones & Harvey, 2017). Consolidations are arduous and challenging change processes that have the potential to fail if implemented haphazardly (Puusa & Kekale, 2015; Ripoll-Soler & de-Miguel-Molina, 2014). Uncertainties with the process or outcomes ignite fear in faculty and staff and potentially lead to organizational instability (Evans, 2017; Pinheiro et al., 2015; Puusa & Kekale, 2015). The stress of organizational change can lead to disdain between leaders, faculty, staff, and other stakeholders; therefore, to be successful, changes such as mergers and consolidations require planned strategy, strong leadership, and attentiveness to the overall environment (Jones & Harvey, 2017; Kamarudin & Starr, 2014; Lamm et al., 2018).

**Campus climate at HBCUs and at PWIs.** HBCUs are diverse institutions with missions, visions, and climates that differ from many non-HBCUs (Gasman, Nguyen, & Commodore, 2017; Preston & Palmer, 2018). The traditional HBCU supported the education of African American students during a time of segregation; however, after segregation ended HBCUs continued to primarily educate African American students (Gates, Quinn, & Phillips, 2017; Shappie & Debb, 2017). HBCUs have diverse climates that encourage the persistence and success of students of color (Shappie & Debb, 2017; Winkle-Wagner & McCoy, 2018). In fact, Palmer et al. (2016) attested that historically Black colleges and universities are (a) known for cultivating a supportive, nurturing, family-oriented environment that fosters the psychosocial development of African American students, (b) noted for admitting and graduating underprepared students, (c) respected for being effective at promoting African American student success, and (d) known to be open to ethnically diverse populations. Similarly, Preston and Palmer (2018) asserted that HBCUs graduate more African American students who overcome adversity because of the nurturing environment and assistance provided to help students navigate the college environment and build a social network that will assist them in the future. Several researchers postulated that African American students who attend HBCUs have higher GPAs and engage more with the campus after graduation because of the social networks that are created during enrollment (Mwangi, 2016; Preston & Palmer, 2018). Overall, researchers agreed that African American students at HBCUs experienced a campus climate that is sensitive to their unique needs and culture (Gasman et al., 2017; Shappie & Debb, 2017).

In contrast, non-HBCUs, or PWIs, have a perceived history of racial exclusion that can influence feelings of isolation in African American students (Gasman et al., 2017; Preston & Palmer, 2018; Winkle-Wagner & McCoy, 2018). African Americans attending PWIs are often coming from oppressed backgrounds with perceived knowledge, skills, and abilities that are lower than those of other ethnicities (Lucas, 2018; Palmer et al., 2016). Research has shown that African Americans attending PWIs graduate at rates lower than those who attend HBCUs and PWIs are failing to implement programs or provide support to help students confront historical challenges (Arroyo, Palmer, Maramba, & Louis, 2017; Lucas, 2018; Shappie & Debb, 2017). The climate at PWIs supports the dominant culture of students and forces underrepresented students to fit in, assimilate, and potentially withdraw socially (Bourke, 2016). To overcome these challenges and encourage a positive racial climate for all students, faculty and staff leaders at PWIs must be intentional at understanding the true meaning of diversity and shaping the way different races experience the campus (Bourke, 2016).

HBCUs have historically welcomed students from all races and ethnicities (Arroyo et al., 2017). Although many HBCU leaders support racial diversification, they also fear losing the historical mission of the HBCU (Palmer et al., 2016). The HBCU and non-HBCU have consolidated to welcome students and staff from all ethnicities; however, leaders have not been able to prove that the campuses are fully diversified. Research has shown that non-African American staff and students have challenges when attempting to assimilate at HBCUs (Morris, 2015; Shorette & Arroyo, 2015). Similarly, when African American students attend PWIs, evidence revealed that they often



experience alienation and isolation (Museus et al., 2018; Winkle-Wagner & McCoy, 2018). When diversifying HBCUs, specifically after a consolidation, leaders must be attentive to the campus climate for non-African Americans to ensure a more inclusive environment (Palmer et al., 2016).

### **Implications**

Higher education consolidations and mergers are expected to continue as the market economy continues to shift towards increased completion and decreased funding (Azziz, 2013). A positive campus climate can evoke a sense of belonging among students, faculty, and staff, which ultimately increases student persistence, and decreases staff turnover (Museus et al., 2018; Piheiro et al., 2016). Consolidating a HBCU and a non-HBCU results in a drastic shift in climate that may cause some stakeholders to resist the change. Consequently, leaders must be attentive to the climate that develops because overlooking it could cause the consolidation to fail (Leslie et al., 2018). Since faculty members of the consolidated institution are instrumental in ensuring that students successfully matriculate and graduate, focusing on their perceptions of campus climate informed leaders of potential challenges that needed to be addressed. A comprehensive examination of the data resulted in the development of a project to assist stakeholders in examining their views about the current environment and provide them with some strategies to help them overcome racial biases and move toward a cultivating an inclusive environment for all faculty.

## Summary

Consolidations and mergers have become commonplace as a means of overcoming financial challenges and increasing academic offerings in colleges and universities (Evans et al., 2017; Platt et al., 2017). Although consolidations are expected to increase in the future, researchers have determined that leadership inefficiencies and a lack of communication may lead to failed implementations (Evans et al., 2017; Leslie et al., 2018; Pinheiro et al., 2016; Ribando & Evans, 2015). Consolidations can result in worse performance and have a negative impact on the human resource (Evans, 2017; Leslie et al., 2018; Puusa & Kekale, 2013; Ribando & Evans, 2015). Faculty and staff have reported feelings of fear and uncertainty that resulted in intentions to resign from the consolidated institution. Therefore, to be successful, attention to the human resource is a necessity.

Mergers between two complementary institutions are the most successful (Boling et al., 2017). When the two institutions are noncomplementary, employee resistance increases and the opportunities for success decrease (Ribando & Evans, 2015). A consolidation between a HBCU and a non-HBCU may be considered non-complementary because of the variances in markets, processes, and resources (Boling et al., 2017). The vast difference in the climate and propensity towards diversity of each institution creates additional challenges during a consolidation. HBCUs are known for having a culture of acceptance for African American students (Arroyo et al., 2017). PWIs, however, have a perceived history of racial exclusion and practices that evoke feelings of isolation for African American students, faculty and staff (Gasman et al., 2017; Preston & Palmer,

2018; Winkle-Wagner & McCoy, 2018). Diversifying the campus after a consolidation between a HBCU and a non-HBCU requires leaders who have the ability to create a racially inclusive climate for all students, faculty, and staff.

Lack of a clearly defined, positive, institutional climate can be blamed for the difference between successful and unsuccessful consolidated institutions (Ribando & Evans, 2015). To remain competitive, higher education institutions must have a quality climate that fosters positive growth and development for staff, faculty, and students. Consequently, understanding the faculty perceptions of campus climate is important, as they are often responsible for promoting diversity and reshaping the climate (Garcia, 2016). CSU faculty members have expressed concerns about the racial campus climate and the overall success of the institution after the consolidation. Understanding the campus racial climate before and after the consolidation will assist leaders in creating an inclusive environment and in developing a plan to improve the perceptions of the faculty and staff.

The literature review consisted of the conceptual framework and a critical review of current literature related to consolidations, leading organizational change, and climate differences between HBCUs and non-HBCUs. The second section of the study, the methodology, will include an explanation and rationale for the research design, the participant selection criteria and technique used to invite participants, data collection strategy and procedure, and the data analysis format.

## Section 2: The Methodology

### **Qualitative Research Design and Approach**

Qualitative researchers use inductive reasoning to make sense of how people construct their worlds and interpret experiences (Merriam & Tisdell, 2016). According to Creswell and Creswell (2018), qualitative research studies are realistic, descriptive, process driven, and concerned with constructing meaning. Qualitative researchers write narratives that provide rich descriptive data to illustrate participants' perspectives through the use of observations and personal interviews (Lodico, Spaulding, & Voegtle, 2010). Qualitative research is chosen as the methodology for research studies that explore individual perceptions or garner insight into a social phenomenon in an environment where social contexts are examined systematically (Yin, 2009). Basic qualitative research is used when the researcher seeks to understand the meaning an experience has for those involved rather than focusing on culture or building theories (Merriam & Tisdell, 2016). Caelli, Ray, and Mill (2003) defined basic qualitative research as research that is not "guided by an explicit or established set of philosophic assumptions in the form of one of the known qualitative methodologies" (p. 19). The problem addressed in this qualitative study was the ongoing issues related to inclusion, campus interactions, and the treatment of diverse groups on campus after the consolidation between a HBCU and NHBCU. I used basic qualitative research to garner the CSU faculty members' perceptions of campus climate before and after the consolidation regarding issues of inclusion, campus interactions, and diverse groups on campus because it was the most appropriate methodology to address the research questions.

The most commonly used qualitative research designs include basic qualitative research, ethnography, case study, phenomenology, and grounded theory (Merriam & Tisdell, 2016). The first research design, ethnography, was not well suited for this study because it proposed that the researcher would become immersed in the environment of the participants to discover how they made meaning of their lives (Merriam & Tisdell, 2016). Typically, ethnographic researchers aim to illustrate a complete understanding of the culture and consequential intricacies as perceived by study participants. Ethnographic researchers become immersed in the participants' culture to provide rich, descriptive, narratives about the culture being studied (Lodico et al., 2010). The next research design, case study research could not be used to address the research questions of this study as the phenomenon of study is not a bounded case. Case study researchers seek to explain processes and gain an understanding of a bounded system, with the research limited to a detailed examination of a single setting, subject, set of documents, or event (Merriam & Tisdell, 2016). The third research design, phenomenology, was not a reasonable research option for this study because I did not seek to uncover the essence of the participants' point of view. Merriam and Tisdell (2016) attested that phenomenological researchers seek to uncover the essence or basic structure of participants' experiences. Finally, grounded theory researchers collect and analyze data at the same time in hopes of developing a theory that is grounded in sound research. This study did not involve developing a theory; therefore, grounded theory was not a viable research option.

In contrast to qualitative research, quantitative researchers employ deductive reasoning to determine causation, predict occurrence, generalize facts and report findings

numerically (Lodico et al., 2010; Merriam & Tisdell, 2016). Quantitative researchers use scientific inquiry to identify variables, form hypotheses, collect data, test hypotheses, and formulate new inquiries (Lodico et al., 2010; Salkind, 2009). Collecting quantitative survey data may have been useful in researching campus climate. Additionally, survey data may have yielded a larger participant pool and more perceptions in relation to the broader campus climate. However, as noted by Miriam and Tisdell (2016, p. 24), researchers who conduct a basic qualitative study want to explore how participants construct their realities and perceive and understand their experiences. With these goals, I chose a basic qualitative design using interviews with two groups of faculty members. Even though the use of interviews as the only data collection tool is common in qualitative studies, the use of interview data alone may be a limitation with regard to methodology.

### **Participants**

Qualitative researchers use sampling procedures that are less rigid than those used by quantitative researchers. Qualitative researchers identify a problem and use nonprobability sampling to purposefully select a group of participants to interview, observe, or survey (Merriam & Tisdell, 2016). Most qualitative researchers use typical, unique, maximum variation, convenience, and snowball sampling techniques (Merriam & Tisdell, 2016). For this study, I used criterion-based sampling to select faculty who were employed at the HBCU or NHBCU before and after the consolidation. In criterion-based sampling, the researcher selects participants based on a predetermined set of attributes (Merriam & Tisdell, 2016).

In the 2016 fiscal year, the HBCU had 154 faculty members who held the title of professor, associate professor, assistant professor, or lecturer (University System ██████████, 2016). In the same fiscal year, the NHBCU had 253 faculty members who held the title of professor, associate professor, assistant professor, or lecturer (University System ██████████, 2016) To identify participants for this study, I compared the 2016 list of faculty members from both institutions to the current directory of faculty members. All faculty members who were on both the 2016 directories and the current directory were selected as potential participants. The CSU directory had 107 remaining HBCU faculty members and 129 remaining NHBCU faculty members. The directory also included the email addresses for all CSU faculty and staff, so I used the directory information to compile a list of participants and their email contact information.

According to Creswell (2012), garnering permission from participants ensures that they will cooperate. However, prior to approaching participants, I had to gain permission from both Walden and the study site's IRB. The study site required that I have Walden IRB approval prior to providing a letter of cooperation. Therefore, I began the process of completing and submitting my Walden IRB application. Once I received my conditional Walden IRB approval, I submitted my Walden IRB application material and conditional approval to the study site's IRB office. The study site's IRB expedited my request and provided me with an approval letter. I submitted the study site's letter of approval to Walden's IRB and subsequently received my Walden IRB approval number 12-12-19-0290588. I sent the faculty members an introductory email (Appendix B) that explained my role as the researcher and their rights to confidentiality. I attached the

consent form to the email with instructions on how participants should consent to participate. I used the blind carbon copy (BCC) feature when sending the emails to protect the privacy of all potential participants. Additionally, I provided participants with my contact information and offered them an opportunity to contact me with questions or concerns. The first group of participants responded immediately to the email indicating their consent to participate. I responded to their email with potential interview dates and asked them to choose a day and time that would not interfere with their schedule. Once I received the responses, I scheduled the interviews. Some researchers warn against attempting to define the sample size in qualitative studies prior to the collection of data (Sim, Saunders, Waterfield, & Kingstone, 2018). In contrast, others use statistical analysis to estimate that a sample size between 10 and 15 will result in data saturation (Turner-Bowker et al., 2018). To ensure that I had enough participants to generate rich, thick data, I sent a subsequent email 2 weeks later (Appendix C). The second set of participants responded with consent and subsequent interviews were scheduled. I had a total of 11 participants respond to the email invitations with consent to participate. However, only eight faculty members were interviewed. Once faculty member tearfully rescinded her consent when I arrived at the school during her scheduled interview time. She stated that she feared that she would lose her job if she told the truth about how she felt. Two additional faculty members responded with consent but did not respond to schedule their interview.

According to Creswell (2012), ethical researchers ensure that participants are protected. The following measures were implemented to ensure participant



confidentiality and protection from harm. Participants were given pseudonyms to protect their identity. The pseudonym is used in all published documentation. Confidential information about the participants' identity was not disclosed to anyone. In the informed consent form, I notified participants that their participation in the study was voluntary and that they could withdraw from the study at any time during the process without any penalty.

All data were stored on my personal computer and a detachable USB flash drive. Each document was password protected without any personally identifiable information that would link the participant to the response. Protecting the identity of each participant ensures individual privacy and ethical data collection (Creswell, 2012). I saved the emailed consents as password protected PDF files that were stored on my password protected personal computer. The recorded interviews and transcriptions were password protected and stored on my personal computer and USB Flash drive as well. When the USB flash drive was not in use, it was stored in fireproof, locked, file cabinet in my home. All data were to be kept for a period of five years from the date the study is published.

### **Data Collection**

Most qualitative researchers collect data through interviews (Merriam & Tisdell, 2016). Interviews are purposeful conversations between a researcher and a research participant where the researcher seeks to obtain information from the participant about the phenomena being studied (Bogdan & Biklen, 2007; Merriam & Tisdell, 2016). Researchers use interviews as either the only method of data collection or combined with

observations (Bogdan & Biklen, 2007). For this study, I used semi-structured interviews to collect data from seven of the eight participants. Six of the participants were interviewed face-to-face. The seventh participant was interviewed by phone. The final participant submitted answers to the interview questions by secure email. Semi-structured interviews allow flexibility and provide respondents with an opportunity to elaborate on their individual perspectives on the topic of study (Merriam & Tisdell, 2016). In contrast to the structured interview, the researcher using a semi-structured interview is afforded an opportunity to respond to the emerging views or concepts from each participant (Merriam & Tisdell, 2016). The interviews consisted of 13 researcher-developed questions for the HBCU faculty (Appendix B) and 13 researcher-developed questions for the NHBCU faculty (Appendix C). Each of the face-to-face and phone interviews lasted between 30-45 minutes. Three of the face-to-face interviews were conducted in a private meeting room on the HBCU campus. The other three face-to-face interviews were conducted on the NHBCU campus. All face-to-face interviews were scheduled during a time and on the campus location that was most beneficial for the participant. I used a Sony digital audio recording device to record the phone and face-to-face interviews, always assuring the participants of their right to revoke their agreement or ask questions at any point in the process. All interviews were conducted within 2 weeks. During data analysis, I noticed that the participants only discussed the campus climate in relation to the faculty. If I had noticed the trend during the interviews, I would have asked additional questions, focusing on students and staff members. However, I did not ask probing questions, which is a limitation of this study.

I had not been in a supervisory role over any of the potential participants. However, I was well known on campus and most of the participants recognized me. During the interview, I assured the participants that all of their information would be kept confidential and that they could be open and honest without fear of judgement, misrepresentation, or retaliation. As a previous staff member of the HBCU, NHBCU, and CSU, I had to work diligently to avoid researcher bias and to ensure that the data I collected were objective. According to Bogdan and Biklen (2007), researcher bias must be controlled, but not to the point that it immobilizes the researcher. I added to the knowledge base by collecting data objectively and refraining from passing judgment. According to Lodico et al. (2010), studying participants objectively, spending a considerable amount of time with the data and in the setting, avoiding judgment, using member checking, and writing in a journal to reflect on fieldwork assists researchers with minimizing biases during data collection and analysis.

### **Data Analysis**

Interpretation refers to developing perspectives about outcomes and connecting those viewpoints to the literature (Bogdan & Biklen, 2007). Data analysis involves manipulating, organizing, synthesizing, and looking for themes and patterns in the data to assist the researcher with making sense of the data (Bogdan & Biklen, 2007). Researchers constantly compare the data collected to ensure accuracy in interpretation and analysis. Analyzing and interpreting the data involves preparing and organizing the data, coding to develop patterns and themes, presenting data using narratives and visuals, interpreting meaning from the data, and employing a comprehensive approach to assess the accuracy

of findings (Creswell, 2012). This six-step process ensures that the researcher understands the data and that the research questions are answered (Creswell, 2012).

At the conclusion of each interview, I downloaded the audio file to a password protected folder on my password protected personal computer. Once all interviews concluded I signed up for Rev's audio transcription service and requested that a confidentiality form be completed. Upon receipt of the non-disclosure agreement (NDA), I uploaded seven files for transcription. All transcriptions were returned to me within one day. I reviewed each transcription while listening to the audio file to ensure accuracy. Once the transcribed files were reviewed for accuracy, I emailed each participant their portion of the transcribed interviews and asked them to check the transcriptions for accuracy. I received emails back from the participants confirming the accuracy of the transcriptions. No changes were suggested. Member checking, the process of soliciting feedback from interviewees, helps ensure accuracy and credibility (Merriam & Tisdell, 2016). To ensure reliability, data reported are accurate representations of the population under study, consistent, and reproducible (Bogdan & Biklen, 2007). Once I received confirmation of transcription accuracy from each participant, I downloaded NVivo12 to organize the data and begin the coding process. Coding is the process of determining patterns and regularities in the transcribed data to assist the researcher with answering the research questions (Bogdan & Biklen, 2007).

