

2018

Understanding Students' Perceptions of Cultural Diversity

Catherine Moss
Walden University

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Walden University

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Catherine Moss

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Dr. Mario Castro, Committee Member, Education Faculty

Dr. Dan Cernusca, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

2018

Abstract

Understanding Students' Perceptions of Cultural Diversity

by

Catherine Moss

MPA, Eastern Washington University, 2010

BA, Eastern Washington University, 2006

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2018

Abstract

Diversity is a positive aspect of a student's educational experience. Current literature supports the value of diversity, confirming that skills are developed within a diverse learning environment that prepares students to thrive in a competitive global economy. The leadership at University X (UX) had implemented various initiatives to improve diversity, yet the problem addressed in this study was that students perceived differently, citing that diversity growth lacked progress. The goal of this single case study was to bring forth change with a specific intervention created to elevate diversity and a positive campus climate. Maslow's hierarchy of needs was used to explore the perceptions of 8 students regarding diversity progress at UX. Research questions focused on why students perceived little progress had been made toward diversity and how the culture could support diverse students. Face-to-face interviews yielded data analyzed through a descriptive approach, generating findings baring 2 central themes: communication and the existing cultural environment. The resulting project consists of a position paper proposing 2 bold strategies for infusing diversity and inclusion on the campus. Strategy 1 outlines a communication plan designed to facilitate review of UX's guiding documents, along with a regular, ongoing method for communicating to the campus. Strategy 2 proposes the implementation of a university wide cultural sensitivity training for campus membership to heighten cultural awareness. This project contributes to social change by raising knowledge and recognition of cultural diversity that will help perpetuate student persistence, intercultural competency, quality social interactions, a positive racial climate, and well-developed cognitive and leadership skills within the student body.

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Section 1: The Problem

Introduction

Resolving issues surrounding diversity continues to be a high priority for students and educational leaders. Recent national incidents fueled concerns as evidenced by 2016 events such as the riots at the University of Massachusetts, the incidents at the University of Wisconsin fraternity where members simulated slave auctions and derided Black women, and the forced resignation of the University of Missouri chancellor who was criticized regarding the handling of racial incidents on campus (Bernstein, 2016). Additionally, in June 2016, affirmative action policies that allowed race to be a factor in admissions were upheld as constitutional in *Fisher v. Texas* (National Conference of State Legislatures, 2016). Race, segregation, and diversity have been an ongoing, thorny topic of unease since the birth of the American nation.

Yet, scholarly research has shown that diversity is an important aspect of a student's positive educational experience. Studies conducted over the past 2 decades have shown that diverse learning environments favorably affect learners as they gain awareness of and are respectful toward others' differences. Students who have experienced the benefits of diversity positively show enhanced intellectual and psychosocial development, are civically engaged, are multiculturally competent, demonstrate leadership capabilities, and have interpersonal intelligence (Gurin, Dey, Hurtado, & Gurin, 2002; Luo & Jamieson-Drake, 2013). Unfortunately, national unrest can be found on college and university campuses because students are frustrated with the pace of progress (Basinger, 2016). While positive gains have been made over time,

results from the 2016 presidential election have campus community members questioning if the nation is moving backwards (Sivyer, 2016).

The Local Problem

At University X (UX; a pseudonym), the board of trustees announced that diversity was a high priority for campus leaders in 2002. The trustees' goals were to create broad-based community change by engaging members of the campus community toward actions that were intended to build a strong community that celebrates diversity and unity in an environment that is respectful and inclusive of its members. Meeting minutes reflected the board's intention to elevate the importance of diversity by committing to allocating funds from the base budget for diversity initiatives, including a competitive grant process designed to facilitate projects in support of diversity. At the time this research was conducted, grant funding continued to be allocated by the institution for initiatives at a maximum of \$5,000 per year. Despite the board's directive and other companion actions created to further diversity, the board chair remarked that UX students argued that change has been slow and incremental. Numerous students attended the May 20, 2016, board meeting and provided testimony during public comment that expressed their frustration regarding lack of progress toward campus diversity. A multicultural center is scheduled to be completed by 2018, yet the board of trustees reported students advocated for a larger center and a temporary place for gathering while the new structure is being built. Administrators responded favorably to students' requests for a larger center and building plans were revised to increase the original square footage.

Sixty-two percent of UX's 2015 entering freshman class expressed interest in learning about other countries and cultures. Demography in the United States has changed considerably over the past 50 years, and this change was manifested in students entering college. In 2015, national data showed that the entering freshman class was 57% White; yet in 1971, it was 90%. Colby and Ortman (2015) estimated that by 2044 more than half of all Americans will be ethnically diverse, and by 2060, 1 in 5 of the nation's total population will be foreign born. Students entering college today expect an increasingly diverse learning environment. According to the Community Indicators of the county in Washington that UX is situated in, since 2002, Washington state's non-White population has grown 8%, while the county's non-White population has grown 4.5%.

Campus diversification is highly relevant toward ensuring the educational needs are met for the 21st-century student living in a globalized world. Much of today's business is conducted beyond U.S. borders, as an educated society must understand the new world to remain competitive in an ever-changing global environment (McRobbie, 2008). Leadley (2015) wrote that diversity is a necessity, an essential element of university life, and students at UX were outspoken and clear regarding their interest in experiencing a diverse learning environment.

Prior research has shown that change can be effected when resources are allocated to enhance a program or initiative (Dickeson, 2010). Although the university leadership had communicated the importance of diversity and allocated funding in support of it for more than a decade, the board chair noted that UX students maintained that not enough was being done. With this study, I attempted to explore and understand why students at

the local university perceived no progress had been made to address a gap in knowledge specific to UX. Campus climate surveys contained data that showed students' frustration regarding diversity, but the descriptions and comments contained in the internal documents were broad statements. Every organization's culture is different, and an individual's understanding of their own culture is paramount to effectively implementing change (Eckel & Kezar, 2011). UX's students and culture are uniquely their own, and in this study, I uncovered the gap in knowledge about the UX culture and explored remedies to address it based upon the results.

Rationale

In 2005, then U.S. Secretary of Education, Margaret Spellings, formed a Commission on the Future of Higher Education (U.S. Department of Education, 2006). According to the U.S. Department of Education report (2006), the commission was charged with examining issues in higher education with the goal that the U.S. workforce would remain competitive in the 21st century. Findings from the report outlined varying concerns, and of great significance was an assertion that colleges and universities were not adequately prepared for a rising diverse student population within an increasingly competitive worldwide economy. Contemporary American higher education is facing great reform, and institutional leaders have risen to the challenge at UX. Even before the Spellings report was released, the UX Board of Trustees had established diversity as a priority, and numerous remedies were implemented to meet that goal. Current UX students had expressed their dissatisfaction, however, and felt that the university leadership had been slow to respond to enhance diversity.

The purpose of this study was to gain an understanding as to why students perceived little improvement had been made toward diversity on the UX campus even though change strategies were implemented by the administration, and structural diversity had improved. Student demographics showed that since 2011, first-year student diversity had increased from 26.2% to 32.7%, and faculty demographics showed that faculty diversity had risen from 12% in 2010 to 17.6% in 2015. Campus leaders may want to understand the research demonstrating that diversity is not solely about increasing numbers; rather, educators should provide purposeful diversity programs that are proven to prepare students for employment in a diverse work environment (Harwood, Browne Huntt, Mendenhall, & Lewis, 2015). The results of this study help the board and administration understand the gap between numerical progress toward a diverse campus and students' lived experiences. I conducted interviews with students to help understand why they perceived little progress had been made toward diversity and provided an opportunity for them to share the realities experienced daily through lived events.

Definition of Terms

Cross-racial interaction: "The frequency and the quality of interactions with diverse peers that occur outside of class, such as in residence halls and during social activities" (Bowman, 2010, p. 4). Also called interactional diversity.

Culture: The "norms or specific guides that shape conduct, the agreed upon values espoused through an organization, the philosophy that guides the campus' attitudes, understandings, priorities, and actions regarding students, staff, faculty, and teaching, research and service" (Kuh and Whitt, as cited in Eckel and Kezar, 2011, p. 130). Deal and Peterson (as cited in Hongboontri and Keawkhong, 2014) defined school

culture as the traditions and rituals that have been built up over time among teachers, students, parents, and administrators as they work together through crises and accomplishments.

Curricular diversity: A way to infuse curriculum with diverse people and viewpoints (Denson, 2009).

Diversity: Differences in race, culture, and values (Hurtado, 1991). It is a neutral term that encompasses cultural, political, social, and racial diversity (Tienda, 2013). I also included the socioeconomic status of students in my definition of diversity in this study and did not include an independent examination of values; rather, values were encompassed within the definition of culture.

Dynamic diversity: Diversity comprised of several components that include a positive racial climate wherein barriers to interactions are identified and the nature of cross-racial interactions is examined (Garces & Jayakumar, 2014).

Inclusion: “Organizational strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits” (Tienda, 2013, p. 467).

Interactional diversity: The quality of engagement with diverse ethnic backgrounds (Gurin et al., 2002).

Structural diversity: The numerical composition of the student body (Gurin et al., 2002; Ward & Zarate, 2015). Later updated to compositional diversity.

Significance of the Study

UX is a regional, comprehensive, public, 4-year institution with more than 12,000 students. Its mission is to expand opportunities for personal transformation through

excellence in learning. Diversity is an important aspect of UX fulfilling its promise to deliver a transformational learning experience to students through excellence in learning. Byrne (2016) writes that problems arise when cultural changes fall too far behind external forces at work, further expounding on the relevance and impact of key topics, such as changing demographics and social conditions, as examples of areas where higher education institutions have not responded promptly to fast-paced change.

Research conducted on the benefits of diversity repeatedly established its merit, substantiating its positive impact on academic quality (U.S. Department of Education, 2016). This study is significant because today's realities demand a diverse learning environment for students to effectively navigate an increasingly global workforce. Byrne (2016) greatly emphasized the importance of staying abreast of cultural changes, and through the results of this study, institutional leadership at UX has an opportunity to assess its campus culture that is uniquely its own and address a gap in practice.

The Association for the Study of Higher Education (2006) report noted that organizations would need to adjust structurally to societal changes in the environment and that it would be advantageous for institutions to show increased diversity to remain competitive. Further, findings mentioned in the report also maintained that ethnic groups hold an important and different perspective to the academy, bringing relevant knowledge on how to contribute significantly to the organization. It is critical for institutions to nimbly position themselves to respond to a rapidly-changing environment to remain sustainable into the future.

Yet, Byrne (2016) also reported that institutional culture can impede change, so the existing culture was an important aspect of this exploration. With this study, I

addressed the problem of social conditions associated with changing, diverse demographics, which was significant given the national attention focused on students' demand for university administrations to respond to racial tensions when they arise. Tim Wolfe, president of the University of Missouri System, was forced to resign on November 9, 2015, because of students' criticism regarding his failure to address such tensions (Izadi, 2015). Based on the findings from this study, I addressed local problems at UX by recommending a plan intended to aid institutional leadership in guiding the university toward transformational change in cultural diversity and the campus culture to support the realities of globalization, greater diversity, and changing U.S. demographic trends. A social change component was also integrated that includes a specific plan for treatment incorporating deep, pervasive change intended to create a lasting cultural impact indicative of future demographic shifts.

Research Questions

The local problem consisted of a lack of understanding by university leadership as to why students perceived acceptable progress toward diversity had not materialized at UX. To rectify these concerns, institutional leadership must probe deeper than structural or compositional diversity. Additionally, every school culture is uniquely its own (Hongboontri & Keawkhong, 2014), so I developed research questions specific to UX's local problem. The questions that guided this research were as follows:

RQ1: Why do students perceive that little progress has been made toward campus diversity?

RQ2: How do students perceive that the UX culture could support diverse students?

Review of the Literature

Foundational to this study was the necessity for me to gain a comprehensive understanding of the value of diversity in advancing educational excellence. Key words I used to search for relevant literature included: *student, higher education, diversity, inclusion, international, campus climate, and racial climate*. To answer the second research question of how the UX culture could support diverse students, the following key words relating to change and culture were used to search: *higher education, culture, change, leadership, and organizational culture*. I conducted nearly all of the literature searches for this study through the Walden Library, which was conveniently linked to Google Scholar. Occasionally, the UX library was used. A log book was kept containing search terms. After an exhaustive search for literature was completed, relevant reports were also identified through Internet searches. As findings from the literature review began to take shape, I connected a useful and applicable conceptual framework to the guiding research question relating to students' perceptions of diversity, which was psychological in nature.

Conceptual Framework

I used Maslow's (1943) hierarchy of needs as the framework for this study. Through this theory, a hierarchical order of human motivations is described, providing an explanation of why persons behave as they do. This framework was appropriate for this research study because it illuminates behavior and motivations from a psychological standpoint, helping to understand students' perceptions of campus diversity. According to Maslow, underpinning assumptions of this theory assert that human needs arrange themselves in ordered hierarchies, implying that fulfillment of one need is predicated

upon accomplishment of the one preceding it. McLeod (2007) attested to the well-known applicability of Maslow's work to the educational setting given that it sets order to learning by positing that cognitive activities must be preceded by first meeting an individual's physical needs.

Lower level needs are physiological in nature, described as driving requirements that support life such as air, water, and food (Maslow, 1943). If all physiological needs are met, Maslow stated that the human being advances up the hierarchy to fulfill safety needs. Injustice, unfairness, and inconsistency make humans feel unsafe, and a person whose needs for safety are not met would enter in to a state of psychological danger (Maslow, 1943). Driven by fear, they would perceive the world as threatening or dangerous (Maslow, 1943). In contrast, safe human beings do not feel endangered by the external environment. Once the base physiological needs and safety threats have been removed for an individual, the next step in Maslow's hierarchy of needs is love (Maslow, 1943).

Love, affection, place, and belonging are sought after once physiological and safety essentials are met (Maslow, 1943). Esteem needs follow love, defined as the person's drive for self-respect, self-esteem, and for the esteem of others (Maslow, 1943). Pleasing the self's esteem includes gaining confidence, worth, achievement, reputation, adequacy, prestige, and appreciation (Maslow, 1943). Once a person has reached this stage in psychological development, the final level awaits. This phase is expressed as self-actualization, a term used to depict an individual's desire to fulfill their highest human potential, which Maslow (1943) suggested is doing what provides the greatest satisfaction to the individual.

Maslow's (1943) hierarchy of needs is a human motivation theory that significantly grounded this study by compartmentalizing and explaining the various stages of students' physiological and psychological development, which is ultimately expressed through their experiences and perceptions. Additionally, structural diversity must first increase before another phase of progress can be achieved that contains the social aspects of diversity (Bowman, 2013). Social goals encompass the human need for interaction, acceptance, belonging, and love (Maslow, 1943). Maslow wrote that once these requirements have been met, the individuals' drive can then be focused on the esteem phase. Applying this theory to an organization, members can also move up and down the hierarchy of human need if the external environment changes or potential threats are identified. For example, since the November 2016 presidential election, students have become fearful that the president-elect will subvert diversity efforts. Public comment to this effect was received at the November 18, 2016, UX Board of Trustees' meeting, and faculty, staff, and students expressed grave concerns and fear about the future of diversity and inclusion at UX and nationally.

Synthesis of the Literature Review

The more than 400-year history of the United States is based on the pursuit of freedom and is premised upon enduring values of liberty, justice, and equal rights for humankind. Not without a high cost, this painful struggle toward a free country heightened when the nation's divisive civil war took place from 1861 to 1865, and more than 620,000 American lives were lost (Civil War Trust, 2016). President Abraham Lincoln's assassination brought the war to a close; although slavery was abolished at that time, a long, hard fight remained (Civil War Trust, 2016). It was not until *Brown v.*

Board of Education (1954) that the Supreme Court ruled segregation in schools was unconstitutional and that separate could never be equal (Hinrichs, 2015). Approximately 100 years after the Civil War ended and under the leadership of President Johnson, affirmative action and equal rights policies arrived as an attempt to help eradicate discrimination (Civil War Trust, 2016).

This argument has continued and become more sophisticated, making its way into the fabric of American colleges and universities. A ruling by the Supreme Court supported the value of diversity and allowed for admissions criteria of underrepresented students, while lower courts denied its worth to the educational setting (Garfield, 1997). Pros and cons of diversity have been a hotly-debated topic over the course of U.S. history and American higher education.

Seminal research. The Illinois Board of Education funded a national case study on multicultural education that resulted in the publication of four books that incorporated strategies for implementation within postsecondary institutions in the state. In the fourth volume, Astin (1993) addressed a gap in practice that supported claims of the benefits of diversity. Astin set out to focus on diversity emphases from the institutional, faculty, and student perspectives with a specific interest in how institutional policies on diversity and multiculturalism affected students. The author found that students' values and beliefs changed to align with the dominant culture and that students were the most important influence on other students' affective development. Astin's findings identified numerous benefits such as an increased commitment to environmental issues, reduced materialistic values, citizenship, leadership, and increased participation in cultural activities.

With empirical evidence in a quantitative study, Hurtado (2001) sought to understand how diverse faculty positively impacted the classroom environment, how students assessed learning from diverse peers, and how diverse curriculum affected student learning. The results of Hurtado's study showed that faculty have different styles of teaching based on ethnicity and gender, that students assessed greater learning from experiencing a diverse environment, and that curriculum was presented differently based on the faculty's ethnicity. Hurtado reported that these factors strongly suggest that White students benefited from interactions with varied racial and ethnic groups. Students experienced an understanding of other cultures, gained critical thinking skills, leadership abilities, and problem-solving skills associated with the necessary traits needed to thrive in an increasingly diverse national environment (Hurtado, 2001). Gurin et al. (2002) also argued for the benefits of diversity, reporting that students in diverse learning environments demonstrated greater interest in wanting to understand others' perspectives, were active political participants, were more accepting of conflict and differences, and were more likely to participate in peer group activity and civic engagement. These early seminal works established the value of diversity with researchers examining the relationship between students and varying diverse contexts.

Classifications of diversity. As the body of literature on diversity continued to grow, scholars classified it into three types. Jayakumar (2008) cited Gurin et al. and explained structural diversity as the number of diverse students and interactional diversity as the quality of engagement with diverse ethnic backgrounds. Curricular diversity exposed students to diverse people and viewpoints through curricular and cocurricular offerings and campus racial climate (Jayakumar, 2008). Jayakumar defined campus

racial climate as the atmosphere or tone of the environment as measured by attitude or perceptions. Denson (2009) studied curricular and cocurricular offerings geared toward reducing racial bias to discover which activities were more effective than others. The researcher discovered the offerings were moderately effective and most effective for White students over students of color (Denson, 2009). Denson also reported that results were greatest when a curricular or cocurricular offering was paired with a cross-racial interaction. As researchers' findings expanded, diversity became more clearly defined as scholars continued to identify further benefits associated with it. Additionally, the more current studies focused on effective interventions, while earlier findings illuminated the importance of human interactions.

Bowman (2010) correlated a rise in civic interest and engagement with an increase in structural diversity. Bowman studied the relationship between diversity experiences and civic engagement, and results showed they were positively linked. The form of diversity does matter, however, and Bowman reported that the greatest increase in civic outcomes were not in cocurricular or diversity course work; rather, growth was related to interpersonal interactions with diverse peers. Substantiating Denson's (2009) work, Bowman concluded that while structural diversity should be maintained, meaningful interactions among racially diverse students should be facilitated.

Internationalization. McClure (2011) attested to the positive aspects of diversity by describing how international students had enriched the learning experiences for national students at several community colleges. The author noted that nontraditional students faced challenges in their ability to travel internationally, so the study abroad programs developed by the community colleges provided an opportunity for them to be

exposed to other cultures while remaining at home (McClure, 2011). For students who could study abroad, the experiences proved transformational, and campus leaders reported that students returned to their country of origin greatly changed, yet the students also brought change to the campus (McClure, 2011). Community members felt the presence of international students profited their local area by bringing a greater awareness of diversity (McClure, 2011). The results of McClure's research exhibit another possibility for enhancing diversity by offering study-abroad experiences and draws attention to its impact on a community, also part of Gurin et al.'s (2002) findings on civic engagement.

Luo and Jamieson-Drake (2013) also supported the findings of McClure's (2011) research articulating the educational benefits of interacting with international students. In a quantitative study, they utilized alumni survey data to reveal advantages that included competency in intercultural interactions, greater empathy, enhanced cultural perspectives, well developed cognitive and leadership skills, increased awareness of language, and international networking opportunities also helped students as they entered the workforce (Luo & Jamieson-Drake, 2013). Luo and Jamieson-Drake's analysis showed that social activities such as participation in cultural clubs or organizations "positively affects students' intellectual and psychosocial development, multicultural competence, interpersonal skills, and leadership capabilities" (p. 97). They reported that attending a visiting speaker series or having a job on campus positively affected students by building connections through involvement with diverse university life (Luo & Jamieson-Drake, 2013). In addition to identifying further benefits of diversity, Luo and Jamieson-Drake also affirmed the importance of relationship and social interactions.

Diversity interactions. Bowman (2013) conducted a study on the curvilinear relationship between college diversity interactions and first-year student outcomes and discovered that lower levels of diversity interactions resulted in a decline or no improvement in students' leadership skills, psychological well-being, and intellectual engagement. In contrast, higher levels of diversity interactions were associated with significant growth (Bowman, 2013). In Bowman's study, the data showed that these results applied to all students regardless of the institutional environment or students' race. A meaningful aspect of Bowman's research indicated that when students interacted with like colleagues who had encountered diversity interactions, students' outcomes also improved through fellow peers' engagement. Bowman's findings substantiated earlier researchers' conclusions regarding the positive impact of quality interpersonal diversity interactions. Furthermore, Bowman established that diversity positively impacts all students and indicated that students also benefit from their peers' diverse interactions.

