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Faculty attitudes of diversity and cultural awareness in higher education

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FACULTY ATTITUDES OF DIVERSITY AND CULTURAL AWARENESS IN HIGHER EDUCATION

by

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A Thesis

Submitted to the
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College of Education
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at
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Thesis Chair: Burton R. Sisco, Ed.D.

Dedications

      This thesis is dedicated to my fiancée, my family, and my students. The support my fiancée and family have provided me with has allowed me to follow through and complete this important capstone research project. Their encouragement has been a motivating factor in my persistence. This research is also dedicated to my students. While I am responsible for assisting them with their educational goals, I also learn from them each year. I hope that through my research and thesis, I am able to make a positive impact by acknowledging differences among students, and the considerations that should be made when instructing a diverse population of students.

Acknowledgments

      I would like to acknowledge the faculty members and students at Rowan University's Department of Educational Services and Leadership. They have made the past five years a great and impactful period in my life which I will never forget. I learned more than I set out to learn and will be forever grateful for the experience.

      I would also like to thank my colleagues at Xavier County College for their encouragement over the years, as well as their participation with this study. It would not be possible without them.

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Abstract

Daniel G. Banks
FACULTY ATTITUDES OF DIVERSITY AND CULTURAL AWARENESS
IN HIGHER EDUCATION
2017-2018
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Master of Arts in Higher Education

The primary goal of this study was to uncover the attitudes and opinions of full-time faculty members and teaching administrators about diversity and cultural awareness at community college located in the northeast region. The study viewed faculty's level of cultural sensitivity, as well as their experience and opinion about cultural competency and incorporating diversity in the classroom. Faculty were also asked their opinion about training and professional development programs they were interested in participating in, and their opinion about whether they felt that programs celebrating diversity added value to the educational experience the institution provides for students. A total population of 117 faculty members and teaching administrators employed at the institution during the spring 2018 semester were invited to take the *Diversity and Cultural Awareness Survey*. Results from the data revealed that faculty opinions and attitudes towards diversity and cultural competence were mostly positive; however, some negative opinions and attitudes were also revealed. The disparaging views provide rationale for evaluating ways to increase cultural competence among the faculty.

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Chapter I

Introduction

As American society becomes increasingly diverse, higher education institutions are also becoming increasingly diverse. Populations of non-White students enrolling in post-secondary institutions continue to rise. According to the National Center for Education Statistics (2017), 49% of students enrolled at two-year public institutions in the fall of 2015 were non-White. With the increasing number of non-White students enrolling in community colleges, these institutions must position themselves to properly serve this diverse population. Colleges must uncover ways to initiate change through increasing the cultural sensitivity, awareness, and competence of the faculty and staff. By making cultural awareness a priority, faculty have a stronger chance of acknowledging the diverse experiences and perspectives shared by students from various cultures, and with a diverse set of expectations. In order to make cultural awareness a priority, institutions must evaluate the cultural awareness of faculty and provide training and development to increase cultural awareness. These efforts help assist institutions to provide educational experiences that acknowledge and include the diversity of the student body, resulting in increased engagement and increasing the chance that students graduate with the skills and knowledge they need to be successful in a diverse work environment.

Statement of the Problem

A review of the literature found that minority students face many obstacles to their academic success (Lawson-Davenport, 2014). Examples of these barriers include lack of financial support, lack of family support, lack of advising and mentoring, and lack

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of social support within the college community (Bond, Cason, & Baxley, 2015). In addition to these obstacles, students are also faced with a cultural divide that exists between faculty and students (Johnson, 2002; Nieto & Booth, 2010; Pothoff, Dinsmore, & Moore, 2001).

Faculty members play an important role in the success of college students and can assist with increased engagement and increased learning through effective educational practices which include respecting diverse talents of students (Pascarella, Seifert, & Blaich, 2009). Faculty can increase their ability to assist a diverse student body by increasing their cultural awareness and multicultural self-efficacy (Lawson-Davenport, 2014; Nieto & Booth, 2010). Increased engagement and increased learning are important initiatives as diverse student populations continue to increase.

Educational research provides evidence that the need exists for training and development to increase the cultural awareness of faculty members in higher education (Al-Asfour & Young, 2017; Devereaux, Prater, Jackson, Health, & Carter, 2010; Nieto & Booth, 2010; Pothoff, Dinsmore, & Moore, 2001). A study at the University of Nebraska at Kearney provides two common themes which assert that preparing colleges for diversity is difficult and achieving a positive climate for increased cultural awareness is time consuming and complex (Pothoff, Dinsmore, & Moore, 2001). Studies also provide evidence that instructors feel that cultural and language barriers present challenges faced by international students (Nieto & Booth, 2010). In order for faculty members to increase their cultural awareness and multicultural self-efficacy, institutions must commit

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to sustainable training and professional development programs. These initiatives provide faculty with the tools to assist diverse population to succeed.

Purpose of the Study

The purpose of this study was to discover what faculty attitudes were towards diversity and cultural awareness at Xavier County College. The study sought to discover the willingness of faculty members to participate with training and professional development programs designed to increase cultural competence. The information collected examined if a relationship existed between faculty members' cultural sensitivity and attitudes towards diversity and cultural awareness. The study also explored if a relationship existed between a faculty members overall cultural sensitivity and the five related measures of the *Intercultural Sensitivity Scale*. Results of the study were used to determine what type of training and development is needed to assist faculty members to increase their cultural competence, thus providing an educational experience that acknowledges the diversity of the student body and creates an environment of inclusion.

Significance of the Study

Educational literature shows that students report a positive experience with faculty members that display a high level of cultural awareness (Johnson, 2002; Nieto & Booth, 2010; Pothoff, Dinsmore, & Moore, 2001). Students across all educational disciplines including general education, business, science, and health careers experience the benefits of cultural awareness and cultural competence among the faculty and within the curricula. The study has significant importance as it measured the intercultural sensitivity, as well as the willingness of selected faculty members to participate with

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training and professional development programs designed to increase cultural competence.