I used NVivo to identify blocks of text and to assign themes and categories. To ensure that answers to the research questions originated naturally from the data, I coded the data, reevaluated the codes, and grouped like codes into themes. As suggested by

Creswell (2012), the themes were analyzed in relation to the research questions and the findings were presented using tables and narrative text. The process of presenting data and reporting findings assures that the data collected are analyzed correctly and provide answers to the research questions.

### **Procedures for Dealing with Discrepant Cases**

Qualitative research is subjective (Shelton & Roulston, 2015). Subjectivity in research leads to biases that researchers must make overt to themselves and others (Shelton & Roulston, 2015). Lodico et al. (2010) and Salkind (2009) agreed that comparing and confirming discrepant cases of the phenomenon being studied ensures that researcher biases are minimized and participants' experiences are reported accurately. To ensure that all participants' experiences were reported accurately, I included discrepant cases in the data analysis results discussions. This information showed that not all participants experienced the consolidation the same. However, they all had an experience to share.

### **Data Analysis Results**

At the beginning of the interview, in questions 1-5, participants were asked to share demographic information and details relating to the consolidation's impact on each of them as faculty members. The study included eight diverse participants who had been employed for a number of years before and after the consolidation (Table 1). Most of the participants were female. African American females outnumbered all other demographic groups. Four of the participants were originally employed by the HBCU. The other four participants were originally employed by the NHBCU. All participants were still

employed by the CSU and had or would have considered employment at the other institution prior to the consolidation.

Table 1

*Participant Demographics*

Pseudonym	Gender	Race	Years Employed	Campus
Amina	F	African American	1-10	NHBCU
Danica	F	African American	11-20	HBCU
Deja	F	African American	1-10	HBCU
Mark	M	White	21-30	HBCU
Royce	M	White	21-30	NHBCU
Shane	M	White	1-10	NHBCU
Sofia	F	White	11-20	NHBCU
Symone	F	African American	11-20	HBCU

In response to the interview question that asked what impact the consolidation had on each participant as a faculty member, those who received promotions or other favorable outcomes felt that the consolidation's impact in relation to their career goals and objectives was positive. The African American female participants with the shortest employment history, between 1 and 10 years, both attested to the positive impact the consolidation had on their career as both received promotions or additional research opportunities after the consolidation. For example, Amina, an African American female who was a NHBCU faculty member prior to the consolidation shared the following:

Oh, man. It opened up so many more opportunities for me because I was working at a state college, which was fine. If you look at my career, I went from a technical college and I went up to state college and then now I'm at university, so I get to meet some really cool people. [I also] got some mentors that have propelled me into publishing.

The White male participant with a similar employment history revealed that the consolidation impacted him negatively. He did not mention any changes in his faculty position but was concerned about navigational challenges after being forced to relocate campuses after the consolidation. The participants with the longest employment history were both White males. They both had over 21 years of employment and both thought that the consolidation increased academic freedom and provided more academic program offerings. For example, Mark, a White male from the HBCU, stated that the consolidation made him proud to be “offering more to many.” The three participants who were employed between 11 and 20 years were all females who felt negatively about the consolidation’s impact on them personally as faculty members. For example, Danica, an African American female faculty member from the HBCU, shared this:

Well, getting to know a whole new group of people [was challenging] and that was one of the things [that we had to adjust to] because most of us here at [the HBCU] have at least master's and PhDs. A lot of other people at [The NHBCU], there were a lot more people who [only] had their master’s. That was a little trying to navigate because you have a master’s, but you'll have 20 years of experience which I think is an equivalent to a PhD, but not a lot of people view it

that way. So, it was just [challenging]. It's also trying to overcome the stereotype that because we're an HBCU, the school is predominantly African American while [the NHBCU] was viewed as predominantly White although that's in the local media here, at least.

All three participants cited a lack of degree program cohesiveness between the two campuses, negative community relations, and racial challenges as having an impact.

As noted in Table 1 above, five study participants were female and three were male. Half of the eight faculty members felt that the consolidation had a positive impact on them personally. However, the other half felt negatively about the consolidation's impact on them as faculty members. Overall, two of the three males viewed the consolidation positively, and two of the four females had a positive view of the consolidation, which indicates that the males' perceptions of the consolidation were slightly more positive than were the females. The number of participants from each campus who thought the consolidation's impact was positive was split evenly. Additionally, there were two participants from each campus who felt that the consolidation impacted them negatively. The information gleaned from such a small sample size may not reflect demographics or experiences of the stakeholders included in the broader campus climate. Additional research should be conducted to uncover additional patterns and a more robust analysis of the overall CSU campus climate.

Interview questions 6-9 were aligned with RQ1 and RQ2: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former HBCU before the consolidation?



And regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former NHBCU before the consolidation? The purpose of the study was to gain a better understanding of issues related to inclusion, campus interactions, and diverse campus groups following the consolidation. The conceptual framework, literature review, and definitions included faculty, staff, and students when referring to the broader campus climate. Although the research questions were broad enough to focus on all campus populations, the faculty focused on the climate among faculty and did not address the campus racial climate related to other stakeholders, such as staff and/or students. Comments were made by faculty regarding the diversity of the student body rather than the racial climate among the student population. For example, Danica stated that “even though about 70% of the [NHBCU] students were Black, the media perception was that the [HBCU was the] Black school.” She added that she “had white students [and] Asian students before the consolidation” and that she saw “more non-Black students, more Asian, more Caucasian, more Latino, and even Muslim students.” Royce agreed, stating that he saw an increase in foreign students after the consolidation. However, since there were not any comments about the campus climate among students and staff, data in relation to the campus climate among students and staff are not a part of this study. Additional probing questions may have provided information about the climate among students and staff. However, I did not realize that the focus was solely on faculty until after the interviews concluded and data were analyzed. This is a limitation of this study. Additionally, several of the research questions specifically asked about the impact the consolidation had on the faculty. As a

result, the faculty's focus may have inadvertently shifted to consider their perceptions regarding the consolidation's impact on faculty rather than on the broader racial campus climate.

### **HBCU Pre-Consolidation Diversity, Interactions, and Climate**

RQ1: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former HBCU campus before the consolidation?

**HBCU Theme 1: Presence of compositional diversity among faculty before consolidation.** The participants at the HBCU all agreed on the compositional diversity of faculty prior to the consolidation. Deja shared, "We had someone, I would say, from every ethnicity, even some international individuals." Danica agreed by adding "We had global faculty." She also mentioned that the focus on remaining diverse was an important part of the international program on campus. She reminisced about programs where minorities were invited on campus to "give talks, and [participate in] panels." Deja mentioned the diversity of leadership, stating that "I would say it was a good mix of people, diversity." Although the HBCU faculty members believed that the HBCU had a diverse presence on campus that was nurtured with on campus programming, one of the HBCU faculty members felt that it was important to mention that in her opinion the NHBCU worked hard to keep minority faculty members out. Deja, in response to considering employment at the NHBCU stated:

When applying for a full-time [nursing] faculty [position], well, you got that response, we chose someone that was more qualified. Okay, she's more qualified

with a bachelor's degree. I have a bachelor's degree. She's more qualified and never worked in the hospital. Then it was, well...if you get your master's degree, then you will be a better fit. So, I got my master's degree. Okay, try it again. Well, if you had a doctorate degree that would be best. So, I like to tell people the Lord hit me upside my head and told me it was time for a change, so I applied at the HBCU, got hired, got accepted, fit right in.

All of the minority participants mentioned a globally diverse faculty; however, no one mentioned the presence of non-minority faculty on campus. Mark, the White participant who was employed at the HCBU stated that the population of faculty were “global/black.” The HBCU faculty were perceived to be diverse; however, the compositional diversity did not include the population of White faculty. All faculty perceived diversity to equate to a large population of ethnic minority faculty. They all, however, missed the fact that they excluded Whites in their definition of diversity.

**Discrepant cases.** Mark, a White HBCU faculty member, disagreed with the other participants about the HBCU climate among faculty before consolidation. Although all other participants attested to a positive and diverse environment for faculty, he did not believe that the climate among faculty for non-minorities was positive. He stated, “We talked a good game at [the] HBCU but never focused energy on creating inclusive culture. We had disparities regarding pay, faculty [were] put down and [we] provided poor service to anyone but [African American] people.” Mark was proud to work at a HBCU because he identified as a “self-proclaimed anti-racist [who] sought [to work at a] diverse university.” However, he felt that more should have been done to improve the

climate for non-minority faculty. This information reveals that not all faculty members experienced the consolidation the same. However, it confirms that every faculty member had an experience worth sharing.

**HBCU Theme 2: Presence of positive interactions and climate among faculty before consolidation.** Three of the HBCU faculty believed that the interactions between leaders and faculty were positive. Deja stated, “In my opinion, it was a better dynamic. We had a different, a completely different culture over there [at the HBCU]. It was, I almost want to equate it to the '70s, the hippie love.” Symone agreed stating, “I think across the board it was okay. I would say on a scale of 1 to 10, I would give it about a 7.” All four HBCU faculty agreed that there was a global and diverse population of faculty prior to consolidation. They do not agree, however, on how leaders interacted with people from all races. Three of the faculty HBCU members believed that leaders were supportive of all races and encouraged diversity. Yet one HBCU faculty member felt that all of the attention was given to African American faculty and that non-African American faculty were not treated equally. The African American faculty members perceived the on-campus interactions among faculty and leaders to be positive. However, the White faculty member felt that more could have been done to improve on-campus interactions between White and minority faculty and leaders.

The minority participants perceived the campus climate prior to the consolidation to be positive for faculty members. When asked about her perceptions of the climate, Deja indicated, “[It was] nice. It was positive. I guess it was nurturing...You knew you were different, but there weren't any differences.” In agreement with Deja, Danica shared,

“Well, I think there was definitely mutual respect for the most part, and that's regardless of the race or ancestry.” All of the minority HBCU faculty asserted that the racial campus climate among faculty was positive and nurturing prior to the consolidation. It was apparent, however, that the perceived satisfaction with the HBCU climate was based on the race of the individual faculty member. Minority faculty members perceived the climate to be positive and inclusive, yet White faculty members perceived the climate to be exclusive.

### **NHBCU Pre-Consolidation Diversity, Interactions, and Climate**

RQ2: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former NHBCU campus before the consolidation?

**NHBCU Theme 1: Lack of compositional diversity among faculty before consolidation.** Participants who were originally employed by the NHBCU all agreed that the NHBCU had a population of faculty and leaders who were predominantly White. Royce shared, “In the beginning when I first got here and saw mostly Whites, I wondered about that.” Shane agreed that the faculty were mostly White and added that “I don't think they made great efforts to promote diversity in terms of hiring. It just really wasn't an issue on our agenda as far as I can remember.” In contrast, several participants remember a hiring committee being charged with increasing faculty diversity. However, women were chosen as the minority to fill most vacancies. Royce proclaimed, “They always made sure that we had either a woman or African American or Latino or somebody that was a minority in the pool that was down to the last four or five people.”

He added, “If you count women as a minority, we definitely had a lot of minorities. But not in terms of racial minorities.” There were, however, a few minority faculty members in the nursing department. According to Amina, a nursing faculty member, “We were considered a predominantly White institution, but we were not really in the nursing department, a predominantly White institution.”

The NHBCU faculty perceived that the majority of the faculty were White. A white male faculty member asserted that although efforts were made to include women as minorities when hiring, no efforts were made to increase the compositional diversity related to ethnic minorities on the NHBCU campus. The nursing department, however, notably had a few more African American faculty members than other departments.

**NHBCU Theme 2: Presence of positive interactions and climate among faculty before consolidation.** Faculty agreed that the on the on-campus interactions between diverse faculty and leaders, although very limited, were positive. The majority of the faculty were White males, so interactions with diverse groups of faculty were limited. Several NHBCU participants perceived that the faculty were primarily White males because diversity was ignored. Shane stated, “I would say it was cordial and peaceful, but [faculty and leaders] kind of ignored [diversity] really.” He added, “It was just not an issue that was really conscious, but I think people did get along.” Amina stated, “I don't think there were a lot of issues. I think that everybody just got along.” Royce agreed, adding, “Maybe I was overly optimistic or overly positive, but I didn't see a whole lot of overt racism.” The leaders, although perceived to be predominantly White, interacted positively with the faculty. Royce was reminded of an African American

president who served prior to the consolidation. He stated, “I remember him convening luncheons with the faculty.” Although the faculty and leaders were not considered diverse, everyone felt positive about the on-campus interactions. When minorities interacted with non-minorities, it resulted in a cordial exchange that did not leave either person feeling that the campus racial climate was negative.

Although diversity was ignored, there was an understanding that everyone should work well together. Royce proclaimed, “We were raised [not to discriminate], and by the time the consolidation happened it was obviously illegal to discriminate.” Shane agreed, attesting that “The administrators that I've dealt with I think were sensitive to the needs of our student population. But it was never expressed in a way that was racial.” Realizing that his perception may not be the perception of others because the population of White male faculty exceeded that of any other race or gender, Shane added, “I wonder what my African American colleagues felt like. Maybe it was more of an issue for them that they were in such a small minority, but if so, it was never really discussed.” The faculty from the NHBCU unanimously agreed that the racial climate among the faculty prior to the consolidation was positive. Although the faculty were primarily White, no one described feeling uncomfortable because of their race. They all agreed that more should have been done to increase the presence of minority faculty members. However, they felt that leaders interacted well with all faculty regardless of their race.

### **CSU Post-Consolidation Diversity, Interactions, and Climate**

RQ3: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what are faculty perceptions of the racial campus climate after the consolidation?

**CSU Theme 1: Presence of compositional diversity among faculty after consolidation.** After the consolidation, all but one participant alluded to a major shift in the compositional diversity among faculty and leaders. Sofia asserted that after the consolidation there were only a few White administrators in the population and only one White dean. She stated:

I firmly believe that it doesn't matter what color your skin is, as long as you fit the qualifications and you meet the needs for the job. That's the way we should look at it. But looking from the outside in, as a person from the community or anything like that, if you look at it, we've done a complete 180.

Symone agreed with Sofia, stating that “It is different. I do see some Caucasians [and] we have a larger percent of Africans.” Shane asserted that “Nearly all the high leadership of the [CSU] is African American.” He added, “It seems to me that the administration is predominantly African American, and I see that as basically fitting with an HBCU.” Amina agreed with the other faculty by stating, that “I think it's more African American faculty. I'm pretty sure there's more of us, [African Americans], [and] we got more African American leaders too.” Royce agreed that the number of African Americans in faculty, staff, and leadership positions had increased. He was surprised, given that the school was an HBCU, that there were any Whites in leadership positions. He stated, “I'm surprised that we have so many White people in top administrative positions. I know we've got a few chairs that are White and a few administrators that are White.”



The majority of the faculty all agreed that the diversity of the faculty and leadership changed significantly after the consolidation. CSU's faculty became more diverse. This diversity differed in that it was not all White or all minority; it was a combination of White, African American, and international faculty. The leadership, too, changed regarding compositional diversity. The leadership was now primarily African American, which was similar to the leadership of the HBCU, but significantly different from the predominately White leadership of the NHBCU.

**Discrepant cases.** Danica, an HBCU faculty member, asserted that the diverse population of faculty and staff remained the same after the consolidation. She stated "We've always had a lot of people from different countries, so I really haven't seen that much of a change. It's just a few more different regions. You know? That's how I see it." She admitted that her experiences may have resulted from her lack of interaction with the faculty from the other campus before and after the consolidation.

**CSU Theme 2: Feelings of hostility and mistrust among faculty after consolidation.** Overall, both groups were pleased with the interactions among faculty in their respective institutions prior to the consolidation. However, there were differences in their feelings about both leadership and faculty on campus interactions after the consolidation. Mark stated that the "White leaders [were] oblivious to their own racist policies, and racist ideas." He also stated that there was a "sense of supremacy and no focus on leadership-directed culture change." He added that there was "an overall lack of trust [by NHBCU] faculty who looked down on [African Americans]. [And there were] some close relationships building within certain [faculty] groups, [but] water cooler back

biting about others who can't be trusted [still exists]." Although the consolidation had concluded, there was an HBCU against NHBCU undertone that permeated many of the responses. The faculty from both sides seemed to have negative feelings about the consolidation and the faculty and leaders from the opposite campus.

Deja stated the following:

[The consolidation] was hell on wheels. It was really stringent. It was really strained. It was paranoia. It was, I don't think if you had a strong mind, you would be able to survive it because it was like, why are you looking at me like that? Did you really fix your mouth to say such a thing?

Annica added, in reference to on-campus interactions between faculty from different races after the consolidation, that "Because we live in Southwest [REDACTED], sometimes people have trouble following leaders who don't look like them, and [the NHBCU faculty] just were not used to the diverse group of leaders [like those at the CSU]." Shane attested that he was blindsided by "the depth of suspicion and hostility that both institutions had for each other." He added that:

There was this idea that [the NHBCU] wanted to come in and take over [the HBCU] and I think there was a lot of resistance. [When] in fact, it was the [REDACTED] [REDACTED] who ordered us both to get into bed together as it were, and we had no choice. Nobody had any choice in the matter.

Royce mentioned that he was aware of a White faculty member who had filed a racial discrimination claim against the CSU leaders since the consolidation. Symone, in reference to faculty interactions and collaboration after the consolidation, stated that "We

just got the kind of faculty that's just going to come and do what they need to do, and they're gone. If they don't have to participate, it's almost like you're begging.” She stated that the leaders, however, have done a good job at interacting on campus. In contrast, Mark stated that leaders were:

Friendly on the surface. [Their] lack of trust means fear of conflict. And fear of conflict means real thoughts or ideas are not put forth, so the benefits of diversity are not realized. Leaders [are] not confident of their capabilities, fear being rejected, and thus are not true to themselves, and thus not true to others and ‘can’t we all just get along’ pretend we are friends, being nice, sweet, and hold the status quo.

It was apparent that the participants were unhappy with the interactions between diverse faculty on campus. Race was often cited as the reason for the challenges. The former NHBCU faculty, according to Mark, held a “sense of supremacy” and look[ed] down on Blacks, Black culture.” The HBCU faculty, according to Shane and Sofia, were reluctant to help non-minority faculty and perceived to be engaging in “reverse racism.”

There appeared to be a pattern of the HBCU campus against the NHBCU campus and vice versa. The faculty members repeatedly talked about the way in which they used to do things at one campus and how it was better than what was being done on the other campus. For instance, Deja spoke about the NHBCU faculty not having the same level of education as the HBCU faculty. She stated, “We came with our papers in hand. They're trying to catch up.” In another instance, Danica spoke about the formality of names on the HBCU campus prior to the consolidation. She stated that “When I first came down

here it was doctor this, professor that, and we were business casual.” She added, “Now, there is no dress code for professors and most of us call each other by our first name because not all of the professors have PhDs.” Shane stated that the NHBCU faculty complain about “feeling that [they] don't have a lot of input and [that their] ideas are not really taken seriously a lot of the time by the administration.” He added that “It's partly because there are things that we did at [the NHBCU] that we don't do at [the CSU] and people have wanted to bring those things back.” The majority of the faculty agreed that the consolidation increased the on-campus faculty diversity and the presence of negative interactions. They all rationalized that their feelings of mistrust and hostility were directly related to the faculty from the other campus. It was also apparent that their feelings were based on their differences, race and otherwise. The answers to the questions were always themed HBCU against NHBCU, with each response revealing the participant's feelings of superiority with regard to the pre-consolidation home campus.