Denson and Chang (2015) significantly added to the research upholding the advantages of diversity in a study that was premised upon past findings that interactional diversity, also called cross-racial interaction, had the greatest impact on students' educational gains. In the study, they utilized the following two variables: academic self-concept and social agency. Academic self-concept was defined as students' beliefs about their abilities to thrive in an academic environment, and social agency was defined as a measurement of the level of student involvement related to political and social values as a personal goal (Denson & Chang, 2015). They found the need for quality, not quantity, of the cross-racial interactions (Denson & Chang, 2015). Students perceived high quality interactions as those that occurred in an environment that embraced diversity; essentially,

the context played a critical role in students' perceptions (Denson & Chang, 2015). Results from their study showed negative effects on students when they experienced adverse cross-racial interactions or if they recognized their institution did not support diversity (Denson & Chang, 2015). Students defined positive cross-racial relations when they felt their institutions supported diversity, thus, the context shaped the perceived quality of the intervention. Denson and Chang used the Hurtado et al. definition for the campus racial climate as the culture that includes attitudes, perceptions, behaviors, and expectations on the topics of race, ethnicity, and diversity. This context is shaped in ways such as programs or policies that have affected historical factors such as admissions policies or the institution's structural diversity (Denson & Chang, 2015). Their results corroborated Ward and Zarate's (2015) emphasis on needed support from the institutional leadership and underscored the relevance of context and culture.

Garces and Jayakumar (2014) found that an increased enrollment of racially diverse students is key to fostering an environment where positive racial interactions occur. Numbers do matter; however, other conditions must be present to create a setting that allows for a fuller expansion of the educational benefits of diversity (Garces & Jayakumar, 2014). Dynamic diversity, a notion the writers brought forward, is explained, "the synergy of these factors—a function of numbers and contextual factors—contributes to dynamic diversity and garner desired educational outcomes" (p. 116). The following four components delineate the definition of dynamic diversity: a positive racial climate for productive interactions; addressing historical legacies and institutional signaling; addressing the barriers for interaction in the learning setting; and, addressing the nature of crossracial interactions (Garces & Jayakumar, 2014). These findings validated Paredes-

Collins' (2013) research on the importance of addressing the institution's historical legacies and concurs with past inquiry examining the significance of social interactions.

Tienda (2013) maintained that although discrimination was outlawed and all students are provided educational opportunities, structural diversity by itself does not assure the socially justifiable objective of integration or inclusion. The author supported past findings of Luo-Jamieson-Drake (2013) and Bowman (2013) in reporting that integration is developed through interactions that engage the diverse experiences of students in a social context. Interestingly, Tienda suggested cross-disciplinary programs rather than ethnic studies programs to promote the pedagogic benefits of campus diversity.

Sense of belonging. Paredes-Collins' (2013) research focused on the importance of diversity at Christian institutions noting that a positive racial climate is essential to spiritual growth. The writer shared how Christian colleges and universities have fallen behind other types of institutions in efforts aimed at incorporating diversity and a positive racial climate, thus proliferating a traditionally White and homogenous culture (Paredes-Collins, 2013). To build an inclusive community, Paredes-Collins recommended that the institutional leadership acknowledge the past histories of exclusion and point out the detrimental impact of it.

There are different paths to spirituality for students of color and White students, with diversity being an indicator of measure that influences students of color perceptions of a positive climate (Paredes-Collins, 2013). Students of color described a positive climate as one that provided a sense of belonging, a place, or a seat at the table (Paredes-Collins, 2013). Student perceptions fall under the psychological dimension that impacts

climate, as students need to feel they belong and are an important, integral member of the campus community (Paredes-Collins, 2013). This can be accomplished in several ways such as creating positive cross-racial interactions, establishing an infrastructure containing smooth college transition processes and socially supportive residence halls, and providing a place on campus where students can return to their cultural identity thereby experiencing a greater sense of belonging (Paredes-Collins, 2013). A place for students could come in the form of an office of intercultural affairs or other type of haven such as a center. Enhancing students' sense of belonging is accomplished through affirming their identity and building community (Paredes-Collins, 2013). Past research on diversity has shown that it improves the students' educational experience in a myriad of ways; Paredes-Collins' (2013) recent study identifies further benefits, including spirituality. This study brings to light the importance of psychological needs such as sense of belonging, place, and the need to express one's cultural identity.

Sulé's (2016) research demonstrated that the campus culture affiliations of interactional diversity and sense of belonging impact the outcomes of student success and persistence. Critical to experiencing a sense of belonging is acquiring membership in a group that reflects one's personal identity. Although the study focused on hip-hop, it is important to note that hip-hop is a cultural form of expression by the marginalized and oppressed, especially poor Black Americans (Sulé, 2016). A phenomenological approach guided data collection through in-depth interviews with students. Results showed that students perceived hip-hop as a means for experiencing cross-cultural learning, that hip-hop served as an emotional release, that participants used it as form of therapeutic healing, and that sense of belonging was a common theme that emerged (Sulé, 2016).

Sense of belonging was achieved by students in three ways: self-expression, through spirituality and emotional release; empathetic mattering, as expressed by a desire to be loved and accepted; and counterspaces, which are the physical locations provided for social support (Sulé, 2016). This study points to how hip-hop can be used to facilitate cross-racial interactions and serve as a diversity resource that promotes intercultural competence through dialogue among groups. Sulé's work further confirmed Denson and Chang's (2015) and Garces and Jayakumar's (2014) concept of interactional and dynamic diversity; furthermore, Paredes-Collins' (2013) mention of sense of belonging, place, and membership are also affirmed in Sulé's study.

Socioeconomic factors. Park, Denson, and Bowman (2013) asserted that if a campus truly embodied diversity, leadership would also consider the socioeconomic status of students. Results of their quantitative study identified class as another form of diversity that promulgated a warm and welcoming campus environment (Park et al., 2013). These scholars encouraged institutional leadership to further grow a diverse student body by recruiting, admitting, and retaining low-income students (Park et al., 2013).

Perceptions and attitudes. Bauman, Trawalter, and Unzueta (2014) concluded that conceptualizations of diversity are complex and that persons' perceptions of it are strongly influenced by association with a particular group. They suggested that diversity is a subjective social perception influenced by a person's encounters (Bauman, et al., 2014). Through three experiments, the researchers considered how diversity judgments differed depending on racial group, tested whether feelings of discrimination were affected by the racial group the member identified with, and administered additional tests

revealing the circumstances that contributed to in-group representation and perceived diversity (Bauman, et al., 2014). Results of their research showed that when an individual's personal ethnicity was represented, students perceived the team was more diverse (Bauman, et al., 2014). Teams' ratings for diversity were highest when members of their in-group were present, especially among African Americans. In contrast, Asian Americans rated groups as diverse regardless if there was another Asian American representative in the group. Results broadened the gap in literature on diversity in the following two ways: the study indicated that conceptualizations of diversity contained far more complexities than mere definitions and that African Americans and Asian Americans held different connotations of diversity (Bauman, et al., 2014). Perception is an important aspect of this study as it relates to a psychological aspect of an individual's awareness. As such, perceptions may vary depending on group membership or gender.

Ward and Zarate (2015) conducted a quantitative analysis that considered graduate students' attitudes about the benefits of diversity in research, intellectual pursuits, and critical thinking. Past research has documented the role of diversity in cultivating positive leadership qualities such as critical thinking and democratic ideals on undergraduate students, yet Ward and Zarate felt it was even more important to examine graduate students' attitudes because of their expected participation in scholarly work. The researchers reported that graduate students with positive attitudes about diversity were apt to discuss diverse views in their scholarly work such as research questions and methods (Ward & Zarate, 2015). Findings of their study affirmed that institutional admissions selectivity significantly predicted represented and underrepresented students' attitudes positively; however, institutional leadership's support for diversity and the

composition of diverse faculty were considerably more important to underrepresented students (Ward & Zarate, 2015). This study demonstrated that admitting underrepresented students to increase structural diversity does not compromise academic quality; rather, it improves graduate students' competencies (Ward & Zarate, 2015). Understanding diverse students' needs for diverse faculty is a consideration for understanding students' perceptions of diversity. Furthermore, the findings raised the issue of a need for leadership to support diversity at the policy level.

Institutional culture. Shugart (2013) wrote that to change institutional culture, an understanding must be gained of the traditions higher education was founded upon. He remarked that early history shows us the purpose of the university was to preserve and transmit a culture that includes terms such as *autonomous*, *specialization*, and *elite* (Shugart, 2013). Despite educators' attempts to preserve the culture of the academy, Shugart emphasized the importance of transforming and innovating colleges and universities to improve results (Shugart, 2013). Without deep cultural change first, the writer suggested that leaders' strategies will not produce desired results; and ultimately, the culture overrides strategy (Shugart, 2013). The culture can be changed, but Shugart said the first step toward change begins with a harsh, straightforward look at the current culture (Shugart, 2013). Understanding the context and the culture are paramount to explaining the phenomenon of students' perceptions at UX. An understanding of how culture is transformed must be gained because current research showed the culture must be addressed prior to effecting change (Shugart, 2013).

Eckel and Kezar (2011) wrote that campus leaders failed to address the institutional culture because of their immersion in it and emphasized the importance of

first examining the existing culture prior to initiating a change agenda. This literature described the seen and unseen varying layers of culture, with the top layer containing the most visible elements such as policies and planning documents (Eckel & Kezar, 2011). Less visible than the first, the second layer of culture involves the values and ideas espoused by the campus community (Eckel & Kezar, 2011). Lastly, the third layer holds the least visible aspects of the institution's culture, which are seldom investigated and comprised of the underlying assumptions and institutional beliefs (Eckel & Kezar, 2011). Leadership can impede the very transformational change they desire by disregarding the subtle aspects of the existing culture. The authors explained culture as a modifying element, rather than the subject of modification--successful transformational change is the result of understanding how the institutional culture shapes processes such as strategic planning; wise leaders consider change processes through the lens of the culture (Eckel & Kezar, 2011). This resource is a key addition to the literature, as Eckel and Kezar are experts on the topic of institutional culture and transformational change.

Gruenert and Whitaker (2015) wrote that culture is both a survival mechanism and a context for solving problems. The authors also made a clear distinction between climate and culture, which is an important aspect to this study because data from past campus climate surveys are utilized. Campus climate, like weather, is susceptible to change and is the first to improve when constructive alterations are made; culture, however, determines whether improvement is possible (Gruenert & Whitker, 2015). As defined by Gruenert and Whitaker, school culture is comprised of 12 components that include student achievement, collegial awareness, shared values, decision making, risk taking, trust, openness, parent relations, leadership, communication, socialization, and the

school's history (Gruenert & Whitker, 2015). As a recent publication, the authors provide current information on culture and also aid with definitions of culture and climate.

Tierney and Lanford (2015) wrote that the culture of an institution is key to its overall health. Research conducted by Tierney and Lanford indicated that globalization has impacted tertiary education, as branch campuses are being established overseas due to the demand for knowledge-intensive goods (Tierney & Lanford, 2015). The researchers argued the importance of organizational culture and recommended selecting branch campus locations only after considering how the culture of the main campus will mirror the new international site (Tierney & Lanford, 2015). According to the authors, there are these reasons why a cultural analysis of an institution should be conducted: to identify factors that impact change positively and negatively; to understand the cultural differences rather than assuming they are the same; and, to grasp a cultural analysis apart from data that reveals the day-to-day complexities of living life in another country (Tierney & Lanford, 2015).

Tierney and Lanford (2015) explored the relationship between New York University (NYU) and Abu-Dhabi, mentioning cultural differences that prompted grave misunderstandings leading up to a 52% no-confidence vote by faculty in the president. The American system of higher education is founded upon ideals such as shared governance, open and free debate, and the exchange of ideas. The other culture exercised top-down leadership, requested confidentiality during negotiations, communicated unclearly, and continually changed priorities (Tierney & Lanford, 2015). Faculty at NYU were outraged when they learned they were consulted with regarding the potential

partnership made with Abu-Dhabi. Results of this study, much like previous research findings, attested to the importance of culture and how decisions must be considered through a cultural lens because it can greatly affect the outcome, the institution's constituents, and long-term sustainability (Tierney & Lanford, 2015). Another current source of literature regarding university culture, Tierney and Lanford incorporated a global context and the relevance of cultural differences among nations.

Byrne (2016) wrote of the perils to institutions that do not effectively respond to the changing external environment, noting that institutional culture is a primary concern. He discussed the importance of the student experience, student access, learning societies, the engaged institution, and campus culture, which were five issues of focus that the Kellogg Commission was created to address (Byrne, 2016). Culture was recognized as one of the most critical aspects of changing individual colleges and campuses. Byrne ascertained that meaningful changes in college outreach or engagement will be accompanied first by changes in the campus' culture (Byrne, 2016). Substantiating the work of Eckel and Kezar (2011) and Shugart (2013), Byrne provided a very recent discussion regarding institutional leaderships' need to respond to a changing external environment, yet the culture should be the first step and of primary concern.

Leadership and culture. Springer, Clark, Strohfus, and Belcheir (2012) conducted a study in a nursing school at Boise State University (BSU) and found that organizational culture greatly affected employee morale and the organization's systems and processes. Springer et al. also wrote that a healthy culture is created through transformational change led by courageous leadership who embrace shared decision making, continuous learning, being valued, and supportive relationships. At BSU,

Springer et al. discovered that strong leadership challenged existing practices and redefined a new, participatory culture that incorporated regular, ongoing cultural assessments. This resource described the elements needed for creating a positive culture, emphasizing the key role of leadership.

Kezar and Eckel (2008) wrote about advancing a diversity agenda on college campuses. Findings showed that cultural change is effected through intrepid, transformational leadership, with university presidents playing a key role toward establishing an improved culture that fosters acceptance and inclusion (Kezar & Eckel, 2008). The authors also explained the need for culture to be rethought because the current educational structures in place were not established for a diverse student body (Kezar & Eckel, 2008). Understanding the existing culture and learning how to work within it was identified as key to exacting change (Kezar & Eckel, 2008). Presidents who were successful toward changing the culture took the time to learn about it by meeting with faculty, staff, and students to hear what they were saying (Kezar & Eckel, 2008). Focus groups were also conducted by some presidents. These types of activities helped presidents gain an understanding of what type of diversity agenda needed to be developed, identified the existing cultural stereotypes that needed to be confronted, and revealed the level of misunderstandings that existed between students, faculty, and staff (Kezar & Eckel, 2008). Kezar and Eckel also identified an important aspect regarding institutional cultural change by recommending that presidents should firstly stabilize finances and morale prior to trying to advance a diversity agenda. This publication yields significant findings specific to university culture, change, and leadership, in addition to providing examples of successful campus change endeavors.

Conclusion

Cultural diversity enhances students' experiences by improving skills such as critical thinking, problem-solving, cognition, and leadership (Hurtado, 2001; Luo & Jamieson-Drake, 2013). Students who experienced a positive racial climate and diverse learning environment demonstrated interest in understanding others' perspectives, greater civic and political participation, greater empathy, higher intercultural competency, a desire for spiritual growth, and democratic ideals (Gurin et al., 2002; Luo & Jamieson-Drake, 2013; Paredes-Collins, 2013). Structural diversity, however, was not the key factor in students' positive perception of diversity; rather, quality interpersonal interactions with diverse peers was found to be the most important aspect of a positive racial climate (Bowman, 2010). Sulé (2016) correlated student success and persistence with interactional diversity. Luo and Jamieson-Drake (2013) specifically mentioned social activities such as involvement with cultural clubs and networking opportunities. Students require a safe place where they can express their cultural identity thereby providing a place for interactions and social community (Paredes-Collins, 2013; Park et al., 2013; Sulé, 2016). Denson and Chang (2015) also supported the advantages of crossracial interactions and found that the quality, not quantity, of the experiences netted the greatest gains. Another important aspect of the literature review findings was that diverse groups' perceptions and conceptualizations of diversity varied greatly depending on ethnicity or association with a specific group (Bauman et al., 2014). In conclusion, diverse social interactions are paramount to fostering a positive racial climate.

Implications

After review of the literature on diversity and culture, it is reasonable to presuppose that UX students could be missing an important social component, interactional diversity. Jayakumar (2008) cited Gurin et al. and explained that interactional diversity is the quality of engagement with diverse ethnic backgrounds. Structural diversity at UX is growing, yet students' perceptions and attitudes revealed little improvement toward greater diversity. Denson and Chang (2015) also attested to the value of quality interactional diversity in conjunction with an environment that supported diversity. A possible direction for this study is to examine aspects of interactional diversity and explore how it is practiced at UX. Interactional diversity is about the depth and quality of social interactions. Students have requested a multicultural center, and perhaps the center would provide opportunity for greater interaction among learners and serve as the safe haven where students could find a sense of place and belonging. Culture is an important aspect of this study, and the previous research has shown ways that diversity can be supported through leadership, policies, and shared values. Gathered data will further facilitate the direction of this study.

Summary

In Section 1, I described the local problem: UX students asserted that diversity efforts have fallen short and have not yielded the results they desire. Despite the concerted efforts of the board and administration, students maintained that progress could be greater. Maslow's (1943) theory of human motivation is principled upon the individual's quest toward integrated wholeness and development of one's fullest potential. However, without first addressing the physiological needs of safety and

security, students' achievement of a state of self-actualization is unfeasible (Maslow, 1943). Rationale for this study is evident since national issues surrounding diversity and race continue to establish that diversity is a critical and compelling concern for students and Americans. The study is significant, as higher education leadership is at a historical crossroad wherein institutions that can adapt to the needs of the 21st-century student have the greatest hope of remaining sustainable into the future. In section 2, I will explain the qualitative research design and approach.

Section 2: The Methodology

Introduction

The focus of this study was to understand why students perceived diversity had not improved at UX and how they perceived the UX culture could support diverse students. These *why* questions guided my selection of the research design for the study. Education is an applied field that benefits from examination of problems and processes to improve them, and case study design has proven to be useful in identifying educational innovations in addition to informing policy (Merriam, 2009). Case study methodology was the appropriate design for this study because it allowed for collection of data within a bounded system involving a contemporary event (see Yin, 2014). Use of the case study design allowed for an in-depth investigation at the local setting of a complex social unit containing potential multiple variables that were sought to explain the phenomenon; furthermore, this case study was anchored in real-life situations (see Merriam, 2009).

Research Design

I conducted an intrinsic single case study to seek a sense of understanding of why students perceived diversity change efforts at UX had been minimal despite the work of the administration. Intrinsic case studies are used when the case itself is intrinsically interesting (Creswell, 2014). Rather than utilizing an instrumental case study that aims to generalize findings to a larger population, understanding and illuminating this case was key to explaining the phenomenon, so I used an intrinsic case study (see Creswell, 2014). My findings were expressly applicable to UX, so I selected the single case design over a multiple case variation.

Yin (2014) wrote about the rationale of conducting a common, single case study, stating that this design serves as an empirical inquiry that illuminates the everyday happenings occurring at the local site. An intrinsic case study design facilitates rich descriptions of the institutional setting, climate, and culture, which are needed to fully appreciate the problem's context (Creswell, 2014). The literature review I carried out resulted in syntheses and conclusions that yielded concrete data in support of the benefits of diversity. These quantitative studies substantiated results that were generalizable to the larger population. In contrast, this study was intended to fully investigate and explain the nature of the problem through a qualitative approach applicable to the local setting as it was guided by questions that sought to answer *why*. UX served as the location for study, and the case boundary was defined by the time period from the start of the fall term, September 23, 2015, through the end of spring term, June 9, 2017.

I considered mixed-methods research as an alternative to a qualitative study. Mixed-methods research combines qualitative and quantitative data to offset the weaknesses of each of the individual methods, thereby bringing greater triangulation and illustration to the findings (Creswell & Plano-Clark, 2011). However, I did not use a mixed-methods design in this study because purely qualitative research is appropriate when the voices of participants need to be regarded or when the researcher is seeking member perspectives, which was the case in this study (see Creswell & Plano-Clark, 2011). Yin (2014) wrote that case studies are used to answer *how* and *why* questions through in-depth exploration of a phenomenon. The research questions I developed for this study sought to answer why students perceived diversity efforts had not progressed at UX as well as how students perceived the UX culture could support diverse students.

Qualitative research explores how people construct meaning and make sense of their world (Merriam, 2009). A basic qualitative study would not have provided findings specific to UX, however; a single case design that examined a bounded system at the site was appropriate for the research questions. Students' stories brought to light their internalized encounters, serving as powerful anecdotes that revealed lived experiences.

Participants

A small sample size was needed for this study. Lodico, Spaulding, and Voegtle (2010) wrote that while the scope of case studies can be wide ranging, the focus is on a single person or small group. Fall 2016 demographic data of first-time freshman showed that 62.1% of UX students were White, 18.4% were Hispanic, and 3.9% were Black. International (largely Asian) students represented 3% of the total Fall 2016 enrollment of 12,279 students.

Creswell (2014) wrote that because the qualitative researcher seeks to explore a central phenomenon, the site and sample are deliberately chosen. In this study, I used purposeful sampling to gain detailed information from the student population specific to the site (see Merriam, 1998). Maximal variation sampling was utilized as it is the strategy that enables a researcher to select participants based on specific characteristics relating to the phenomenon under study (see Creswell, 2014). I asked the following students at UX to participate in this case study through one-on-one interviews: One male and one female student from each ethnicity, White, Hispanic, Black, and Asian, for a total of eight participants. My goal was to hear the perspectives of represented students and how individual views or perceptions may have potentially varied depending on an individual's ethnicity or gender, thereby aiding triangulation.

Gaining Access

Creswell (2014) wrote that it is imperative to acquire permission from authorities to gain access to the site to collect data. I was granted permission to conduct the study by UX's delegated authority, the Office of Grants and Research, to approve research once Walden University's (WU) Institutional Review Board (IRB) had approved the study (see Appendix B). Bogdan and Biklen (2007) wrote that it is important to cooperate with all members located at the site, and I was intentionally courteous and respectful toward others. Data were collected discreetly, and an explanation was provided that informed gatekeepers and participants of the research being conducted as well as what would be done with the findings, as suggested by Bogdan and Biklen. Access was gained to participants through recommendations from university representatives. Students then contacted me if they were interested in participating in the research. Students referred other students, and I personally contacted some students that had a willingness to discuss their passion for cultural diversity.

Participant Protection Measures

Protection of human subjects was of paramount importance toward conducting ethical research. As required by the National Institutes of Health Office of Extramural Research, I completed the web-based training that explained the protection of human research on February 6, 2016 (see Appendix C). The local university recognized WU's IRB and granted me access to the participants once I obtained IRB approval. WU served as the other agency responsible for ensuring ethical standards of human research projects; therefore, I adhered to all WU policies and the foundational ethical principles of beneficence, justice, and respect for persons (Office for Human Research Protections,

2016). Once UX students agreed to participate in the study, I first obtained a completed informed consent form from them as required by federal regulations.