Assumptions and Limitations

The study assumed that faculty members had prior knowledge of cultural sensitivity, cultural awareness, and cultural competence, and the implications of cultural competence and student retention. It was also assumed that faculty members were truthful when completing the survey. An additional assumption is that faculty members participated in the survey completion on a voluntary basis.

The study had several limitations. The participants in the study were limited to full-time faculty members and teaching administrators at Xavier County College during the spring 2018 semester. Participation with the study may have been be limited due to the fact that the total population were without an employment contract during the spring semester, thus limiting the number of individuals willing to complete the survey. The potential for researcher bias was present, as I am a teaching administrator at Xavier County College, and I see value in cultural awareness and the possibility of seeking additional training and development in the area of cultural competency for myself.

Operational Definitions

1. Critical Race Theory: An institutional and systematic way of producing teachers that are under-equipped to teach racially and ethnically diverse students.

2. Cultural Awareness: Being aware of issues related to race, culture, ethnicity, diversity, inequality, and privilege in an educational setting.

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3. Cultural Competence: A complex individual process which evolves over time to increase personal knowledge, skills, and attitudes of issues related to diversity.

4. Cultural Sensitivity: The ability to achieve awareness of cultural similarities and differences and use the awareness in communicating with individuals from different cultures in an educational setting.

5. Diversity: The understanding, acceptance, and respect for individual differences in an educational setting.

6. Full-Time Faculty: A full-time faculty member at Xavier County College during the spring 2018 semester.

7. Student Engagement Theory: The time and effort that students put into educational activities, as well as institutional efforts to increase student participation.

8. Teaching Administrator: A full-time member at Xavier County College responsible for teaching students as well as participating with administrative departmental responsibilities.

9. Xavier County College: The community college (pseudonym) name where the study was conducted.

Research Questions

The study addressed the following research questions:

1. What are the attitudes of selected faculty members and teaching administrators regarding diversity and cultural competence at Xavier County College?

2. Is there a significant relationship between total ISS scores and attitudes regarding diversity and cultural awareness?

3. Is there a significant relationship between total ISS scores and each of the five related measures of the ISS?

4. What do faculty report regarding their desire to attend training and development programs to increase their cultural competence?

Overview of the Study

Chapter II provides a literature review regarding cultural awareness of faculty members in higher education and applies tenets of a critical race perspective as well as Kuh's student engagement theory and critical race theory. The literature review also covers training and professional development opportunities for faculty members.

Chapter III establishes the methodology and procedures used throughout the study, describes the context of the study, the population and sample selected, the data collection process, survey design, and analysis of the data collected.

Chapter IV presents the findings of the study, the research questions, and a summary of the findings by way of the Statistical Package for the Social Sciences.

Chapter V summarizes the findings the findings of the study and offers recommendations for appropriate training and development options for faculty, and for recommendations for future research.

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Chapter II

Review of the Literature

This review covers relevant literature defining cultural competence, the ability to include and assess cultural competence within the community college curricula, and faculty members' perception of cultural competence. This review also includes theory of student engagement, the impact of cultural competent faculty and staff on student engagement, as well as Critical Race Theory. The review also includes relevant literature on training and development programs for faculty members to increase their cultural competence. The literature researched presents the basis for the study and provides empirical evidence that culturally competent educators add value to the learning process.

Cultural Awareness

Cultural awareness is being aware of issues related to race, ethnicity, diversity, inequality, and privilege (Bowman, Denson, & Park, 2016). In higher education, this can be seen through programs which can be single offerings, or through a series of events that are designed to celebrate and educate about different cultures. Being aware of diverse cultures may not be enough to have a long-term impact on students' knowledge, skills, and attitudes towards working with individuals from other cultures. Institutions must support these programs, as well as provide additional programming that is supported through the strategic plan and mission to assist faculty members with increasing their cultural awareness which can be passed on to students through the curriculum.

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Cultural Competence

The literature reviewed shows a myriad of definitions for cultural competence. Paige, Jorstad, Siaya, Klein, and Colby (2003) define cultural competence as, "the process of acquiring the culture-specific and culture general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures" (as cited in Beuckelaer, Lievens, & Bucker, 2012, p. 218). Rowland, Faye Jones, Hines-Martin, and Hart Lewis (2013) explain cultural competency as appreciating and valuing ethnic and racial differences, as well as issues of class, gender, sexual orientation, and national origin which marginalize one group and propel one group to superiority. Through this explanation, Rowland et al. (2013) posit that individuals must move further than appreciation and valuing these differences and be willing to engage in self-reflection and acknowledge their role in systems of privilege and oppression. Betancourt, Green, Carillo, and Ananeh-Firempong (2003) explain cultural competence as the social, cultural, and economic factors that influence individuals' values, beliefs, and behaviors. The authors further explain a culturally competent system as one that "acknowledges and incorporates – at all levels – the importance of culture, assessment of cross- cultural relations, vigilance toward the dynamics that result from cultural differences, expansion of cultural knowledge, and adaptation of services to meet culturally unique needs" (Betancourt et al., 2003, p. 118). Madyun, Williams, McGee, and Milner (2013) define intercultural competence as "people's ability to communicate and function effectively across varying cultures." (p. 65).

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Based on the literature reviewed, no single definition of cultural competence exists. Enyeart Smith, Wessel, and Polacek (2017) explain that becoming culturally competent is a complex, intentional process that develops over time. Cultural competence is internalized differently by individuals (Enyeart Smith, Wessel, & Polacek, 2017) and institutions can evaluate their stakeholders to identify areas to improve upon.