**CSU Theme 3: Presence of racial biases among faculty after consolidation.**

The faculty agreed that the consolidation caused a shift in the campus climate that they were not prepared to deploy. The positive climate that the faculty perceived they once had was gone, and they were not certain about navigating their new environment. Amina stated that “It wasn't a consolidation; it was a takeover.” She also stated that “The people who were not [African American] had more of an issue with the consolidation than the people who were [African American].” She mentioned that a few of her coworkers indicated “They [felt] discriminated against because they [were] White, and that I got

more opportunities because I was African American.” She mentioned that they were calling it “reverse discrimination.” Sofia attested:

I feel like we've gone back to the 1920s and the 1930s. I feel like we're even back at a time before our parents. We're in a climate now where I feel like we have people that are talking about, we're going back to the slaves' time. And I think that's what bothers me so much, is we have come so far, we have done so many things, but we keep going backwards. We keep going back and it's bad from the Whites, it's bad from the African Americans. It's both sides. It's not one side at all. It's not. And I think that's what surprised me the most about this merger, is because you hear all the time people say White people are prejudiced. All the time. You hear that. It goes both ways. And I've never been a part of that until this merger.

When asked what she meant by “we're going back to the slaves time,” Sofia added, “African American faculty and staff were saying that they were being treated like slaves. They were saying that White people were taking over their school and forcing them to do things they did not want to do. This caused hostility.”

Shane was reminded of a time when he felt racial discrimination. He stated:

When I first came over to [the HBCU] campus and moved my office over a couple of years ago, I felt at first as if I were in a very hostile environment...I really didn't feel welcomed. Staff members would be reluctant to help me if I asked. I would go to them seeking something that I needed, and I felt like they

were reluctant to help, and I just couldn't help but wonder if it was because I'm White.

He went on to mention a time when a secretary gave donuts to every African American person who walked by her office but never offered him a donut although he walked by an excessive number of times. He felt that her failure to offer him a donut was because he was White. Deja reminisced about a time when she went home in tears asking her husband if he would be able to support their family if she resigned. She stated, "I mean, it was a few tears, seriously. What you going to do, baby? I can't do it no more." She joked about the environment reminding her of the movie *The Help*. She stated, in reference to the White staff from the NHBCU, "They had that mindset that, no, you're not supposed to be equal to me." The faculty all agreed that they were ill-prepared for the challenges they faced as a result of the consolidation. However, they were optimistic about the future. Although the faculty members did not believe that the racial climate issues were resolved, they felt that after 3 years they were learning to tolerate each other more. Annica stated "A lot of people left [and those who remain] stay in our little silos, our departments." She added that "a consolidation is a hard thing to go through. Only the strong survive. I don't think it's resolved. I think that it's just, maybe it is what it is." Deja agreed with Annica, adding that she believes "it's slowly coming into acceptance, I think. It's kind of like lead, follow, or get the hell out the way. The ones that absolutely could not tolerate [the consolidation] under any shape, form, or whatever, they left." She attested that the first group of White faculty who refused to work for an HBCU resigned. Shane stated that after years of frustration, he feels "there's a polite kind of formality that exists." He

added, "It's almost like a truce [has] been made between the two groups. But I would not say real integration has happened. And I think that [integration] should be the goal rather than just coexistence." The faculty have succumbed to their own biases, colorblindness, and microaggressions in an effort to survive after the consolidation.

### **Interpretation of the Results**

The research questions sought to understand the perceptions, regarding issues of inclusion, campus interactions, and diverse groups on campus, of the racial campus climate on the former HBCU and NHBCU campus before the consolidation and the CSU after the consolidation. Hurtado et al. (1998) suggested that the four-dimensions (a) historical legacy of inclusion or exclusion of certain groups, (b) impact of structural diversity, (c) psychological climate, and (d) behavioral dimension be used to assess the campus climate from the prospective of faculty, staff, students, and administrators. However, the results of this study were limited to the perceptions of participants in relation to the interactions among faculty only. The faculty stated early in the interviews that the student composition changed little after the consolidation because a diverse population of students existed before and after the consolidation. The faculty agreed, however, that the HBCU faculty were primarily faculty of color and the NHBCU faculty were primarily White. Because the faculty did not perceive the student composition to be an issue, they may not have thought to answer any of the interview questions in relation to the broader campus climate. Therefore, the faculty perceptions of interactions and racial campus climate were limited to the interactions and climate among faculty, with some comments about the leadership. Although students were not mentioned, the results

of this study align with the research on consolidations and the negative impact on employee health and campus climate (Evans, 2017; Michalski et.al, 2017; Ribando & Evans, 2015). The faculty only represent a fraction of the stakeholders who could have been impacted by the consolidation. However, the results of this study are related to the perceptions of interactions and racial climate among faculty before and after the consolidation because the answers provided by the participants focused only on faculty interactions.

Increasing compositional diversity without being intentional at mitigating racial conflict can lead to microaggressions that plague micro and macroclimates (Garcia, 2016). Historically, higher education institutions perpetuate oppressive environments that lead to discomfort, injury, and torment in relation to racial climates (Garcia, 2016; Kohli, 2018; Williams, 2019). Attention must be given to the racial interactions among faculty when compositional diversity changes rapidly. Hurtado et al. (1998) noted that college and university administrators often assume that people will automatically work out their interactions without external interference. This appears to be the approach taken by leaders during the CSU consolidation as the participants mentioned that they were just coexisting or attempting to work out a truce among faculty. The resulting challenge was that faculty relations were riddled with biases, feelings of mistrust, and hostility.

Although the framework mentions climate in relation to diverse populations of students at higher education institutions, the information proved to be true for the faculty as well. Prior to the consolidation, the faculty on the HBCU were primarily faculty of color and the faculty on the NHBCU were primarily White. After the consolidation, the



compositional diversity of the faculty changed to 43.5% White and 56.5% faculty of color. Prior to the consolidation, when the compositional diversity was primarily White on the NHBCU campus or faculty of color on the HBCU campus, the faculty perceived their interactions to be positive or neutral. However, when the compositional diversity of the faculty shifted, the majority of the faculty felt negatively about their interactions. The negativity resulted in feelings of hostility and mistrust related to implicit biases held about faculty from the opposing pre-consolidation campus. Increasing compositional diversity is an important part of improving the campus racial climate (Hurtado et al., 1998). However, increasing compositional diversity without attention to potential racial conflict and social interactions can lead to problems as shown in the post consolidation perceptions of the CSU faculty.

Consolidations are considered major changes that must be implemented with protecting the human resource as a priority (Ribando & Evans, 2015). Humans crave stability and are often resistant to change. Strategic implementation is paramount to the successful outcome of change efforts. When institutions are noncomplementary, additional attention to the racial climate and culture is required for success (Boling et. al., 2017; Ribando & Evans, 2015; Ripoll-Soler & de-Miguel-Molina, 2014). Initially, the problem addressed in this study was the ongoing issue related to inclusion, campus interactions, and the treatment of diverse groups on campus after the consolidation between a HBCU and NHBCU. However, the data analysis resulted in seven emerging themes related to inclusion, campus interactions, and treatment among faculty only. HBCU Theme 1 revealed a presence of compositional diversity among faculty prior to

the consolidation that included faculty of color but excluded White faculty. NHBCU Theme 1 revealed a lack of compositional diversity among faculty that was normalized and accepted. CSU Theme 1 revealed a shift in compositional diversity to include a balance between faculty of color and White faculty. This shift in compositional diversity resulted in a shift in faculty perceptions of interactions and racial climate after the consolidation. Both the HBCU Theme 2 and the NHBCU Theme 2 indicated the presence of positive interactions and climate among faculty prior to the consolidation. However, the CSU Theme 2 revealed the participants' feelings of hostility and mistrust among faculty after the consolidation. The CSU Theme 3 revealed that there was a presence of racial bias among faculty after the consolidation that was thought to be related to the shift in compositional diversity. From the analysis of this theme, it can be suggested that because careful attention was not given to the racial climate of the institution during and after the consolidation, faculty developed feelings of hostility and mistrust and succumbed to racial biases instead of integration and acceptance.

Regardless of race or gender, most of the faculty participants felt that the consolidation led to an increase in compositional diversity that resulted in hostility, mistrust, and racial bias among faculty. The results of the study, however, are limited to the faculty and not the broader campus community. Additional research should be conducted to determine if other campus stakeholders had similar experiences after the consolidation. The faculty's perceptions of hostility, mistrust, and bias were used to develop a professional development (PD) project that can also be used with the broader campus community if needed. The PD project provides strategies for addressing the

current racial climate among faculty and assisting faculty with approaches to use when examining cultural lenses, recognizing biases, expanding world views, and building capacity for inclusion. Table 2 shows the alignment between the themes that emerged from data analysis and the PD topics.

Table 2

*Alignment of Data Analysis Themes and Professional Development Topics*

Data Analysis Themes	Professional Development Topics
HBCU Theme 1: Presence of compositional diversity among faculty before consolidation.	Study results: Perceptions of diversity among faculty at the HBCU before the consolidation
HBCU Theme 2: Presence of positive interactions and climate among faculty before consolidation.	Study results: Perceptions of interactions and racial climate among faculty at the HBCU before the consolidation
NHBCU Theme 1: Lack of compositional diversity among faculty before consolidation.	Study results: Perceptions of diversity, among faculty at the NHBCU before the consolidation
NHBCU Theme 2: Presence of positive interactions and climate among faculty before consolidation	Study results: Perceptions of interactions and racial climate among faculty at the NHBCU before the consolidation
CSU Theme 1: Presence of compositional diversity among faculty	Study results: Faculty perceptions of diversity, interactions, and racial climate among faculty after the consolidation
CSU Theme 2: Feelings of hostility and mistrust among faculty	Lens for diversity Schemas Biases
CSU Theme 3: Presence of racial bias among faculty	Cleaning the lens Expanding world views Building capacity

## Conclusion

This section provided support for the selection of a research design and approach, participant selection, and data collection. After careful review of other methodologies, I provided the rationale as to why the basic qualitative design was chosen to explore faculty perceptions of racial campus climate before and after consolidating a HBCU and non-HBUC. I used purposeful participant selection to conduct face-to-face, phone, and email interviews with eight faculty members who were employed by the HBCU or NHBCU prior to the consolidation and still employed at the CSU after the consolidation. I used open-ended questions to garner descriptive information and to explore the meaning the consolidation had on those involved (Merriam & Tisdell, 2016). I reviewed the procedures used to collect, analyze, and validate the data. I presented the results in relation to the conceptual framework and research questions and summarized the findings.

The research questions sought to uncover the faculty perceptions, regarding issues of inclusion, campus interactions, and diverse groups on campus, of the racial campus climate on the former HBCU and NHBCU campus before the consolidation and the CSU after the consolidation. The results were limited to the participants' perceptions in relation to the faculty only and not the broader campus community. Data analysis revealed that prior to the consolidation the participants perceived the HBCU and NHBCU faculty to be primarily faculty of color or primarily White, respectively. Additionally, the data analysis revealed that prior to the consolidation, the participants believed the campus interactions and climate among faculty were positive. After the consolidation, however,

the participants discussed the presence of racial bias and feelings of hostility and mistrust among faculty. To overcome the challenges associated with compositional diversity, racial bias, and feelings of hostility and mistrust, I developed a PD project. The next section, Section 3, will provide an overview of the components of the project, the literature review as it relates to the project, a projected timeline for the implementation of the project, and the project evaluation plan.

### Section 3: The Project

#### **Introduction**

This doctoral study was conducted to explore faculty perceptions of the campus climate before and after the CSU consolidation in order to gain a better understanding of the ongoing issues related to inclusion, campus interactions, and diverse groups on campus following the consolidation. Eight faculty members participated in semi-structured interviews to answer research questions to explore their perceptions of the racial campus climate on the former HBCU and NHBCU campuses before the consolidation, and the (CSU) campus after the consolidation. Data analysis results indicated that the faculty members experienced turmoil after the consolidation. The faculty members felt that the HBCU and NHBCU prior to the consolidation had positive racial campus climates. The racial climate among faculty at the CSU, however, was challenging to navigate.

The findings suggested that after the consolidation the compositional diversity of the faculty leaders changed which led to feelings of hostility, mistrust, and racial biases among faculty. PD training is a good approach to use when the expectation is for stakeholders to participate in acquiring new knowledge and open themselves up to examining new world views (McCray, 2018; (Watson, Rogers, Watson, & Liao, 2019). This project will assist stakeholders in examining their views about the current environment and provide them with some strategies to help them overcome racial biases and move toward a cultivating an inclusive environment for all faculty. To improve racial campus climate, leaders must ensure that institutional policies and practices evidence a

commitment to inclusion and diversity (Dickerson, 2019). Leaders who are proactive at examining the campus racial climate and embracing the change necessary to foster a racially diverse and inclusive institution can be successful at transforming racially toxic environments (Karkouti, 2016). Including campus leaders in the training ensures that the requisite ongoing process of developing a diverse and inclusive environment will continue after the PD concludes. Conducting PD training affords me the opportunity to bring institutional stakeholders together to share ideas and work together towards improving the racial campus climate among faculty. The 3-day training will provide the results of the study in addition to strategies for assisting faculty with approaches to use when examining cultural lenses and expanding world views.

### **Rationale**

During the data collection process, faculty members concurred that the CSU campus had a greater presence of diversity among faculty after the consolidation. In fact, prior to the consolidation, in fall of 2016, the NHBCU faculty were 79.5% White and 20.5% faculty of color (University System ██████████, 2019). During the fall of the same year, the HBCU faculty were 80.6% faculty of color and 19.4% White (University System ██████████, 2019). The consolidation resulted in a shift for the NHBCU faculty members from majority White to majority minority. The first year, after the consolidation, the CSU faculty were 43.5% White and 56.5% faculty of color (University System ██████████, 2019). By the second year, post consolidation, the percentage of White faculty had dropped to 39.6% (University System ██████████, 2019). The compositional diversity among faculty changed drastically. However, the historical

policies and procedures that led to the exclusion of those from other races by each institution were not changed. During the interviews, the faculty members affirmed that the campus climate among faculty after the consolidation caused feelings of hostility and mistrust and racial bias. As such, the faculty's perceptions of the racial campus climate among faculty will be used to guide the curricula for the PD program that will provide the results of the study and strategies to assist stakeholders with examining their cultural lens and expanding their world views.

Policies that increase compositional diversity are often the only efforts used by institutional leaders to assist with historical racism (Karkouti, 2016). The challenges occur when diverse faculty are hired into hostile campus climates where racial microaggressions permeate the campus community (Garcia, 2016). Macro- and micro-level racism have been a challenge in higher education for years as schools were historically created to maintain racial inequality (Kohli, 2018). Increasing compositional diversity does not automatically ensure an inclusive environment where cross-racial interactions and relationships are nurtured (Slay, Reyes, & Posselt, 2019). As the findings in this research showed, increasing compositional diversity, without additional efforts to improve the overall climate, can result in negative perceptions of campus climate. To improve campus racial climate, institutional leaders will need to implement a PD program aimed at alleviating racial tensions, overhauling policies and procedures to encourage inclusion, and revamping curriculum to ensure cultural sensitivity and diversity education (Karkouti, 2016).



When choosing PD as the project genre to convey the results of the study, I considered other options. Other plausible project options included an evaluation report, curriculum plan, or position paper. The first project genre, evaluation report, was not a viable option because this study did not involve the review of a specific program. Therefore, the results would not lead to program specific assessment. The second project genre, curriculum plan, was also not feasible because curriculum plans should be developed collaboratively using feedback from multiple stakeholders. This project does not include the development of a curriculum plan. The final genre, position paper, was considered as a potential project option. However, the results of the data analysis revealed that the faculty are experiencing distress from the campus racial climate. The faculty and leadership need to come together to explore research-based options for transforming the campus climate among the faculty to ensure inclusion and acceptance for all. A position paper may not have resulted in the action orientated learning and resulting change that the problem necessitates.

### **Review of the Literature**

I examined books and peer-reviewed journals in preparation for this thematic literature review. I used the following databases: Education Research Complete, Education Source, Education for SAGE, Academic Search Complete, and ERIC. The following search terms were used to find scholarly literature: *andragogy, adult learning, active learning, colleges, universities, professional development, effective professional development, ineffective professional development, inclusive campus climates, diversity, diversity initiatives, compositional diversity, and structural diversity.*

## **Professional Development**

Professional development is a term used in higher education in relation to training and education. Although there are many definitions, most involve comprehensive training and developing of faculty, staff, and leaders as well as the cure for all that ails the education system (Brown & Militello, 2016; Kennedy, 2016; McChesney & Aldridge, 2019; Naim & Lenkla, 2016; Perry & Boylan, 2017). Researchers provide evidence of both successful and unsuccessful PD initiatives that include coaching and collaborative relationships, workshops, seminars, college level courses, and online training modules (Brown & Militello, 2016; Desimone & Pak, 2017; Kennedy, 2016; McCray, 2018). The overall goals and outcomes are numerous, including but not limited to, improving student learning, improving employee performance, improving campus climate, and integrating new software systems, and curricula (Desimone & Garet, 2015; Kennedy, 2016; McCray, 2018; Voogt et al., 2015; Xu, 2016). Although PD opportunities are plentiful, researchers disagree on what determines an effective or ineffective approach to PD.

Desimone and Garet (2015) attested that to be effective, PD must (a) be content focused, (b) provide opportunities for active learning, (c) have goals and objectives that align with the institutional mission, (d) allow collective participation and learning communities, and (e) ensure that training includes 20 or more hours and sustained duration throughout the year. Xu (2016) quoted Bayer (2014) who added teacher involvement in the planning process and high-quality instructors to the list of requirements for effective PD. Additionally, Xu found that teachers' attitudes towards PD

increased success, therefore, suggested adding reflection on personal practice to the criteria of effective PD.

In contrast, Kennedy (2016) stated that very little agreement exists among researchers about what makes PD effective. Kennedy also stated that many of the design features mentioned above could not be used consistently to predict program success and that focusing on content knowledge and collective participation both had negative impacts on student learning. Other researchers agreed, adding that adopting a universal approach to training and rushing to cover a large amount of content is also ineffective (Fox, Muccio, White, & Tian, 2015; Minor, Desimone, Lee, & Hochberg, 2016).

Furthermore, researchers attested that the use of mentors and coaches and a lack of training for facilitators all proved to have a negative impact on PD outcomes (Kennedy, 2016; Perry & Boylan, 2018). McChesney and Aldridge (2019) added that PD is not always successful but that improving the quality of the assessment of outcomes can lead to an increase in PD value and impact.