Data Collection

Case study design is unique in that gathering data from multiple sources such as interviews, historical documents, and observations allows for triangulation, providing a comprehensive understanding of the case (Lodico et al., 2010). In this study, I focused on students' perceptions; hence, the fundamental data were gathered through in-depth interviews with students. Trust was built by forming a positive working relationship with participants and by maintaining a close relationship based upon respectful treatment of them as individuals. During the process, contributors were collaborated with to ensure the particularized experiences had been accurately captured and reported (see Creswell, 2014). Spending time with students to understand their lived experiences might have required them to disclose private details that might have been difficult to discuss; therefore, the practices I used toward forming a positive relationship with participants included an emphasis on ensuring confidentiality by providing a thorough explanation of how confidentiality would be maintained. Candidates were briefed on the purpose of the study and understood how the findings would be used.

I conducted semistructured, one-on-one interviews with eight purposefully-sampled students at UX who were able to provide information because of their experiences (see Lodico et al., 2010). Interview questions were developed by me as the researcher because Creswell (2014) wrote that qualitative researchers do not use someone else's instrument; rather, they gather the data. I utilized a protocol form for structuring the interview and had a checklist for interviewing (see Creswell, 2014). Yin (2014)

wrote that by developing protocols, reliability is addressed as another researcher could accurately repeat the experiment. Merriam (2009) explained that the key to getting good data is by asking good questions. Prior to student interviews, I had an associate who had worked at UX and served as an advisor to the president because of expertise in matters of diversity peer review the instrument containing the interview questions. Appendix D contains the list of interview questions. Interviews were recorded and transcribed verbatim to ensure accurate analysis of the data.

I obtained WU IRB approval (Approval Number 05-16-17-0510764) and provided UX's Office of Grant and Research Development a copy of the application and approval letter. At that point, interviews were scheduled with participants. Data collected were stored on my personal computer in electronic files, which were password protected. Additionally, the password-protected data were saved on a thumb drive as back up and kept at a secure location. To stay focused on the research questions and purpose of the study, I used a research journal for recording notes. The journal also aided in recording follow up and other action items.

Additional Data Sources

For additional data, I also accessed historical data from campus climate surveys in 2009 and 2014. This data revealed the campus community reported diversity efforts were not progressing and that campus members lacked cultural competency; moreover, according to a report on the UX website, there were no mentionable improvements from 2009 to 2014. These data were reliable, having been administered through surveys conducted and analyzed by UX's Office of Institutional Research, Demography, and Assessment. The scope of responsibility of the Office of Institutional Research,

Demography, and Assessment encompassed reporting institutional data to federal and state agencies and to UX's administration, faculty, students, and stakeholders. I used the results from the two surveys to aid triangulation because institutional data reported structural diversity had improved, yet survey participants' responses indicated dissatisfaction with the campus climate and the overall cultural competency of the campus community. Inherently explanatory in nature, I used the case study design to address the gap in knowledge specific to UX by generating new data through interviews with students that provided a key dimension of rich narrative illustrating the phenomenon.

Role of the Researcher

UX served as the setting for this case study. I was employed at the institution in the capacity of executive assistant to the president and board from 2001 to early 2017. As an impassioned educator, my purpose for this study was to identify ways to improve the educational experience for students even though it may have appeared that there was a potential for bias in support of the administration's efforts. Bias was controlled through my deep involvement with the setting (Lodico, Spaulding, & Voegtle, 2010). Therefore, I assert that my past role was beneficial for constituents as it was intended to spur action.

Data Analysis

Once I collected the data and organized by type, analysis began. The tape-recorded interviews were transcribed verbatim and manually color-coded with the highlighting feature available in Microsoft Word. A software program was not utilized, as Creswell (2014) recommended a software program when a large database of more than 500 pages of analysis is required. Codes were identified by searching through the data

for patterns, themes, topics, and certain words or phrases (see Bogdan & Biklen, 2007). These codes were checked for redundancy, duplications were eliminated, and then I categorized the data into types that emerged such as setting, activities, experiences, and thoughts. Bogdan and Biklen (2007) described case study design as a funnel: a wide opening at the start, yet the focus narrowed as data collection and analysis begins (Bogdan & Biklen, 2007). Data interpretation began to materialize as evidence was corroborated among participants' stories.

Triangulation was sought and accomplished by my looking for and using multiple sources of data that upheld initial conclusions. With case study research, relevant data are not predictable at onset; rather, as evidence begins to emerge, opposing explanations and other possibilities for interpretation of the data are examined (see Yin, 2014). Initially, I considered layering analysis for adding rigor to interpretation of the data by organizing themes into layers, starting with basic layers and progressing to more refined tiers (see Creswell, 2014). However, once data emerged that corroborated historical documents, I discovered that layering analysis was not required. My analysis also utilized interconnecting themes, which associated themes to the chronology of heightened racial tensions, which was relevant to this case study research (see Creswell, 2014). I reported findings through a concise narrative that retold students' stories.

Credibility, Transferability, Dependability, and Confirmability

To ensure findings were reliable and valid, I evaluated this qualitative research through an interpretivist paradigm engaging strategies that considered credibility, transferability, dependability, and confirmability, hence producing results described as trustworthy (Merriam, 2009). To preserve credibility, I achieved triangulation by

utilizing various sources of data when inferring a conclusion, as converging the data and theories was an essential aspect toward establishing credible findings (Yin, 2014).

Personal reflections and observations were included as appropriate. Data analyzed from student interviews were checked by the participants to ensure the statements and interpretations were accurately reflected; and further, internal documents were identified that were relevant to the students' experiences, triangulating from as many points as possible.

I achieved transferability by using narrative storytelling that included rich descriptions of the setting, contributors, and the findings (see Merriam, 2009). Merriam wrote that a strength of the case study is that when multiple sources of data are utilized, and when the data are vividly descriptive and thorough, it enables others to determine if results are potentially transferable to another setting. This case study was specific to the local setting as it involved exploring the institution's culture and was not meant to be generalizable to another population; however, I investigated a second theoretical proposition for analytic generalizations to further support transferability as appropriate (Yin, 2014).

I maintained the audit trail to safeguard for dependability and confirmability as Merriam (2009) and Yin (2014) recommended that results are supported by a logical sequence demonstrating how the data corroborated the findings. Results were shared with colleagues at UX for peer review. In addition, my research journal was kept to record thoughts and ideas as I began analysis and evaluation of the data, lending to further confirmability. I investigated discrepant findings to negate contrary inferences, thereby strengthening the case's dependability (see Yin, 2013). As the principal

investigator, I conducted this study ethically and responsibly with the goal of contributing knowledge to the field that is trustworthy, which was established by demonstrating credibility, transferability, dependability, and confirmability.

Data Analysis Results

Process

The primary means of data collection for this study was gained through interviews with eight students who were enrolled at UX during the bounds of the case study, September 2015 (Fall quarter) through June 2017 (Spring quarter). Purposeful sampling was utilized to reach students who met varying criteria specified on the consent form. Once IRB approval was obtained, university representatives distributed an email to students inviting participation in the study, and those who were interested contacted me to schedule an interview. In addition, some students were contacted directly given that purposeful sampling was utilized. As the proposal indicated, the goal was to interview two Black students, two White students, two Hispanic students, and two Asian students. Gender was also a consideration, thus each one of the representative ethnicities interviewed consisted of one male and one female. Eight total interviews were conducted; prior to each interview, the consent form was reviewed, signed, and participants were given an original to keep. Additional records are being kept at the home of the individual conducting the study.

Interviews were conducted in a semistructured manner, which began with an introductory opening statement that explained the purpose of the study and clarified the definition of diversity for the purposes of the study (Creswell, 2014). A semistructured interview process is characterized by a predetermined set of questions, which are listed

on the interview protocol in Appendix D. This protocol lent to a consistent and systematic approach for conducting the interviews. Additional questions were utilized to further probe for in-depth, clarifying statements.

To strengthen the validity of the study, interview questions were reviewed by a colleague who served as advisor to the university president on matters relating to diversity. A PhD candidate, this individual has expertise on retention at historically Black colleges and universities. Each of the interviews was tape recorded; to ensure confidentiality, I saved the recordings on my computer and named the files according to the pseudonym assigned to the participant. Audio recordings were professionally transcribed verbatim so that data could be extracted.

Researcher bias was addressed through member checking. I sent participants the transcripts and provided them an opportunity to review the documents to assess whether the data obtained during the interview process accurately depicted their remarks. Students were asked to check the transcriptions for accuracy and to make any changes or additions that would more accurately reflect their experiences. Follow up phone calls or emails were also conducted to keep open contact, maintain close involvement with the participants, and further clarify the meaning of some of the individual responses. Appendix E described the characteristics of the participants.

Once the data were gathered and the interviews transcribed, coding was the next step I began in the data analysis process. A software program was not utilized because I had accumulated 144 pages of text. Creswell (2014) suggested coding by hand when the study involved less than 500 pages of data. Creswell and Plano-Clark (2011) wrote that the process of coding is central to qualitative data analysis as it groups evidence to reflect

a broader perspective. Thus, the data were color coded into similar components of text and phrases so that distinctive themes would naturally emerge. Themes were identified, and the interview data in the form of statements were categorized into various themes and subthemes.

Prior to analysis of the data, Yin (2014) explained that the data should be manipulated or arrayed so varying patterns and concepts could materialize. Therefore, I further displayed the data in another format by copying it from Microsoft Word to Excel thereby creating a spreadsheet where it could be viewed in table format aligning individual responses to each question. This was done to gain a sense of the strength of the data as it pertained to each question and to ascertain how many of the students agreed or disagreed in their responses. Arranging the data in various formats allowed for gaining a high level of familiarity with the students' responses and facilitated reflection of its meaning. Exhibiting the data in several formats also facilitated alignment of participants' responses with the two guiding research questions.

The Participants and their Immersion into Diversity

Participants in this study were culturally competent, articulate individuals who clearly expressed their thoughts, beliefs, and perceptions. The sample population included a mix of age, ethnicity, gender, academic standing, club memberships, academic major, and socioeconomic status. Institutional data showed that 77% of UX students receive financial aid and/or scholarships, so it was appropriate to have one student who was not economically disadvantaged. UX students are first generation, underrepresented students who have a dream to complete college despite the many barriers encountered on their journeys.

Student 1. Student 1 was a 25-year old Chinese female from Urumqi in the Xinjiang province. Her father owns and operates a small business and hopes Student 1 will return to China to assist him with the family business. She attended UX since 2012 and graduated with a bachelor's degree in mechanical engineering in just 2 years. Continuing at UX, Student 1 also obtained a master's in business administration. A bright and courageous young woman, she was motivated by her own self-fulfillment and expression rather than adherence to her parents' traditional way of life.

When Student 1 arrived at UX, she struggled with the language and experienced many stresses related to negotiating, adjusting, and adapting to a new culture. While she knew English, she had not practiced speaking it regularly until she arrived in the United States. Her early days at the institution, she often spoke with her hands and explained what she meant by using signs. She met other students whose second language was English, working tirelessly with them whenever possible to gain command of the language. As much as she wanted to revert to speaking Chinese, she disciplined herself to speak English so that her language competency would improve. She diligently immersed herself in her studies because she feared taking too long to graduate, as she did not want to impose further financial burden upon her father. Student 1 was the only participant in this study who was not socioeconomically disadvantaged--her parents paid tuition on her behalf. Although she lived off campus, she used public transportation; on occasion, a friend offered her a ride.

Student 1 frequently experienced feelings of loneliness and isolation. It was awkward for her when class assignments included breaking up into groups, as it was difficult for her to navigate how to become part of a group, especially before her

language skills had improved. After her early experiences of trying to join a group within the classroom, she returned to her apartment and practiced so the next time it would be easier for her. Student 1's loneliness was greatest when national students returned home for holidays. She was bored, lonely, and looked for different events to attend where she could spend her time. Unfortunately, other campus activities had also slowed down during the holiday seasons.

While attending UX, Student 1 gained cultural competency through her daily experiences in a challenging environment that included total immersion of a new culture and language. Chinese culture is different from U.S. culture, and one of the examples she used was group work. Student 1 has learned that it is not a shame to talk to others about what the best answer may be, as in China it is preferable that you independently discover the answer. After the election of President Trump, she attended the women's march downtown. This experience is one she particularly enjoyed, given that marches are prohibited in China. Regularly, she, herself took the initiative to learn about others' cultures. She lacked understanding as to why various groups stayed within their own group and expressed interest in events and opportunities that included a more varied cultural representation. Diversity was defined by Student 1 as everybody being different and having diverse cultures mixed together. China, she explained, has very different cultures in North China and South China; she astutely observed that worldwide cultures existed within cultures. While Student 1 felt that the campus community saw her as Asian, she preferred they understood she was from Northwest China and for members of the campus to know what that meant.

Student 1 experienced awkward moments while attending UX that surfaced during social activities with other students. Her roommate told her that he thought that Chinese people ate dogs and cats. This made her feel embarrassed and distraught, to the point that she did not want to talk to him anymore. Student 1's White boyfriend assumed that Chinese students who were attending college in the United States were very rich, so whenever he saw someone driving a nice car, he supposed they were Chinese. Again, this caused embarrassment for Student 1. Dating was also a new experience that expanded her cultural understanding, as her parents selected the husband they expect her to marry back home in China.

Student 1 feels well prepared for working in a global workforce because of her education in the United States. She is curious about others' cultures and initiates conversations with those she feels are different from her. She is adventuresome; and although her father would like her to return home to China, she has applied for jobs in several countries in the hope of further expanding her knowledge of diversity. Her job search is challenging, however, because her culture recommends keeping quiet and letting others notice you. Student 1 has learned that U.S. culture requires that students are well prepared to articulate what they can provide to a potential employer. Boasting on oneself does not come naturally for her, however, so the job search has challenged her.

Overall, Student 1 was grateful for her experience at UX; it is something she will never forget. Her only regret was that she was not as active in university life as she would have liked. As a serious student who was learning a new language, she concentrated solely on the academic aspect of her college experience. Regrettably, she

realized that she should have participated in social events, joined more clubs, and become more involved in other student groups.

Student 2. Student 2 is a Chinese American male, born and raised in the Pacific Northwest in a highly populated urban area. He graduated in June 2017 with a bachelor's degree in mechanical engineering, yet his experiences were quite different from his counterpart, Student 1. Moving from a larger U.S. city to attend a small-town college, Student 2 shared that one of his frustrations was that nationalities are categorized. His philosophy is that "people are people." When I asked him what his differences were, he stated that he was not different, he was just another student, and that was how he hoped other students saw him.

Although quiet and reserved, Student 2 is friendly and intentionally reached out to others who were culturally diverse because of his initiative and genuine interest. His cultural competencies are broad and extend over time. Having been reared in a community that was highly diverse, attending UX was different for him in that he moved to a predominantly White environment, so he actively sought friends who were diverse and more similar to those from his hometown. One of the friends he reached out to was Saudi; he took him to lunch and offered to pay. He noted that U.S. culture considers the offer to pay a polite gesture, while the Saudi student expressed a different interpretation that meant you now owe me. This kind, national gesture had a negative connotation attached to it from the Saudi's perspective.

Knowledge gained while obtaining a bachelor of science in mechanical engineering with a focus on robotics and automation has Student 2 feeling very well prepared to work in a global workforce. He mentioned how he has learned about systems

and software that vary internationally. Brazilian and Saudi students were prevalent in his classes, and Student 2 intentionally initiated conversations and friendships with these diverse students. Overall, he was positive about his experience at UX and hopes to stay in the area to find work rather than choosing to return to his hometown, a larger, urban city.

Socioeconomically disadvantaged and borrowing money to attend school, Student 2 feels UX has been a good choice for an education. He expressed appreciation for the many opportunities for social interaction with other diverse students, yet he emphasized this was something he initiated. A classroom experience where he felt pressure to keep silent was related to his Christian faith, commenting that the professor held secular views and he thought it was best to not speak his own views. Another tension he observed was among other students in a social setting, leading him to hope that student cliques would somehow be disbanded. Student 2 talked about the importance of events on many accounts during his interview and recommended that events occur more frequently and are better publicized. He suggested more international events and incentives to attend events given that students' schedules are full, with many also needing to work. Spare time on campus for Student 2 was spent looking for a culturally appealing event, and he hopes for a better way to find out about them. Social interactions were important to him, thus one of his suggestions was to have students tell their stories at university events. In his view, hearing about others' lived experiences from their personal viewpoint is a good way to learn about them and bring others together.

Student 3. Student 3 is a Sudanese female who, by the end of Spring quarter 2017, had completed 1 year. Her intended major is Communication Studies with a minor

in Africana Studies. Culturally competent, Student 3 was born in Khartoum, Sudan; from there she moved to Egypt, and now she resides in the United States and is attending an American university. A member of the Black Student Union, she is outspoken and passionate about her heritage.

Before Student 3 started college, her mother made the decisions affecting her life. Initially, she objected to the frequent time Student 3 spent away from the home at work and in school, but now she realizes that it is financially necessary. Socioeconomically disadvantaged, Student 3 has more than one job and works as much as she can to help the family. At 19, she feels like she has grown up and is coming into a new phase of independence in her life. While growing up, it was always important to have a role model to set an example for her, specifically one that she could relate to, a person of color as she was. In high school, she developed a close relationship with her only Black teacher, even recalling fondly that the teacher was a best friend and like her own mother.

The decision to attend UX has been the right one for Student 3, as it has given her the autonomy she desires and hope for a bright future. Although she feels as a young Black woman that she will never be fully accepted, she aspires to be more involved in the next academic year to further find her voice so that she has confidence to “speak to the ‘big’ people in the school.” With a passion for bringing people together, she postulates that if you gather individuals around something they care about, the shared experience becomes an automatic bond. Student 3 aspires to have a positive impact at UX.

Student 4. Student 4, an African American male, has two courses to complete before he receives his bachelor’s in music, which is his intense passion. His experience at UX has been positive, and he has felt supported by the professors in the Music

Department. He speaks highly of all department faculty and students he has come to know while at UX. Student 4 would have appreciated more diverse faculty in the department and more diverse music at university events.

Struggling to make ends meet, Student 4 was continually pressured by the demands of school and work, often wishing to find financial help so that he could focus more on school. His dream was to attend school without having to work. Despite numerous financial challenges during his time at UX, faculty encouraged and inspired him to complete. The Africana Studies Department's open-door policy was a significant place for Student 4, and he hopes that more funding will be allocated to those kinds of services that exist at UX. He liked the environment at UX, as he had lived in a highly populated area in the state where there were greater social challenges; he felt safe, comfortable, and welcome at UX, noting that it was better than a lot of other places.

Student 4 sees people as people, remarking that a lot of times, unfortunately, race is a factor. When he sees diversity, he thinks of everyone . . . it is more than race, it is everyone being different, with different stories and lifestyles. As a mature student about to graduate, he also wisely expressed that if others are hateful towards a group, it is likely that something triggered that hate, which he describes as another story in itself, adding to the beauty of diversity. Culturally competent, Student 4 has traveled to Japan to play the drums and extensively learned about Latin music in his academic program. He feels his professors at UX have prepared him well to work in a global workforce, in addition to having taught him the importance of professionalism and integrity in the music profession.

Student 5. Student 5 is a 25-year old undocumented Mexican American in her senior year, a double major seeking a bachelor's degree in Anthropology and Race and Cultural Studies with a minor in Africana Studies. Regularly engaged with numerous campus activities, Student 5 is a member of the Multicultural Coalition (MCC), the President's Committee on Diversity (PCOD), and during the 2016 academic year served as the student outreach representative for diversity. Additionally, Student 5 is supportive of many of the student clubs such as the Native American Student Association (NASA), the Black Student Union, and Movimiento Estudiantil Chicano de Aztlan, attending their events at every opportunity. Culturally competent, she has independently initiated learning about others' cultures and continues to learn more. Like Student 4, you will often find her in the Africana Studies Department visiting friends and taking advantage of the food pantry, which is provided through faculty and staff donations.

University life at UX has been a life-changing experience for Student 5 and shaped her in many ways. Socioeconomically challenged, she came to UX because it was the only college she could afford, and she, herself, was paying tuition out of pocket. At home, Student 5 was taught to be quiet and reserved, but now you will find her an active, outspoken student on campus, and she is making a difference for other students. Through a series of her own needs, she discovered services available for students, and she shares what she has learned with others. Part of her frustration has come from what she described as siloed communication across campus, reporting that departments do not communicate well with each other and overall transparency at the institution could be improved. As an undocumented student, the services she needed were difficult to find and the departments she visited needed greater clarity regarding her undocumented status.

This resulted in days of exasperation and unrest because she heard about needed information at the ninth hour and only after continual follow up.

As an activist, Student 5 was one of the students who was involved with advocating for the new Multicultural Center currently being built on campus. Originally, the space contained 800 square feet and was described in the architect's plans as a lounge. After students urged the administration to reconsider, the center was expanded to 2,400 square feet to include a kitchen and a meditation room. Food and culture are synonymous, and seven of the eight students interviewed remarked on the importance of culturally-authentic food and gathering together at events to meet new friends and try different foods.

While speaking with Student 5, sometimes the confident, strong young woman emerged, the one who was willing to stand and fight against injustice. In contrast, there were also times that I observed the wounded warrior. She has experienced some hurtful moments while attending UX, such as the first day of an English class when the professor asked her how fluent she was in English. This was embarrassing for her, the only Latina in the class. It was not meant to be harmful as spoken by the professor, he was wanting to know if he could help her with her competencies. She spoke up and told the professor that she had spoken English all of her life, was born in the state, and attended state schools. But the remark took its toll on her. She also expressed the fear she felt when her eyes riveted to a poster that was recruiting for border patrol, which was hung outside the Veteran's Resource Center in the main administration building on campus. Some may not have taken a second glimpse at the poster, but it was thought provoking and provocative to Student 5. Her dream is that differences would be acknowledged,

celebrated, and understood; but she also admits that diversity is complicated, intersectional, and not just about race. Student 5 aims to continue on to graduate school after she finishes at UX.

Student 6. Student 6 is a Mexican American male, nontraditional graduate student working on a dual master's degree in Communications and Public Administration. His cultural sensitivity is high, as he served in the military, works as a flight attendant, and attended different colleges in different states which included taking courses on Black culture. A Texas native, he took a sign language class in college because he aspired to be an interpreter. He experienced a life-changing event when he agreed to live with a deaf couple for a year. The couple remain his best friends, and Student 6 not only learned about how they communicated and experienced life, inside he was dramatically changed and holds new empathy and understanding. He considers himself an expert concerning cultural diversity, not because of his direct experiences with others who are different, but because he, himself, has been the oppressed group and has known what it is like to face struggle.