Incorporating Cultural Competence in the Community College Curricula

Educational literature regarding methods to include cultural competence within the curricula focuses on areas which usually fall outside of the programming that community colleges provide. Examples of educational programs beyond the two-year level include medical (Lie, Boker, & Cleveland, 2006), nursing (Dean, 2017), optometry (Truong & Selig, 2017), and graduate business programs (Beuckelaer, Lievens, & Bucker, 2012), which provide evidence that including cultural competence in the curricula is an attainable and effective practice. While the delivery and assessment differ between these examples, each one attempts to increase the culturally competent skills, knowledge, and attitudes of the student bodies they serve. All programs beyond the two-year level of programming will keep students involved with the curricula for longer periods of time, thus creating additional opportunities to deliver and assess cultural competency among students.

Incorporating cultural competence in the community college curricula brings a variety of challenges to faculty and administrators. These challenges include the shorter length of time students spend at community colleges, limited resources available to provide institution-wide training, and the broader range of programming available at

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community colleges. Utilizing a global perspective within the general education curriculum can also be difficult due to a lack of commitment across the institution (O'Connor, Farnsworth, & Utley, 2013). Community college educators must overcome these challenges and work within their capacity to educate students about the importance of cultural competency in the workplace. While the literature on cultural competence in community colleges is sparse, faculty and administrators can view high-impact practices used by medical and graduate programs for insight into which practices seem to have a positive impact on the cultural competence of their graduates.

Areas to be addressed to incorporate cultural competence in the curricula include institutional policies, curriculum design, assessment, and faculty development (Dogra, Reitmanova, & Carter-Pokras, 2009). The authors provide institutions with 12 tips for embedding diversity in the curriculum. These tips include areas such as design of institutional policies, creating a safe learning environment, developing clear and achievable learning outcomes, raising awareness of students' biases and prejudices, integrating diversity across the entire curriculum providing faculty development, and instituting assessment strategies. These areas of redesign are valuable for community college faculty and administration, as they show how diversity initiatives can be embedded in the curriculum.

Measuring Cultural Competence in the Community College Curricula

One existing model that measures cultural competence within the curricula is the Association of American Medical Colleges (AAMC) Tool for Assessing Cultural Competence Training (TAACT) (Association of American Medical Colleges, 2005). The

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TAACT assessment instrument is designed to identify strategies to include cultural competence, as well as any gaps that may exist within the curricula (AAMC, 2005). The TAACT identifies five content domains encompassing the knowledge, skills, and attitudes required to effectively serve as a culturally competent health care provider (AAMC, 2005). The domains are labeled as (a) Cultural Competence – Rationale, Context, and Definition, (b) Key Aspects of Cultural Competence, (c) Understanding the Impact of Stereotyping on Medical Decision-Making, (d) Health Disparities and Factors Influencing Health, and (e) Cross-Cultural Clinical Skills (AAMC, 2005). The knowledge, skills, and attitudes listed within each domain of the TAACT model is far too vast for community college students, especially given the shorter length of time students attend two-year schools. Community colleges can however, consider using the TAACT domains as a guide to identify the appropriate knowledge, skills, and attitudes from the domains that can be implemented and measured within the two-year curricula.

Studies on Cultural Competence

In order for sustained efforts to incorporate cultural competence training for community college students, institutions must seek ways to measure the effectiveness of such practices. The Association of American Medical Colleges Tool for Assessing Cultural Competence Training (TAACT) provides guidance for curriculum content in addition to instructional and evaluation strategies (AAMC, 2005). A study conducted in 2005 using the TAACT model at the University of California, Irvine, School of Medicine included 25 course directors and 92 third-year medical students (Lie, Boker, & Cleveland, 2006). The study compared faculty and student perceptions of cultural

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competence instruction during the first three years of the students' curriculum (Lie, Boker, & Cleveland, 2006). Results from the study showed that students were more likely than their faculty to respond positively about their perceptions of the inclusion of cultural competence in the curriculum (Lie, Boker, & Cleveland, 2006). The authors noted that students may have had more exposure to cultural competence instruction as a result of the data being collected after three years of instruction in comparison to faculty who may have only been aware of the cultural competency discussions in the classes they are responsible for instructing (Lie, Boker, & Cleveland, 2006).

The importance of developing cultural competence is also stressed through management graduate education, which is required to perform well in global cross-cultural business models (Beuckalaer et al., 2012). The framework used in this context included five personality traits identified by Van der Zee and Van Oudenhoven (as cited in Beuckalaer et al., 2012) that assist with cross-cultural competence. These traits include *cultural empathy, open-mindedness, emotional stability, social initiative,* and *flexibility* (as cited in Beuckalaer et al., 2012). Van der Zee and Van Oudenhoven used these traits to create the *Multicultural Personality Questionnaire* (MPQ) in 2000 (as cited in Beuckalaer et al., 2012), which is a survey-based assessment tool that identifies predictors of students' success in cross-cultural settings.

A study using the MPQ gathered data from 440 faculty members instructing graduate management courses at colleges in Belgium, France, Germany, and The Netherlands from 2007 to 2008 (Beuckalaer et al., 2012). This study is significant as it claims to be the first international study to examine the effectiveness of culturally

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competent faculty when dealing with culturally diverse students (Beuckalaer et al., 2012). One general finding of the study is that culturally competent faculty scored higher on quality of interactions with students (Beuckalaer et al., 2012). The researchers suggest that considering the cultural competence of faculty members in the recruiting phase, as well as providing cross-cultural training programs for faculty with low levels of cross cultural competence are worthwhile endeavors (Beuckalaer et al., 2012).

While literature on cultural competence and community college faculty and staff is limited, data from a study conducted among 400 community college students in the southwest region of the United States using the *Community College Survey of Student Engagement* (CCSSE) and the *Intercultural Development Inventory* (IDI) to examine the relationship between cultural competence and student engagement (Riley, Bustamante, & Edmonsdon, 2016). Results of the study indicated that students' engagement with group work, and high impact institutional efforts might contribute towards the development of cultural competence among community college students (Riley et al., 2016). Limitations of this study were disclosed as not uncovering the extent to which student engagement impacted development of cultural competence, as well as not assessing levels of intercultural competence prior to attending community college and participating with the study (Riley et al., 2016). The studies provide evidence that cultural competence can have a positive impact on student engagement.