PD involves facilitators and learners working together to improve the overall learning environment (McCray, 2018). The overall criteria for effectiveness and pitfalls to avoid are numerous, with each researcher providing evidence to support a particular theory. What remains constant is that PD is essential, and when done correctly, assists participants in their construction of knowledge (Brown & Militello, 2016; Kennedy, 2016; McChesney & Aldridge, 2019). The PD in this study will provide an opportunity for the faculty, staff, and leaders of the CSU to come together to learn about the results of the research in addition to strategies for assisting faculty and staff with approaches to use

when examining cultural lenses and expanding world views. This will afford the leaders of CSU an opportunity to become familiar with the faculty members' perceptions of the CSU racial campus climate and strategies to use to build the institutional capacity to cultivate a diverse and inclusive environment.

### **Adult Learning**

As society and higher education institutions become more diverse, leaders will need to employ PD to cultivate inclusive environments and invest in resources that will aid in reducing racial inequities, tension, and negative campus climates (Dickerson, 2019; Slay et al., 2019; Williams, 2019). PD of adults should follow the principles of adult learning as the learning needs of adults differ from those of children in most circumstances (Hagen & Park, 2016; Henschke, 2016; Smith, 2017). Although there are multiple adult learning theories and principals, andragogy is one that has been successfully used. The term andragogy was first introduced in the 19<sup>th</sup> century in reference to lifelong learning in the book "*Platon's Erziehungslehre*" which was written by a German teacher named Alexander Kapp (Henschke, 2016; Loeng, 2017; Mews). There are other references to the term andragogy being used between 1833 and 1967. However, Knowles and andragogy are used synonymously because of his development of the four original principles of adult learning in 1970 (Giannoukos, Besas, Galiropoulos, & Hioctour, 2015; Hagen & Park, 2016; Henschke, 2016; Knowles, 1968; Loeng, 2017; Mews, 2020; Ozuah, 2016). Andragogy as a theory has been debated (Hagen & Park, 2016; Henschke, 2016). However, most researchers can agree that the six assumptions made by Knowles' after extensive work in relation to adult learning have been proven to

result in an increase in learning (Giannoukos et al., 2015; Henschke, 2016; Loeng, 2017; Mews, 2020; Ozuah, 2016; Wang, & Storey, 2015).

Knowles' andragogy framework was initially coined as the theory of adult learning, but later became a set of learner-centered assumptions after criticisms (Hagen & Park, 2016). In contrast to pedagogy, "the art and science of teaching children", andragogy assumes that adult learners are self-directed and that teachers should act as facilitators of learning (Loeng, 2017; Mews, 2020; Ozuah, 2016). Knowles' (1970) andragogy was based on four original assumptions about adult learners: (a) adults have a self-directing and autonomous self-concept, (b) adults bring prior experiences to the learning process, (c) adults are ready to learn information that is relevant and life-related, and (d) adults orient towards problem-centered learning that can be applied immediately (Hagen & Park, 2016; Knowles, Swanson, & Holton, 2005; Mews, 2020; Ozuah, 2016). In an attempt to respond to criticism, Knowles added 2 additional assumptions: (a) adults need to know why they are learning the concepts or material being presented, and (b) adults are intrinsically motivated to learn (Hagen & Park, 2016; Mews, 2020; Ozuah, 2016). Knowles did not assume that andragogy was the only approach to adult learning or that it would be a one-size fits all approach (Mews, 2020). Andragogy core principles, however, have been used in the PD of adults for years (Hagen & Park, 2016; Mews, 2020).

The principles of andragogy align to create a framework that is conducive to fully engaging adults in the learning process (Hagen & Park, 2016; Mews, 2020; Ozuah, 2016). Hagen and Park suggested that adult learners who are engaged in PD that uses

role-play, mentoring, active or participative learning, class presentations, and problem-based learning realize improvement in encoding, retention and recall which correlates with committing knowledge to long-term memory. It is rare to find one PD plan that includes all of the educational techniques suggested by Hagen and Park. However, researchers agree that PD that actively engages adult learners increases motivation to learn (Giannoukos et al., 2015; Hagen & Park, 2016; Loeng, 2017; Mews, 2020; Ozuah, 2016; Wang, & Storey, 2015). The faculty perceptions of the racial campus climate at the CSU were negative. To ensure that the faculty, staff, and leaders of the CSU understand the results of the study and the impact that the negative campus climate perceptions are having on the faculty members, active engagement with the data and an understanding of why the PD was chosen is necessary.

### **Active Learning**

Active learning is considered a 21<sup>st</sup> century competency that calls for self-directed and self-regulated learning (Arik & Yilmaz, 2020; Virtanen, Niemi, & Nevgi, 2017). PD that employs the use of active learning techniques has been shown to positively affect adult learning (Desimone & Pak, 2017; Virtanen et al., 2017). Active learning has been defined as any method of instruction that engages the learner as the agent of learning that is facilitated by an instructor, ensures that the learner is an active participant in the learning process, and includes collaborative problem solving and cooperative action for deeper learning. (Arik & Yilmaz, 2020; Hartikainen, Rintala, Pylväs, & Nokelainen, 2019; Virtanen et al., 2017). Virtanen et al. (2017) stated that active learning has a positive effect on the learning experience by (a) promoting knowledge acquisition, (b)

affecting positive engagement in learning, (c) initiating the process of lifelong learning, (d) improving professional competency development, (e) improving professional identity, and (f) strengthening the ownership of learning. Participation in active learning ensures that the learner is engaged, critical, and reflective with the information (Arik & Yilmaz, 2020).

Engaging adult learners in the active learning process results in enhanced learning (Diep et al., 2019; Streveler & Menekse, 2017). Adults bring prior experiences to the PD activity that will influence their ability to learn or engage in the learning environment (Arik & Yilmaz, 2020; Diep et al., 2019; Roberts, 2018). Active learning transforms the learning environment from a focus on rote memorization and information-transfer from a teacher-centered perspective to a focus on collaboration and higher order thinking and processing from a learner-centered prospective (Ebert-May et al., 2015; Jaiswal, 2019). Active learning results in learners learning with and from each other through the use of constructive activities including concept mapping, problem solving, strategic decision making, generating self-explanations, comparing and contrasting, and roleplaying (Jaiswal, 2019; Streveler & Menekse, 2017; Virtanen et al., 2017). Researchers agree that the greatest amount of learning occurs when adults are working together to construct knowledge, in groups of two or more, while engaged in active learning activities (Diep et al., 2019; Streveler & Menekse, 2017).

### **Understanding Compositional Diversity**

As society and higher education institutions become more diverse, leaders will need to cultivate inclusive environments and invest in resources that will aid in reducing

racial inequities, tension, and negative campus climates (Dickerson, 2019; Slay et al., 2019; Williams, 2019). In opposition of mistreatment, students are organizing and demanding that institutional leaders address systemic racism (Dickerson, 2019; Williams, 2019). In response, leaders are increasing the compositional diversity on campus (Dickerson, 2019; van Knippenberg & Mell, 2016). However, increasing the compositional diversity of the campus by recruiting a greater percentage of minorities does not improve the quality of relationships and interactions among groups of people from different races (Franco & Hernandez, 2018; Slay et al., 2019; Williams, 2019). In fact, recruiting minority faculty, staff, and students into an environment where implicit bias and racial macro and microaggressions are commonplace is akin to a “bait and switch” (Slay et al., 2019). Garcia (2016) found that despite the compositional diversity of students, faculty, and staff, racial microaggressions continue to plague microclimates on campuses where diversity was used as a selling point to increase minority representation on campus. Williams (2019) concurred, stating that increasing compositional diversity is not enough if the climate is inadequate. The unfortunate reality is that the historical structures of higher education institutions perpetuate oppressive environments that lead to discomfort, injury, and torment for people of color (Garcia, 2016; Kohli, 2018; Williams, 2019).

Schools claim to value diversity and often use it as a selling point (Kohli, 2018; Slay et al., 2019). In recruitment and interview processes, faculty, staff, and students are promised an environment where diversity is valued, and everyone is treated equally (Kilburn, Hill, Porter, & Pell, 2019). However, when they arrive on campus they are met



with covert racism and hostility (Sanchez, 2019; Slay et al., 2019). When this happens, retention of students, faculty, and staff decreases (Finkel, 2019).

Although some states have banned affirmative action, Slay et al. (2019) posited that institutions are effectively employing a variety of methods to recruit a diverse group of faculty, staff, and students. Promotional materials that are available in multiple languages and have imagery of racially diverse students and staff are appealing to underrepresented populations and have the appearance of a positive climate for diversity (Slay et al., 2019). However, historical patterns of exclusion and a lack of attention to improving the campus climate results in a contradiction between the inclusive, racially diverse, environment that was promised during the pre-enrollment or pre-employment phase and the day to day reality of racial segregation and discriminatory practices after hire or enrollment (Franco & Hernandez, 2018; Sanchez, 2019; Slay et al., 2019). Without effective mentorship opportunities, coping strategies, and safe spaces to communicate openly about racism, students, faculty, and staff find themselves emotionally drained and psychologically burdened (Dickerson, 2019; Kilburn et al., 2019; Slay et al., 2019). In addition, many of those who are impacted do not seek assistance for fear of retaliation and wrongful termination (Karkouti, 2016; Kohli, 2018). Campus leaders who are not committed to diversity contribute to the negative climate and perpetuate the negative social behaviors of faculty, staff, and students (Karkouti, 2016).

Research has shown that most of the complaints from faculty, staff, and students about racism on compositionally diverse institutions results from colorblindness and racial microaggressions (Karkouti, 2016; Kohli, 2018; Williams, 2019). Colorblindness

refers to the practice of ignoring that there are differences in race and differences in historical experiences by those from underrepresented minorities (Apfelbaum, Grunberg, Halevy, & Kang, 2017; Kohli, 2018). Colorblindness on campus is seen in a curriculum that normalizes one race, silencing of those from the minority race (Apfelbaum et al., 2017; Celeste, Phalet, & Kende, 2019; Kohli, 2018). Kohli denoted that faculty members of color who were exposed to colorblind racist practices on campus admitted that their wellbeing, professional growth, and retention were negatively impacted. Consequently, faculty members of color leave the field at a rate of 24% higher than White faculty members (Kohli, 2018).

With the implementation of laws against racism in the workplace and educational system, overt racism diminished drastically (Williams, 2019). However, covert racism, or microaggressions, increased. Microaggressions are subtle insults or assaults that are directed at faculty, staff, and students who represent the minority on campus (Apfelbaum et al., 2017; Koli, 2018). Although microaggressions may seem meaningless or be difficult to pinpoint in isolation, repeated instances have psychological, physical, and relational consequences (Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2019; Torres-Harding, Torres, & Yeo, 2020; Williams, 2019). Kohli (2018) attested that racial microaggressions may be portrayed as innocent mistakes. However, recurring instances resulted in the victim feeling invisible, isolated from peers, and ultimately created a hostile work environment that impacted the victim's sustainability in the profession (Ellis et al., 2019; Kohli, 2018; Torres-Harding et al., 2020).

Diversity must go beyond admission practices and an increased presence of diverse populations on campus as compositional diversity does not equal inclusion (Franco & Hernandez, 2018; Slay et al., 2019; Williams, 2019). In fact, the greater the population of diverse individuals on campus, the greater the need is for an inclusive environment. To thrive in a globally diverse society, higher education institutions must nurture their ability to interact professionally and respectfully with people from all races and ethnicities (Karkouti, 2016). However, simply increasing the number of faculty, staff, or students from diverse backgrounds without working to improve the campus racial climate will lead to a hostile environment for the minority group (Dickerson, 2019; Garcia, 2016). Careful attention must be given to changing discriminatory policies, improving collaboration between faculty members from all races, and cultivating an inclusive environment. To achieve an inclusive environment, leaders should engage in professional development programming that assists them in overcoming feelings of mistrust, biases, and hostility so that they can engage strategies for building capacity.

### **Strategies for Improving Race Relations**

Conflicts that arise from cross-cultural collaboration between faculty who are often rewarded for working independently can result in an unhealthy climate (Watson et al., 2019). To ensure that social justice and inclusion are at the forefront of institutional initiatives, faculty and leaders should engage in activities that assist them in seeing the benefit of change (Watson et al., 2019). The initial steps in addressing biases and racial tension are recognizing that the problem exists and educating the institutional stakeholders on the history of racism (Alabi, 2018; Dickerson, 2019). Furthermore,

leaders should provide professional development that will assist stakeholders with defining and identifying implicit biases, changing their cultural lenses, moving away from colorblindness, and reducing micro and macroaggressions (Alabi, 2018; Applebaum, 2019; Dickerson, 2019; Williams, 2013).

Implicit bias and its impact on behavior and decision making has gained attention in higher education (Capers, McDougle, Clinchot, 2018; Sanchez, 2019). When left unchecked, implicit bias leads to racial conflicts and disruptive campus climates (Applebaum, 2019; Capers et al., 2018). Implicit bias is linked to the brain's automatic functions and previous experiences (Applebaum, 2019; De Houwer, 2019; Vuletich & Payne, 2019). The brain uses schemas, or mental maps, to process everyday activities that lead to implicit biases as associations strengthen (Bilotta, Corrington, Mendoza, Watson, & King, 2019). Marsh (2009) attested that the brain's shortcuts help people remember how to react in everyday situations. Activities that require memory and automation can be used to show how the brain categorizes information from memory (Hinton, 2017). Simple activities that require unconscious and automatic processing such as writing and following directions can also be used to show how the brain uses automation to complete a task that may not have been written down (Hinton, 2017). For example, making a sandwich requires opening the bread and the condiment containers; however, most people will forgo writing down those steps as they occur unconsciously due to past experiences making sandwiches (Hinton, 2017). Another example, the Lens = Filter activity, explains how personal lenses filter information to determine how individuals react and process the information received (De Jesus, Hogan, Martinez, Adams, & Lacy, 2016; Marsh, 2009).

Participants are asked to read multi-colored words that also identify the name of a color. When asked to read the word, the brain works effortlessly. When asked to identify the color, the brain responds much slower. This activity starts the conversation about processing and reacting to information that is received and how that reaction can be biased if the individual's personal filter has bias (De Jesus et al., 2016; Marsh, 2009). Coupled with the video *How to adjust your lens for diversity* and the steps for cleaning the lens, which include (a) awareness of bias, (b) mindfulness of differences, (c) exposure to diverse populations, (d) debiasing, and (e) examining assumptions, (f) peer support, (g) counter-stereotypic training, and (h) moral motivation, these activities provide strategies to use when cleaning lenses and shifting world views (Ayub, 2020; Marsh, 2009; Williams, 2018).

Engaging in training can assist with neutralizing the impact of implicit bias on the campus racial climate (Applebaum, 2019; McDowell, Goldhammer, Potter, & Keuroghlian, 2020). Strategies like the implicit association test (IAT) can be used to assist higher education stakeholders with understanding and minimizing the impact of implicit bias on their behaviors and decisions (Capers et al., 2018; De Houwer, 2019; Vuletich & Payne, 2019). The IAT, an assessment created by Greenwald, McGhee, and Schwartz (1998), reveals possible implicit attitudes towards certain stereotypes. The assessment measures reaction times to various word associations such as "White-good" or "Black-bad" (Capers et al., 2018; De Houwer, 2019; Greenwald et al., 1998; Vuletich & Payne, 2019). An increase in reaction time for the stereotypical attribute is indicative of implicit bias. Another strategy, the Tag Game, can assist participants in gaining an

awareness of potential biases to begin the conversation about benefits of diversity (Marshalls ELearning, 2019). The Tag game is used to identify social categorizations and the presence of groups bias (Marshalls ELearning, 2019). Participants are asked to place a variety of colored and shaped adhesive paper on their body and to form groups without talking. The discussion that ensues after the activity is completed assists participants in identifying how the criteria used to form groups may have been biased and discussing the importance of diversity. Trusted 10 is another activity that can be used to help participants determine if unconscious bias exists in their selection of close friends (Marshalls ELearning, 2019). Identifying patterns of implicit bias in personal relationships can lead to discussions about shifting lenses and world views.

Videos can also be used to improve learning and bring awareness to situations by providing case studies that can be used to facilitate open discussions about racial bias (Christ, Arya, Chiu, 2017; Fuciarelli, 2018; Funchess, 2014). For example, *Implicit Bias Explained* and *When Implicit Bias becomes Explicit* videos can be used to define and provide examples of implicit and explicit biases using real word examples and scenarios to engage auditory and visual learners in the material. The *What Would You Do* (2019) video that shows a White woman threatening to call the police on an African American man who is having dinner with White children can be used as a case study to discuss the implications of biases and alternatives to stereotyping. Additionally, initiatives that focus on addressing microaggressions and building institutional capacity can support the campus community in overcoming racial unrest (Applebaum, 2019; Karkouti, 2016; Kezar, Fries-Britt, Kurban, McGuire, & Wheaton, 2018). Missouri University (MU)

experienced historical patterns of exclusion of underrepresented populations of faculty, staff, and students that eventually led to a widely publicized campus racial crisis in 2015 (Kezar et al., 2018). After evaluating where the leaders went wrong, MU implemented a framework, developed by Kezar et al, for capacity building to help other institutions overcome racial chaos that includes (a) strategic planning, mission, and values, (b) leadership, (c) building trust, (d) investment in learning, and (e) ongoing assessment and evaluation (Kezar et al., 2018). This framework and case study can be used to help institutional leaders overcome racial chaos.

Professional development that infuses equity, diversity, and inclusion training may prevent microaggressions and identity disaffirming behaviors (Garcia, 2016; Perez, Robbins, Harris, & Montgomery, 2020; Sanchez, 2019). Furthermore, including strategies that assist in changing the lenses or world views can lead to intercultural competency (Casebeer, 2016; Williams, 2013). Strategies that result in reflection, advocacy, and inquiry create a solid foundation for evaluating biases (McDowell et al., 2020; Williams, 2013). Examining cultural lenses and biases that impact the way people view people, events, and incidents can lead to awareness and a shift in behavior (Casebeer, 2016; Williams, 2013). Shifts in behavior coupled with institutional policies that enhance the organizational climate for diversity are essential in creating an environment for social change (Dickerson, 2019; Franco & Hernandez, 2018; Karkouti, 2016).

### **Project Description**

PD is an effective method to use to present the results of the study and strategies for the future. Interactive learning experiences ensure that the information is received and relatable for adult learners. The participants reported an increase in compositional diversity among faculty but a decrease in both on-campus relations between faculty and satisfaction with the campus racial climate among faculty. To ensure that the needs of the CSU adult learners are met, active learning approaches will be used to reveal the results of the study and to provide strategies for examining cultural lenses and expanding world views. The PD will eventually be delivered to 236 CSU faculty members and the senior leadership team. Multiple 3-day sessions will be needed. The overall goal for the 3-day PD is to provide faculty and leaders the results of the study and to share strategies that will assist them as they begin communicating about improving racial interactions to achieve an inclusive among faculty.