Without a full tuition waiver through the Graduate Scholar Award, Student 6 would not be able to attend school as he is financially challenged. He is fond of the professors at UX and feels he is learning so much. Grateful for his academic experience, Student 6 had positive comments regarding UX and highly regards his culturally diverse professor, who is a close mentor. There are also times he experiences fear, unfortunately. Immediately following the presidential election, he had a driver pull alongside him on the freeway. Student 6 looked over, and their eyes locked. The driver of the truck held up his hand in the shape of a gun and acted like he was pulling the trigger. While this

experience did not happen on the UX campus, it was one student's lived experience post-election and contributed to his overall fear and sense of safety.

Speaking with Student 6 about what was missing from his university experience, his answer was immediate. He expressed lack of his own community, noting the demographic composition of the college was largely White. When I explained to him that the administration had a goal to become a Hispanic Serving Institution (HSI), he was not placated. He responded by saying the institution needed to focus on all students and not just one group: "They need to concentrate on White people. They need to concentrate on Hispanic. They need to concentrate on Middle Eastern, Indians, Blacks, Asians, so forth. They need to focus on everyone." He also mentioned the importance of not emphasizing diversity quotas or numbers, rather the emphasis should be on inclusion.

Student 7. Student 7 is a White female at senior standing whose double major is Elementary Education and Race and Cultural Studies. She has been on her own since she was 16 and always struggled financially, utilizing financial aid, grants, and loans while working to attend UX. A student activist, she is a member of MEChA de UX, Mariachi Las Aquilas, Eagle Pride, and the Multicultural Coalition. She described her level of cultural competency by remarking that she has spent thousands of hours of her own personal time understanding cultural diversity and issues surrounding oppressed groups, prejudice, bias, and racism. She also feels she is the only White student on campus who promotes diversity and visibly expresses her views on behalf of underrepresented groups.

Improvements toward diversity were noted by Student 7, but she reported they only occurred over the past year once the president's chief of staff was hired. Prior to that, she expressed mistrust with the administration and frustration with lack of progress.

She was one of the students who met with the board in June 2016 to emphatically express that change was needed. Student 7 spoke positively about diverse faculty, but she did have an experience in an academic department that concerned her. The assignment for the day was to have a class debate, and the topics of the debate included questions such as: should English be the national language of the United States; and, should illegal aliens be allowed to pay in-state tuition? The topics and terminology concerned her, hence she raised the issue with the department by meeting with faculty and the department chair. This meeting was stressful to attend, and Student 7 reported that she had a panic attack immediately following.

Student 7 vows to invigorate food options for students during her final year at UX. Culturally authentic food is important to students, and student participants were hopeful that food familiar to their own culture would be made available for them. Members of the various clubs such as BSU, MEChA, and NASA have been frustrated in the past by UX's inability to serve authentic food at club events. Another aspect of university life she hopes to change is who is allowed on campus. One time she witnessed a pastor who had set himself up on the steps of the library in the middle of campus and was telling students they were going to hell if they were gay. Student 7 voiced that the episode did not lend to students feeling safe on campus.

Student 8. Student 8 is a 21-year old White transfer student who began UX in his junior year. Initially, his declared major was Economics, but academically he struggled and later changed his major to International Affairs. While Student 8 acknowledged he was likely biased because he was the White male in the study, he also explained his own unique challenges. As a child, school was very difficult for him. It took him a long time

to learn fine motor skills, even holding a pencil was problematic for him. Academic life continues to be arduous for Student 8, and he teared up as he told how he is still the last person to finish tests and how he faces barriers to understanding course content. With the natural eye, when you look at Student 8 you would assume he had it made: a tall, White, politically active and articulate young male; yet, he has his own story of struggle unseen by others.

Student 8's passion is politics, and he regularly attends political events on campus and in the local area such as the Young Democrats Convention, of which he was a member. He feels he is stereotyped politically and that other students view him as "crazy." Quick to rebut, Student 8 retorts that he is not someone who is in one of those crazy left-wing groups. Culturally competent, he has a solid awareness of poverty, discrimination, socioeconomics, and diversity. Prior to our interview, he had researched UX statistics on the socioeconomic status of students and came prepared to respond regarding his own status, replying that he was a typical low-income student like his counterparts. He, too, took the initiative to pursue culturally diverse friendships in high school and college because of his natural curiosity.

One of the events Student 8 attended at UX was called the Slut Walk. The purpose of this student-run event was to raise awareness on sexual assault. At the event, other students were heckling the student participants, which was disturbing to Student 8; he thought that freedom of speech should have its limits. When I asked him how he felt as he observed students being mocked by others, the answer was surprising. He insightfully remarked that the hecklers lacked understanding regarding the seriousness of others' experiences. Explaining further, Student 8 told how young women were

expressing the pain of traumatic incidents that had occurred in their lives, encounters of rape and sexual harassment. Yet, the mockers were accusing them of enticement and showing off their bodies. Student 8 maintains that the only way to change anything is through political activism.

Findings by Theme

Data analysis for this study was a descriptive approach which is arranged according to topics that emerged through data collection efforts. Yin (2014) wrote that while the original objective of a case study may not have been a descriptive one, researchers may find later that it is the best way to explain the results of the data. According to Yin, descriptive approaches identify overall patterns that lead to a comprehensive summary of yielded data that explain the phenomenon in context of the setting. Two central topics emerged from the data, which were communication and the existing cultural environment.

Findings emerged from the eight semi-structured interviews with students. Two research questions guided this study:

RQ1. Why do students perceive that little progress has been made toward campus diversity?

RQ2. How do students perceive that the UX culture could support diverse students?

These questions were answered through the data gathered during the interviews, which ultimately guided development of the project based on results. The two central themes contained subthemes. Communication contained the subthemes of internal messaging and the frequency and volume of communication. The second theme identified was the

existing environment, which contains the subthemes of faculty, staff, students, and administrators.

Communication

Internal messaging. An important aspect of effective communication is authentic messaging exhibited by members of the campus community as aligned with the mission, vision, and goals of the university (Kouzes & Posner, 2002). UX's website states that it is one of the most diverse institutions in the Pacific Northwest. Students are pleased with many of the changes that have occurred during the past year. Once the new chief of staff was hired on July 1, 2016, there was noted improvement of more interaction and dialog between students and administration. This was an important message to students, as Student 6 had commented that the university administration needed to be more involved and participate in diversity and "dive more into it." Students expressed support from the president and from pockets of allies that existed within the university, yet they could not visibly see acceptance overall institution-wide. Student 5 shared, "I know that someone out there wants me to succeed in this school [as a diverse student], I feel like they are [supportive], but at the same time I don't see it."

Student 6, a Mexican-American male, felt surrounded by White people at the institution even though he is married to a White partner and maintains he holds no bias towards them; yet, he further remarked that an emphasis on inclusion should serve as the focus of the institutional message. Student 1 described feelings of loneliness and isolation, especially when students went home for American holidays. She also felt there were not enough options for Chinese food on campus, recalling that she did notice others' preferred foods available, such as sushi. Students were optimistic, however, with the

announcement of a newly hired vice president of diversity and inclusion who started on August 1, 2017. This individual is responsible for implementing remedies institution-wide in support of diverse students, thereby strengthening the internal message of support and inclusion.

Frequency and volume. UX students are curious, motivated to learn about diversity, and are eager to meet new friends that are culturally different by attending events on campus that focus on diversity. Data revealed that students desired more types of communication, more frequent communication, and overall increased communication of what events and services are available for them on campus. Student 2 expressed an interest in a way to find out about international events rather than through a poster hung up in the student union building. He stated that he learned about events word of mouth yet was hopeful for a more effective way of hearing about campus events that also included reminders. His counterparts agreed that more events with culturally diverse food would be positive.

Many resources are available to students. During orientation, students learn about campus life and where to find needed services; yet, UX has a large percentage of first-generation students who struggle with navigating the academic culture. On her own, Student 5 discovered services such as the enrollment advocate, an emergency fund for students, and the existence of department food pantries. She was made aware of this information through her involvement in student government, yet she felt that services available for students should be notably accessible rather than through word of mouth. Student 3 also echoed these sentiments, relaying that she could not readily locate information about the Black Student Union, which she desired to join. Transparent,

frequent, consistent communication was expressed as central to students' positive assimilation into campus life.

Existing Cultural Environment

For this study, the existing cultural environment at UX is illustrated through subthemes that were organized into membership categories. Recall that the earlier definition of culture was the values, norms, and behaviors espoused by the organization through its representatives. As a result, the campus community's culture was expressed through the perspectives of faculty, students, and administrators.

Faculty. Findings indicated that diverse faculty members were a positive attribute of UX. Students were most pleased with diverse faculty on campus and reported that some of their favorite professors were the diverse faculty. These faculty members were lauded for going beyond the role of instructor to supporting students in issues they were facing by serving as mentors, advisors, and friends. The faces of Student 1, Student 4, Student 5, Student 6, and Student 7 lit up as they recounted stories of how diverse faculty at UX understood them, assisted them, and communicated in ways that were easier for them to understand. Diverse faculty members were commended because they demonstrated care for the students, they exhibited a sensitivity of what students were going through, and they noticed when students were upset and initiated conversation to make sure they were okay. According to students, relationships with diverse faculty went beyond the classroom. As a result, some students developed a strong connection with diverse faculty and showed support by attending one professor's class to watch final presentations even though they were not enrolled in the class. All diverse students indicated a preference for diverse faculty teaching styles.

Diverse faculty were also credited with exposing students to a greater understanding of university life and subjecting them to life-changing experiences such as conferences and cultural events. Actively involved with cultural events on and off-campus, diverse faculty served as mentors to students, which was important to students' sense of comfort and belonging. Student 3 recalled the meaningfulness of her African American professor as an encouraging example of how she aspired to be that same person. She emphasized strong attachment to the teacher and recalled thinking how this professor was "teaching someone just like me, so they can grow to be just like you."

Overall, all faculty received positive remarks based on the interview responses. Student 6, a graduate student who has experienced attending other institutions, reported that UX professors are understanding and willing to work with students to succeed. Student 8, a transfer student who started UX as a junior, remarked that he had not had any diverse faculty because his chosen major was traditionally represented by White faculty. When asked if there was ever a time he felt that he should not speak or keep silent, he noted that his experiences in the classroom were opposite and that faculty encouraged him to speak out.

Students. Student 8 mentioned he switched his major from economics to international affairs and is actively involved in political clubs and events. He remarked that he has independently initiated and developed his closest friendships and social interactions among diverse students. This attitude was prevalent throughout the other student interviews and corroborated internal freshman survey data provided by the Higher Education Research Institute which reported that 62% percent of UX's 2015 entering freshman class expressed interest in learning about other countries and cultures.

An overriding theme among the research participants was their desire for diversity and their strong interest in learning about others' cultures. UX students actively and independently sought out opportunities to learn about others' cultures and differences and expressed interest in more cultural events and blended social interactions. This was a significant finding noted by all eight participants.

Cultural diversity is rated of high importance to students at UX. The need for diverse institutional events that focus on engaging all students to gather was an important result of this research. Students reported that they wanted to see additional events with culturally-diverse food and culturally-diverse students. Student 1 was excited to see the library was decorated for Chinese New Year, but she hoped for greater student involvement and would have liked to participate in the decorating. She also expressed that in the long term, UX should plan events that gather the "most opposite students, because if they only have their events, other students don't know about them." Student 3 reported that if she showed up at an event and it was not geared toward her likes, she would leave; music was a high priority for students of color.

Appreciation was expressed for the many student-run clubs available at the institution, and Student 8 reflected on Club Day as a much-enjoyed opportunity to learn more about joining the various clubs. Student 3 reported that Welcome Week at the beginning of the first-year experience and the Drag Queen event were to be commended. Food was synonymously associated with culture, and some of the students' favorite events were when the student clubs prepared food that reflected their own culture, as mentioned by students who attended the end-of-year barbecue put on by NASA and the BSU.

Administrators. Students reported marked progress over the past year with the hiring of an African American administrator in the position of chief of staff, effective July 1, 2016. The chief of staff was credited with being the catalyst that has made progress happen. From the outset, students trusted and expressed fondness of the individual noting that she communicated with them, attended student events, and brought the president to events. Other filled administrative positions during the bounds of the case study included an enrollment advocate and assistant dean of students. A vice president for diversity and inclusion was hired and started August 1, 2017. The assistant dean and vice president are both African American, which students noted as significant progress. Student 6 mentioned the importance of not hiring another White person to head a diversity group and was pleased with the announcement of these new hires. Changes are under way, students are positive about the future, and they feel the university is headed in the right direction.

Findings by Research Question

Two research questions guided this study:

RQ1: Why do students perceive that little progress has been made toward campus diversity?

RQ2: How do students perceive that the UX culture could support diverse students?

Findings for RQ1

Student 5 and Student 7 were highly active in numerous aspects of university life that included leadership positions, membership in more than one university club, and participation in as many diversity related university events as time permitted. They were

part of a broader group who met with university administrators and brought diversity concerns to the attention of the UX Board of Trustees in 2016, hence their efforts prompted the question of why students perceived no progress had been made. “I think we don’t have any history of the progress written down because the students that you have here, they leave after 4 to 6 years . . . they can’t see the progress except the little that’s been made during their time here,” reported Student 5. Additionally, she also remarked that it has taken so long to fill a position designated to improve diversity. Student 7 agreed with the long duration of time it has taken to fill positions and designate a place of gathering such as the Multicultural Center that is scheduled for completion in 2018.

Student 1, an undergraduate and graduate student at UX since 2012, was not involved in student activism and was unaware of the issues students were raising on campus; yet, she also felt there was no marked change in the time she attended, further reporting there seemed to be less international students than when she first arrived at UX. Student 4, on the other hand, felt very positive about the progress and changes being made. He was not involved in the student group that was petitioning for greater progress with the UX board and administration, but he saw many opportunities for interactions at events. Other study respondents were positive about the current state of the university and suggested they had seen changes in the past year and named them; however, whether the students were involved in the activist efforts that sought the administration’s intervention, overall participants felt there is always room for improvement, and that UX should assume the forward work toward diversity on a continual basis.

Findings for RQ2

Participants reported the UX culture could support them by increasing the campus community's cultural competence through mandatory or incentivized training for students, faculty, staff, and administrators. When Student 6 was asked if the institution was supportive of his differences, he remarked, "I don't know if they're supportive, supportive to me means that they would go out of the way to really make me feel comfortable. The university doesn't go out of their way to make me feel comfortable." Student 6 also emphasized the importance of inclusion, saying that the current emphasis on diversity is about numbers. Student 7 affirmed this concept by her remark that "Diversity is like being asked to the party, but inclusion's being asked to dance." She further mentioned that it would be beneficial for the campus to discuss the meaning of inclusion. Student 5 said she "doesn't want to be singled out anymore," and Student 2 and Student 6 also mentioned removing categories of diversity.

Diverse students would further perceive the university culture supported them if more engagement through events and social opportunities were provided for them and more frequently and effectively communicated to them. Completion of the Multicultural Center on campus is important to students because it will provide a safe place for social interaction, a special venue for events or celebrations, and a place to meet up with close friends and make new ones. To diverse students, the center represents institutional acknowledgement of the need to support diversity. The availability of authentic food would also make diverse students feel welcome and supported. Students expressed that fairness was missing. Student 1 reported how she noticed Japanese food was available but Chinese food was not. She additionally mentioned that international students did not

have an opportunity to obtain scholarships, but national students were afforded the benefit.

Discrepant Data

Examining discrepant data is essential to strengthening the dependability of a case study (Yin, 2013). Findings reported in this study were included only when the data collaborated with other sources such as public historical documents, other participants' testimony, or my observations. Therefore, lone outliers were not reported. According to Bogdan and Biklen (2007), case study starts with a broad exploration; the focus is narrowed as data emerges. Thus, as the data were analyzed, my approach was to address preponderance of evidence. Credibility was upheld by triangulating various sources of data when inferring a conclusion (Yin, 2014).

Findings were emphasized only when confirmed with UX internal data. Currently undergoing a strategic planning process, UX's website shares feedback, themes, and word counts that substantiated student data as reported in this study, thereby preserving triangulation through convergence of data. Results emerged through the UX strategic planning process conducted January through April 2017. Data gathered through campus community feedback included the need to: adequately serve the needs of diverse students and adapt to support them; establish a cohesive vision; improve transparency; address siloed communications; provide diversity training and hire more diverse faculty; collaborate more among departments and programs; address student body separation and overall student safety; develop a better understanding of campus processes; and remedy siloed communications. These findings are in alignment with results of this case study.

Minor discrepant data emerged based on the level of perceived change or diversity progress. Students who raised the issue of lack of progress were those students who were active on campus, involved with leadership, and close to and well informed of the various issues. Student 4 and 8 were the most positive about the current state of diversity progress and the campus environment. Student 4, however, had previously lived in a heavily populated urban area and felt that UX was far safer, friendlier, and overall a great experience. Student 8 was a White male who had not personally experienced any negative interactions relating to prejudice or bias, yet he had witnessed students mistreat other students. As a result, Student 8 was very positive about the institution based on his treatment.

Ensuring Credibility of Findings

Credibility was achieved through member checking by allowing participants to review the data obtained through interviews. Transcripts were sent to students to ensure exactness; additionally, some students provided feedback within the section where participants were initially introduced. Students were asked to authenticate correctness of my insights as the introductions were presented in a narrative format that embodied my understanding of their lived experiences. Changes were made based on feedback received.

Dependability and confirmability were safeguarded through use of a research journal that tracked steps taken through the course of the study. These notes would be helpful should another researcher elect to repeat the experiment. Findings were supported with a logical progression that demonstrated how data corroborated the findings. Lastly, results were shared with two university representatives for peer review.

Transferability was maintained through narrative storytelling and vivid descriptions of the setting, findings, and participants (Merriam, 2009). As mentioned, a strength of the case study was the use of multiple sources of data, and findings reported in this study were based upon substantiated evidence gained by more than one source. Accessed historical documents on the UX website included university records of the strategic planning process, which identified similar findings from campus feedback.

Case study design is unique in that it provides the opportunity to explore a phenomenon within real-world context. Nationally, students experienced heightened levels of fear after the 2016 presidential election. According to Yin (2014), theoretical propositions also support transferability, allowing for analytic generalizations. Maslow's (1943) hierarchy of needs was the conceptual framework for this study, which is based on the human's progression from one level to the next when needs are met at the lower levels. Post-election, feelings of fear were described by students. According to Maslow, if injustice or unfairness is perceived, humans experience fear; and when people are not threatened by the external environment, they feel safe. Student 5 experienced fear when she saw the border patrol poster, Student 6 felt fear when he was driving his vehicle and someone pointed a hand at him as if it were a gun, and Student 7 felt fear when confronting the department chair regarding material presented by faculty in the classroom. Student 1 experienced fear when she travelled alone using public transportation. Until needs of safety and wellbeing are strengthened, according to Maslow, the students will remain in a lower physiological state which means they would not progress into a stage of high esteem, the most productive phase of human development.

Bolman and Deal's (2008) theory of frames is a conceptual framework for examining an organization. According to Bolman and Deal, there are four frames that comprise institutional structure. The structural frame is usually the most obvious of the frames as it involves undergirding assumptions such as goals and objectives, increased organizational efficiency through purposeful hiring of individuals, hierarchy, and rules (Bolman & Deal, 2008). Human capital and what people do for one another is the basis of the second frame, human resources. Thirdly, the political frame is an important aspect of university life as Bolman and Deal suggest its premise is decision-making processes that consider allocation of resources within an environment where interests may conflict. Lastly, the authors described the symbolic frame as part of the culture, as it encompasses not what happens, but what it means. Within this frame, people interpret events and experiences in different ways; Bolman and Deal wrote that "people create symbols to resolve confusion, find direction, and anchor hope and faith" (p. 253).

This framework is applicable to UX as it helps to explain students' perceptions. Bolman and Deal (2008) wrote that an organization's culture is communicated through its symbols, which is where meaning is derived for individuals. Results of the study showed that students desire more events, and Student 2 and Student 4's suggestions included having students tell their stories at university events so that others can hear and understand their struggles. According to Bolman and Deal, a deep human need is satisfied through ritual, stories, ceremony, and play. When students are asking for more events with food, it is because of a need to establish more symbolic frame activities within the culture. These types of activities come in the form of rituals that provide opportunity for bonding, storytelling, and celebration, which are sacred to the symbolic

frame. In essence, operating from this frame is an exercise of the human spirit. Establishing the Multicultural Center is an example of how the symbolic frame will be incorporated into the standard structural frame that is currently most evident. Students are stretching their minds at UX, and they desire to employ their spirits through a place to gather and celebrate.

Conclusion

Section 2 described the methodology I used to conduct an intrinsic, single case study that was explanatory in nature. This allowed for an investigation of the local setting to gain understanding as to why students felt little progress had been made toward campus diversity and how students perceived that the UX culture could support diverse students. I used purposeful sampling to conduct one-on-one interviews with UX students to gather data, and participants checked the accuracy of the data. Through coding, I identified themes and subthemes within the data. Communication was a key theme that emerged; the second theme identified was the current cultural environment, which contained subthemes of faculty, staff, students, and administrators. Based on the results, a position paper to stakeholders containing recommendations and strategies that address the findings can be found in Appendix A.

Section 3: The Project

Introduction

The project I developed for this study was a position paper tailored specific to recommendations for UX. From its inception, the goal of this inquiry was to bring forth greater diversity awareness with a specialized plan for treatment for UX that incorporates deep, pervasive transformational change intended to create a lasting impact indicative of future demographic trends. The project was designed to apprise institutional leadership of the findings and provide recommendations to improve the existing campus culture based on data extracted from the local site. The scope of this project includes a succinct description of the institution, background information on the problem, and recommendations that integrate knowledge from current research intended to address two strategies for improving the UX campus environment.

Goals of the Project

The first goal of the project was to improve communication, which is accomplished through frequent, ongoing communication, open dialogue, and feedback (Eckel & Kezar, 2011; Kouzes & Posner, 2002). I based this aim on research findings from this study that showed that students experienced frustration with unclear processes or hard to locate information, perceptions of transparency, authenticity, existing communication, and siloed communication among departments, students, and the administration. For communication to be perceived as genuine, the internal message is espoused and lived through members of the campus community, as action elevates authenticity (Kouzes & Posner, 2002). As actions are demonstrated, a message is sent that the administration is genuinely committed to creating change. Kotter (1996) wrote

that communication can be improved by telling people in every possible way and at every possible opportunity about the what and why of changes. According to Eckel and Kezar (2011), frequent, intentional, ongoing communication is needed to construct an open and trusting environment conducive for change. Creating a campus community that is culturally aware, inclusive, warm, and welcoming was the second goal of the project, which will be accomplished through implementation of an ongoing campus wide cultural sensitivity training for faculty, staff, students, and administrators.