Cultural Sensitivity

Chen and Starosta (1997) explain intercultural sensitivity as the ability to achieve awareness of cultural similarities and differences and use the awareness in

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communicating with individuals from different cultures. Chen and Starosta (2000) developed and validated the *Intercultural Sensitivity Scale* (ISS) through a series of studies that measured intercultural sensitivity. The study provides evidence that individuals with a high level of intercultural sensitivity were more attentive and empathetic and were more effective in intercultural communication (Chen & Starosta, 2000). The study resulted in a 24-item survey measuring intercultural sensitivity through five scales labeled as: (a) Interaction Engagement, (b) Respect for Cultural Differences, (c) Interaction Confidence, (d) Interaction Enjoyment, (e) Interaction Attentiveness (Chen & Starosta, 2000). The ISS provides a cultural sensitivity score from 24 as the lowest, and 120 as the highest, representing greater intercultural sensitivity (Chen & Starosta, 2000). Examining intercultural sensitivity can provide an institution with information that will guide efforts to provide faculty and staff with training that increases their knowledge and skills needed to become culturally competent and to incorporate diversity into the curriculum.

Intercultural Sensitivity Scale Studies

A study utilizing the ISS measured the impact of cultural competence on teaching and learning in higher education (Nieto & Booth, 2010). The study was conducted at a midsized Midwest university in the United States and included 35 instructors and 77 students (Nieto & Booth, 2010). The study found that teachers scored higher than students, and that females scored higher than males on their level of intercultural sensitivity (Nieto & Booth, 2010).

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Hernandez-Katz (2014) evaluated leadership behavior along with the ISS to uncover whether a correlation existed between the level of intercultural sensitivity and the leadership styles of department chairs of 38 public universities in the state of Texas (Hernandez-Katz, 2014). The study found that a negative correlation between leadership styles and intercultural sensitivity existed among the subjects (Hernandez-Katz, 2014). As scores for leadership style went up, scores for the ISS went down. Ass ISS scores went up, scores for leadership style went down. While the study found few statistically significant findings, it did show that individuals in leadership roles could benefit through increased training and professional development in the areas of cultural awareness, cultural sensitivity, and cultural competence (Hernandez-Katz, 2014).

Student Engagement Theory

Kuh's theory on student engagement (Kuh, 2001, 2009) considers the time and effort that students put into educational activities, as well as institutional efforts to increase student participation. Evidence shows that students from all backgrounds generally benefit from increased engagement (Kuh, 2009). Pascarella, Seifert, and Blaich (2009) present evidence that increased engagement can lead to an increase in intercultural effectiveness. A study examining high impact engagement activities at 20 institutions sought out to uncover what these schools were doing to achieve higher-than-predicted student engagement scores and graduation rates (Kuh, Kinzie, Schuh, & Whitt, 2005). The study was labeled the *Documenting Effective Educational Practices* (DEEP) project, and was intended to guide administrators, faculty, staff, and students in evaluating their institutional policies to increase engagement and student success (Kuh et al., 2005). The

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project uncovered that the DEEP institutions support many forms of diversity including ethnic, racial, intellectual, social and political diversity. The schools also make additional efforts to welcome newcomers, which included historically underserved groups in higher education (Kuh et al., 2005).

Shared responsibility. The Deep project highlights effective practices at institutions where student affairs and academic affairs work together to encourage engagement by nurturing and caring for students in a manner that is typically expected from student affairs personnel (Kuh et al., 2005). Student affairs personnel also integrate the academic and cocurricular experiences of the students into their practices, thus creating a shared responsibility for student success between the two areas which can often be seen as separate responsibilities (Kuh et al., 2005). The authors provide an example where faculty members serve students by offering advice on personal issues in addition to academic issues which provides students with various support services from various constituents across the campus, thus creating a culture of a shared responsibility to enhance student engagement and success (Kuh et al., 2005).

Diverse educational experiences. DEEP schools also utilized educational experiences that complement and strengthen their academic programs of study. The *National Survey of Student Engagement* (NSSE), highlights six areas that enrich the educational experiences of students (Kuh et al., 2005). These areas include:

(1) having serious conversations with students of a different race or ethnicity than one's own; (2) having serious conversations with students of a different race or ethnicity than one's own; (3) using electronic technology to discuss or complete

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assignments; (4) participating in internships or field experiences, foreign language study, study abroad, community service, independent study, a culminating senior experience; (5) participating in cocurricular activities; and (6) an institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds. (Kuh et al., 2005, p. 53)

These areas expose students to diverse educational experiences which can be included in the curriculum. Since the research shows evidence that increased engagement leads to increased success and intercultural effectiveness, institutions can position themselves to serve diverse student bodies more effectively by using resources to provide training for faculty, staff, and administration to increase their knowledge, skills, and attitudes on inequities surrounding diverse student bodies.

Critical Race Theory

Critical Race Theory is an institutional and systematic way of producing teachers that are under-equipped to teach racially and ethnically diverse students (Sleeter, 2017). Sleeter (2017) presents three tenets of Critical Race Theory which are helpful to understand the reality of the way in which racially and ethnically diverse students are under-served. These tenets include (a) interest convergence, (b) challenges to claims of neutrality and color blindness, and (c) experiential knowledge (Sleeter, 2017).

Interest convergence. Bell (as cited in Sleeter, 2017) explains interest convergence as White people advancing interests of people of color only when they converge with their own interests. This perpetuates the status quo and reduces the impact of initiatives by people of color to reduce racial and ethnic disparities in education. From

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a curricular standpoint, separating programming on diversity from the rest of the curriculum also perpetuates these disparities. Efforts such as hiring people of color and adding separate diversity courses do not sufficiently address inequities generated by interest convergence at predominantly white institutions (Ortiz & Jani, 2010; Sleeter, 2017). Initiatives to address these systems must be supported throughout the school to create a culture of inclusivity. An institutional commitment towards equity can reduce the status quo and support initiatives to advance racial equity in higher education.