Each of the 3 days of training will last approximately 8 hours and include a 1-hour break for lunch. The goal for day 1 is for the CSU stakeholders to garner an understanding of the need for the PD and the participant perceptions of the racial campus climate among faculty before and after the consolidation of an HBCU and non-HBCU. The results of this research will be shared with CSU faculty and leaders. Additionally, activities like the Tag Game (Marshalls ELearning, 2019) that introduce participants to their potential biases and videos that show biases in everyday situations are included to facilitate the conversation between faculty and leaders about implicit and explicit biases (Fuciarelli, 2018; Funchess, 2014). The goal for day 2 is for stakeholders to examine their



cultural lens and how it impacts their perceptions of, and interactions with, other faculty and leaders. Activities and videos that explain filters, schemas, recognizing biases, and cleaning cultural lenses are included to help faculty and leaders describe bias and how it surfaces in their daily lives. The goal for the final day of training, day 3, is to provide CSU stakeholders with strategies for cleaning their lenses, expanding world views, and building capacity for cultivating diversity and inclusion among faculty. A case study on confronting racial climate will be used to assist CSU leaders and faculty with developing a framework for building the campus capacity for inclusion (Kezar et al., 2018).

### **Potential Resources and Existing Supports**

To conduct the PD at the CSU, I will seek permission from the institutional president. PD is a component of the annual review process for faculty, so I will work with institutional leaders to offer the PD during the semiannual faculty conferences. Because the faculty and leaders will already be on campus, no additional salaries will need to be paid. The training rooms on campus are already set up with podiums, microphones, projectors, and screens. Faculty, staff, and administrators have laptops with docking stations on their desks. They will be asked to bring their laptops to the training for use. I will also ask IT to prepare the mobile lab for delivery as a backup. I will work with institutional leaders to provide pens, notebooks, sticky notes, chart paper, and copies of any handouts or worksheets that are required. However, the agenda and copies of the presentation will be sent to the participants electronically when they arrive on day 1. I will provide the workshop at no cost. Therefore, no additional financial resources will be required.

### **Potential Barriers and Potential Solutions**

Race relations are often difficult for people to speak about. The topic of the PD may make some faculty and staff uncomfortable. To create excitement leading up to the event, I will work with the university's communication team to send out email and social media commercials and teasers to engage faculty and staff prior to the event.

Additionally, I will provide my contact information as a safe place for those who are concerned to call and speak with me about the training. I will also work with the leadership team to ensure that they promote the PD as a safe place to discuss issues without fear of retribution.

Although attendance at the faculty and staff conference is required, there are multiple sessions offered. If other sessions are held in conjunction with the PD, attendance will be voluntary and could result in lower participation. To overcome this potential challenge, I will ask the leadership team to offer the PD in isolation for a group of faculty and leaders. Another potential barrier could be a lack of support from leadership. If the leaders are not willing to address the issues or do not support the PD, I will be unable to conduct the training. To overcome this potential barrier, I will schedule a meeting with the president of the university to discuss the findings and research on possible solutions. It is my hope that an awareness of the faculty perceptions of racial campus climate at the CSU after the consolidation will elicit an urgent need for change.

### **Implementation**

Given the nature of this subject and the level of urgency, this PD should be implemented as soon as possible. The CSU has faculty and staff conferences at the

beginning of each term, so I will submit the proposed training to the president prior to the proposed deadline for the next conference. After approval is garnered, I will submit a request for additional resources to ensure that everything is ready well in advance of the PD. Two months prior to the PD, I will work with the university's communication team to begin sending out emails and social media commercials and teasers. I will include a link to an online portal for faculty, staff, and leaders to sign up for attendance. One month prior to the PD, I will send a communication to all registered participants thanking them for their registration and letting them know that I am available to address questions or concerns. At this time, I will also ask the communication team to do another push for registration. One week prior to the PD, I will email the participants the agenda and ask them to bring their laptops on the day of training. On the morning of the training, I will email all other pertinent materials.

### **Roles of Participants and Facilitator**

As the facilitator, I will ensure that the PD is delivered as scheduled and that all materials are readily available. The faculty, staff, and leaders will need to commit to the full three days of training as well as engage with others and be open to learning new concepts. Additionally, they will need to be prepared to share and learn from each other as these activities will assist them with examining their cultural lens and how it impacts their perceptions of, and interactions with, diverse groups of people and expanding their world views in an effort to build the capacity for cultivating a diverse and inclusive campus climate among faculty.

### **Project Evaluation Plan**

The project was developed to provide CSU faculty, staff, and leaders with the outcomes from the research concerning faculty perceptions of racial campus climate after the CSU consolidation. To determine the effectiveness of the PD, an evaluation must be implemented. Prior to deciding on an evaluation approach, I reviewed both formative and summative evaluation. Formative evaluation is an on-going process of evaluating the day-to-day operations of organizations and systems (Aziz, Mahmood, & Rehman, 2018; van Groen & Eggen, 2020). The information should be timely and used immediately to make improvements. Summative evaluation is used to evaluate a finished product (Dixson & Worrell, 2016; van Groen & Eggen, 2020). Both formative and summative evaluation were considered as viable options. Therefore, formative evaluation will be used as the end of each day and summative evaluation will be used to assess participant satisfaction with the PD at the end of day 3. The Likert scale assessment will be administered anonymously using Google Forms. Additionally, participants will engage in reflective journaling at the end of each day. The daily questions are embedded in the project presentation. The journals will be collected at the end of each day and returned the next day.

### **Project Implications**

This project may contribute to positive social change as it engages faculty, staff, and leaders in conversations about the racial campus climate after the consolidation between a HBCU and non-HBCU. Additionally, leaders, faculty, and staff will be given strategies to use as they begin having conversations about examining their lenses and

expanding their world views. HBCUs were established to provide a place for African Americans to obtain a higher education during times of racial segregation (Bracey, 2017). HBCUs are known for supporting African American students but are also seen as culturally inclusive (Bracey, 2017). Non-HBCUs, especially those that are PWIs, often have processes that exclude African Americans. The systemic racism and historical legacies of exclusion make degree attainment more challenging for students of color (McCoy, 2014).

Consolidating the two schools was a step in the right direction towards removing racial barriers as the schools were less than 10 miles apart but still segregated by race. The underlying racial tensions, however, still exist. Improving the racial campus climate requires leaders who are willing to champion the change as well as allocate resources. Campus leaders who are not committed to diversity contribute to the negative climate and perpetuate the negative social behaviors of faculty, staff, and students (Karkouti, 2016). The students, faculty, and staff of the CSU deserve to experience a campus climate that is supportive of all differences.

### **Conclusion**

Section 3 included details about the PD project deliverable, the literature review in relation to the project, resources needed to implement the project, potential barriers and solutions, the implementation and evaluation plan, and implications for social change. Data analysis revealed that the faculty had negative perceptions of the racial campus climate among faculty after the CSU consolidation. Therefore, PD was warranted to provide stakeholders with an overview of the research, details regarding participant

perceptions of the racial campus climate among faculty after the consolidation, information on examining their cultural lens and how it impacts their perceptions of and interactions with each other, and strategies for expanding world views and building capacity for cultivating a diverse and inclusive climate in which all faculty can thrive. In section 4, I will present the project's strengths and limitations as well as a reflective view of my journey as a scholar, practitioner, and project developer.

## Section 4: Reflections and Conclusions

### **Project Strengths and Limitations**

Researchers agree that PD, when implemented correctly, has been proven to assist participants in their construction of knowledge (Desimone & Garet, 2015; Kennedy, 2016; McCray, 2018; Voogt et al., 2015; Xu, 2016). One of the strengths of this PD on campus climate is that it is designed specifically for the unique needs of the CSU after consolidation. The active learning opportunities provide faculty and leaders with numerous instances to engage each other in identifying and understanding implicit and explicit bias, evaluating and cleaning their lenses, and developing a plan for building institutional capacity.

The format of the PD is another strength as it is tailored to the audience and allows interaction, reflection, and discussion, and responsiveness to the current calls for social reform. Stakeholders who attend the training may engage in opportunities to reframe their lens and become more aware of implicit biases previously held. Leaders will be made aware of the perceptions of the faculty in relation to the campus climate. This information will hopefully be the gateway to additional campus communication about the racial climate after the consolidation.

PD opportunities are numerous, and participation is often forced. If faculty and leaders fail to see the value provided by this PD, attendance may be limited. Another limitation associated with this PD is that true climate change takes time. A 3-day training is not long enough to guarantee lasting change at the CSU. Although there are project

limitations, they pale in comparison to the potential benefits of starting conversations about the racial climate after the CSU consolidation.

### **Recommendations for Alternative Approaches**

The CSU is a large, 2-campus university with a large population of employees. To determine perceptions of racial campus climate before and after the consolidation, leaders could conduct a campus-wide climate survey. Additionally, given that the majority of the participants communicated that the racial climate among faculty after the consolidation was negative, leaders could assemble a team on campus to review policies, procedures, and on-campus activities to promote inclusion and awareness of biases and differences among faculty. A final recommendation would be the development of an office where faculty, staff, and leaders can safely communicate with colleagues about their experiences, learn more about biases, and work through their differences.

### **Scholarship, Project Development and Evaluation, and Leadership and Change Scholarship**

I started the doctoral program for personal gratification. I have always been able to write proficiently, but scholarly writing was a skill that I needed to learn. I also wanted to make a change in higher education but did not know where to begin. My passion for change and helping others overcome stereotypes led to my transformation as a scholar, practitioner, researcher, and ally for social justice. Unlike any other degree I have pursued, this was a slow and steady journey that evolved over time. When I was at the point of choosing a topic for my dissertation, I was immediately drawn to the possibility of finding out how faculty and staff were coping with the consolidation between a HBCU



and non-HBCU. Although consolidations are often challenging and result in climate and culture shifts, the CSU consolidation was plagued with underlying racial tensions. Once I was able to define the problem and purpose, the literature justified the need for additional research. Upon completion of the proposal, I was able to hone my skills as a true researcher through the IRB application process and eventual data collection. While collecting data, I learned to plan for the unexpected and how to ask follow-up questions to ensure that the data collected was useful. Once I completed the data collection, I was once again challenged to code and analyze the data so that my findings would lead to the development of a research-based project. Pursuing the doctoral degree caused me to transform from a student to a scholar. I am confident that I now have the skills to continue my journey as a higher education administrator.

### **Project Development and Evaluation**

The project developed naturally from the results of the study. I looked at other genres but found PD to be the most proficient way to communicate the results of the study and to actively engage faculty, staff, and leaders in strategies to assist them in changing their world views. The development of the project was a slow and steady process as I wanted to be sure that the information I was providing would contribute to positive social change at the CSU. After several revisions and additions, I had a project that I felt excited about sharing with the CSU. As I developed the project and researched the information about cultural lenses and implicit bias, I was challenged to think critically about my own implicit biases. This project can be used in any setting to assist participants

with evaluating the lenses they use to view the world and the impact it has on their interactions with others.

### **Leadership and Change**

As an enrollment management professional, I understand the importance of maintaining a positive campus climate. If students, faculty, and staff are dissatisfied with the campus climate, employee turnover will increase, and enrollment will decrease. The development of the project taught me valuable skills that I will be able to incorporate into my job as a future leader of a higher education institution. I have always had pride in my ability to lead and develop my team of employees. This project has helped me to expound on the level of development that is needed to ensure that employees feel valued and respected regardless of their race or ethnicity. I want to be a part of the change that is needed to ensure that higher education institutions are prepared for the diverse group of 21<sup>st</sup> century staff, faculty, and students.

### **Reflection as a Scholar**

Throughout the doctoral process I had to overcome procrastination. I learned a lot about grit and time management skills. I spent hours reading, writing, and revising and became frustrated at times, but never gave up. I learned to be patient with the process and to look at my chair's comments as suggestions for improvement rather than punitive comments about my work. I have been humbled throughout this process and it has made me more inquisitive. I seek answers in the research to help me improve processes at work and to help me become a better leader. The doctoral journey has not been easy. However,

I am the scholar I am today because of the rigor of the course work and consistent guidance and support I have received.

### **Reflection as a Practitioner**

I love working in higher education. Every student who graduates has a chance at changing the life of his or her family. Twenty-first century faculty, staff, and students demand administrators with 21<sup>st</sup> century skills. This project study led to my development of 21<sup>st</sup> century skills as a practitioner. I learned how to evaluate interview transcripts to make data-based decisions. Additionally, I learned that employees of institutions with perceived negative racial climates experience high stress and eventually leave the company. This doctoral study has provided me with the tools necessary to implement PD opportunities at my current institution. Throughout the process I was able to use my strengths to help me overcome my weaknesses. I am a lifelong learner. I will use the knowledge I have acquired to help others pursue their dreams of obtaining a higher education.

### **Reflection as a Project Developer**

It was easy to decide on PD as the appropriate genre for the project as neither the executive summary, evaluation report, nor position paper were appropriate project choices. The development of the project was not easy. There were days when I felt like giving up. I had a difficult time determining what information to include in the PD as I needed it to be meaningful and to hopefully bring about social change. Once I developed a strategy, the ideas began to flow more easily. The challenges I experienced are overshadowed by the potential benefit of this research and project execution. The faculty,

staff, and leaders of the CSU will have an opportunity to explore faculty perceptions of racial campus climate before and after consolidation. The PD will provide them with strategies to use as they work together to shift their cultural lenses and worldviews.

### **Reflections on Importance of Work**

Racial conflict is prevalent on college and university campuses all over the United States (Williams, 2019). Increasing the structural diversity of the campus to include a greater percentage of minorities does not improve the quality of relationships and interactions among groups of people from different races (Slay et al., 2019; Williams, 2019). Stakeholders are calling for campus leaders to respond to acts of racism with prejudice as systemic racism often goes unaddressed (Williams, 2019). Students, faculty, and staff are no longer silent in their quest for equality. Protests are happening all over the world because underrepresented groups have become weary of the unequal treatment and senseless deaths. The consolidation between a HBCU and non-HBCU led to racial tensions on the CSU campus that must be addressed. Researchers agree that addressing racial tensions has an immediate and long-term benefit from both a public health and social justice perspective (Williams, 2019). PD is a common response for remediating racial tensions on campus (Apfelbaum, 2019). However, overcoming systemic racism can be challenging and takes time. Deliberate action is required to dismantle racial tensions on campus (Apfelbaum, 2019). This project will assist CSU faculty, staff, and campus leaders in starting the conversation about race and inclusion.

### **Implications, Applications, and Directions for Future Research**

Transformative social change requires consistent, deliberate action. The results of this study will help stakeholders begin the process of discussing the type of change that is needed at the CSU. The findings revealed that the participants perceived the racial campus climate among faculty to be hostile after the consolidation. As a result, the PD was designed to provide the faculty and leaders with the participants' perceptions as well as strategies for examining their lenses and worldviews and next steps. News headlines are filled with protests and statements from people who are fighting for justice for underrepresented populations. Higher education institutions are not immune to the racial challenges that are impacting society. Leaders must be willing to honestly examine the campus racial climate and proactively prioritize social justice (Apfelbaum, 2019). This study focused on faculty perceptions of the racial campus climate among faculty before and after the consolidation. Future research should study the student perceptions of racial campus climate before and after the consolidation between a HBCU and NHBCU. Future research should also focus on efforts to improve campus climate. Evaluation research can be conducted to ensure that efforts to reshape the climate are successful. Additionally, research could seek the perceptions of the faculty, staff, and students who resigned from the institution shortly after the consolidation. Understanding why they left could assist leaders in the development of on-campus programs to increase retention and support diversity.

## **Conclusion**

In the final section of this research study, I included the strengths and limitations of the project as well as my reflections as a scholar, practitioner, and project developer. The evidence supports the need to reduce racial tensions in higher education institutions. The eight participants who were interviewed revealed that they experienced feelings of hostility, mistrust, and racial biases after the consolidation. Without effective mentorship opportunities, coping strategies, and safe spaces to communicate openly about racism, faculty will continue to be emotionally drained and psychologically burdened (Slay et al., 2019). Careful attention must be given to changing discriminatory policies, improving collaboration between faculty members from all races, and cultivating an inclusive environment. To overcome challenges related to compositional diversity, feelings of hostility, mistrust, and racial bias among faculty after consolidating a HBCU and NHBCU, leaders should engage in PD programming that provides them with strategies to use to build the institutional capacity to cultivate a diverse and inclusive environment. The PD will assist faculty and leaders in beginning the conversation about the changes needed to move the CSU forward without racial tensions.

## References

- Adserias, R. P., Charleston, L. J., & Jackson, J. L. (2017). What style of leadership is best suited to direct organizational change to fuel institutional diversity in higher education? *Race, Ethnicity, And Education*, *20*(3), 315-331.  
doi:10.1080/13613324.2016.1260233
- Agote, L., Aramburu, N., & Lines, R. (2016). Authentic leadership perception, trust in the leader, and followers' emotions in organizational change processes. *Journal of Applied Behavioral Science*, *52*(1), 35-63. doi:10.1177/0021886315617531
- Alabi, J. (2018). From hostile to inclusive: Strategies for improving the racial climate of academic libraries. *Library Trends*, *67*(1), 131-146. doi:10.1353/lib.2018.0029
- Apfelbaum, E. P., Grunberg, R., Halevy, N., & Kang, S. (2017). From ignorance to intolerance: Perceived intentionality of racial discrimination shapes preferences for colorblindness versus multiculturalism. *Journal of Experimental Social Psychology*, *69*, 86-101. doi:10.1016/j.jesp.2016.08.002
- Applebaum, B. (2019). Remediating campus climate: Implicit bias training is not enough. *Studies in Philosophy & Education*, *38*(2), 129-141. doi:10.1007/s11217-018-9644-1
- Arik, S., & Yilmaz, M. (2020). The effect of constructivist learning approach and active learning on environmental education: A meta-analysis study. *International Electronic Journal of Environmental Education*, *10*(2), 44-84.
- Arroyo, A. T., Palmer, R. T., Maramba, D. C., & Louis, D. A. (2017). Supporting racially diverse students at HBCUs: A student affairs perspective. *Journal of Student*

- Affairs Research and Practice*, 54(2), 150–162.  
doi:10.1080/19496591.2016.1219266
- Ayub, A. (Contributor). (2020). *Looking through a different lens* [Video]. Available from <https://www.youtube.com/watch?v=vHLN9fc0SHA>
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP model for quality evaluation at school level: A case study. *Journal of Education and Educational Development*, 5(1), 189-2016. doi:10.22555/joeeed.v5i1.1553
- Azziz, R. (2013). What happens when 2 colleges become one. *The Chronicle of Higher Education*, (37). Retrieved from <https://www.chronicle.com>
- Bilotta, I., Corrington, A., Mendoza, S. A., Watson, I., & King, E. (2019). How subtle bias infects the law. *Annual Review of Law and Social Science*, 15. 227-245.  
doi:10.1146/annurev-lawsocsci-101518-042602
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Bolbanabad, A. M., Mosadeghrad, A. M., Arab, M., & Majdzadeh, R. (2017). Impact of merger and acquisition on university performance. *Archives of Iranian Medicine*, 20(8), 518–524
- Boling, J. R., Mayo, D. T., & Helms, M. M. (2017). Complementarity merger as a driver of change and growth in higher education. *Journal of Organizational Change Management*, 30(1), 27-42. doi:10.1108/JOCM-02-2016-0036
- Borrego, A. M. (2001). A wave of consolidation hits for-profit higher education. *The Chronicle of Higher Education*, (48). Retrieved from <https://www.chronicle.com>