Rationale for Project Genre

As an employee that worked at UX for 16 years with the highest levels of the administration, I based the inquiry for this research on an observed problem at the university. Since 2002, the president and board of trustees had implemented numerous initiatives aimed at improving diversity at UX; although structural diversity had improved since then, students conveyed their frustration with a lack of progress toward a diverse and inclusive campus environment and expressed disappointment to the administration. I chose the project genre within this context. A case study report would be the logical choice for presenting findings and recommendations to the executive leadership for review and consideration of implementing specific remedies. As such, the case study report took the form of a position paper where I explain the problem, share the results of the study, and provide a plan for improvement.

Understanding the audience was key to my selection of the genre for this project study. Cultural change affects the existing structures, values, behaviors, and beliefs of an organization (Byrne, 2016). Thus, changing the culture begins with a look at the mission and vision of an institution, which falls under the scope of responsibility of the president

and board of trustees. As such, a clearly-structured, straightforward, and concise report and recommendation best suited this audience (see Creswell, 2014).

I considered several options regarding the genre of my project. An evaluation report is used for an evaluation study, which was not the case for this research (see Creswell, 2014). A curriculum plan was not appropriate for this study because deep, transformative change must encompass the campus community in its entirety. Broadly applied treatment is required in this situation, as curriculum revision would only positively affect students. Professional development and training curriculum, the third project genre option, would not have addressed the issues that students faced, nor would it improve students' cultural competency. A position paper directed to the university leadership most effectively addressed the appropriate audience who has authority to implement broad and all-inclusive change at the policy level.

Review of the Literature

Two major themes emerged from my conduction of this study: communication and the state of the existing culture. These themes were the outcomes of this research that formed the strategies included in the position paper. To develop applicable strategies for the position paper, I conducted a literature review on the use of position papers in addition to a review of the two major themes aligned with the goals of this study: improved communication and a campus community that is culturally aware, inclusive, warm, and welcoming. A social change component was integrated where I outlined a specific plan for treatment that incorporates deep, pervasive, ongoing change intended to create a lasting cultural impact indicative of future demographic shifts.

Creating social change at UX requires a plan that is ongoing and transformative, specifically designed to enhance diversity and a positive campus climate through improved authentic communication. Culture has been described previously as the norms or conduct that guide behavior; hence, the focus of my literature review was on modifying behavior identified within the subthemes of the existing culture, including faculty, students, administrators, and staff. Based on the findings, in this review of the literature I sought to identify how the behaviors of the campus community could be enhanced to support cultural diversity. It is important to note that a gap existed on current research related to implementation of remedies that elevate cultural competency within the higher education environment; however, the field of health care has made great strides in relevant research that served as part of this literature review.

The keyword search terms I used included *cultural competency, faculty, staff, students, training, curriculum, sensitivity, diversity, inclusion, communication, intercultural, multicultural, and social interactions*. A search was also conducted on the subject of change and included related keywords such as *organizational change, transformational change, and higher education change*. Lastly, it was necessary to understand the elements required for writing an effective position paper, thus I also searched the terms *position paper, white paper, government, and education white papers*.

Basis for the Position Paper

A position paper, additionally called a white paper, is a traditional platform for effectively communicating an opinion in a compelling and articulate fashion (see University of Hawaii, 1998). Initially used as a strategy for advocating policy in government, its high utility spans business, education, health care, and academia (Powell,

2012). An artful position paper describes a problem, advocates for a specific solution, and is also well supported by rational and credible argument without eliciting defensiveness (Powell, 2012). Position papers are beneficial to academic inquiry as researchers are able to concisely summarize large amounts of information, making it easier for readers to focus on the issue at hand (Price, Lee, Plummer, SubbaRao, & Wyatt, 2015). Price et al. effectively accomplished this for their audience in a position paper by fusing several studies to corroborate science education research on the use of stereoscopy. The writers provided background information on the subject matter, described the problem, and then provided a recommendation in a concise manner while simultaneously joining together 10 years of research.

Good position papers simplify decision making for key stakeholders, which was the purpose for this study. Clarity is essential, as an effective paper also reduces verbiage that may not be understood by individuals unfamiliar with a particular field or the issues surrounding a topic (University of Hawaii, 1998). The writer of the position paper reduces the volume of information for review and succinctly presents the issues at hand in an abbreviated, convincing manner (Powell, 2012). Butkus et al. (2016) collaborated with boards, regents, and many others to communicate nine recommendations in a policy position paper relating to the financing of U.S. graduate education. At UX, institutional leadership will ultimately choose whether to implement my proposed recommendations, and the position paper was an effective means for providing them with background information on the problem as well as endorsing two resolutions intended to positively transform the organization.

Barriers to Cultural Transformation

In a grounded theory study, Blanchet Garneau, Pepin, and Gendron (2017) discussed structural constraints as a key aspect that comprised nurse-environment interactions. While development of cultural competence was cited by the writers as the main solution toward improving health care and reducing health care inequities, their findings showed that the organization's policies constrained nurses' ability to provide care for the underserved populations due to a variety of reasons, one of which was time constraints (Blanchet Garneau et al., 2017). As work schedules were developed, there was no allowance for nurses to adequately build trust by spending time with families to understand and respond to patient concerns, which resulted in nurses circumventing established rules to meet the needs of their clients, such as staying late and working hours beyond regularly-scheduled shifts (Blanchet Garneau et al., 2017). According to Blanchet Garneau et al., temporary solutions for providing quality care to patients were enacted on an individual basis by the nurses, which did not promote change at the organizational level. Cultural competence was nurtured in the environment when there were repeated opportunities to interact among diverse individuals and when discussions were led by experts centered on actual happenings in the environment (Blanchet Garneau et al., 2017). Most importantly, findings indicated that culture competence development was cultivated through individual action (Blanchet Garneau et al., 2017).

Morton-Miller (2013) touched on problem areas regarding traditional, historical practices in the discipline of nursing that inadvertently rewarded homogeneity. The writer explained the typical profile of a nursing student as a young, White female born in the United States, and because the discipline of nursing valued uniformity, diverse

students were scrutinized more critically and limited to fewer learning opportunities (Morton-Miller, 2013). A key aspect of Morton-Miller's argument was looking at how current policies and practices disregarded the diverse student. The author's lens was unique, writing of the difficulties educators faced as they reflected on their own deeply held personal beliefs which potentially opposed the traditional culture (Morton-Miller, 2013). Moreover, faculty felt vulnerable because political, religious, and personal values surfaced as cultural competence was discussed at faculty or committee meetings (Morton-Miller, 2013). Faculty navigated many competing demands that ranged from an increased workload to committee memberships and other institutional demands (Morton-Miller, 2013). Thus, if institutional leadership intends to transform the culture to one that is inclusive of all its membership, change must occur at the policy level and be spurred through the institution's executive-level leadership and board of trustees. This is critical information, making it a priority to review institutional policies that thwart progress toward cultural diversity.

Morton-Miller (2013) stressed the importance of educators practicing cultural competence, as students learn by example behavior. In the clinical setting, faculty exhibited positive actions by demonstrating to students their own curiosity about culture (Morton-Miller, 2013). This was accomplished by showing nursing students how to incorporate culture in assessment and intervention by seeking opportunities to engage diverse clients, which in turn expressed to clients that diversity is a priority (Morton-Miller, 2013).

In the classroom, Morton-Miller (2013) recommended several ideas that demonstrated the high value of culture by allowing students to discuss their cultural

histories. One example was an exercise called, “What’s in Your Backpack?” (Morton-Miller, 2013). This assignment asked participants to share a brief list of the most significant life events or family histories that contributed to their own views (Morton-Miller, 2013). Use of this exercise illuminated how students’ past experiences contributed to their own views and how it affected interactions with others (Morton-Miller, 2013). Given that nurses provide health care to an increasingly diverse population, Morton-Miller’s research was highly relevant and timely. Additionally, the concepts can be broadly applied beyond nursing faculty.

Gardner, Barrett, and Pearson (2014) discussed barriers to career success among African American administrators working at predominantly White institutions (PWI), citing that one of the greatest impediments was institutional commitment of resources in support of diversity. In a qualitative study that sought to reveal the lived issues of 14 African American administrators employed at PWI’s, Gardner et al. reported on the significance of same-race mentoring for undergraduate and graduate students as well as administrators. Participants expressed the importance of feeling supported by having someone they felt was in their corner or someone they could count on, as lived experiences reflected members’ feelings of isolation and separation (Gardner et al., 2014). The African-American administrators underwent bicultural stress, which is experienced through the turmoil of continually moving back and forth from the dominant culture to their own culture (Gardner et al., 2014). As a result, a same-race mentor took on significance and meaning to the individuals, as participants experienced deep feelings of isolation and suffered from self-doubt, eventually withdrawing from other aspects of campus life (Gardner et al., 2014). A significant result of their study was the evidence

that mentoring increased retention of students and facilitated the career growth of diverse professionals (Gardner et al., 2014).

Participants in the Gardner et al. (2014) study shared their lived encounters with discrimination, which were encompassed within opportunities for promotion, student bias, and behaviors exhibited at the workplace by White professionals relating to privilege. Terminal degrees and the proper credentials were mentioned as key for propelling the upward mobility of minority administrators, as well as a willingness to relocate (Gardner et al., 2014). While relocation is typical within the field of higher education, the difference is the high value minority faculty placed on family support and social networks (Gardner et al., 2014). Gardner et al. suggested that PWI's recruit, retain, and support the career success of African American student affairs administrators by identifying ways to becoming more welcoming and inclusive which would alleviate feelings of isolation, prejudice, and discrimination.

Support for Sensitivity Training

Papadopoulos, Shea, Taylor, Pezzella, and Foley (2016) wrote about the importance of health care workers providing compassionate care, which was partially defined as exhibiting cultural competence by taking into consideration the values, culture, and beliefs of the patient. The writers discussed the importance of cultural competence, which is mutually beneficial to the health care workers and patients through increased job and patient care satisfaction (Papadopoulos et al., 2016). Thus Papadopoulos et al. developed a model for increasing cultural competence that was comprised of cultural awareness, cultural knowledge, cultural sensitivity, and cultural competence.

Six European countries participated in this study by developing learning tools based on Papadopoulos' et al. (2016) model. While each country followed the same methodology toward developing learning tools, the tools were varied, original, unique to the participating country, and culturally relevant (Papadopoulos et al., 2016). Key to this research and substantiated by Blanchet et al. (2017) was the positive impact of activities based on actual real case scenarios within the lived environment.

Nelson, Anis-Abdellatif, Larson, Mulder, and Wolff (2016) recommended cultural competency training be incorporated into faculty orientation programs, yet the writers also acknowledged a gap in the literature on the topic, institutions' struggle to embrace diversity, and faculty reports of negative interactions. Microaggressions, a source of faculty concern, were described as comments made that were not intended to harm, such as commenting on a student's ability to speak English well although being from Mexico (Nelson et al., 2016). These remarks have unintended consequences including erecting barriers to productive work with faculty and psychological ramifications for students such as low self-esteem (Nelson et al., 2016). The writers spoke of how faculty traditionally viewed participation in classroom discussions as important, likely accounting for a percentage of the student's final grade. However, Asian cultures typically regarded the professor as the expert, thus students remained silent because speaking out is perceived as disrespectful (Nelson et al., 2016).

Negative interactions also included diverse faculty reporting that their authority had been challenged by students (Nelson et al., 2016). Forcefully stated by the authors, "It was imperative to implement sensitivity training including information on awareness and prevention of microaggressions, early during the orientation process of new faculty

members to send a powerful message of expected behavior across the educational pipeline” (p. 230). Peer discussion of case scenarios was also mentioned by Nelson et al. as an effective means for gaining cultural competency. Reiterating the need for an ongoing process to effectively promote diversity, Nelson et al. developed sensitivity training that informed about microaggressions and cultural and religious holidays for diverse groups so that faculty could gain awareness of various cultural practices. These practices were embedded into the faculty orientation at the start of the school year.

While Madyun, Williams, McGee, and Milner’s (2013) research mainly focused on how faculty of color positively contributed toward the development of cultural competence of students and added overall cultural capital to the institution, there were several other findings worthy of mention. The writers emphasized that cultural competence requires ongoing transformation of the individual (Madyun et al., 2013). Madyun et al. also suggested using the critical race theory as a lens for transforming curriculum. Cultural competence training for all faculty was also recommended, as the writers remarked that educators should not presume that faculty have the knowledge and skills to instinctively build competence in students (Madyun et al., 2013).

López-Rocha and Vailes (2017) offered insights to intercultural competence training for study-abroad students that increased engagement with the host culture and raised awareness and appreciation for new cultural perspectives. Defined as intercultural communicative competence (ICC), the writers wrote that schools in the UK were promoting these programs as mandatory prior to participating in the study abroad experience because they cultivated students’ intercultural citizenship awareness (López-Rocha & Vailes, 2017). Key to this research was the authors’ use of Byram’s (2012)

framework which included four components to improve ICC proficiencies: skills that fostered interaction, interpretation, and discovery; knowledge about the culture, including communication among members of different groups; attitudes that developed participants' self-consciousness, respect for, and understanding of other cultures; and lastly, education that informed students of the relevant key aspects of the host culture (López-Rocha & Vailes, 2017).

According to López-Rocha and Vailes (2017), students who participated in the training modules rated it positively and 60% suggested the training be mandatory. Outcomes showed that students were able to pinpoint skills learned, and they acquired an overall confidence of their abilities to navigate intercultural contexts (López-Rocha & Vailes, 2017). This research was relevant because López-Rocha and Vailes expressed urgency in their endorsement to implement ICC into the curriculum at the beginning of a student's first year and again in the final year where emphasis would be placed on advanced learning skills toward marked intercultural competence.

Ciliotta-Rubery (2016) addressed the importance of foods, specifically touching on teaching students about the foods the host culture identified with. Understanding a country's food identity, its historic connection to jobs, migration, and trade, and how it serves as a potential means for political control, provided students with a rich awareness toward greater understanding of a people (Ciliotta-Rubery, 2016). Serving as a "repository of traditions and collective identity," as Ciliotta-Rubery cited Montanari, food reflected the progression of people and places, which heightened students' knowledge of cultural diversity (p. 1063). Food is an integral part of culture, as noted by Leong (2015) who conducted a qualitative study of 11 international students at an American university

to explore the acculturation issues they faced. Chinese students were particularly unhappy with food options and disliked junk food more than international students from other countries (Leong, 2015). According to Leong, students reported Chinese food was Americanized and contained too much sugar, salt, and preservatives.

Baba and Hosoda (2014) discussed the issues international students faced while studying abroad. Adjusting to university life is stressful for students, yet it is intensified when a learner chose to attend college in another country. Reported problems included academic pressure, financial stress, homesickness, social disconnectedness, perceived discrimination, and culture shock (Baba & Hosoda, 2014). Food and eating habits were another area where students were required to adjust. Results of this study identified factors that aided adjustment to the new culture, and three aspects of social support were measured through cross-cultural interactions. Social support included appraisal support, which is expressed as advice and discussion; belonging support, which is described as identification with a social support; and lastly, tangible support, which was defined as physical resources as explained by Baba and Hosoda who cited James, Hunsley, Navara, and Alles.

Findings indicated the high value attributed to alleviating stressors impacting students by providing training and support for them about the host culture. Baba and Hosoda (2014) emphasized the significance of connecting students to multicultural, bicultural, and monocultural social networks. Furthermore, the writers expressed the need for professors and instructors to understand different styles of learning (Baba & Hosoda, 2014). Sensitivity training was recommended for faculty and staff to avoid potential discrimination toward international students; courses on crosscultural

differences and international communication were suggested for native students (Baba & Hosoda, 2014). Fostering curiosity and inquiry of others' cultures raised awareness and appreciation of cultural differences. In conclusion, Baba and Hosoda maintained that the entire campus community needed to work together to support international students from the beginning of the admissions process until graduation from the institution.

Through a quantitative comparison research design, Roller and Ballestas (2017) evaluated the cultural competence level of nursing students' preintervention, 1 year after an immersion program was completed and again immediately following the experience. Results showed the immersion program was highly effective toward development of increased long term competence levels, as 1 year later students' scores remained unchanged (Roller & Ballestas, 2017). Additionally, findings revealed that students who participated in an immersion program for five weeks in Guatemala had significantly greater cultural competence scores than students who studied cultural content in the classroom (Roller & Ballestas, 2017). Fourteen students took part in a clinical experience in Ecuador and were compared with students who did not attend, demonstrating the effectiveness of experiential learning. Results showed that students' reflective journals demonstrated key changes in cultural attitudes, which were not evident among students who did not participate. (Roller & Ballestas, 2017).

In Roller & Ballestas' (2017) study, Cushner's inventory of crosscultural sensitivity was utilized to test students' competency levels, which has proved to be a reliable way to gauge cultural competence among U.S. undergraduate students in largely homogenous institutions (Mahon & Cushner, 2014). According to Mahon and Cushner, it is critical to identify a starting point before interventions are applied to properly assess

students' cultural competence levels and to develop the most effective curriculum.

Mahon and Cushner cited Hammer, Bennett, and Wiseman when they provided a definition of intercultural competence, which was having the capacity to act and think interculturally in fitting ways. Roller and Ballestas' research also explained the various instruments available for measuring cultural competence levels.

Marzilli (2016) conducted a mixed-methods study that measured cultural competence levels of nursing faculty utilizing quantitative data that guided evaluation of qualitative data. Findings indicated that faculty possessed moderate levels of cultural competence as measured by Purnell's (2005) model, cited by Marzilli. This model for cultural competence was originally developed as a framework for teaching undergraduate students' cultural competency skills by employing twelve domains of culture, however, the model was found to be reliable for professionals in all disciplines (Marzilli, 2016). The author surmised that the model could be used to understand diverse students as well as assessment of cultural competence in curriculum that guided pedagogical revisions (Marzilli, 2016). Students best learned culturally competent behaviors by observing faculty's example and by receiving practical instruction from them (Marzilli, 2016). Results substantiated Strouse and Nickerson's (2016) research that demonstrated how faculty behavior affected student behavior, making it critical for faculty to exercise high levels of skill and knowledge of cultural competence (Marzilli, 2016). Of significance, recommendations from Marzilli included professional development sessions structured around the 12 domains of cultural competence in Purnell's model.

Lee, Williams, Shaw, and Jie's (2014) study informed faculty regarding intercultural development as reported by students at the end of their first year through

written reflections on learning. Over a 3-year period, 115 students' writings were qualitatively analyzed after completion of the first-year experience that included three academic content courses and one writing course containing high-impact practices (Lee et al., 2014). Students shared how the classroom environment facilitated intercultural learning by connecting course content and key ideas to lived experiences (Lee et al., 2014). According to Lee et al., students valued modeled behavior that embraced faculty mindfulness toward creating a climate supportive of interpersonal interactions that perpetuated respect, listening, and guided activities that allowed for reflection.

This study reminded faculty that the ideal conditions for developing a mature cultural competence identity is early in the student's college experience, otherwise historical behaviors continued (Lee et al., 2014). Intercultural development was best incorporated into pedagogy when faculty combined intentional, structured interactions that allowed students to address previously held understanding and it extended outside the classroom (Lee et al., 2014). Additionally, sources supported previous literature that highlighted intercultural competency was developed continuously over time and at multiple points, rather than through a lone intervention (Lee et al., 2014).

Transformation Through Use of Curriculum

Hudiburg, Mascher, Sagehorn, and Stidham (2015) shared preliminary results that upheld the notion that Purnell's (2005) model for cultural competence can be adapted in various ways, including university-level curriculum development. The study took place at Pittsburg State University and was borne to meet the needs of an American Indian population located in Northeast region of Oklahoma (Hudiburg et al., 2015). Teacher librarians were trained through Purnell's (2015) model, which had been modified to

apply to the American Indian population (Hudiburg et al., 2015). Results gathered at that time were impressive. Students clearly articulated outcomes that included a greater understanding of the Tribal population, reported they were prepared to teach professional development on diversity, and students regularly applied what they had learned in other classrooms (Hudiburg et al., 2015). As a result of these powerful findings, researchers identified next steps that included adapting the model for Hispanic students, revising the library's media curriculum to incorporate the model, and continued program improvement toward cultural competence to achieve university-wide program improvement (Hudiburg et al., 2015).

Hudiburg et al. (2015) supported culturally response teaching (CRT) in research as valuable because it removed ethnic shame from diverse students by affirming cultures. CRT associated culture and learning; but its significance in this study lies within the definition of cultural infusion and cultural transformation (Hudiburg et al., 2015). Infusion is explained as adding a separate assignment that fulfilled a diverse viewpoint; however, according to Hudiburg et al., transformation included weaving elements of diversity throughout the curriculum. This is a significant finding toward achieving the goal of a campus environment that demonstrates cultural awareness, as the social change component of this study seeks deep, transformational cultural change at the institution.

Wu, Garza, and Guzman's (2015) study affirmed the needs of international students by reiterating the importance of providing cultural, social, and academic support for these scholars. Through qualitative interviews with ten international students at a Hispanic-serving institution (HSI), challenges navigating the institutional culture emerged and showed that some staff at host cultures are not empathetic toward

international students due to frustration with the language barrier (Wu et al., 2015).

Language was also the top academic challenge and proved to be the greatest obstacle toward students' smooth transition to the host culture, yet university personnel attributed learners' struggles to lack of initiative or preparation for class (Wu et al., 2015).

Racism and stereotypes existed, as international students reported that professors regularly questioned students' abilities, criticized their accents, and recommended remedial classes (Wu et al., 2015). Professors' expectations arose as a theme in this research, as students expressed confusion about when to speak, or not, in class. One student had raised his hand and was ignored by the professor, while national students did not raise their hands and were freely speaking (Wu et al., 2015). Grading papers was also mentioned, as Wu et al. (2015) found that international students were asked to be more direct in their writing, yet their culture of origin fostered a more sophisticated response. Marginalization by students from the host culture was also brought to fore.