   Challenges to claims of neutrality and color blindness. Sleeter (2017) uses critical race theory to explain how challenges of neutrality, color blindness and meritocracy mask systems of White privilege and power. Studies show that standardized tests such as the Praxis for teacher certification have a tendency to favor White teacher candidates at the expense of Black teacher candidates (Sleeter, 2017). Sleeter (2017) also explains how institutional structures maintain a pool of teaching candidates that are predominantly White. Scheduling structures that cater to students such as Monday through Friday daytime schedules, and full-time only scheduling are likely to be attended by White students, thus reducing the opportunities provided to students of color (Sleeter, 2017). Understanding these challenges minority teachers and students face is the first step towards reducing inequities. Institutions must actively dismantle systems of White privilege and power to provide opportunities for minority teachers, and support for minority students.

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Experiential knowledge. Critical race theory also values the experiences of people of color who are victimized by racism (Sleeter, 2017). Students in predominantly White teacher preparation programs explain that the curriculum and field placements were irrelevant for students of color, and to communities that serve students of color, increasing the inequities that exist in higher education (Sleeter, 2017). A qualitative study captured the perspective of four urban high school students, and provides evidence that students valued teachers who cultivated environments that were safe and respectful, as well as culturally sensitive and responsive (Garcia, Agbemakplido, Abdela, Lopez, & Registe, 2006). Milner and Howard (2013) found evidence that curriculum design, faculty recruitment, and faculty support are important factors in preparing teachers to work with students from diverse racial and ethnic backgrounds. The experiences of faculty, staff, and students of color should be considered as valuable for institutions to decrease the equity gap that exists between White stakeholders and stakeholder of color in higher education. Initiating changes that will be more inclusive of all requires appropriate training and development for faculty, staff, and administrators (Ortiz & Jani, 2010). Critical race theory expresses an ideology and pursues activities than can lead to transformative social justice (Ortiz & Jani, 2010). The theory of transformative learning should be applied to institutional programming that will provide all stakeholders with the skills, knowledge, and attitudes required to initiate systematic changes to achieve social justice.

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Diversity Training and Professional Development Programs

Studies completed about training and professional development programs for faculty members provide evidence that the programs can assist to increase cultural competency. A study conducted with 12 faculty members over a four-year period captured the opinions of participants upon completion of the program (Devevreaux, Prater, Jackson, Heath, & Carter, 2010). Common themes that emerged from the study were that faculty enjoyed sharing and discussing their experiences about diversity through collaboration, faculty gained an increased understanding of culturally responsive practices in education, and the activities assisted faculty to engage in self-reflection (Devereaux et al., 2010).

Another study conducted using 49 participants for a professional development program for educators offered a series of professional development seminars, which included 39 total hours of time over a period of three semesters (Pothoff, Dinsmore, & Moore, 2001). Themes emerging from this study included participants recognizing the personal need for diversity training, the high value placed on open-dialogue and collaboration, and the value in well-prepared facilitators for discussions about diversity (Pothoff et al., 2001). Additional themes from the study included the value in the program to their personal and professional lives, application of the program to teaching, and the deep personal growth the program assisted the participants with (Pothoff et al., 2001). The authors also provide a narrative that includes the value of mandatory training if the delivery is enhancement-oriented, as opposed to deficit-oriented (Pothoff et al., 2001).

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Summary of the Literature Review

While a limited body of research exists in regards to assessing cultural competence among community college faculty, existing literature does provide evidence of the value of classroom interactions and discussions regarding cultural awareness, competence, and sensitivity. Institutions must consider using the assessment tools available to evaluate the cultural sensitivity of the administration, faculty, and staff to enhance the experience for the student body. By doing so, institutions will gain insight into areas that help move this initiative forward such as training for faculty and staff, properly aligned learning outcomes, assessment methods, and ways to enhance engagement among the student body. Institutions positioning themselves to showing a commitment to development of cultural competence will better serve student populations that become increasingly diverse.

With engagement existing as a key construct for student success, institutions must ensure resources are allocated properly to provide the support needed by all constituents. Without the proper funding, internal support, and communication initiatives can fade or exist within the margins of an institution, reducing engagement and reducing the opportunity for students to be successful. With decreased funding and limited resources, community colleges must achieve a critical mass of students, faculty, staff, and administration for programs to increase engagement.

Using Critical Race Theory, institutions can address inequities that exist within their systems, and begin to make changes. By providing faculty, staff, and administration with the training and development to encourage self-reflection and provide a platform for

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discourse, systems of inequities can be identified and addressed to become inclusive of all. These supports can assist participants as they move through stages of transformational learning as individuals continue in self-reflection with the purpose of social justice.

A review of the literature shows a lack of research pertaining to community college faculty and their attitudes towards cultural competence and diversity. The literature review can guide institutions to provide training and development for faculty in order to strengthen their ability to educate an increasingly diverse population of students. These efforts can assist Xavier County College by including issues of diversity and cultural competence into the ethos of the institution, thus beginning the creation of a culture of diversity, inclusion, and equity.

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Chapter III

Methodology

Context of the Study

The study took place at Xavier County College, which is located in the Northeast region of the United States. Xavier County College is a two-year community college that is accredited by Middle States Commission on Higher Education (Xavier County College, 2017). The mission of Xavier County College is:

> Xavier County College is committed to the success of a diverse student body through collaborative engagement that provides high quality, accessible and affordable education. The College is responsive to the needs of the community through continuous enhancement of its programs and services. (Xavier County College, 2017, para. 4)

Xavier County College is one of the largest community colleges in the region. The total number of full-time faculty members and teaching administrators during the spring 2018 semester was 117 (Xavier County College, 2017). There were also 308 full-time staff members at Xavier County College, for a total of 425 full-time employees (Xavier County College, 2017). The college serves over 30,000 students annually and offers over 100 degree and certificate programs in many areas including nursing, veterinary technology, ophthalmic science, business, automotive technology, mechanical engineering, health professions, and liberal arts among others (Xavier County College, 2017). Xavier County College also offers hundreds of non-credit and personal enrichment courses offered to the community each year (Xavier County College, 2017).