- Bracey, E. N. (2017). The significance of historically black colleges and universities (HBCUs) in the 21st century: will such institutions of higher learning survive? *The American Journal of Economics and Sociology*, (3), 670.  
doi:10.1111/ajes.12191
- Brown, C., & Militello, M. (2016). Principal's perceptions of effective professional development in schools. *Journal of Educational Administration*, 54(6), 703–726.  
doi:10.1108/jea-09-2014-0109
- Caelli, K., Ray, L., & Mill, J. (2003). Clear as mud: Towards a greater clarity in generic qualitative research. *International Journal of Qualitative Methods*, 2(2), 1-23.  
doi:10.1177/160940690300200201
- Cai, Y., Pinheiro, R., Geschwind, L., & Aarrevaara, T. (2016). Towards a novel conceptual framework for understanding mergers in higher education. *European Journal of Higher Education*, 6(1), 7. doi:10.1080/21568235.2015.1099457
- Canen, A. G., & Ivenicki, A. (2015). Social responsibility and envy: Multicultural reflections. *Bulgarian Comparative Education Society*, 13. Retrieved from <https://www.bces-conference.org>
- Capers, Q., McDougle, L., & Clinchot, D. M. (2018). Strategies for achieving diversity through medical school admissions. *Journal of Health Care for the Poor and Underserved*, 29(1), 9–18. doi:10.1353/hpu.2018.0002
- Casebeer, D. (2016). Mapping dispositions for social justice: Towards a cartography of reflection. *Reflective Practice*, 17(3), 357–368.  
doi:10.1080/14623943.2016.1164685

- Celeste, L., Phalet, K., & Kende, J. (2019). Can school diversity policies reduce belonging and achievement gaps between minority and majority youth? multiculturalism, colorblindness, and assimilationism assessed. *Personality & Social Psychology Bulletin*, *11*, 1603.
- Christ, T., Arya, P., Chiu, M.M. (2017). Video use in teacher education: An international survey of practices. *Teaching and Teacher Education*, *63*, 22-35.  
doi:10.1016/j.tate.2016.12.005
- Creswell, J. W., & Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). Thousand Oaks, CA: SAGE Publications Inc.
- De Houwer, J. (2019). Implicit bias is behavior: A functional-cognitive perspective on implicit bias. *Perspectives on Psychological Science*, *14*(5), 835–840. doi: 10.1177/1745691619855638
- De Jesus, A., Hogan, J., Martinez, R., Adams, J., & Lacy, T. (2016) Putting racism on the table: The implementation and evaluation of a novel racial equity and cultural competency training/consultation model in New York City. *Journal of Ethnic & Cultural Diversity in Social Work*, *25*(4), 300-319. doi: 10.1080/15313204.2016.1206497
- Desimone, L. M., & Garet, M. S. (2015). Best practices in teachers' professional development in the United States. *Psychology, Society, & Education*, *7*(3), 252-263. doi:10.25115/psy.e.v7i3.515

- Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory into Practice, 56*, 3-12.  
doi:10.1080/00405841.2016.1241947
- Dickerson, K. C. (2019). "It absolutely impacts every day": Diversity allies connect racial history and current climate at a southern professional school. *Journal of Diversity in Higher Education*. doi:10.1037/dhe0000149
- Diep, A. N., Zhu, C., Cocquyt, C., De Greef, M., Vo, M. H., & Vanwing, T. (2019). Adult learners' needs in online and blended learning. *Australian Journal of Adult Learning, 59*(2), 223.
- Ebert-May, D., Derting, T. L., Henkel, T. P., Middlemis Maher, J., Momsen, J. L., Arnold, B., & Passmore, H. A. (2015). Breaking the cycle: Future faculty begin teaching with learner-centered strategies after professional development. *CBE—Life Sciences Education, 14*(2). doi:10.1187/cbe.14-12-0222
- Edwards, M. R., Lipponen, J., Edwards, T., & Hakonen, M. (2017). Trajectories and antecedents of integration in mergers and acquisitions: A comparison of two longitudinal studies. *Human Relations, 70*(10), 1258–1290.  
doi:10.1177/0018726716686169
- Ellis, J. M., Powell, C. S., Demetriou, C. P., Huerta-Bapat, C., & Panter, A. T. (2019). Examining first-generation college student lived experiences with microaggressions and microaffirmations at a predominately White public research university. *Cultural Diversity and Ethnic Minority Psychology, 25*(2), 266–279.  
doi:10.1037/cdp0000198

- Evans, L. (2017). The worst of times? A tale of two higher education institutions in France: their merger and its impact on staff working lives. *Studies in Higher Education, 42*(9), 1699–1717. doi:10.1080/03075079.2015.1119107
- Evans, L., Hess, C. A., Abdelhamid, S., & Stepleman, L. M. (2017). Leadership development in the context of a university consolidation: An initial evaluation of the authentic leadership pipeline program. *Journal of Leadership Studies, 10*(3), 7-21. doi:10.1002/jls.21484
- Finkel, E. (2019). Promoting diversity at the top. *Community College Journal, 89*(6), 13–18.
- Fitzgerald, H. E., Bruns, K., Sonka, S. T., Furco, A., & Swanson, L. (2016). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement, 20*(1), 223–243. Retrieved from <https://openjournals.libs.uga.edu/index.php/jheoe>
- Fox, R. K., Muccio, L. S., White, C. S., & Tian, J. (2015). Investigating advanced professional learning of early career and experienced teachers through program portfolios. *European Journal of Teacher Education, 38*(2), 154-179. doi:10.1080/02619768.2015.1022647
- Franco, M. A., & Hernández, S. (2018). Assessing the capacity of Hispanic serving institutions to serve Latinx students: Moving beyond compositional diversity. *New Directions for Institutional Research, 2018*(177), 57–71. doi:10.1002/ir.20256

- Fuciarelli, M. (Contributor). (2018). *When implicit bias becomes explicit* [Video]. Available from <https://youtu.be/ww6k3nFe800>
- Funchess, M. (Contributor). (2014). *Implicit bias-how it effects us and how we push through* [Video]. Available from <https://youtu.be/Fr8G7MtRNlk>
- Garcia, G.A. (2016). Exploring student affairs professionals' experiences with the campus racial climate at a Hispanic serving institutions (HSI). *Journal of Diversity in Higher Education*, 9(1), 20-33. doi: 10.1037/a0039199
- Gardner, L. (2017, June 23). ██████████ mergers offer lessons, and cautions, to other states. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/█████████-s-Mergers>
- Gasman, M., Thai-Huy Nguyen, & Commodore, F. (2017). Advancing Black male success: Understanding the contributions of urban Black colleges and universities. *Urban Education*, 52(9), 1129. doi:10.1177/0042085915618725
- Gates, T. G., Quinn, C. R., Phillips Jr., M. L. (2017). LGBTQ-Affirmative teaching at historically Black colleges and universities: Understanding program directors' views. *Journal of Baccalaureate Social Work*, 22(1), 131-142. doi:10.18084/1084-7219.22.1.131
- Giannoukos, G., Besas, G., Galiropoulos, C., & Hioctour, V. (2015). The andragogy, the social change and the transformative learning educational approaches in adult education. *Journal of Education and Practice*, 6(10), 46-50.

- Greenwald, A.G., McGhee, D.E., & Schwartz, J.L.K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*; 74 (6), 1464–1480.
- Hagen, M., & Park, S. (2016). We knew it all along! Using cognitive science to explain how andragogy works. *European Journal of Training & Development*, 40(3), 171-190. doi:10.1108/EJTD-10-2015-0081
- Hartikainen, S., Rintala, H., Pylväs, L., & Nokelainen, P. (2019). The concept of active learning and the measurement of learning outcomes: A review of research in engineering higher education. *Education Sciences*, 9. doi:10.3390/educsci9040276
- Henschke, J. A. (2016). New perspectives from a quasi-English translation of Dusan Savicevic's 2000 work on roots in the development of andragogy: The 2016 update of history and philosophy of andragogy. *Commission for International Adult Education*.
- Hinton, P. (2017) Implicit stereotypes and the predictive brain: Cognition and culture in “biased” person perception. *Palgrave Commun* 3, 17086. doi: 10.1057/palcomms.2017.86
- Hoskins, A. (2017, October 13). Former █████ provost’s personnel file reveals complaints of sexism, racism. █████ *Herald*. Retrieved from <http://www.w████.com/story/36523190/████-state-university-appoints-interim-provost/>

- Hurtado, S., Milem, J. F., & Clayton-Pedersen, A. (1999). Enacting diverse learning environments: improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Report*, 26(8), 1-116.
- Jaiswal, P. (2019). Using learner-centered instructional approach to foster students' performances. *Theory & Practice in Language Studies*, 9(9), 1074–1080.  
doi:10.17507/tpls.0909.02
- Jones, S., & Harvey, M. (2017). A distributed leadership change process model for higher education. *Journal of Higher Education Policy & Management*, 39(2), 126–139.  
doi:10.1080/1360080X.2017.1276661
- Kamarudin, M. F., & Starr, K. (2014). The effects of major change: A case study in an Australian university. *Journal of the World Universities Forum*, 6(3), 1–10.  
doi:10.18848/1835-2030/CGP/v06i03/56830
- Karkouti, I. M. (2016). Professional leadership practices and diversity issues in the U.S. higher education system: A research synthesis. *Education*, 136(4), 405–412.
- Kenefick, C., & DeVito, J. A. (2015). Five realities of hospital library mergers. *Journal of Hospital Librarianship*, 15(3), 334–340. doi:10.1080/15323269.2015.1049093
- Kennedy, M. M. (2016). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945-980. doi:10.3102/0034654315626800
- Kezar, A., Fries-Britt, S., Kurban, E., McGuire, D., & Wheaton, M. M. (2018). *Speaking truth and acting with integrity: Confronting challenges of campus racial climate*. Washington, DC: American Council on Education.

- Kilburn, F., Hill, L., Porter, M. D., & Pell, C. (2019). Inclusive recruitment and admissions strategies increase diversity in CRNA educational programs. *AANA Journal*, 87(5), 379–389.
- Knowles, M. S. (1968). Andragogy, not pedagogy. *Adult Leadership*, 16(10), 350-352.
- Knowles, M.S., Swanson, R.A., & Holton, E.F. (2005). *The adult learner: the definitive classic in adult education and human resource development* (6th ed.). Burlington, MA: Elsevier.
- Kohli, R. (2018). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education*, 53(3), 307-333.  
doi:10.1177/0042085916636653
- Lamm, K. W., Sapp, L. R., & Lamm, A. J. (2018). A longitudinal evaluation of change leadership within a leadership development program context. *Journal of Leadership Education*, 17(3), 121–134. doi:10.12806/V17/I3/R7
- Leslie, H., Abu-Rahma, A., & Jaleel, B. (2018). In retrospect: A case of merger in higher education. *International Journal of Educational Management*, 32(3), 382–395.  
doi:10.1108/ijem-03-2017-0077
- Lewis, T. (2016, March 11). ██████████ State University students protest school's new mission statement. ██████████ *Herald*. Retrieved from [https://www.██████████herald.com/news/local/██████████-state-university-students-protest-school-s-new-mission-statement/article\\_ed2cf491-ac4c-5c52-9d3d-328b6eae6a47.html](https://www.██████████herald.com/news/local/██████████-state-university-students-protest-school-s-new-mission-statement/article_ed2cf491-ac4c-5c52-9d3d-328b6eae6a47.html)



Lewis, T. (2016, May 18). [REDACTED] State University, [REDACTED] State College consolidation discussed. [REDACTED] *Herald*. Retrieved from [http://www.\[REDACTED\]herald.com/news/local/\[REDACTED\]state-university-\[REDACTED\]-state-college-consolidation-discussed/article\\_547a81d0-89ad-5bcf-90e5-f5e107ee2e8a.html](http://www.[REDACTED]herald.com/news/local/[REDACTED]state-university-[REDACTED]-state-college-consolidation-discussed/article_547a81d0-89ad-5bcf-90e5-f5e107ee2e8a.html)

Lewis, T. (2017, October 9). [REDACTED] to retire in January. [REDACTED] *Herald*. Retrieved from [https://www.\[REDACTED\]herald.com/news/local/\[REDACTED\]-to-retire-in-january/article\\_2cf11651-bde8-55d4-b61b-10a7e8aa6a8c.html](https://www.[REDACTED]herald.com/news/local/[REDACTED]-to-retire-in-january/article_2cf11651-bde8-55d4-b61b-10a7e8aa6a8c.html)

Lodico, M.G., Spaulding, D.T., & Voegtle, K.H. (2010). *Methods in educational research: From theory to practice* (Laureate Education, Inc., custom ed.). San Francisco: John Wiley & Sons.

Loeng, S. (2017). Alexander Kapp—the first known user of the andragogy concept. *International Journal of Lifelong Education*, 36(6), 629-643.  
doi:10.1080/02601370.2017.1363826

Love, G. H. (2014). *The culture of two merged nursing programs: A case study* (Publication No. 3629325) [Doctoral dissertation, Capella University]. ProQuest Dissertations Publishing.

Lucas, Y. (2018). Support structures: Challenges and potential solutions toward persistence in earning a baccalaureate degree for Black male students attending predominantly White institutions. *Journal of Business Diversity*, 18(1), 68.  
doi:10.33423/jbd.v18i1.519

- Marsh, S. (2009). The lens of implicit bias. *Juvenile and Family Court Today*, 2(1), 16-19.
- Marshalls ELearning. (2019). *Exercises to use in your unconscious bias training*. Retrieved May 20, 2020, from <https://marshallelearning.com/blog/exercises-use-unconscious-bias-training>
- McChesney, K., & Aldridge, J. M. (2019). A review of practitioner-led evaluation of teacher professional development. *Professional Development in Education*, 45(2), 307-324. doi:10.1080/19415257.2018.1452782
- McCoy, D. L. (2014). A Phenomenological exploration of the experiences of first-generation students of color at one 'extreme' predominantly White institution. *College Student Affairs Journal*, 32(1), 155–169. Retrieved from <https://csaj.scholasticahq.com>
- McCray, C. (2018). Secondary teachers' perceptions of professional development: a report of a research study undertaken in the USA. *Professional Development in Education*, 44(4), 583–585. doi:10.1080/19415257.2018.1427133
- McDowell, M. J., Goldhammer, H., Potter, J. E., & Keuroghlian, A. S. (2020). Strategies to mitigate clinician implicit bias against sexual and gender minority patients. *Psychosomatics*. doi:10.1016/j.psych.2020.04.021
- McGrath, C., Barman, L., Stenfors-Hayes, T., Roxå, T., Silén, C., & Laksov, K. B. (2016). The ebb and flow of educational change: Change agents as negotiators of change. *Teaching & Learning Inquiry*, 4(2). doi:10.20343/teachlearninqu.4.2.9

- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
- Mews, J. (2020). Leading through andragogy. *College & University*, 95(1), 65.
- Michalski, J. H., Cunningham, T., & Henry, J. (2017). The diversity challenge for higher education in Canada: The prospects and challenges of increased access and student success. *Humboldt Journal of Social Relations*, (39), 66-89.
- Minor, E. C., Desimone, L., Lee, J. C., & Hochberg, E. D. (2016). Insights on how to shape teacher learning policy: The role of teacher content knowledge in explaining differential effects of professional development. *Education Policy Analysis Archives*, 24(61), 1-30. doi:10.14507/epaa.24.2365
- Mobley, S. D., Jr. (2017). Seeking sanctuary: (Re)claiming the power of historically Black colleges and universities as places of Black refuge. *International Journal of Qualitative Studies in Education*, 30(10), 1036–1041.  
doi:10.1080/09518398.2017.1312593
- Morris, C. (2015). Minority report: White faculty deal with the challenges of teaching at HBCUs. *Diverse Issues in Higher Education*, (4), 12.
- Museum, S. D., Yi, V., & Saelua, N. (2018.). How culturally engaging campus environments influence sense of belonging in college: An examination of differences between White students and students of color. *Journal of Diversity in Higher Education*, 11(4), 467–483. doi:10.1037/dhe0000069

- Mwangi, C. A. G. (2016). Exploring sense of belonging among Black international students at an HBCU. *Journal of International Students*, 6(4), 1015–1037.  
Retrieved from <https://www.ojed.org/index.php/jis/index>
- Naim, M. F., & Lenkla, U. (2016). Knowledge sharing as an intervention for Gen Y employees' intention to stay. *Industrial and Commercial Training*, 48(3), 142-148. doi:10.1108/ICT-01-2015-0011
- National Center for Educational Statistics. (2016). [REDACTED] *University Navigator*.  
Retrieved from  
<https://nces.ed.gov/collegenavigator/?s=GA&z=31707&z=10&of=3&id=138716>
- National Center for Educational Statistics. (2016). [REDACTED] *College Navigator*.  
Retrieved from  
<http://nces.ed.gov/collegenavigator/?s=FL&z=33916&z=0&of=3&id=135267>
- Ozuah, P. O. (2016). First, there was pedagogy and then came andragogy. *Einstein Journal of Biology and Medicine*, 21(2), 83-87. doi:10.23861/ejbm20052190
- Palmer, R. T., Arroyo, A. T., & Maramba, D. C. (2016). Exploring the perceptions of HBCU student affairs practitioners toward the racial diversification of Black colleges. *Journal of Diversity in Higher Education*, doi:10.1037/dhe0000024
- Perez, R. J., Robbins, C. K., Harris, L. W., & Montgomery, C. (2020). Exploring graduate students' socialization to equity, diversity, and inclusion. *Journal of Diversity in Higher Education*, 13(2), 133–145.