Recommendations based on the findings by Wu et al. (2015) first included an English program that developed language proficiencies and educated students about colloquial English and slang words found outside of the academic setting. The second recommendation encouraged faculty and students to better understand the value of international students and embrace them accordingly (Wu et al., 2015). Intercultural competence was recommended for American students and staff; orientation programs hosted by the international students were also suggested (Wu et al., 2015). Tutoring and counseling services were endorsed, in addition to a special orientation for international students that informed them of the cultural intricacies related to social and academic contexts (Wu et al., 2015). Proposed formats for the sessions included seminars led by

university professionals, international students sharing their experiences, and networking with local organizations to open the door for students to develop relationships outside the institution (Wu et al., 2015).

Staton, Panda, Estrada, and Roddy's (2013) study was conducted at an Internal Medicine medical residency program and was designed for participants to gain comfort and familiarity with cross-cultural environments, improve fluency discussing one's own culture, raise awareness of health care disparities, and work with community shareholders (Staton et al., 2013). National organizations have recommended medical professionals receive cultural competence training that increases cultural awareness by exploring individuals' biases and prejudices, yet Staton et al. addressed the difficulty of providing opportunities that educated about all cultures. A gap in literature was recognized; furthermore, the writers acknowledged that the most effective way to teach and practice cultural competence has not yet been defined (Staton, et al., 2013). Consequently, Staton et al. used various educational theories and several training methods to address the need for a multimethod approach to cultural competence instruction. New skills were learned through cognitive processes that contained attention, retention, production, and motivation; thus, results affirmed the need for ongoing training (Staton et al, 2013).

Learning and teaching activities included in the residency training program were national speakers, multicultural luncheons, webinars, conferences, interactive discussions, and small group and panel discussions (Staton et al., 2013). Findings revealed that subject matter retention increased when teaching components incorporated varying learning activities such as a video along with discussion (Staton et al., 2013). According to Staton et al., participants reported immediate greater confidence after

attending trainings, yet the authors cautioned that training provided a foundation for ongoing learning.

Digital storytelling is the process whereby first-person narratives are combined with media to tell a story, and Grant and Bolin (2016) proved to be an effective means toward increasing students' cultural competency. Commonly viewed from online venues such as Youtube, digital storytelling provided an opportunity for individuals to share meaningful personal accounts about diversity, culture, and communities; yet, it also presented a pedagogical opportunity that was widely appealing to students (Grant & Bolin, 2016). Furthermore, the authors wrote: "Digital storytelling's technological and content flexibility lends itself to broad range of applications across multiple learning styles, formats, domains and institutional settings" (p. 47). Data were gathered through written descriptions of the experiences of 96 undergraduate students who had taken a diversity course and then demonstrated increased cultural competence and technology skills (Grant & Bolin, 2016).

Other scholars have substantiated the use of digital storytelling as an effective learning strategy; Grant and Bolin (2016) quoted Weis, Benmayor, O'Leary, and Eynon as saying that digital storytelling inspired students to become independent researchers, historians, and storytellers. Digital storytelling created connections between students and the topics they explored and also deepened bonds between faculty and students, thus enabling transforming learning experiences (Grant & Bolin, 2016). Grant and Bolin reported that digital storytelling was an opportunity for faculty to implement an innovative curriculum without requiring extra resources from the institution; additionally, students gained valuable technology and communication skills. As a high impact

practice, these projects were found to be an effective means for engaging the community on relevant social issues through students' anecdotes that raised cultural awareness among participants and strengthened the university's relationship with the public (Grant & Bolin, 2016).

Organizational Change

Addressing the need for public organizations to implement cultural competence training, Weimer and Zemrani (2017) recommended a model for evaluating and reorganizing an agency to support the needs of a culturally diverse public. Weimer and Zemrani maintained that to effectively work with diverse populations, an organization must internally reflect diversity among its workforce. Cultural competence education and training were key to an organization's ability to successfully transition to a diverse workforce; hence training needs to be operationalized throughout the entity (Weimer & Zemrani, 2017). According to Weimer and Zemrani, a needs assessment should be conducted on the organization to ascertain the degree of change needed, which is described through cultural appropriateness, cultural accessibility, and cultural acceptability.

To assess institution's cultural appropriateness, the authors suggested reviewing alignment between programs or services with cultural identity, which included communication styles and existing social networks (Weimer & Zemrani, 2017). The writers recommended a review of the agency's cultural accessibility, which was explained as a service available for all people, such as technology (Weimer & Zemrani, 2017). For example, as an organization reviews the needs of its audience through the lens of cultural accessibility, the administrator would not assume that all of its

populations have access to the internet. Finally, cultural acceptability was described as looking at how programs were effectively serving the intended audience, as some services were not utilized because benefits were not tailored to a specific culture (Weimer & Zemrani, 2017). Once a needs assessment has been conducted, the organization can then align its services accordingly.

Weimer and Zemrani (2017) recommended implementation of organizational change by providing personnel with cultural competency training and retraining along with altered hiring practices; future hires should reflect the institution's desired goals. Types of cultural competency training were suggested, such as team coaching conducted online or live, which affected the current environment and allowed for open discussion of prejudices or biases among groups (Weimer & Zemrani, 2017). Diversity coaching for leadership development was recommended, which is a type of training geared toward the leadership that demonstrated how behaviors were modeled to subordinates, thereby creating change across the manager's unit (Weimer & Zemrani, 2017). Coaching for individual multicultural development was endorsed, which involved a coach working on a private basis with individuals, as people are expected to be self-motivated to learn and adjust outdated attitudes (Weimer & Zemrani, 2017).

Truong, Priest, and Paradies (2014) conducted a review of various studies on cultural competence to gain comprehensive knowledge of the existing evidence base within the field of health care. Key results from their research were earlier substantiated in this literature review; however, the content area worthy of mention was the findings relating to organizational context. Truong et al. found that interactions among culturally diverse individuals was based not only on the individual's past experiences but also

included the organization's culture such as policy and setting (Truong et al., 2014). In essence, the culture of the institution affected individuals' relationships and exchanges. As a result, Truong et al. suggested cultural competence training alone would not likely net sustainable results; rather, the writers recommended concurrent systematic organizational changes in policy and planning documents along with training to ensure change would be established permanently. Consideration of existing barriers and potential incentives were also recommended (Truong et al., 2014). Before interventions are applied, Truong et al. advised assessment of the institution's change readiness and recommended communication and explanation of the organization's intent. While the study contained a comprehensive review of existing literature on cultural competence, Truong et al. confirmed the lack of validated tools to assess cultural competence.

Pollack and Pollack's (2015) qualitative study used Kotter's eight-stage process to guide change at a major organization, expounding on how the process worked and sharing the benefits of using it through data gathered in semistructured interviews. The researchers acknowledged the gap between practitioners and theoreticians, which was noteworthy because a university environment contains both. Also reported by Pollack and Pollack was the number of case studies conducted on organizational change, yet little research existed in academic settings that utilized Kotter's eight-step process; thus, the writers significantly contributed to the literature using Kotter's framework. Kotter's process is well known and structured for implementing change from the top down (Pollack & Pollack, 2015). Many universities, however, operate through shared governance, a dual leadership role between faculty and administration.

The authors remarked on the flexibility of Kotter's model, as Pollack and Pollack (2015) cited Ansari and Bell's findings that stated the steps in Kotter's model could be modified to the environment. Change management is difficult to effectively assess because there is no way to gauge whether a different intervention would have worked better, which lessens the strength of Kotter's model (Pollack & Pollack, 2015). A significant observation was highlighted when Pollack and Pollack suggested viewing the change process cohesively, as a coordination of many smaller processes rather than a set of linear steps.

Baker and Baldwin (2015) conducted a case study on organizational change at three liberal colleges by applying an evolutionary model to examine successful transformations. The authors spoke of the dominant forces of change affecting universities, even requiring some to adjust their mission, programs, and systems of delivery to adapt to the 21st-century learning environment (Baker & Baldwin, 2015). Use of the evolutionary model emphasized the role of external influences, acknowledged the slow pace of change, realized the thorny connection between resources and strategic obligations, and understood the nature of change connected with structural and process-based remedies (Baker & Baldwin, 2015). Of note, Baker and Baldwin underscored the interrelatedness and interdependence of structures and how change in one area affected others, which is the basis of the evolutionary model (Baker & Baldwin, 2015). The model, according to Baker and Baldwin, helped to forward change while simultaneously upholding institutional traditions and values.

Martinez (2015) studied how three Hispanic-serving institutions (HSI's) in Nevada managed organizational change in response to robust enrollment growth of

Hispanics. Specifically, Martinez's case study sought to understand the role of leadership, policy, and governance during the formative years of the process. HSI's are defined as having a Hispanic student enrollment of 25% or higher, accounting for 11% of all postsecondary colleges or universities. Institutions seeking the HSI designation generally maintained enrollment of Hispanics from 15% to 24.9% (Martinez, 2015). Growth in Nevada was phenomenal; Martinez reported between 1990 and 2000, Hispanic demographics increased 264%. Unfortunately, during the 2007-2009 economic downturn, Nevada's higher education system experienced the greatest budget decrease nationwide (Martinez, 2015). Policymakers sought for relief by obtaining the HSI status to be eligible for federal grant funding, and they also changed the funding structure to an outcomes-based model for all institutions in the state (Martinez, 2015).

Barriers were addressed by carefully examining the role of leadership, policy, and governance (Martinez, 2015). Findings emphasized the importance of external relationships and communication, as Martinez (2015) reported how the Hispanic Legislative Caucus, the Latin Chamber of Commerce, and Nevada legislators embraced the HSI designation prior to its board of regents. At the time, board membership did not reflect the state's demographics and Martinez wrote that no Hispanics had been elected to the board of regents. Martinez attested to the importance of strategic communication across campus to lay the groundwork for seeking the HSI designation; for two years prior, diversity offices worked to build campus readiness by dispelling misconceptions, holding public forums, forming HSI task forces, and creating informal ally groups with faculty and staff. According to Martinez, institutional actors were ready to seek the HSI designation only after consistent, ongoing efforts such as three public forums that

included representatives from national organizations and other key agencies that supported the benefits of the HSI designation. Martinez' findings were significant and meaningful for other colleges seeking to forward institutional change geared toward the changing U.S. demography.

Kezar (2013) joined theory with practice by recommending a multi-faceted framework for implementing change within the academy. She emphasized understanding the context of change rather than focusing on how to implement a specific change initiative (Kezar, 2013). While it is important to gain knowledge on how to lead successful change, it is also relevant to understand why change initiatives have failed. According to Kezar, resistance occurred when those involved lacked understanding or when leaders failed to adjust based on feedback. Proactive change transpired when the institutional leadership reacted to change in ways that considered the interests of the organization; in contrast, reactive responses followed when leaders were inattentive to the ongoing stream of change (Kezar, 2013). Consideration of shared interests, collective leadership, and collaboration were essential for building trust among staff, faculty, and administrators (Kezar, 2013). Change initiatives lost momentum when employees felt disempowered or when stakeholders failed to buy in, thus Kezar discussed the importance of multi-level leadership and empowerment of employees. Kezar provided the blueprint for systematically designing and implementing a change process that specifically fits the institutional context and culture, as no two universities are identical; what may work at one institution could collapse at another.

Summary of Literature Review

Review of the literature identified several key premises toward understanding culture change and facilitating an inclusive environment supportive of cultural diversity. Addressing existing barriers to transformation is the first step in the process. Next, I described keys to campus transformation; and lastly, organizational change components are considered.

Summary of Barriers to Transformation

Morton-Miller (2013) advised review of organizational policy to identify how diverse students are potentially harmed by rewarding homogeneity. Blanchet Garneau et al. (2017), Martinez (2015), and Gardner et al. (2014) agreed with Morton-Miller, citing the importance of reviewing the organization's policy to identify ways that thwarted diversity progress. Their example was nurses' work schedules, which revealed how not enough time was allotted to explore culturally sensitive issues with patients, so the nurses independently made decisions in these situations (Blanchet Garneau et al., 2017). According to Truong et al. (2014), social interactions among culturally diverse individuals were affected by the individuals' past experiences in conjunction with the organizations' policies and culture.

Prior to implementing change efforts, Truong et al. (2014) recommended assessment of change readiness and identification of existing barriers at the organization to ascertain the degree of change needed. This is critical, as Eckel and Kezar (2013) cited one of the reasons change initiatives failed was because the existing culture had not been examined. Weimer and Zemrani (2017) suggested the organization conduct a needs assessment to determine the institutions' cultural accessibility, cultural acceptability, and

cultural identity. Ideally, the assessment would include a comprehensive review of language on the university's website, existing internal documents such as mission, vision, values, goals, the institutional strategic plan and unit strategic plans to assess overall cohesion among internal and external messaging (Baker & Baldwin, 2015). As reported by Martinez (2015) and Kezar (2014), examining the role of leadership, policy, and governance prompted forward change. Weimer and Zemrani recommended implementation of hiring practices reflective of the institution's desired goals.

Gardner et al. (2014) reported on the significance of institutional support of culture change through increased resource allocation and the need for faculty of color to have a support system and same-race mentor. Faculty were concerned about the many competing demands stemming from increased workloads and reduced funding (Morton-Miller, 2013). Funding dedicated toward support of international students lent to reduced stress and cultural shock, as financial problems intensified students' toil to adjust to the new culture (Baba & Hosoda, 2014). Overall campus-wide support for international students from the beginning to the end of their stay was advised, and food also proved to be an important aspect demonstrating acceptance of students' home country identities (Baba & Hosoda, 2014; Ciliotta-Rubery, 2016).

Keys to Campus Transformation

Cultural competence research firmly established the significance of developing an ongoing, repetitive process for improving the overall organizational environment with deep, transformative change (Blanchet Garneau et al., 2017; Hudiburg et al., 2015; Madyun et al., 2013; Papadopoulos et al., 2016; Staton et al., 2013; Weimer & Zemrani, 2017). Findings supported early implementation of interventions in the educational

process for students, and the researchers suggested faculty commence training at new faculty orientations and continue thereafter (Lee et al., 2014; López-Rocha & Vailes, 2017; Nelson et al., 2016; Weimer & Zemrani, 2017). Nelson et al. (2016) advocated for faculty training on microaggressions and cultural practices such as diverse groups' religious holidays.

Research findings commended sensitivity training led by experts in the form of discussing real case scenarios from the relevant environment as a basis for learning cultural competence (Blanchet Garneau et al., 2017; Lee et al., 2014; Nelson et al., 2016; Papadopoulos et al., 2016). Mock scenarios or case studies applicable to the organization's setting were preferred by employees. Heightened cultural competence was achieved and retained when participants repeated or applied newly-learned skills (Blanchet Garneau et al., 2017). Seminars, webinars, conferences, national speakers, multicultural events, interactive sessions, and panels were endorsed as ways to incorporate cultural sensitivity within the organizational environment (Staton et al., 2013). Staton et al., (2013) argued for varying training methods because competence increased when learning opportunities incorporated two learning activities such as a panel with discussion or a video with discussion.

Nelson et al. (2016) emphasized how sensitivity training at faculty events sent a powerful message of expected behaviors, upholding the importance of internal messaging. Students learned by example, and faculty served as powerful models of appropriate behavior (Morton-Miller, 2013). Mentoring for students and diverse administrators was recommended by Gardner et al. (2014) and Madyun et al. (2013).

Study-abroad experiences and intercultural training proved to be an effective means for increasing students' cultural competence (Baba & Hosoda, 2014; Ciliotta-Rubery, 2016; López-Rocha & Vailes, 2017). Roller and Ballestas (2017) identified the success of nursing students' immersion programs in foreign countries. International students benefited from orientations, English programs that developed language skills, and programs that educated about social and cultural intricacies (Wu et al., 2015). Baba and Hosoda (2014) recommended sensitivity training for faculty and staff also to avoid discrimination of international students.

Curriculum development can be adapted by individual faculty or overhauled at the university level through CRT, teaching that removed ethnic shame and focused on affirming all cultures (Hudiburg et al., 2015). Teacher librarians developed media curriculum, and digital storytelling was incorporated into curriculum allowing students to share lived stories of personal accounts (Grant & Bolin, 2016; Hudiburg et al., 2015). Both proved to be effective ways to bolster curriculum with learning strategies that improved cultural competence.

Organizational Change Components

Mahon and Cushner (2014) acknowledged the importance of testing competency levels to identify a starting point before interventions are applied. Purnell's (2005) model was recommended by Marzilli (2014), and Cushner's inventory of crosscultural sensitivity was suggested by Roller and Ballestas (2017). Pollack and Pollack (2015) used Kotter's (1995) eight-step process for implementing change and adapted it to fit the college setting by separating it into many smaller processes throughout the organization rather than from the top down as Kotter had prescribed. This adaptation suited the higher

education environment where diplomacy and shared governance have traditionally resided and demonstrated the flexibility inherent of Kotter's framework. Research findings also substantiated that cultural competence was a sensitivity that institutional actors independently engaged through individual efforts (Blanchet Garneau et al., 2017).

Kezar (2013) emphasized understanding the context of change rather than sole focus of implementing a particular change initiative. Change was described as a collaborative effort, and institutional leadership needed to ensure shared interests, buy in, authentic communication, and trust were developed (Kezar, 2013). Messages intended for internal and external stakeholders should identify the beneficiaries of change and whose interests are served since resistance is prevalent when communication is unclear (Kezar, 2013). Grant and Bolin (2016) and Staton et al. (2013) touched on the benefits of engaging external partnerships, and Kezar endorsed scaling up beyond the institutional level.

Synthesis of Literature Reviews

Initial review of the literature substantiated the high value of diversity and described the benefits associated with students' participation in culturally diverse college environments. After data were collected and findings analyzed, a second literature review was conducted based on the remedies identified to improve the local setting. To develop appropriate strategies for the position paper, research was conducted on how to improve communication and modify behavior within the campus community to raise diversity awareness and knowledge. Lasting transformation of an institution's culture requires deep organizational change, and effective communication is the bedrock of any

change effort. Literature confirmed the relevance of cultural competence training and identified barriers to transformational change which will be addressed in the project.

Project Description

The project will be presented in the form of a position paper that guides university leadership toward achievement of outcomes as presented in the logic model in Figures 1 and 2 (Appendix A). Two strategies were identified to meet the goals of the project based on results of the data: a communication plan that addresses diversity in its internal and external messaging, policy, website, and other internal documents; and secondly, implementation of a campus wide cultural competency training program for faculty, staff, and students.

Strategy 1: Communication Plan

Based on findings from the research study, the first recommendation is a communication plan involving an in-depth review of the university's mission, vision, values, goals, initiatives, institutional website and department websites, policies, external messages, and internal documents to incorporate inclusive language and remove barriers that impede cultural diversity (Baker & Baldwin, 2015). In addition, an ongoing circular procedure that allows for consistent campus-wide communication will provide stability and transparency among campus membership and university constituents. Given that university events serve as a platform for messaging, events are folded within the communication plan and event procedures should be reviewed for cultural awareness.

No new known costs are associated with this strategy, as development and tracking of the plan will involve administrative positions that currently exist at the university. These administrators currently dedicate time to attend the president's

meetings, and time spent in those meetings will compel the plan. Major university events have already been allocated in unit budgets; however, additional administrative review may be needed to develop a strategy for ensuring events are inclusive, well communicated, and respectful of diverse guests.

Roles and responsibilities. The President's leadership team, consisting of the president and vice presidents, would initially meet to delineate the scope and goal of the communication project and to review and determine priorities and responsible individuals. This plan would move forward for vetting by the President's Executive Committee (PEC) and the President's Cabinet (PC). PEC membership consists of the president, six vice presidents, six college deans, and the athletic director. PC includes all of PEC, but also includes presidents of faculty and student leaderships and the three union leaderships for faculty, classified staff, and exempt staff. Roles and responsibilities would be discussed, recommended, and confirmed through the shared governance process that includes faculty, staff, and administrative leadership representatives. Eckel and Kezar (2011) wrote that a willing president or strong administrative leadership are central to intentional, transformative change. University leadership represented through PEC, PC, and the President's leadership team are responsible for espousing the university's mission, vision, and strategic direction.

Timeline for implementation. Implementation of the communication plan would begin in September to align with the start of Fall quarter and the new academic year. PEC and PC meet monthly, and the communication plan would be the focus of the September meetings, with the president apprising the leadership groups of the goals of the project. Progress reports and next steps would be discussed on a monthly basis at the

regular meetings of PEC and PC, culminating with an update of the year's progress to the board of trustees at their final meeting of the academic year in May. Actions requiring board approval, such as policy, would be advanced at the May meeting. Research conducted for this study showed that effective communication was ongoing, thus it should be a permanent agenda topic at PEC and PC meetings, repeating the cycle again at the start of the next academic year.

Strategy 2: Cultural Sensitivity Training

The second recommended proposal is implementation of a university-wide cultural sensitivity training for employees. Faculty, staff, and administrators would initially be strongly encouraged to participate in these trainings; over time, the training is expected to be required. Cultural competence training would be mandatory for students because it is imperative students learn necessary skills to thrive in a global workforce.

There are internal costs to implement cultural sensitivity training campus-wide because it is a labor-intensive endeavor that will be assigned to specific units or departments. On August 1, 2017, the first-ever vice president for diversity and inclusion was hired. This position would be tasked with researching, recommending, and developing training for the campus in collaboration with university leadership. The Office of Human Resources would be tasked with developing a recommendation for how to implement the training in cooperation with the institution's assistant attorney general and executive leadership. This burden of labor is new and is not accounted for in the department's current workload. In addition, this strategy calls for one year of advanced planning, feedback from the campus community, followed by full implementation in respective stages: staff, students, and faculty. Institutional leadership would continually

assess to ensure positions or departments were not taking on undue burdens through additional responsibilities. If this occurred, a consultant could be considered for assistance for developing the training.

Roles and responsibilities. The level of deep, transformative change sought for UX requires endorsement at the highest levels of the institution. The board of trustees is responsible for employment of the president and for identifying the strategic direction in alignment with goals, and the board holds the president accountable for achieving institutional goals. Diversity has been a high priority of the board most notably since 2002, and my observations as an employee over the past 16 years confirms the board's long-term investment and commitment to diversity. In fact, my understanding of the board's commitment to diversity over the past decade is what has guided this study.