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Student demographics from the fall 2015 semester at Xavier County College were 48.5% Caucasian, 19.9% African American, 6.1% Asian, 14.7% Hispanic, 1.5% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander, 0.7% Two or more races, and 6.6% not reported (Xavier County College, 2017). Demographics by gender include 43.1% Male and 56.9% Female (Xavier County College, 2017). The average age of the student population is 27 years old, and 75.8% of students are residents of Xavier County, while 96.2% of students are residents of New Jersey (Xavier County College, 2017). Xavier County College also reports that 50.1% of students are full-time, and 49.9% of students attend part-time (Xavier County College, 2017).

Population and Sampling

The target population for the study was all 117 full-time faculty members and teaching administrators employed at Xavier County College at all three campuses during the spring 2018 semester. The faculty members were notified via email about the purpose of the study. A survey was delivered to the entire target population during the spring 2018 semester. The surveys completed were used as the sample for the study.

Data Collection Instrument

The data collection for the purpose of the study was from the completed surveys. The instrument used for the study (Appendix A) was based upon the *Intercultural Sensitivity Scale* (ISS) which is a 24-item survey measuring cultural awareness (Chen & Starosta, 2000). The 24 items are divided into 5 sections labeled as (a) Interaction Engagement, (b) Respect for Cultural Differences, (c) Interaction Confidence, (d), Interaction Enjoyment, and (e) Interaction Attentiveness. The survey was designed by

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Chen and Starosta (2000) and validated through a series of studies among students enrolled in basic communication courses at the University of Rhode Island (Chen & Starosta, 2000).

The 24-item ISS survey measures cultural sensitivity along with other self-perceived intercultural measures. The survey contains a Likert scale and asked respondents to rate each item on a scale of 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, 1=Strongly Disagree.

The survey also included questions regarding faculty members' experience with teaching diversity, perception on the value of diversity, perceptions of the impact of cultural competence on engagement, interest in training and professional development on diversity, and willingness to participate with programs designed to increase intercultural knowledge and skills, and the value of diversity programs on campus (Appendix A). The survey contained a Likert scale and asked respondents to rate each item on a scale of 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree, 1=Strongly Disagree.

Prior to administering the survey, Dr. Guo-Ming Chen was contacted through email to receive permission to use the *Intercultural Sensitivity Scale* for this study (Appendix B). The ISS was replicated and included with additional questions regarding the opinions of faculty members about diversity and cultural awareness. The *Diversity and Cultural Awareness Survey* contained the 24-item ISS, 8 items asking faculty members' opinions about diversity and cultural competence, and one open ended item asking what type of training and professional development programs faculty are interested in participating in. Paper survey packets were generated, including a cover

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page and alternate consent form, a sealable envelope, and an inter-office envelope pre-labeled to the co-investigators office location. A pilot survey was delivered to three administrators with teaching experience at Xavier County College prior to administering the survey to the target population. Each of the three pilot surveys were completed in 10 minutes or less. Technical and grammatical recommendations were provided through the pilot surveys, which were addressed prior to delivering the final survey to the target population. Chen and Starosta (2000) reported that the Cronbach Alpha reliability of the *Intercultural Sensitivity Scale* is .86. A Cronbach Alpha reliability analysis revealed a reliability of .832 using the Statistical Package for the Social Sciences (SPSS) for the completed surveys.

Data Collection Procedures

An electronic Institutional Research Board (eIRB) application (Appendix C) was completed and approved by Rowan University prior to distributing the surveys and collecting data. An Institutional Research Board (IRB) application (Appendix D) also was also completed and approved by Xavier County College and the final approval form was uploaded into Rowan eIRB portal for approval. Prior to administering the survey, an email (Appendix E) was sent to the 117-member target population explaining the intended purpose for the study. The surveys were hand-delivered to the target population, and the subjects were asked to complete the survey within one week. Due to multiple campus closings because of inclement weather, the target population was emailed (Appendix F) and provided an additional week to complete the surveys. The completed surveys were sealed in envelopes and placed in inter-office envelopes which

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were pre-addressed to the researcher's office location. The information used in the surveys have been stored in a locked file cabinet to ensure confidentiality.

Data Analysis

Variables of this study included faculty members' experiences, attitudes and opinions of diversity and cultural awareness, as well as total scores for the *Intercultural Sensitivity Scale*. The relationship between ISS scores and each of the five sections of the ISS labeled (a) Interaction Engagement, (b) Respect for Cultural Differences, (c) Interaction Confidence, (d), Interaction Enjoyment, and (e) Interaction Attentiveness were also explored. Information regarding the variables was collected through paper surveys during the spring 2018 semester at Xavier County College. Data analysis was directed by the research questions. The Statistical Package for the Social Sciences (SPSS) software was used to analyze the responses. The statistics used to analyze the data included summative totals, descriptive statistics calculating frequencies, percentages, means and standard deviation. Pearson correlations were also used to explore relationships between the ISS scores, the five related measures, and attitudes and opinions of diversity and cultural awareness. The following items from the ISS were reverse coded before summing the total scores: items 2, 4, 7, 9, 12, 15, 18, 20, and 22. A content analysis was used to evaluate the subjects' responses to the open-ended item on the survey.

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Findings

Profile of the Sample

This study consisted of a total population sample of 117 full-time faculty members and teaching administrators employed at Xavier County College during the spring 2018 semester. The target population was made aware of the study through an email sent to their college email addresses explaining that the paper survey titled *Diversity and Cultural Awareness Survey* would be delivered to their physical office locations. The email explained that participation was voluntary, and that the study would remain anonymous and confidential. Paper survey packets were hand-delivered to the entire target population, which included sealable envelopes as well as inter-office envelopes that were pre-addressed to the researcher's office location. The population was initially given a time period of five days to respond to the survey. Due to office closings because of inclement weather, the time period was extended an additional seven days for the population to complete the survey. A total of 50 surveys were completed and returned, yielding a 43% response rate. Xavier College's Internal Research Board Committee had concerns that because of the relatively small target population, some individuals may be identified through demographic information, thus all demographic information was excluded from the survey.