- Perry, E., & Boylan, M. (2018). Developing the developers: supporting and researching the learning of professional development facilitators. *Professional Development in Education, 44*(2), 254-271. doi:10.1080/19415257.2017.1287767
- Pinheiro, R., Geschwind, L., & Aarrevaara, T. (2016). Mergers in higher education. *European Journal of Higher Education, 6*(1), 2. Retrieved from <https://www.tandfonline.com/toc/rehe20/current>
- Platt, R. E., Chesnut, S. R., McGee, M., & Song, X. (2017). Changing names, merging colleges: Investigating the history of higher education adaptation. *American Educational History Journal, 44*(1), 49-67. Retrieved from <https://www.infoagepub.com/series/American-Educational-History-Journal>
- Preston, D. C., & Palmer, R. T. (2018). When relevance is no longer the question. *Journal of Black Studies, 49*(8), 782–800.  
doi:10.1177/0021934718798088
- Puusa, A., & Kekäle, J. (2013). Commitment in the context of a merger. *Tertiary Education & Management, 19*(3), 205-218. doi:10.1080/13583883.2013.787450
- Puusa, A., & Kekäle, J. (2015). Feelings over facts – a university merger brings organisational identity to the forefront. *Journal of Higher Education Policy & Management, 37*(4), 432–446. doi:10.1080/1360080X.2015.1056602
- Ribando, S. J., & Evans, L. (2015). Change happens: Assessing the initial impact of a university consolidation on faculty. *Public Personnel Management, 44*(1), 99-119. doi:10.1177/0091026014550406

- Ribando, S. J., Slade, C. P., & Fortner, C. K. (2017). Once more into the breach: Examining the human capital impact of a university consolidation over time. *Innovative Higher Education*, 42(5), 521–535. doi:10.1007/s10755-017-9404-0
- Ripoll-Soler, C., & de-Miguel-Molina, M. (2014). Are mergers a win-win strategic model? A content analysis of inter-institutional collaboration between higher education institutions. *Tertiary Education & Management (Routledge)*, 20(1), 44–56. doi:10.1080/13583883.2013.860187
- Roberts, D. (2018). Active learning precursors in multidisciplinary large lectures: A longitudinal trial on the effect of imagery in higher education lectures. *College Teaching*, 66(4), 199–210. doi:10.1080/87567555.2018.1486802
- Salkind, N.J. (2009). *Exploring research* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Sanchez, M. E. (2019). Perceptions of campus climate and experiences of racial microaggressions for Latinos at Hispanic-serving institutions. *Journal of Hispanic Higher Education*, 18(3), 240–253. doi: 10.1177/1538192717739351
- Senior, C., Fearon, C., Mclaughlin, H., & Manalsuren, S. (2017). How might your staff react to news of an institutional merger? A psychological contract approach. *International Journal of Educational Management*, 31(3), 364–382. doi:10.1108/ijem-05-2016-0087
- Shappie, A. T., & Debb, S. M. (2017). African American student achievement and the historically Black university: The role of student engagement. *Current*

- Psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*.  
doi:10.1007/s12144-017-9723-4
- Shelton, S. A., & Roulston, K. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), 332–342.  
doi:10.1177/1077800414563803
- Shorette, C. R., & Arroyo, A. T. (2015). A closer examination of White student enrollment at HBCUs. *New Directions for Higher Education*, 2015(170), 49-65.  
doi:10.1002/he.20131
- Sim, J., Saunders, B., Waterfield, J., & Kingstone, T. (2018). Can sample size in qualitative research be determined a priori? *International Journal of Social Research Methodology*, 21(5), 619–634. doi:10.1080/13645579.2018.1454643
- Slay, K. E., Reyes, K. A., & Posselt, J. R. (2019). Bait and switch: Representation, climate, and tensions of diversity work in graduate education. *Review of Higher Education*, 42, 255–286. doi:10.1353/rhe.2019.0052
- Smith, E. (2017). *Andragogy – adult learning theory (Knowles)*. Retrieved from <https://www.learning-theories.com/andragogy-adult-learning-theory-knowles.html>.
- Smulowitz, S. (2015). Evidence for the performance prism in higher education. *Measuring Business Excellence*, (1), 70. doi:10.1108/MBE-11-2014-0043
- Streveler, R. A., & Menekse, M. (2017). Taking a closer look at active learning. *Journal of Engineering Education*. 106(2),186-190. doi:10.1002/jee.20160.

- Torres-Harding, S., Torres, L., & Yeo, E. (2020). Depression and perceived stress as mediators between racial microaggressions and somatic symptoms in college students of color. *American Journal of Orthopsychiatry*, *90*(1), 125–135. doi: 10.1037/ort0000408
- Turner-Bowker, D. M., Lamoureux, R. E., Stokes, J., Litcher-Kelly, L., Galipeau, N., Yaworsky, A., & Shields, A. L. (2018). Informing a priori sample size Estimation in qualitative concept elicitation interview studies for clinical outcome assessment instrument development. *Value in health: The Journal of the International Society for Pharmacoeconomics and Outcomes Research*, *21*(7), 839–842. doi:10.1016/j.jval.2017.11.014
- University System of [REDACTED] (2016). *Research and policy analysis: University system employees by race*. [REDACTED]: Author. Retrieved from [http://www.\[REDACTED\].edu/assets/research/documents/ceu/hrdmx0109\\_race\\_fall2016.pdf](http://www.[REDACTED].edu/assets/research/documents/ceu/hrdmx0109_race_fall2016.pdf)
- van der Voet, J. (2016). Change leadership and public sector organizational change: Examining the interactions of transformational leadership style and red tape. *The American Review of Public Administration*, *46*(6), 660-682. doi:10.1177/0275074015574769
- van Groen, M. M., & Eggen, T. J. H. M. (2020). Educational test approaches: The suitability of computer-based test types for assessment and evaluation in formative and summative contexts. *Journal of Applied Testing Technology*, *21*(1), 12–24.



- van Knippenberg, D., & Mell, J. N. (2016). Past, present, and potential future of team diversity research: From compositional diversity to emergent diversity. *Organizational Behavior and Human Decision Processes*, 136, 135–145. doi: 10.1016/j.obhdp.2016.05.007
- Virtanen, P., Niemi, H. M., & Nevgi, A. (2017). Active learning and self-regulation enhance student teachers' professional competences. *Australian Journal of Teacher Education*, 42(12), 1-20. doi:10.14221/ajte.2017v42n12.1
- Voogt, J., Laferrière, T., Breuleux, A., Itow, R., Hickey, D., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional Science*, 43(2), 259–282. doi:10.1007/s11251-014-9340-7
- Vox (2015, November 10). *The university of Missouri situation explained* [Video]. YouTube. <https://youtu.be/mRQpd2iQLf8>
- Vuletich, H. A., & Payne, B. K. (2019). Stability and change in implicit bias. *Psychological Science*, 30(6), 854–862. doi: 10.1177/0956797619844270
- Wang, V. X., & Storey, V. A. (2015). Andragogy and teaching English as a foreign language in China. *Reference Librarian*, 56(4), 295-314. doi:10.1080/02763877.2015.1057680
- Watson, J. E. (2015). ██████████ University and ██████████ College move forward with controversial merger. *Diverse Issues in Higher Education*, (22), 6.
- Watson, N. T., Rogers, K. S., Watson, K. L., & Liau, H. Y. C. (2019). Integrating social justice-based conflict resolution into higher education settings: Faculty, staff, and

- student professional development through mediation training. *Conflict Resolution Quarterly*, 36(3), 251–262. doi: 10.1002/crq.21233
- What Would You Do? (Producer). (2019). *A white woman thinks a Black male babysitter is suspicious* [Video]. Available from <https://youtu.be/q6sNwlpu6d0>
- Williams, M. T. (2019). Adverse racial climates in academia: Conceptualization, interventions, and call to action. *New Ideas in Psychology*, 55, 58–67. doi: 10.1016/j.newideapsych.2019.05.002
- Williams, T. R. (2013). Examine your lens: A tool for interpreting cultural differences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22, 148–165.
- Winkle-Wagner, R. & McCoy, D. L. (2018). Feeling like an “alien” or “family”? Comparing students and faculty experiences of diversity in STEM disciplines at a PWI and an HBCU. *Race, Ethnicity & Education*, 21(5), 593–606. doi:10.1080/13613324.2016.1248835
- Yin, R. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.
- Xu, Y. (2016). The relationship between teachers’ attitude towards professional development and schools’ accountability performance. *Research in the Schools*, 23(2), 51.
- Zimmerman, C. A., Carter-Sowell, A. R., & Xu, X. (2016). Examining workplace ostracism experiences in academia: Understanding how differences in the faculty

ranks influence inclusive climates on campus. *Frontiers in Psychology*, 7753.

doi:10.3389/fpsyg.2016.00753

## Appendix A: The Project

**Title:** Campus Climate Professional Development: Should You Clean Your Lens?

**Location:** Classroom or Auditorium

**Duration:** The PD will be delivered in a face-to-face format, during the biannual faculty conference, over a period of 3 days. Each of the 3 days of training will last approximately 8 hours and include a 1-hour break for lunch.

**Purpose:** The research questions were broad enough to elicit information about the climate and interactions among all stakeholders; however, the participants focused on the interactions among faculty. Therefore, the purpose of this project is to share the outcomes of the study and to assist stakeholders in examining their views about the current environment and provide them with some strategies to help them overcome racial biases and move toward a cultivating an inclusive environment for all faculty.

**Objective:** The PD will provide faculty and leaders with the results of the study and strategies to assist leaders in overcoming the pitfalls of compositional diversity and building capacity for cultivating a diverse and inclusive campus climate among faculty.

**Goals:** (1) for the CSU stakeholders to garner an understanding of the need for the PD and the faculty perceptions of the racial campus climate among faculty before and after the consolidation of an HBCU and non-HBCU; (2) for stakeholders to examine their cultural lens and how it impacts their perceptions of, and interactions with, diverse faculty; and (3) to provide CSU stakeholders with strategies for cleaning their lenses, expanding world views, and building capacity for cultivating a diverse and inclusive campus climate among faculty.

**Required Resources:** Podium, microphone, projector, screen, pens, notebooks, sticky notes, chart paper, and copies of presentation and handouts

**Evaluation:** Formative evaluation will be used at the end of each day and summative evaluation will be used to assess participant satisfaction with the PD at the end of day 3.

---

**Day 1 Agenda**

---

08:15 AM – 09:00 AM	Breakfast / Welcome / Daily Goal Review
09:00 AM – 09:30 AM	Icebreaker
09:30 AM – 10:45 AM	Background, Problem, and Purpose of the Study
10:45 AM – 11:00 AM	Morning Break
11:00 AM – 12:00 PM	Research Questions and Framework
12:00 PM – 01:00 PM	Lunch
01:00 PM – 02:00 PM	Review of Literature, Data Analysis, and Results
02:00 PM – 03:00 PM	Interview Response Presentation and Discussion
03:00 PM – 03:15 PM	Afternoon Break
03:15 PM – 03:45 PM	Think, Pair, Share Activity
03:45 PM – 04:00 PM	Daily Recap, Reflection Journal, and Dismissal

---



**Campus Climate Professional Development: Should You  
Clean Your Lens?**

**Stephanie Watson**

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*

## Ice Breaker: The Trusted 10

### Objective:

- To help participants examine those who are closest to them to determine if unconscious bias exists (Marshalls Elearning, 2019).



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

1

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*

## Background

### Consolidation Goal:

To combine the staff, services, degree offerings, and missions of each institution to strengthen public higher education in the region

### Pre-Consolidation:

- HBCU 80.6% faculty of color & 19.4% White
- NHBCU 79.5% White % 20.5% faculty of color

### Post-Consolidation:

- Year 1: 43.5% White & 56.5% faculty of color
- Year 2: 39.6% White and 60.4% faculty of color

2

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*



## Problem

The problem addressed in this study was the ongoing issues related to inclusion, campus interactions, and the treatment of diverse groups on campus after the consolidation between a HBCU and NHBCU.



3

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## Purpose Statement

The purpose of this study was to explore faculty perceptions of the campus climate before and after the CSU consolidation in order to gain a better understanding of the ongoing issues related to inclusion, campus interactions, and diverse groups on campus following the consolidation.



4

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## Break



This Photo by Unknown Author is licensed under [CC BY-SA](#)

5

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## Research Question(s)

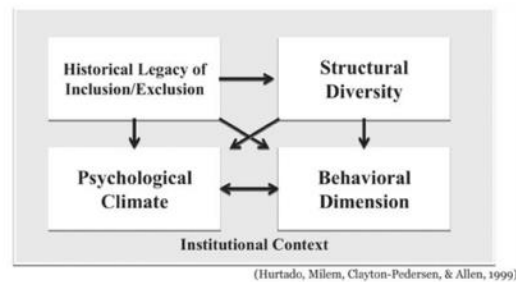
- RQ1-Qualitative: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former HBCU campus before the consolidation?
- RQ2-Qualitative: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what were faculty perceptions of the racial campus climate on the former NHBCU campus before the consolidation?
- RQ3-Qualitative: Regarding issues of inclusion, campus interactions, and diverse groups on campus, what are faculty perceptions of the racial campus climate after the consolidation?

6

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## Conceptual or Theoretical Framework

Hurtado, Milem, Clayton-Pedersen, and Allen (1999) provided a four-dimensional framework for practitioners to use when examining campus climate.



## Lunch



## Review of Literature

### Consolidations and Mergers.

- recent consolidations have increased the need for more research on successful strategies.

### Campus Climate at HBCUs and at PWIs.

- HBCUs have diverse climates that encourage the persistence and success of students of color (Shappie & Debb, 2017; Winkle-Wagner & McCoy, 2018)
- non-HBCUs, or PWIs, have a perceived history of racial exclusion that can influence feelings of isolation in African American students (Gasman, Nguyen, & Commodore, 2017; Preston & Palmer, 2018; Winkle-Wagner & McCoy, 2018)

### Leading Organizational Change.

- The higher education landscape is facing an uncertain future and unprecedented challenges that often result in large-scale change (Jones & Harvey, 2017; Lamm, Sapp, & Lamm, 2018; Smulowitz, 2015).

## Participants and Sample Size

Table 1  
Participant Demographics

Pseudonym	Gender	Race	Years Employed	Campus
Amina	F	African American	1-10	NHBCU
Darica	F	African American	11-20	HBCU
Deja	F	African American	1-10	HBCU
Mark	M	White	21-30	HBCU
Royce	M	White	21-30	NHBCU
Share	M	White	1-10	NHBCU
Sofa	F	White	11-20	NHBCU
Symone	F	African American	11-20	HBCU

**CSU Theme 1: Presence of compositional diversity among faculty after consolidation.**

- “I firmly believe that it doesn't matter what color your skin is, as long as you fit the qualifications and you meet the needs for the job. That's the way we should look at it. But looking from the outside in, as a person from the community or anything like that, if you look at it, we've done a complete 180.”
- “I think it's more African American faculty. I'm pretty sure there's more of us, [African Americans], [and] we got more African American leaders too.”

**CSU Theme 2: Feelings of hostility and mistrust among faculty after consolidation.**

- “White leaders [were] oblivious to their own racist policies, and racist ideas.” He also stated that there was a “sense of supremacy and no focus on leadership-directed culture change.” He added that there was “an overall lack of trust [by NHBCU] faculty who looked down on [African Americans]. [And there were] some close relationships building within certain [faculty] groups, [but] water cooler back biting about others who can't be trusted [still exists].”

### CSU Theme 3: Presence of racial biases among faculty after consolidation.

- “The people who were not [African American] had more of an issue with the consolidation than the people who were [African American].”
- “They [felt] discriminated against because they [were] White, and that I got more opportunities because I was African American.”
- “We're in a climate now where I feel like we have people that are talking about, we're going back to the slaves time.”
- “African American faculty and staff were saying that they were being treated like slaves. They were saying that White people were taking over their school and forcing them to do things they did not want to do. This caused hostility.”

### Break



[This photo](#) by Unknown Author is licensed under [CC BY-SA](#)

## Think, Pair, Share: Activity

### Objective:

To help participants identify and discuss implicit or explicit thoughts and feelings about faculty perceptions of the CSU racial campus climate among faculty after the consolidation.

### Please complete:

Think, Pair, Share – Post  
Consolidation Campus Climate:  
Day 1







### Think, Pair, Share – Post Consolidation (Watson, 2020): Day 1

This activity is designed to help you identify implicit or explicit thoughts and feelings you have about comments relating to the racial campus climate at the CSU. If any of the participant comments cause you to feel uncomfortable, you may consider those opportunities for reflection, reframing, and lens cleaning.

**To do:** Take a close look at the participants' responses below. Indicate your initial feelings (discomfort, confusion, anger). Do you agree or disagree with the participant and why or why not? What strategies can be helpful in addressing the issue? After you answer, you will be paired up with someone from your group to discuss your feelings and strategies. Your group will then safely share your ideas with the entire group.

Participant's Comment	Initial Feelings	Agree/Disagree	Strategies
"African American faculty and staff were saying that they were being treated like slaves. They were saying that White people were taking over their school and forcing them to do things they did not want to do. This caused hostility."			
"When I first came over to [the HBCU] campus and moved my office over a couple of years ago, I felt at first as if I were in a very hostile environment...I really didn't feel welcomed."			

### Think Pair Share – Post Consolidation Campus Climate

"A lot of people left [and those who remain] stay in our little silos, our departments."			
"I feel like we've gone back to the 1920s and the 1930s. I feel like we're even back at a time before our parents. We're in a climate now where I feel like we have people that are talking about, we're going back to the slaves time."			
"Staff members would be reluctant to help me if I asked. I would go to them seeking something that I needed, and I felt like they were reluctant to help, and I just couldn't help but wonder if it was because I'm White."			



---

Welcome: Day 2 Agenda	
08:15 AM – 09:00 AM	Breakfast / Welcome / Daily Goal Review
09:00 AM – 10:45 AM	Lens and Cognitive Processing, Activities and Discussion
10:45 AM – 11:00 AM	Morning Break
11:00 AM – 12:00 PM	Bias Presentation, Activities, and Discussion
12:00 PM – 01:00 PM	Lunch
01:00 PM – 03:00 PM	IAT Assessment, videos, and Discussion
03:00 PM – 03:15 PM	Afternoon Break
03:15 PM – 04:00 PM	Daily Recap, Reflection Journal, and Dismissal

---

### Lens = Filter

Your personal lens filters the information that you receive and assists you with determining how to process and react to the information (Marsh, 2009).

*Read the following words from left to right:*

RED GREEN BLUE YELLOW BLACK GREEN BLACK RED  
BLUE RED YELLOW

(Now go back and say the color of each word)

How to adjust your lens for diversity (Ayub, 2020):

<https://www.youtube.com/watch?v=vHLN9fc0SHA>

### Cognitive Processing and Schemas

According to Markowsky (2017) “The human body sends 11 million bits per second to the brain for processing, yet the conscious mind seems to be able to process only 50 bits per second” (Physiology section, para. 3).

- You learn to categorize the information you receive based on previous associations with people, places, or things (Bilotta, Corrington, Mendoza, Watson, & King, 2019).
- Schemas are mental maps that our brains use to automatically process information. As our associations become stronger, implicit biases develop (Bilotta, Corrington, Mendoza, Watson, & King, 2019).

## Activity: Brain Automation

Your brain is bombarded with information and stimuli and therefore uses short cuts to categorize information to prevent overload (Marsh, 2009).

### Objective:

To show participants how the brain uses automation to prevent overload and how automation can lead to implicit biases.

### Please complete:

Automation Activity: Day 2



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

## Break



This Photo by Unknown Author is licensed under [CC BY-SA](#)

## Activity: The Tag Game

### Objective:

To identify social categorizations, the presence of group bias, and diversity and the benefits of working in diverse groups (Marshalls ELearning, 2019) .



### Please complete:

The Tag Game: Day 2

This Photo by Unknown Author is licensed under CC BY-SA

## Implicit Bias

Implicit Bias is a positive or negative preference for a social category that operates outside of awareness that can result in behavior that is inconsistent with a person's normal actions (Bilotta, Corrington, Mendoza, Watson, & King, 2019; Marsh, 2009).

### Implicit Bias Explained

<https://youtu.be/Fr8G7MtRNik>

(Funchess, 2014)

## Explicit Bias

Explicit bias is a conscious positive or negative preference or belief that is consciously held and intentionally expressed . (Bilotta, Corrington, Mendoza, Watson, & King, 2019; Marsh, 2009).

When Implicit Bias Becomes Explicit

<https://youtu.be/ww6k3nFe800>

(Fuciarelli, 2018)

22

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## Activity: Implicit or Explicit Bias

Bias has profound implications in higher education decision making.