Executive leadership (PEC and PC), in tandem with and at the direction of the president, would be responsible for implementing campus wide cultural sensitivity training. UX has invested in its commitment to cultural diversity by hiring a vice president for diversity and inclusion that started on August 1, 2017. This vice president would be responsible for bringing prioritized topics to PEC for discussion and action based on the scope of the position responsibilities and for tracking overall progress of diversity efforts. The vice president for Business and Finance maintains authority for the Office of Human Resources and would direct the implementation of a training plan for employees. UX's provost and vice president for Academic Affairs is the chief academic officer and would work with faculty to develop training. Finally, the vice president for Student Affairs is accountable for student activities and would be responsible for developing the mandatory training for students. However, the planning, discussion, and

decision of what specifically will be incorporated into the training and its final timeline for implementation will be a collaborative work of PEC and PC.

Timeline for implementation. The announcement of plans to implement campus-wide cultural sensitivity training would occur in September to align with the start of Fall quarter and the new academic year. In addition to the communication plan, this topic would also be discussed within PEC and PC memberships. This strategy requires campus-wide participation thus would require one full academic year for preparation, planning, and communication regarding the purpose, scope and project timeline.

Martinez (2015) emphasized the importance of preparing the campus and building readiness. Mandatory training for employees would commence effective October 1 of the second year; students the third year, and faculty the fourth year. PEC and PC meet monthly, and the communication plan and the cultural sensitivity training would be the focus of the September meeting and an as an ongoing agenda items at PEC and PC, with the president apprising the groups of the status and projected timeline.

Project Evaluation Plan

Evaluation is a methodical approach for assessing a program to ensure outcomes are meeting target goals. It helps to identify areas of needed improvement and informs stakeholders of program strengths and weaknesses, thus informing decision making and gauging program success (Merriam, 2009). The scope of the proposed evaluation plan includes measuring the second strategy, campus wide cultural sensitivity training for campus membership. Strategy 1 consisted of a communication plan that will be managed through self-evaluation by the executive leadership of the institution, as the activities and outputs associated with the planned work comprise agenda items at PEC meetings. As

such, the president or her chief of staff hold responsibility for ensuring follow through and task completion relating to the work of PEC.

Strategy 2, the implementation of campus wide cultural sensitivity training, is a new intervention and will be examined to ensure it is effective, valuable, and that it meets program goals. The overarching goal of both strategies is to create a warm campus environment that is welcoming and inclusive of all campus membership. Accordingly, Strategy 2 will be accomplished through implementation of a campus wide cultural sensitivity training designed to heighten diversity awareness among campus membership. Secondary goals of this strategy include increased networking and relationship building, as well as facilitating student engagement with the campus community through social interactions. Both of the strategies contain recommended activities, outputs, and outcomes (Appendix A, see Figures 1 and 2), yet all of these activities are currently under way at the university. Cultural sensitivity training is the new initiative; therefore, it is critical that evaluation is conducted on the program. The purpose for evaluating Strategy 2 will be to assess its value and identify needed improvement or refinement. An evaluation approach that is flexible and responsive is needed for measuring Strategy 2, as the aim is to not impede discovery of other project activities that would better strengthen the program outcomes (W.K. Kellogg Foundation, 2004). Data collection is an integral part of evaluation, providing evidence for needed adjustments and fine-tuning.

Overall Evaluation Goals

The goal of the project's summative evaluation is to make enhancements to the training program. A project can be evaluated through an outcomes-based logic model (see Figure 2 in Appendix A), which is designed so that stakeholders can clearly see the

pathway of the proposed program or initiative (W.K. Foundation, 2004). As such, the logic model adds clarity by visually demonstrating how the plan will lead to an outcome and how the activities in the model will produce an intended outcome resulting in a clear sense of the recommendations (Spaulding, 2008). UX is accredited by the Northwest Commission on Colleges and Universities. As further justification for the outcomes based logic model, UX assesses programs with student learning outcomes hence continuing with an outcomes-based model will provide continuity by fitting well with current planning processes thereby eliminating duplicate work. Measuring the program's effectiveness in another manner would reduce the clarity and efficiency intended to seamlessly implement the two strategies comprising the position paper.

Logic models effectively link an organization's planned work with intended results (W.K. Foundation, 2004). Each strategy presented in Appendix A (Figures 1 and 2) lists inputs, activities, outputs, outcomes, and impacts. The overall aim is to determine the cost of the project, identify which activities will be planned with the resources, designate the services to be delivered, anticipate changes in participants' behavior, and recognize potential unintended organizational impacts (W.K. Foundation, 2004). Evaluation will help the institution make informed decisions regarding the effectiveness or needed changes in the current model.

UX conducted a campus climate survey in 2011 and 2014 and should continue doing so as it provides an excellent baseline for measuring progress. According to public university reports, results of both past surveys revealed overall communication was lacking and showed no positive improvement in the campus climate or progress toward cultural diversity. The instrument used in these two surveys will again be utilized after

one year of sensitivity training has been completed for staff and then again three years later after faculty have participated in the training. The Office of Research, Institutional Demography, and Assessment designed and administered these surveys and would be responsible for assessment in future years. Data gathered on the new training program, along with administering the existing institutional campus climate survey, will be a means for validating and synthesizing results. This approach provides leadership with substantiated data to adjust the program as needed thus meeting the overall evaluation goal of enhancing the training program.

Key Stakeholders

Stakeholders are individuals invested in the organization who seek to preserve its sustainability into the future. This project is far reaching and innovative and requires an unwavering commitment among many individuals. The board of trustees, the institutional leadership, faculty, staff, students, alumni, and community members are the major stakeholders who hold an interest in the success of this project. As such, communication and strategic messaging through every venue possible should be the highest priority.

Data Collection and Analysis

Data will be gathered to conduct a summative evaluation on the new education program, campus wide cultural sensitivity training. Lodico et al. (2010) indicated that summative evaluation measures outcomes, enabling institutional leadership to apply judgment of program success. Summative data will be collected through surveys completed by participants at the conclusion of the training. UX's Office of Research, Institutional Demography, and Assessment will develop the two separate instruments for

employees and students using the logic model in Figure 2, Appendix A, to guide the development of the survey questions. It will be important to design a survey instrument that collects quantitative and qualitative data, as no single method can fully explain participant perspectives (W.K. Kellogg Foundation, 2004). The Office of Human Resources will administer the survey at the completion of the training for employees, and the Office of the Vice President for Diversity and Inclusion will be responsible for analyzing and reporting results to institutional leadership. Student surveys will be administered at the completion of yearly training, with the vice president for Students Affairs determining an appropriate timeline. Data gathered through student surveys will be analyzed through the Office of the Vice President for Diversity and reported to institutional leadership through PEC. PEC will share results with the campus community and direct responsible personnel regarding needed changes.

Project Implications

The goal of this study was to bring forth social change with a specific plan for treatment intentionally designed to enhance diversity and create a warm and inclusive campus culture. This project achieves social change by heightening cultural sensitivity and awareness among the campus community. Students, faculty, and staff will be provided the opportunity for social interactions, networking, learning, engagement, and relationship building. Increasing the campus members' knowledge and understanding of cultural diversity will help to create an inclusive and welcoming campus. Given the national and international incidences demonstrating hate, this project is a moral imperative toward reversing fear, bias, and isolation among the campus membership.

Conclusion

In Section 3, I reviewed the background formulating this research and articulated the purpose of the study, which was to understand why students perceived diversity progress was slow at UX and to uncover how the institutional environment could support diverse students. Review of the literature identified barriers to cultural transformation, remedies, and the components associated with organizational change, which informed the project. The project entailed a case study report in the form of a position paper addressed to the board of trustees, president, and university leadership who hold the decision-making authority to implement the two strategies identified in the project: a communication plan; and, campus wide cultural sensitivity training. Logic models were developed for the two strategies, and survey instruments were identified for tracking progress. Appendix A will consist of a case study report in the form of a position paper directed toward university administration that will clearly and succinctly deliver a plan to improve communication and cultural competency.

Section 4: Reflections and Conclusions

Introduction

The purpose of this study was to explore why students at UX felt little progress had been made toward cultural diversity and to understand how students perceived the UX culture could support diverse students. I conducted two exhaustive literature reviews and collected and analyzed data from semistructured, one-on-one interviews with eight student participants. I determined that a case study report in the form of a position paper was appropriate for addressing the research problem and questions and for conveying the results of the study. In Section 4, I will examine the project's strengths and limitations and suggest recommendations for addressing the problem differently. Through reflection, learning acquired about scholarship, project development, and change and leadership will be discussed. I will conclude Section 4 with my overall thoughts and possible directions for future research.

Project Strengths

Qualitative data that I gathered through semistructured interviews were a strong component of this project because it gave voice to UX students' lived experiences. This piece had been missing from current efforts to resolve student concerns at UX; the data brought legitimacy to UX students' narratives, which took on significance given the national context of unrest and heightened tension surrounding issues of race and diversity. Based on my observations and the data gathered during the interviews, participants understood diversity, demonstrated cultural competence, and were acutely aware of the nuances of diversity. Appendix A contains the position paper where I recommend implementation of an innovative strategy: campus-wide cultural sensitivity

training. As such, I would assert that social change is the greatest strength of this project because, if implemented as proposed, an ongoing training will be available throughout the organization and not targeted at one group. This is critical for unifying the institution toward shared goals and values (Kouzes & Posner, 2002).

The literature review I conducted revealed a gap in the literature of cultural sensitivity training within the academy, and this project has the potential to compel change on a larger scale if proven effective. According to public data provided by institutional personnel, surveys conducted at the local site in 2011 and 2014 noted no significant improvement in the campus climate. Impact can be measured by utilizing the same or slightly modified instrument in 2018 or beyond. Two comprehensive literature reviews, new data from student interviews, historical documents, past survey data, and the given national context, the project is strong and contains potential to create a diverse and inclusive campus environment that creates social change. Lastly, the case study report in the form of a position paper is a strength because it outlines two strategies recommended for campus-wide implementation.

Project Limitations

Case studies inherently contain limitations due to the small, nonrandom sample size (Creswell, 2014). The strategies I recommended in the position paper were intended to be specific to the local site and not generalizable to other settings. This is not uncommon to case study design, as Kezar (2014) indicated that what may work at one institution may not at another, as every culture is uniquely its own. Merriam (2009) discussed the assumptions underlying qualitative research, identifying it as multidimensional and continually changing, which limits its utility.

Campus racial climate was defined by Jayakumar (2008) as the atmosphere or tone of the environment based on perceptions, which are also subject to change. A case study is limited because it serves as a snapshot in time; climate can change rapidly, and the environment can be further affected by local and national events. The recommendations I made in this project are specifically applicable to the local site, which limits its generalizability.

Recommendations for Alternative Approaches

There are several different options for addressing the problem of how the UX culture could support diverse students. A number of individual projects could improve and support diverse students on the campus. For example, UX leadership could potentially design initiatives specific to each of the colleges or bring a national speaker to campus on an ongoing basis. More diverse cultural events could be planned, as data gathered from student participants revealed that they wanted more events with diverse foods that are authentically prepared. Infusing curriculum or adding training to the first-year experience are other feasible and valid options that are worthy of consideration. However, diversity efforts are underway at the institution, and many activities have been planned to promote a diverse and inclusive campus environment. Recall that the problem guiding this inquiry was based upon understanding why students perceived a lack of progress toward diversity when the leadership was investing in diversity through various initiatives. The goal of this project is transformational change and not another remedy that is merely perceived as an attempt to placate students' wishes for greater diversity; rather, it is an inclusive plan requiring accountability at all levels of the organization, aiming for long term, sustained change.

The two strategies I suggested, a communication plan and campus wide cultural sensitivity training, were tailored specifically for UX and were recommended based on data gathered in the interviews, internal data, and the literature reviews. Everyone must take charge for improving campus diversity and inclusivity; the burden should not rest with just faculty or students, and the responsibility should not be on the shoulders of the administration. These strategies I proposed best answered the research questions and were recommended as a way of building unity and a shared vision among campus membership.

Scholarship, Project Development and Evaluation, and Leadership and Change

This project study began with my observation of a problem at the institution, which was further exasperated by my knowledge of the steps the board and administration had already taken to improve diversity. After identifying the problem, I had many questions and realized early on the best approach would be qualitative inquiry and that a case study design would best answer the *how* and *why* questions (see Yin, 2014). Writing the initial proposal was much like being submerged in mud, I did not understand why it was so critical to meticulously describe each step during the process. Yet, that is an aspect of quality research. Now that the study has been completed, I have learned the value of diligence and how my own personal suppositions and bias can affect data collection, data analysis, interpretation of the findings, implications, and assumptions. Through the process of critically thinking through each of the steps that included identifying the problem, reviewing the literature, collecting and analyzing data, and reporting on findings, my appreciation has grown for the rigor required of scholarly work.

Scholarship

Academic study was at the heart of this project. Scholarship was developed through my reading over 100 peer reviewed journal articles, books, pieces of institutional literature, and periodicals. Conversations and inquiry with and among colleagues and alumni provided me with further understanding and illumination of the ways the problem could be addressed. Diversity was a vast topic comprised of several definitions, which I limited to cultural diversity to narrow the scope of the study. Two literature reviews were conducted; the first began with seminal research that exhaustively explored the high value of diversity. The second review included journal articles pointed toward answering the research questions with current literature. Diversity knowledge and awareness were gained on national and international spectrums, lending to the breadth and thoroughness of this study.

Project Development and Evaluation

I developed this project over a long period of time and with careful thought and guidance from colleagues and administrators. The data collection process, member checking, peer reviews, and follow up were crucial for completion of a comprehensive study, and this was accomplished through the help of many. UX is a student-centered institution that serves first generation, underrepresented students, a value I strongly uphold. My interest in developing this project was specifically to hear from the students. Data gathered through interviews were not surprising, as many of the strengths and under-strengths had been on leadership's radar for years and discussed at UX's PEC, of which I was a member.

From the onset of the project, my goal was to write a recommendation to the leadership as I had worked for the president and board for nearly two decades. This report takes the form of a position paper recommending two strategies for implementation: a communication plan and campus wide cultural sensitivity training. Two of the participants in the study specifically suggested implementation of training for the university membership, and the literature review supported this conclusion (Nelson et al., 2016; Papadopoulos et al., 2016; Wu et al., 2015). Data convincingly revealed that students, faculty, and staff would benefit from training (Weimer & Zemrani, 2015), and this option best addressed the research question of how the UX culture can support diverse students through culturally sensitive peers, faculty, and staff.

Leadership and Change

Vast literature exists on leadership, and this is a subject that has been studied for centuries. After reading numerous books and articles about leadership that extend beyond the breadth of this study, my personal philosophy asserts that effective leadership is the key ingredient for successful completion of or progress toward goals or initiatives. Morrill (2007) quoting Frank Rhoades, president emeritus of Cornell stated, “The development of responsible, effective, and balanced governance, leadership, and management is one of the most urgent priorities for the American university as it enters the new Millennium” (p. 4). Leadership remains a critical component toward progressive transformation at UX, and students expressed a need for sincere communication, which is accomplished by leadership genuinely espousing a message. Key to leading change, I have learned how frequent, ongoing communication creates institutional stability and that collaboration is essential for making progress (see Martinez, 2015). During this study,

my leadership skills were further honed, yet I also learned the importance of patience and taking small, consistent steps toward enacting long-term change. The American higher education system is under dramatic transformation, and I believe I am equipped to be a part of that reformation.

Overall Reflections

Through this work containing two in-depth literature reviews, I was able to understand and appreciate the research that has already been completed by members of the scholarly community. While researchers have made substantial progress, the field of education and society at large still has more to learn about diversity and culture change; it was clear that a gap in current literature exists. Reading through others' studies provided me with an understanding of and appreciation for the time, efforts, and commitment required to engage in research.

Conducting this study allowed me to comprehensively analyze diversity and culture change; vast literature exists on the topics, yet higher education was built on past traditions that have been embedded impediments into the fabric of national universities (Cohen & Kisker, 2010). However, the strength of this research is in its ability to create social change at the institution. While it was limited by the small sample size, it was imperative to hear students' perspectives because the institution is clearly focused on student success. Furthermore, I developed a greater understanding of scholarship, project development and evaluation, and leadership and change. Most importantly, this process was developed within a deep respect for humanity and led me on a path of discovery of my own passions.

Future Research

Future research is needed on cultural sensitivity training within institutions of higher education, as a well-substantiated gap in the literature exists validating its effectiveness (Nelson et al., 2016). The data I gathered in this study pointed to the need for training for the campus community, which included educating faculty, staff, students, and administrators. Students were the source of data collected from interviews, and future research could include collecting data with in-depth, semistructured interviews with faculty, staff, and administrators in addition to students. The problem was voiced through student frustrations, and I had not personally observed concerns with faculty or staff. However, qualitative research that could further illustrate the campus' perceptions would include a purposeful sample comprised of two students, two faculty, two administrators, and two staff members. Faculty are a vital aspect of the academic culture at UX and conducting the same study with eight faculty members would add further understanding and clarity.

A multisite case study would also be a viable option for exploring and comparing the regional environment, which is predominantly White. UX's neighbors include two public baccalaureate-granting institutions in addition to two community colleges. By conducting research at additional sites, the interpretation is often far more dramatic, and validity and generalizability of the findings are strengthened (Merriam, 2009). The next step in this process would be to conduct the same study at one of the public baccalaureate-granting universities on a nearby campus to explore student perceptions.

Reflection on Importance of the Work

This project study is important to the students at UX and relevant to building on the university's continued success. UX's website states that the institution highly values access and the student centered learning environment, stating "students are the reason we exist." Its mission is achieved by creating environments for personal transformation and expanding opportunities for first generation, underserved, place-bound students who may not have the opportunity for college. As educators, I believe we have an obligation to prepare college students to work in a global context, knowledgeable students who will thrive in a diverse 21st-century environment. This will require impactful and innovative interventions, such as were recommended in two key strategies: a communication plan and campus wide cultural sensitivity training. These goals and strategies are well aligned with the institution's mission, vision, value, and goals and provide the backdrop for dramatic social change.

Implications, Applications, and Directions for Future Research

Eckel and Kezar's (2011) and Shugart's (2013) findings showed implementation of institutional strategies are affected by the culture, with culture being the dominant variable affecting organizational change. These results helped to explain students' perceptions of slow progress at UX although efforts were underway. This implies that UX and other higher education institutions should first examine campus culture prior to shifting goals or direction through new initiatives. Maslow's (1943) theory of human motivation substantiated that human needs are arranged in hierarchies that are based upon prepotency: the appearance of one need is based upon satisfaction of a more important need. This offered an explanation as to why students perceived change was lacking, as

they had unfulfilled needs at the physiological level of the hierarchy. Once needs of belonging, esteem, and safety are met, the individual can then move upwards toward self-fulfillment and actualization of her full potential (Maslow, 1943).

The case study research that supported this project was conducted at the local setting, and findings specifically applied to UX. Two strategies emerged based on data analysis results and desired outcomes. Knowledge gained from this study can further inform decision making at UX. A communication plan was the first recommended strategy which encompassed reviewing the institution's written communications such as policy, and the second strategy was campus wide culture sensitivity training. Future research could be conducted by faculty to develop a plan to transform UX's curriculum. This work would provide an opportunity for university leadership to identify hindrances that impede student success.

Conclusion

This study gave voice to students' lived experiences, who openheartedly shared their pride and appreciation for UX. Receiving feedback from students is a valuable means for accountability among leaders, and it is critical we not close our ears to learners. Organizational paradigms are difficult to change because they are invisible (Tagg, 2003). Students, however, transitioning to the college environment have a fresh and distinct lens. It is this younger generation who will serve as the workforce through the next 50 years, thus I believe we have an urgent obligation to ensure students are properly prepared for successful careers in a uniquely diverse and global world. A university community with well-developed skills in cultural sensitivity will transform the culture through a greater awareness and appreciation of others' differences.

Transformational change toward greater diversity is what students, faculty, the board of trustees, and university leadership aspire to.

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Appendix A: The Project

Position Paper: Two Strategies for Infusing Diversity and Inclusion at UX

Catherine Moss, BA, MPA, EdD Candidate

Introduction

A systematic, ongoing communication plan and a campus wide cultural sensitivity training program are two strategies recommended for elevating diversity awareness and improving campus culture at University X (UX). Through an in-depth case study, eight students of varying ethnicities participated in one-on-one interviews to help understand perceptions of diversity at the institution. As participants' stories were substantiated with internal data, findings were reported.

Background

UX serves as a destination of choice for first generation and underrepresented students, as institutional data showed that 48.4% of the 2016 entering class were first generation and 29.3% were underrepresented. Student demographics on UX's website displayed that first-year student diversity had increased from 26.2% to 32.7% since 2011. Additionally, 2016 campus demographics showed 31% of UX students are diverse, and 4% are international. Since 2002, the board of trustees and administration have implemented numerous initiatives to support diversity, including a yearly grant available to the campus community awarded for exemplary proposals. However, students felt that progress was slow and publicly expressed frustration to the board of trustees in 2016. A qualitative study was conducted at the local site to explore why students perceived that diversity progress was lacking and sought to understand how the UX culture could support diverse students.

UX students have an expectation that the college experience encompasses opportunities to engage with a diverse learning environment (Eagan et al., 2015); yet, as an observer at the institution, there appeared to be a gap between what administration was implementing to improve diversity and students' lived experiences. An intrinsic case study was conducted to understand student perceptions and explore how diverse students could be supported at UX. Four males and four females of varying ethnicities were interviewed. Based

on the findings of the student interviews, two themes emerged that informed the recommended strategies: communication and the current state of the campus culture.

Findings

A descriptive approach was used to analyze gathered data, and findings emerged in two distinct ways. The two themes that surfaced were communication and the state of the existing campus cultural environment. These themes helped to identify overall patterns among various campus groups. Subthemes of communication included internal messaging and the volume and frequency of communication. The state of the existing culture conveyed themes relating to campus groups such as faculty, students, and university employees. Data were also analyzed by each of the research questions, which were 1) Why do students perceive that little progress has been made toward campus diversity; and 2) How do students perceive that the culture could support diverse students?

Students perceived that little progress had been made toward campus diversity because there is no written history documenting what has been done to improve it; the length of time it has taken to fill certain vital positions associated with diversity, such as the vice president for diversity and inclusion; the length of time it has taken to receive approval and funding for the Multicultural Center; and the perceived decline in the number of international students.

Participants reported that the institutional culture could support diverse students by initiating an incentivized or mandatory training for the entire campus community; by incorporating the word *inclusion* in university guiding documents; by planning more events and opportunities for social interaction and a systematic approach for communicating this information; by offering authentic cultural foods; and by providing scholarships for international students. After the data were analyzed and themes emerged, a comprehensive literature review was conducted to inform recommendations.