The Diversity and Cultural Awareness Survey contained the *Intercultural Sensitivity Scale* (ISS) developed and validated by Chen and Starosta (2000). The ISS measures participants total ISS score, with a low score of 24 indicating a low level of

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intercultural sensitivity, and a high score of 120 indicating a high level of intercultural

sensitivity (Chen & Starosta, 2000).   Summative scores from this study for the ISS

ranged from a low of 84 to a high of 120. The mean score for the participants was 104.5

with a standard deviation of 8.021. Of the participants, 68% had an ISS score of 100 or

higher, while 32% had a score between 84 and 100. These total scores are relatively

high, providing evidence of a relatively high level of cultural sensitivity at Xavier County

College. Table 4.1 represents the total ISS scores for the two ranges.

Table 4.1

Intercultural Sensitivity Scale Scores (N=48)

Variable	f	%
Total Score 80-100	16	32
Total Score 101-120	34	68
Total	50	100
M=104.50		
SD=8.021		

Analysis of the Data

      Research question 1.   What are the attitudes of selected faculty members and

teaching administrators regarding diversity and cultural competence at Xavier

Community College?

      Subjects were given eight items related to diversity and cultural competence,

which are represented in Table 4.2 organized by level of agreement from most positive to

least positive. When asked if they believed including diversity in the curriculum is

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valuable for students, 86% of participants responded "Strongly Agree," or "Agree." A total of 84% of participants responded "Strongly Agree," or "Agree" when asked if they believed assisting students to increase their cultural competency is a valuable use of classroom time. A total of 84% of participants also responded "Strongly Agree," or "Agree" when asked if programs that celebrate diversity added value to the educational experience that the institution provides for students. Faculty responded "Strongly Agree," or "Agree" 86% of the time when asked if they considered themselves to be culturally competent educators. A total of 82% of participants responded "Strongly Agree," or "Agree" when asked if they believed students will be more engaged with their education if diversity is a normal part of classroom discussion, and if they believed they can communicate better with students if they participate with training and professional development about other cultures. Faculty responded "Strongly Agree," or "Agree" 76% of the time when asked if they are interested in participating with training and professional development to increase their knowledge, skills, and attitudes towards people from different cultures, while only 64% of faculty responded "Strongly Agree," or "Agree" when asked if they currently teach lessons that include topics on diversity. A total of 28% of faculty also responded "Disagree," or "Strongly Disagree" when asked, "I currently teach lessons that include topics on diversity."

Table 4.2

Experiences and Opinions Regarding Diversity and Cultural Competency (N=50)
(Scale: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree)

Variable	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I believe that including diversity in the curriculum is valuable for students. *M*=4.48, *SD*=.743	29	58	14	28	4	8	1	2	0	0
I believe that assisting students to increase their cultural competence is a valuable use of classroom time. *M*=4.35, *SD*=.887	26	52	16	32	4	8	1	2	1	2
I think that programs celebrating diversity add value to the educational experience that my institution provides for students. *M*=4.22, *SD*=.985	23	46	19	38	4	8	1	2	2	4
I consider myself to be a culturally competent educator. *M*=4.20, *SD*=.645	16	32	27	54	6	12	0	0	0	0

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Table 4.2 (continued)

Variable	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I believe that students will be more engaged with their education if diversity is a normal part of classroom discussion. *M*=4.18, *SD*=.972	22	44	19	38	4	8	3	6	1	2
I believe that I can communicate better with students if I participate with training and professional development about other cultures. *M*=4.13, *SD*=.959	18	36	23	46	4	8	1	2	2	4
I am interested in participating with training and professional development to increase my knowledge, skills, and attitudes towards people from different cultures. *M*=4.04, *SD*=1.031	18	36	20	40	6	12	2	4	2	4
I currently teach lessons that include topics on diversity. *M*=3.64, *SD*=1.374	16	32	16	32	1	2	10	20	4	8

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Research question 2. Is there a significant relationship between total ISS scores and attitudes regarding diversity and cultural awareness?

A Pearson correlation was calculated examining the relationship between participants total ISS scores and attitudes regarding diversity and cultural sensitivity. A moderate positive correlation was found between total ISS scores and participants that currently teach lessons that include topics on diversity (r (47) = .336, $p <$.05), indicating a significant relationship between the variables. Table 4.3 displays the Pearson Correlation between total ISS scores and participants that currently teach lessons that include topics on diversity.

Table 4.3

Significant Correlation Between Total ISS Scores and Current Experience Teaching Diversity (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	I currently teach lessons that include topics on diversity.	.336*	.021

*Correlation is significant at the .05 level (2-tailed)

A moderate positive correlation was also found between total ISS scores and participants that consider themselves to be culturally competent educators (r (49) = .369, $p < .01$), indicating a significant relationship between the variables. Table 4.4 displays the Pearson Correlation between total ISS scores and self-perception of being a culturally competent educator.

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Table 4.4

Significant Correlation Between Total ISS Scores and Self-Perception of Being a
Culturally Competent Educator (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	I consider myself to be a culturally competent educator.	.369**	.005

**Correlation is significant at the .01 level (2-tailed)

A moderate positive correlation with strong statistical significance exists between total ISS scores and participants' opinions that students will be more engaged with their education if diversity is a normal part of classroom discussion (r (49) = .375, $p < .01$), indicating that participants with a higher level of cultural sensitivity tend to believe that including diversity in the classroom will increase engagement among students. Table 4.5 displays the Pearson Correlation between total ISS scores and participants' opinions that students will be more engaged with their education if diversity is a normal part of classroom discussion.