- Unconscious or implicit bias is often the culprit when unjustifiable decisions are made.



This Photo by Unknown Author is licensed under CC BY-ND

### Objective:

To reveal each participants' ability to recognize and properly categorize different types of biases (Stevens, 2018).

### Please complete:

Implicit or Explicit Bias  
Activity: Day 2

23

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## Lunch



24

WALDEN UNIVERSITY  
A higher degree. A higher purpose.

## Implicit Bias Test & Discussion

- The Implicit Association Test (IAT) reveals potential unconscious bias.
- The overall premise is that responses are easier when closely related items have the same response key.
- A difference in reaction times are indicative of implicit biases.

Visit:

<https://implicit.harvard.edu/implicit/takeatest.html>.

Take the “Race IAT”

Prepare for discussion of results

25

WALDEN UNIVERSITY  
A higher degree. A higher purpose.



### What does bias look like on campus?

- Subtle discrimination
- Overt discrimination
- Microaggressions
- Stereotyping
- Prejudice
- Colorblindness



[This Photo by Unknown Author is licensed under CC BY-SA](#)

(Marsh, 2009)

### What can be done? Cleaning the Lens

- Awareness of bias
- Mindfulness of differences
- Exposure - diverse populations
- Debiasing
- Examining Assumptions
- Peer Support
- Counter-stereotypic training
- Moral motivation

(Marsh, 2009; Williams, 2013)

## Break



This Photo by Unknown Author is licensed under [CC BY-SA](#)

28

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

## What Would You Do?

### Objective:

To discuss the implications of bias and alternatives to stereotyping and reacting with prejudice.

### Video:

<https://youtu.be/q6sNwIpu6d0>

(What Would You Do, 2019)



This Photo by Unknown Author is licensed under [CC BY-SA](#)

### Handout:

What Would You Do? Video: Day 2

29

WALDEN UNIVERSITY  
*A higher degree. A higher purpose.*

**Automation Activity: Day 2**

Your brain is bombarded with information and stimuli and therefore uses short cuts to categorize information to prevent overload (Marsh, 2009).

**Objective:**

To understand how the brain automatically processes information based on associations.

**Supplies:**

- Peanut butter
- Jelly
- Bread
- Knife (plastic)
- Parchment paper
- Gloves
- Paper
- Pencils/pens

**Activity:**

In small groups of two, decide who will write the steps and who will follow the steps.

- Person writing the steps has 5 minutes to write down the steps to making a peanut butter and jelly sandwich without any assistance from the other partner.
- The partner will follow the directions exactly as provide without improvising (for instance, if the directions read: spread peanut butter on the bread without ever mentioning that the participant should pick up a knife and open the bread, the person must not pick up a knife, or open the bread).
- Discuss the automation involved in making a peanut butter and jelly sandwich, how difficult the directions were to follow, how much information was stored in each participant's head, but not written in the directions.

Large group discussion: Discuss schemas, associations, and implicit biases.

**The Tag Game (Marshalls ELearning, 2019): Day 2****Objective:**

1. To identify social categorizations, the presence of group bias, and diversity and the benefits of working in diverse groups.
2. To discuss diverse experiences (or lack thereof), and to engage participants in a collegial conversation centered around improving the acknowledgement, support, and value of diverse perspectives and experiences on campus.

**Steps:**

- Remove sticky notes from the table in a variety of shapes, colors, and sizes and stick badges somewhere between your waist and neck.
- When everyone is ready, form small groups without talking (*no instructions are given as to what criteria to use to form the groups*).
- Form new groups (*repeat at least four times*).
- Return to seats and in a large group, discuss criteria used for forming groups, potential biases, and the value of forming diverse groups.

**Notes:**

*Participants will most likely form groups based on shapes, colors, or sizes. Rarely will participants look beyond the sticky notes to intentionally form diverse groups with a variety of shapes, colors, and sizes.*



## **What Would You Do? Video: Day 2**

### **Background (What Would You Do, 2019):**

The video shows a White woman who observes a Black man sitting and having lunch/dinner with two White children and thinks they're in danger. She begins to question him and takes their picture and threatens to call 9-1-1. She also attempts to get other restaurant patrons to agree with her.

### **Objective:**

To discuss the implications of bias and alternatives to stereotyping and reacting with prejudice.

### **Large Group Discussion:**

1. Describe what happened. What would you have done?
2. Was it implicit or explicit bias?
3. When an implicit bias is identified, what steps can you take individually or institutionally to stop the implicit bias from continuing?
4. What steps can you take to prevent implicit biases on campus?
5. Have you ever said or heard someone else say, "I don't see color?" What could you say to provide an opportunity for intervention?
6. What can you do to normalize conversations about biases, and how can you create a sense of urgency to make these conversations a priority at CSU?
7. What policies and procedures can be created to address racial inequity at CSU?



---

---

<b>Welcome: Day 3 Agenda</b>	
08:15 AM – 09:00 AM	Breakfast, Discussion of Day 2, Day 3 Goal
09:00 AM – 10:45 AM	Confronting Racial Climate Case Study
10:45 AM – 11:00 AM	Morning Break
11:00 AM – 12:00 PM	Framework for Building Campus Capacity
12:00 PM – 01:00 PM	Lunch
01:00 PM – 03:00 PM	Building Capacity, CSU Framework, & Presentations
03:00 PM – 03:15 PM	Afternoon Break
03:15 PM – 04:00 PM	Reflection Journal, Recap, & Evaluation

---



## University of Missouri: Case Study

- Background: <https://youtu.be/mRQpd2iQLf8> (Vox, 2015)
- Key Events
- Historical Context
  - Campus Context
  - Local Context
  - System Context
  - State Context
  - National Context
  - (Kezar et al., 2018)



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#).

## Break



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#).

## Framework for Building Campus Capacity

- High Levels of Capacity Building
  - Moving beyond rhetoric
- Moderate Levels of Capacity Building
  - Diversity Plan and Mission Statement
- Low Levels of Capacity Building
  - Outdated and ineffective policies and procedures (Kezar et al., 2018)



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

## Lunch



This Photo by Unknown Author is licensed under [CC BY-ND](#)

## Five Key Areas for Building Capacity

- Strategic Planning, Mission, Guiding Principles
- Leadership
- Stakeholder Trust
- Institutional Investment in Learning
- Ongoing Evaluation and Assessment  
(Kezar et al., 2018)



This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

## Small Group Work

Review your Strategic Plan, Guiding Principles, and Mission Statement and Identify the following:

- Commitment to Diversity
- Strategic Plan for Diversity and Inclusion
- Strategies for Shifting Worldviews

Make a list of suggestions for improvement based on the material reviewed. Create a plan to assist faculty with shifting worldviews. Prepare to present your suggestions and plan to the entire group.

## Large Group Presentations: Plan for Improvement and Assisting Faculty with Overcoming Trauma



This Photo by Unknown Author is licensed under [CC BY](#)

## Reflections, Conclusion, and Evaluation



This Photo by Unknown Author is licensed under [CC BY-SA](#)



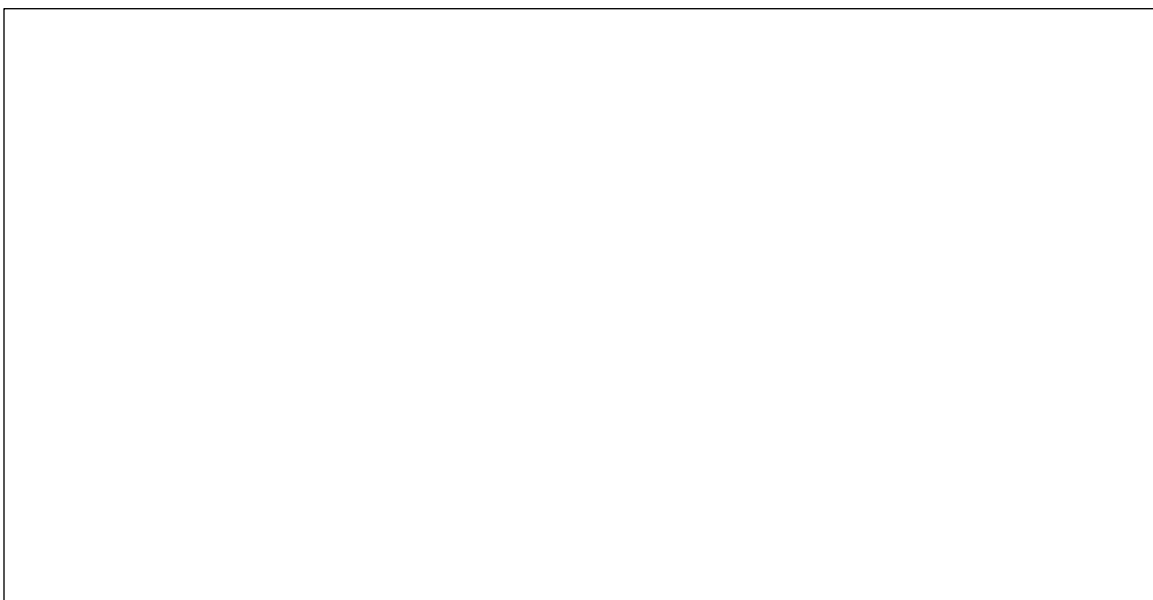
### Participant Summative Evaluation Form: Day 3

The statements below relate to the material covered during the training. Please rate your agreement with the following statements by circling the rating for each section based on the following criteria: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

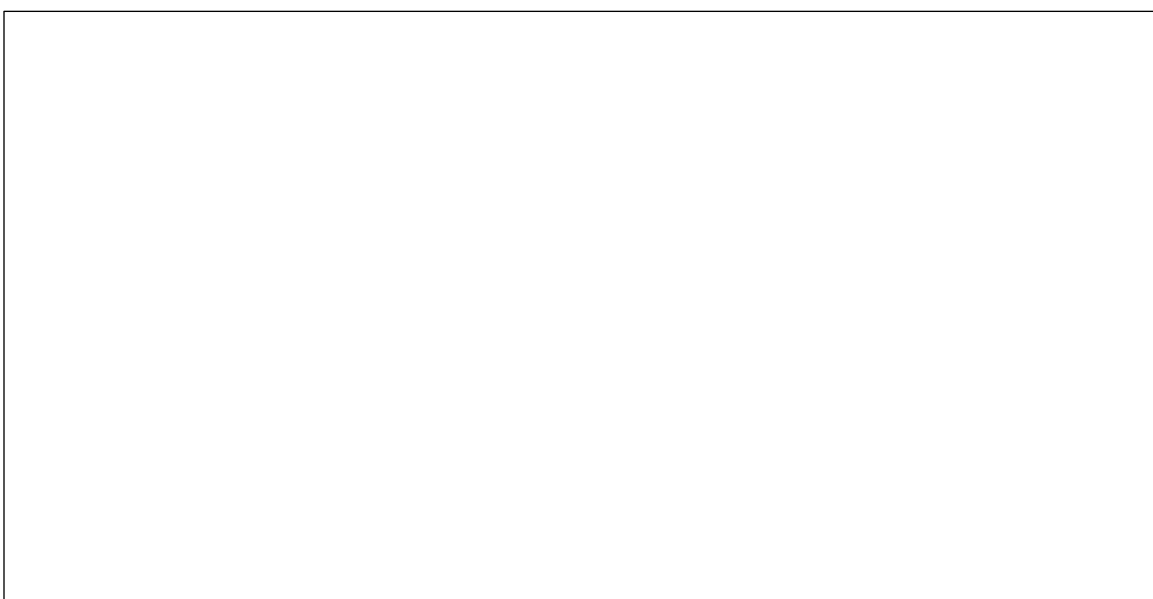
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The information presented was useful.	5	4	3	2	1
The material helped me understand the campus climate before the consolidation.	5	4	3	2	1
I understand how the consolidation impacted faculty from diverse groups	5	4	3	2	1
The structure of the professional development seminar met my needs.	5	4	3	2	1
The professional development was conveniently scheduled	5	4	3	2	1
I was able to develop an understanding of implicit and explicit bias.	5	4	3	2	1
The presenter used active learning to keep me engaged.	5	4	3	2	1
I learned how to reframe my personal lens.	5	4	3	2	1
I now have a repertoire of strategies to help me reduce my own personal bias	5	4	3	2	1
The professional development was relevant and appropriate.	5	4	3	2	1

**Open-ended comments:**

1. What did you like most about the professional development? (Please be specific)



2. What opportunities are there for future improvement?



## References

- Appelbaum, E. P., Grunberg, R., Halevy, N., & Kang, S. (2017). From ignorance to intolerance: Perceived intentionality of racial discrimination shapes preferences for colorblindness versus multiculturalism. *Journal of Experimental Social Psychology, 69*, 86–101.
- Bilotta, I., Corrington, A., Mendoza, S. A., Watson, I., & King, E. (2019). How Subtle Bias Infects the Law. *Annual Review of Law and Social Science, 227*.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Gasman, M., Thai-Huy Nguyen, & Commodore, F. (2017). Advancing Black male success: Understanding the contributions of urban Black colleges and universities. *Urban Education, 52*(9), 1129.
- Hurtado, S., Milem, J. F., & Clayton-Pedersen, A. (1999). Enacting diverse learning environments: improving the climate for racial/ethnic diversity in higher education. *ASHE-ERIC Higher Education Report, 26*(8), 1-116.
- Jones, S., & Harvey, M. (2017). A distributed leadership change process model for higher education. *Journal of Higher Education Policy & Management, 39*(2), 126–139.

## References

- Kezar, A., Fries-Britt, S., Kurban, E., McGuire, D., & Wheaton, M. M. (2018). *Speaking truth and acting with integrity: Confronting challenges of campus racial climate*. Washington, DC: American Council on Education.
- Lamm, K. W., Sapp, L. R., & Lamm, A. J. (2018). A longitudinal evaluation of change leadership within a leadership development program context. *Journal of Leadership Education, 17*(3), 121–134.
- Markowsky, G. (2017) Information theory: Physiology. In *The Encyclopedia Britannica*. Retrieved from <https://www.britannica.com/science/information-theory/Physiology>
- Marsh, S. (2009). The lens of implicit bias. In *Juvenile and family justice today* (p. 1–4). Reno, NV: National Center for Juvenile and Family Court Judges.
- Marshalls ELearning. (2019). Exercises to use in your unconscious bias training. Retrieved May 20, 2020, from <https://marshallelearning.com/blog/exercises-use-unconscious-bias-training>



## References

- Smolowitz, S. (2015). Evidence for the performance prism in higher education. *Measuring Business Excellence*, (1), 70.
- Stevens, D. (2018). Unconscious bias – 3 great exercises to use in your training. Retrieved May 21, 2020, from <https://dramatictrainingolutions.com/unconscious-bias-3-great-exercises-to-use-in-your-training/>
- Williams, T. R. (2013). Examine your LENS: A tool for interpreting cultural differences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22, 148–165.

## Appendix B: HBCU Interview Protocol

Welcome, participant's name. Thank you for taking the time to interview with me today. I value your time and am confident that the research conducted through this study will contribute to an awareness of the racial campus climate at the CSU. Thank you for agreeing to participate in the interview and for completing the consent form. Once we get started, I will be recording the interview. However, please feel free to stop me at any time to ask questions or discontinue the interview. If you become uncomfortable at any time, please let me know and I will conclude the interview immediately without any penalty to you. Do you have any questions or concerns before we get started?

*Address all questions or concerns and proceed with interview.*

I have a total of 13 questions to ask. The first five questions will elicit general information about you and your career at the HBCU before and after the consolidation. The next four questions will ask you about your perceptions of the racial campus climate at the HBCU before the consolidation. The final four questions will garner your perceptions of the racial campus climate at the CSU after the consolidation.

1. With what ethnic group do you identify?
2. What was your previous position at the HBCU?
  - a. Probe - how has that change since the consolidation?
3. How long have you been employed with the HBCU/CSU?
  - a. Probe - did you or would you have considered employment at the NHBCU?
  - b. Probe – why or why not?

4. What attracted you to the HBCU?
5. What impact, if any, did the consolidation have on you as a faculty member?
6. Describe the diverse population of faculty and leaders at the HBCU prior to the consolidation (RQ1/2).
7. Explain the on-campus interactions between people from different races before the consolidation (RQ1/2)?
8. How did leaders interact with diverse groups on campus (RQ1/2)?
9. Tell me about the racial climate at the HBCU prior to the consolidation (RQ1/2)?
10. Describe the diverse population of faculty and leaders at the CSU after the consolidation (RQ3).
11. Explain the on-campus interactions between people from different races after the consolidation (RQ3).
12. How do leaders interact with diverse groups on-campus since the consolidation (RQ3)?
13. How has the consolidation impacted the racial climate on campus (RQ3)?

Thank you again for your participation in this study. Your information will be kept confidential. I will be attaching a pseudonym, as your name, to your responses. Please check your email within one week for the transcript of your interview. I would like for you to review the transcript to ensure that I have accurately transcribed your responses to the interview questions. If you have any questions after you leave here today, please feel free to contact me.

## Appendix C: NHBCU Interview Protocol

Welcome, participant's name. Thank you for taking the time to interview with me today. I value your time and am confident that the research conducted through this study will contribute to an awareness of the racial campus climate at the CSU. Thank you for agreeing to participate in the interview and for completing the consent form. Once we get started, I will be recording the interview. However, please feel free to stop me at any time to ask questions or discontinue the interview. If you become uncomfortable at any time, please let me know and I will conclude the interview immediately without any penalty to you. Do you have any questions or concerns before we get started?

*Address all questions or concerns and proceed with interview.*

I have a total of 15 questions to ask. The first five questions will elicit general information about you and your career at the non-HBCU before and after the consolidation. The next four questions will ask you about your perceptions of the racial campus climate at the NHBCU before the consolidation. The final four questions will garner your perceptions of the racial campus climate at the CSU after the consolidation.

1. With what ethnic group do you identify?
2. What was your previous position at the NHBCU?
  - a. Probe - how has that change since the consolidation?
3. How long have you been employed with the NHBCU/CSU?
  - a. Probe - did you or would you have considered employment at the NHBCU?
  - b. Probe – why or why not?

4. What attracted you to the NHBCU?
5. What impact, if any, did the consolidation have on you as a faculty member?
6. Describe the diverse population of faculty and leaders at NHBCU prior to the consolidation (RQ1/2).
7. Explain the on-campus interactions between people from different races before the consolidation (RQ1/2).
8. How did leaders interact with diverse groups on campus (RQ1/2)?
9. Tell me about the racial climate at the NHBCU prior to the consolidation (RQ1/2).
10. Describe the diverse population of faculty and leaders at the CSU after the consolidation (RQ3).
11. Explain the on-campus interactions between people from different races after the consolidation (RQ3).
12. How do leaders interact with diverse groups on-campus after the consolidation (RQ3)?
13. How has the consolidation impacted the racial climate on campus (RQ3)?

Thank you again for your participation in this study. Your information will be kept confidential. I will be attaching a pseudonym, as your name, to your responses. Please check your email within one week for the transcript of your interview. I would like for you to review the transcript to ensure that I have accurately transcribed your responses to the interview questions. If you have any questions after you leave here today, please feel free to contact me.