Two Strategies for Infusing Diversity and Inclusion on the UX Campus

Findings from the case study and the subsequent literature review provided the basis for recommendation of two strategies. As national and local events have fueled concerns among students, implementation is expedient and should not be delayed. Establishing a sense of urgency is so vital that Kotter (1995) placed it as the first step in the organizational change process, cautioning that 50% of change efforts fail during this stage. Further, in a report about what higher education presidents thought about change, two-thirds of the participants favored massive, disruptive change and felt change was not occurring quickly enough (Selingo, 2014). The findings from the research study represent a call to action, an opportunity to create change toward an inclusive and sustainable institution. Each recommended strategy will require approval and institutional commitment, which is central to this proposal.

Although the administration has demonstrated ongoing, strategic effort toward diversity initiatives, students have interpreted a lack of authenticity and a sense of diversity being “tokenized.” An example included a student’s story of university photographers showing up at a diversity event to take pictures that displayed how diverse the institution was. Another example given was the university website, which showed numerous pictures of diverse students; yet participants felt it was a misrepresentation of the actual student demography. Student 5 remarked, “I don’t think as an institution it [the diversity message] is sincere. Or, the students are not receiving it in a way that feels sincere. I think it’s because there has been inaction for so long, or perceived inaction.” It is imperative the institutional leadership genuinely support diversity.

Kotter (1995) wrote that major change at an organization is not possible without active support from its leadership. Historically, the board of trustees and president have consistently supported diversity efforts. Inherently, colleges and universities are places of learning and mentoring for students; faculty exert strong influence upon students and peers (Marzilli, 2016). The university environment contains leaders and aspiring leaders in multiple identities that includes students, faculty, administration, clubs, unions, and committees. In essence, the campus community is rich with leaders, and support from all leadership is central to organizational transformation.

There will be a financial impact to the institution, however, the costs are not expected to be immediate or exorbitant, nor will they require new budget approvals. Financial impact will occur through hours worked of existing personnel or use of currently allocated budgets. Implications to future budget allocations will be at the discretion and approval of the president. Additionally, while researchers strongly recommended conducting a needs assessment to pinpoint needed changes and to create a baseline of measure toward progress, this is not a necessary step for UX. Given that campus climate surveys were conducted in 2011 and 2014, the institution has a baseline of measure and can utilize the same instrument in a 2019 study. The national context compels action without delay, and the UX leadership is positioned to move forward.

The UX 2018-2023 strategic plan is under way and in phase three of planning; the director of strategic university planning led the institution through the process of an environmental scan and identification of central themes gained from feedback from the university community, which are available on the UX website. Two strategies are recommended in this position paper and are based upon findings identified from student data as well as from the UX strategic planning process. Corroborated findings from university focus groups and student interviews included: establishing a cohesive vision; diversity training and hiring more diverse faculty; addressing student body separation and overall student safety; an insufficient understanding of campus processes; lack of transparency; communication siloes that exist among departments and others; and lastly, the need to better serve and support diverse students. Following are the two strategies intended to remedy these issues.

Strategy #1: Communication Plan

Results from this research showed that various aspects of communication and internal processes need to be strengthened. Baker and Baldwin (2015) conducted a case study on successful organizational change at three liberal colleges and reported that successful transformation required evolving institutions to potentially revise their mission and/or programs. A comprehensive review of all existing communication is recommended and should be checked for consistency in messaging. This includes the university’s mission, vision, values, goals, initiatives, website, and policies. According to the UX website, data gathered through the internal strategic planning process also confirmed

the need to create a cohesive vision. UX's strategic planning process identified the need for clearer processes, and the data gathered through student interviews confirmed this. Students were unaware of some services and could not easily identify available resources. Student 5 found out word of mouth about available emergency funding, departmental pantries that provided free food for students, and admissions and financial aid information for undocumented students. Student 3 wanted to join the Black Student Union upon enrollment, but she was unable to find the information. Student safety was a concern among study participants, yet UX has many safety resources available for students; however, a communication procedure needs to be in place that provides needed information about all processes and resources beyond the students' orientation.

Case study design is helpful for informing policy, and a systematic review of policies is recommended (Merriam, 2009). Policy review would identify potential barriers to diversity, such as hiring, admissions, and food service policies (Martinez, 2015). Research conducted for this study validated the importance of policy (Miller, 2013; Ward & Zarate, 2015; Weimer & Zemrani, (2017). Most notably, Truong, Priest, and Paradies (2014) emphasized that cultural competency training alone would not net sustainable results, rather best results required changes in policy in conjunction with training.

Within Kotter's (1995) process, an important step mentioned was the need to identify structures, policies, and systems that no longer fit the new vision. One way to accomplish this is through the hiring of new employees or the development of current employees who can implement the vision and invigorate the process (Kotter, 1995). Hiring policies are critical, as student data revealed a desire for greater diversity among faculty and ranked diverse faculty as the preferred professors. Student 4, a Black male and music major, lauded faculty in the Music Department yet was disappointed with the lack of diversity among faculty in the department.

University events are captured within the communication plan as these gatherings send powerful messages that are representative of the institutional culture and are symbolic in nature. Nearly all of the students reported a desire for more events, better communication about events, and more diverse food options. Participants also expressed frustration regarding authentic food served by the institution's

food service at university events. Within the communication plan, event procedures should be strengthened to incorporate inclusivity and respect for other cultures. UX's 2012-2017 active strategic plan articulates that it values inclusiveness and that diversity makes the UX community stronger. Aspects of the communication plan should include a focus and comprehensive incorporation of the word inclusive in its definition of diversity.

Under the leadership of the president, the President's Executive Committee (PEC), President's Cabinet, and the President's Committee on Diversity are well poised to work together to delineate the scope of the communication plan. Roles and responsibilities should be discussed, assigned, and documented for follow-up. By working together, these various groups would be able to discuss, identify, and then recommend changes to PEC. Eckel and Kezar (2011) wrote that the pluralistic leadership framework brings diverse voices to the table and aids in creating an environment that is inclusive and friendly. The new vice president for diversity and inclusion hired in 2017 would play a key role toward informing decision making. Important to this process is ensuring it is shared and well communicated.

Data collected during this study and through two literature reviews substantiated the critical nature of an ongoing communication strategy (Dickeson, 2010; Eckel & Kezar, 2011; Kouzes & Posner, 2002). Eckel and Kezar (2011) conducted years of research on effective college-level transformation wherein core strategies were identified, some of which were: persuasive and effective communication, a collaborative process, and a motivating vision.

Kotter (1995) described the importance of averting failure by creating a vision and communicating the vision in an ongoing, cyclical fashion. Thus, the president's leadership groups are recommended to stand as the guiding coalition who lead the communication plan that identifies and addresses all areas that espouse the institution's message and direction: policy, website, internal and external communication, events, and strategic planning. Figure 1 represents a logic model displaying a visual guide intended to facilitate institutional planning.

Strategy #2: Campus Wide Cultural Sensitivity Training

Based on data gathered through student interviews and also established through a review of internal

documents, a bold proposal for campus wide cultural sensitivity training is recommended. Figure 2 provides a template for guiding development of this proposal. Study participants expressed a desire for this type of training, and it was also suggested during UX's 2018-2023 strategic planning process feedback sessions. Other factors informed the basis of this recommendation, as case studies are designed to examine a phenomenon of interest within its context. Nationally and locally, racial tensions continued to escalate and did influence the current UX environment, thus the recommendation for campus wide cultural sensitivity training should be thoughtfully considered, approved, and implemented.

During the case study boundary, Fall 2015 through Spring 2017, frustrations were expressed to the administration and the board of trustees through a student petition that sought to increase the square footage in the plans for a new Multicultural Center. Plans were under way for the center to open in 2018. In 2016, students radically demanded more space than the 800-square foot lounge that was designated as the center. Additionally, the 2016 presidential election took place, which gave further rise to students' fears, as there were approximately 200 undocumented students at UX. A unity rally took place immediately following the 2016 election where students petitioned the board of trustees to declare the institution a sanctuary for undocumented students. Nationally, 2016 also included the Orlando nightclub shooting where 49 were shot and killed in a gay bar, the militant occupation of Malheur National Wildlife Refuge in Oregon, and the Dakota Access Pipeline protests over Standing Rock Indian Reservation. Student fear and unrest are serious factors in expressing urgency toward implementing this strategy.

A major theme that emerged from the data analysis process was the existing culture of the institution as demonstrated through its membership consisting of faculty, staff, students, and administrators. Data showed that campus membership would benefit from training to reduce negative interactions and raise awareness of cultural sensitivities. Infusing institutional curriculum would not benefit employees and administering training for students would not impact faculty or campus membership. An urgent recommendation for campus wide cultural sensitivity training is endorsed as a relevant message of the institution's ongoing commitment to diversity. Training for employees would provide the campus membership with the tools needed to make significant

positive progress toward culturally sensitive awareness and demonstrated appropriate behaviors. The health care sector has taken the lead in this area by implementing training nationwide, yet higher education research shows needed efforts at the college level.

Alternative Considerations

It is reasonable and wise to consider other initiatives for increasing cultural awareness and diversity knowledge at UX. One recommendation would be to focus on increasing the hiring of diverse faculty and staff. Another potential consideration would include providing incentives for colleges and departments to improve overall unit diversity hires. Additionally, hiring practices could be monitored at the highest level of the institution, which would send a strong, compelling message of support. Methods could also be developed to hold administrative units accountable for system change in diversity hiring and training. Lastly, campus wide cultural sensitivity training could be approved as an optional training rather than mandatory.

Findings from this research were derived through a case study that facilitated the inquiry of students' lived experiences while simultaneously understanding context and the existing culture. This is key, as Eckel and Kezar (2011) maintain that what works at one institution may not at another because every campus environment has its own culture. Mandatory campus wide cultural sensitivity training is recommended first because it lays the appropriate foundation prior to implementing other supportive measures. In essence, an initiative that focused on increasing the hiring of diverse faculty and staff would not be beneficial if policies were not in place that helped these individuals adjust to a largely White campus. I would also argue that if the campus community were regularly informed of the value of diversity and inclusivity through training, there would not be a need to provide an incentive for increasing numbers of diverse faculty and staff; rather, it would be highly regarded and welcomed.

Training must precede the alternative considerations in order for those solutions to take root in a positive campus environment. Given the national unrest and fear relating to the 2016 election, implementation should not be prolonged. The board of trustees and administration have worked tirelessly since 2002 to impact diversity by allocating funding and numerous campus initiatives; yet, in 2016 students expressed discontent of diversity progress. It is time for a bold

and innovative approach toward changing the institutional culture.

Keys to Transformation

In August 2017, a new vice president for diversity and inclusion was hired at UX. As a member of the president's leadership teams, this position is responsible for working with leadership and will take a key role in leading, coordinating, and developing the cultural sensitivity training. As cultural sensitivity training is developed, based on current research conducted during this study and listed in random sequence, key considerations would include:

- Identifying institutional barriers to transformation. (Gardner, Barrett, & Pearson, 2014; Kezar, 2014; Martinez, 2015; Morton-Miller, 2013; Truong et al., 2014).
- Utilizing real case scenarios relevant to the environment, student stories, faculty stories, digital storytelling, webinars, conferences, interactive sessions, panels, events, and speakers (Blanchet Garneau, Pepin, & Gendron, 2017; Lee, Williams, Shaw, & Jie, 2014; Nelson, Anis-Abdellatif, Larson, Mulder, & Wolff, 2016; Papadopoulos, Shea, Taylor, Pezzella, & Foley, 2016).
- Implementing interventions early in the process. Sustained transformational change occurs when the training is implemented as early as possible in the student or faculty process, when it is ongoing, repetitive, applied in the environment, supported by the institution, and when training methods are varied (Blanchet Garneau et al., 2017; Gardner, Barrett, & Pearson, 2014; Hudiburg, Mascher, Sagehorn, & Stidham, 2015; Lee, Williams, Shaw, & Jie, 2014; Madyun, Williams, McGee, & Milner, 2013; Nelson et al., 2016; Papadopoulos et al., 2016; Staton, Panda, Estrada, & Roddy, 2013; Weimer & Zemrani, 2017).
- Mentoring. Students are greatly influenced by faculty behavior (Gardner et al, 2014; Morton-Miller, 2013).
- Studying abroad is highly effective for increasing cultural competence (Baba & Hosoda, 2014; Ciliotta-Rubery, 2016; López-Rocha & Vailes, 2017).
- Training for international students, as these students benefit greatly from orientations and trainings (Wu, Garza, & Guzman, 2015).
- Revising or developing new curriculum can be adapted by individual faculty or revamped at the university level (Hudiburg et al., 2015).
- Planning opportunities for quality interpersonal and social interactions with diverse peers was found to be the most important aspect of a positive racial climate. Quality was described as opportunities or events that fostered respect, listening, and guided activities that allowed for reflection (Bowman, 2010; Denson, 2009; Lee et al., 2014).
- Celebrating together. Data showed diverse UX students would like more university gatherings and more options for authentic food. Events are an opportunity for facilitating social interaction and events. Food is important to diverse students (Ciliotta-Rubery, 2016).
- Changing an organization at a deep, transformative level that embeds diversity within the fabric of the institution occurs slowly over time. Progress follows when institutional processes are designed to encourage new thinking by creating new understandings (Kezar, 2002; Kezar, 2014).

Conclusion

The board of trustees, president, and university leadership team hold decision-making authority to approve implementation of the communication and campus wide cultural sensitivity training plans. Proposed goals and outcomes of the plans can be reviewed and vetted through the president's leadership groups and modified as desired. A logic model outlining the planned work along with describing outputs, outcomes, and impacts is found in Figures 1 and 2. These models serve as outlines for guiding institutional planning and may be altered to reflect leadership's needs. The board of trustees and president are well positioned to move forward with an innovative recommendation intended to compel lasting transformational change. By first creating a foundation of diversity and inclusion through preparatory sensitivity training, UX primes itself for accelerated future diversity growth among all campus groups.

UX holds a strong record of success and has built its mission centered on personal transformation for students. Research conducted by Ramirez and Zimmerman (2016) stated that national college students believed campuses were legitimately working toward creating inclusive college environments; however, students also acknowledged there is much more work ahead to uphold this commitment. By implementing the communication plan and campus wide cultural sensitivity training, UX can serve as a

forerunner toward taking an active, bold stance regarding its progressive commitment to diversity.

Inputs	Activities ➔	Outputs ➔	Outcomes ➔	Impact ➔
<i>Planned Work</i>		<i>Intended Results</i>		
<ul style="list-style-type: none"> ▪ Executive Leadership human capital needed to review internal messaging, from policy to strategic plans. President's Executive Committee and President's Cabinet; President's Committee on Diversity; President's Regional Advisory Board; UX Board of Trustees ▪ University events (President's Executive Committee and President's Staff) 	<ul style="list-style-type: none"> ▪ Internal review of website and messaging. ▪ Internal review of policy, making revisions to remove barriers, and infuse diversity and inclusivity. ▪ Internal review of mission, vision, strategic plan for transformational , inclusive language and cultural sensitivity. ▪ Update external stakeholders and solicit external feedback. ▪ Define critical events; review department events. 	<ul style="list-style-type: none"> ▪ 1-2 meetings per month with executive leadership. ▪ 1 board meeting per year to update on progress. ▪ President's Regional Advisory Board Council: use part of one meeting per year to update external audiences on progress and solicit feedback. 	<ul style="list-style-type: none"> ▪ Comprehensive communication to campus community and constituents on diversity progress. ▪ Updated policies remove barriers and reflect diversity and inclusivity. ▪ Transparency. ▪ Benefits of improved policies: i.e., admissions, dining services. ▪ Culturally-appropriate, symbolic events. 	<ul style="list-style-type: none"> ▪ Campus-wide collegiality ▪ 21st century learning environment. ▪ Global readiness ▪ Preparation for increased enrollment of inter-national students. ▪ Campus wide trust and improved morale.

Figure 1. Communication plan logic model.

Inputs	Activities	Outputs	Outcomes	Impact
<i>Planned Work</i>		<i>Intended Results</i>		
<ul style="list-style-type: none"> ▪ Personnel/Human Capital of faculty and staff to participate in training. ▪ Personnel/human capital to develop training for faculty and staff. ▪ Personnel/human capital to develop mandatory training for students. ▪ Personnel/human capital to track student compliance. ▪ Personnel/human capital to track employee compliance. 	<ul style="list-style-type: none"> ▪ Mandatory Cultural Sensitivity Training for students. ▪ Training for faculty and staff. 	<ul style="list-style-type: none"> ▪ 1 training per year for faculty and staff, approx. 1200 employees. ▪ 1 mandatory training for students per year for approx. 12,000 students. ▪ 3 President’s Dialog on Diversity Panel events per year for faculty, staff, and students. 	<ul style="list-style-type: none"> ▪ Welcoming and inclusive campus environment ▪ Heightened cultural sensitivity for faculty, staff, and students. ▪ Networking and relationship building. ▪ Student engagement with campus community through social interactions. 	<ul style="list-style-type: none"> ▪ Students are prepared for careers in the 21st century global workforce. ▪ Model campus with culturally sensitive and inclusive campus community members. ▪ UX visibility. ▪ International student growth.

Figure 2. Cultural sensitivity training logic model.

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Appendix B: Letter for Conducting Research



Grant and Research Development
Shawyer Hall 210
Cheney, WA 99004-2444

January 6, 2017

To Whom It May Concern:

This is to acknowledge that I have had a discussion with Ms. Catherine Moss about the research study she intends to conduct in order to fulfill her degree requirements at Walden University. Even though Ms. Moss is an EWU employee and she intends to interview up to eight adult students attending Eastern Washington University (EWU) for her case study on students' perceptions of diversity at EWU, the EWU Institutional Review Board does not provide approval for studies conducted under the auspices of another institution.

In order to meet the requirements for undertaking the abovementioned research project involving our students, Ms. Moss must apply to and receive an IRB approval from Walden University. Copies of the application, approval letter, and any other relevant information needs to be forwarded to me before beginning the research and to be kept on file at EWU. Ms. Moss is expected to abide by all determinations of Walden University as the degree granting institution and accepting the final decisions and requirements of its IRB.

Sincerely,

A large black rectangular redaction box covers the signature area. A small blue horizontal line is visible at the bottom left of the redaction. The name "Ruth A. Galm" is printed in a serif font at the bottom right of the redaction box.

Ruth A. Galm

Human Protection Administrator

Appendix C: Research Certificate



Appendix D: Interview Protocol

Researcher's introduction: Name, major, education level, gender, ethnicity. Researcher to explain the meaning of diversity for the purpose of this study: differences in race, class, political, religious, cultural, and social values.

#	Questions
	RQ1: Why do students perceive that little progress has been made toward campus diversity?
IQ1	How well do you feel the institution is supportive of diversity?
IQ2	What changes have you seen since you first started at UX?
IQ3	What would the ideal diverse environment look like?
IQ4	Why do you feel that not enough progress has been made to diversify the UX campus?
IQ5	What programs, solutions, or interventions are you aware of that UX has implemented to improve diversity?
IQ6	If you could change any one thing first on the UX campus to improve diversity, what would it be and why?
IQ7	Overall and in the long-term, what should UX do to improve diversity?
IQ8	Describe your experience with diverse faculty.
IQ9	Describe your ideal mentor, counselor, or advisor and how important racial diversity would be in your selection of such role models.
IQ10	Describe an experience, or one you may have witnessed while attending UX, where you perceived unjust treatment or you were treated differently than others.
IQ11	Describe your experience with diverse members of the administration.
IQ12	Please identify any ways or processes where the institutional culture perpetuates racism, bias, or prejudice.
IQ13	What could UX have done to better support your own college experience relating to diversity, i.e., what was missing?

IQ14	What race or cultures other than your own do you know the most about?
IQ15	To what extent are you challenged on campus to think about diversity or to learn about others' differences or cultures?
IQ16	Have you written any class papers, newspaper articles, journal or diary entries, poems, songs, produced any art, pictures, or photographs, regarding an experience at UX that relates to our discussion and would you be willing to share them for this study?
IQ17	What else would you like to add to this discussion?
IQ18	Generic prompts and follow up questions as needed: <ul style="list-style-type: none"> • can you further explain? • can you provide more information about x? • are there any more details about x that would help to better understand the context?
	RQ2: How do students perceive that the UX culture could support diverse students?
IQ1	What does diversity mean to you?
IQ2	How are you different from other students at UX?
IQ3	How supportive is the institution of your own differences?
IQ4	What would you like the campus community to know about your differences?
IQ5	Do you feel those differences are understood and respected by others?
IQ6	How knowledgeable do you feel you are about other students' differences?
IQ7	How safe, comfortable, and welcome do you feel here at UX?
IQ8	While attending UX, can you describe an experience in an environment where you felt unwelcome, shamed, or disliked? What did you do about it?
IQ9	Can you describe an UX experience where you felt hate, fear, or embarrassment due to your differences?
IQ10	Have you experienced an interaction between diverse groups on campus, was it positive, was it respectful?

IQ11	Describe any experience at UX when you have felt misunderstood, were afraid to speak, or thought you should be silent.
IQ12	While attending UX, what types of educational activities have you attended that have enhanced your understanding of a diverse group? (The event does not have to have been held at UX, it could include activities such as a Black Lives Matter protest, a cultural event, or the Martin Luther King events held downtown.)
IQ13	Tell me about a study abroad experience or another type of impactful opportunity away from the dominant culture where you have learned about another culture.
IQ14	How can diversity be better supported at UX?
IQ15	How have you been prepared for a job in a global workforce?
IQ16	How does diversity improve a student's college experience?
IQ17	What else would you like to add to this discussion?
IQ18	Generic prompts and follow up questions as needed: <ul style="list-style-type: none"> • can you further explain? • can you provide more information about x? • are there any more details about x that would help to better understand the context?

Appendix E: Student Characteristics

Name	Gender	Ethnicity	Class Standing*
Student 1	F	Chinese	Graduated, BS & MBA
Student 2	M	Chinese American	Graduated, BS
Student 3	F	Sudanese	Freshman, 2nd year
Student 4	M	African American	Senior
Student 5	F	Mexican American	Senior
Student 6	M	Mexican American	Graduate Student
Student 7	F	White	Senior
Student 8	M	White	Junior

*Class Standing at
Time of the interview