Table 4.5

Significant Correlation Between Total ISS Scores and Opinion that Diversity in the Classroom Increases Engagement (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	I believe that students will be more engaged with their education if diversity is a normal part of classroom discussion.	.375**	.008

**Correlation is significant at the .01 level (2-tailed)

Research question 3. Is there a significant relationship between total ISS scores and each of the five related measures of the ISS?

Pearson correlation coefficients were calculated for the relationship between the total ISS scores and the five related measures of the ISS. The five related measures are labeled as Interaction Engagement, Respect for Cultural Differences, Interaction Confidence, Interaction Enjoyment, and Interaction Attentiveness. A very strong positive relationship between total ISS scores and interaction engagement was found (r (48) = .807, $p<.01$) indicating a significant linear relationship between the variables. Table 4.6 displays the Pearson Correlation between total ISS scores and scores for interaction engagement.

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Table 4.6

Significant Correlation Between Total ISS Scores and Interaction Engagement (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	Interaction Engagement	.807**	.000

**Correlation is significant at the .01 level (2-tailed)

A very strong positive relationship was also found between total ISS scores and interaction attentiveness (*r* (48) = .763, *p*<.01) indicating a significant linear relationship between the variables. Table 4.7 displays the Pearson Correlation between total ISS scores and scores for interaction engagement.

Table 4.7

Significant Correlation Between Total ISS Scores and Interaction Attentiveness (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	Interaction Attentiveness	.763**	.000

**Correlation is significant at the .01 level (2-tailed)

A moderately strong positive relationship was found between total ISS scores and respect for cultural differences (*r* (48) = .649, *p*<.01), indicating a linear relationship between the variables. Table 4.8 displays the Pearson Correlation between total ISS scores and scores for interaction engagement.

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Table 4.8

Significant Correlation Between Total ISS Scores and Respect for Cultural Differences (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	Respect for Cultural Differences	.649**	.000

**Correlation is significant at the .01 level (2-tailed)

A moderately strong positive relationship also exists (*r* (48) = .597, *p*<.01)

between total ISS scores and interaction confidence indicating a significant linear

relationship between the two variables. Table 4.9 displays the Pearson Correlation

between total ISS scores and scores for interaction confidence.

Table 4.9

Significant Correlation Between Total ISS Scores and Interaction Confidence (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	Interaction Confidence	.597**	.000

**Correlation is significant at the .01 level (2-tailed)

A moderately strong positive relationship exists (*r* (48) = .555, *p*<.01) between

total ISS scores and interaction enjoyment. As total ISS scores increased, interaction

enjoyment among participants also increased. Table 4.10 displays Pearson correlations

between total ISS scores and interaction enjoyment.

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Table 4.10

Significant Correlation Between Total ISS Scores and Interaction Enjoyment (N=50)

Variable	Item	*r*	*p*
Total ISS Scores	Interaction Enjoyment	.555**	.000

**Correlation is significant at the .01 level (2-tailed)

Research question 4. What do faculty report regarding their desire to attend training and development programs to increase their cultural competence?

Participants were given an open-ended item stating, "Please provide information on training and professional development programs that you are interested in participating with," which was the final item on the survey. Among the responses, 25 participants (50%) provided suggestions about training and professional development programs they are interested in, or other applicable comments. Of the 25 narrative responses, 22 subjects (88%) provided positive recommendations and comments regarding training and professional development, while three subjects provided narrative comments that were not positive, nor did they directly address the survey item. Five overarching themes were found performing a content analysis.

Theme 1: Acknowledging diverse cultures. Many of the faculty members had positive comments towards diverse cultures. Comments such as "I would participate with programs that increase my knowledge about our diverse student body," "A diversity workshop for ALL faculty," "Cultural diversity in Healthcare," and "Cultural differences among people." indicate that diverse cultures are valued among some of the faculty members. Additional comments including "Classes on different cultures," "Cultural

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differences among people," and "I am interested in participating in training and development programs that will increase my knowledge of different cultures such as Eastern European cultures, African culture, and many more," provide examples of the high level of value faculty members place on acknowledging diversity in higher education.

The narrative provides evidence that faculty involved in different academic disciplines value diverse cultures through the following comments; "Social Diversity (SOC-205) is mandatory for CJ (Criminal Justice) degree. Our country is diverse in many ways, which is positive. Key to understanding diverse cultures is education and interaction," "I would like more focus on how to help our native students be more accepting of culturally diverse students," "I think it is easier to include diversity in curricula other than mathematics…. I have taken professional development related to this topic and might be interested in more." Additional comments included, "As ESL faculty, I believe there are many areas connected to diversity and world cultures that can/should be offered," and "I teach math and I believe that it is important for me to understand what happens in a mathematics classroom in other countries." These comments highlight the value of acknowledging diversity across the curricula.

Theme 2: Willingness to lead by example. Several faculty members offered to assist the institution by sharing their experiences, providing recommendations for programs to increase cultural competence of faculty and students, and by participating with facilitation of training and development. Comments surrounding this theme included; "Web resources: culturelink.org, worldpolicy.org, globallives.org, cfr.org,"

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"Anything dealing with cultural norms would be useful, including non-verbal communications…. What about getting students and professors together – like the brown bag lunches we used to do at TLC (Teaching & Learning Center)," "Something through TLC (Teaching & Learning Center) might work. Activities which encourage informal interaction," "I think that specific information about the values and cultural norms represented within our staff and student body would be great…. Another idea would be to get staff/faculty/student input about the top 3 suggestions for making our school more welcoming (survey or conversation)." Additional comments included, "I just returned from a cultural-immersion experience in Morocco, and I would be willing to share what I have learned as a professional development program," and "If you need a 'trainer,' I'd like to offer my services. I have been doing diversity workshops since 1990 (specifically LGBT) and I teach a major component in my Interpersonal Communication course on cultural differences in countries. I emphasize gender and business cultures also." These comments display a willingness to assist with programming designed to increase cultural competency, and the commitment that exists among the faculty members to participate.

Theme 3: Barriers to participation. Comments from two subjects indicate barriers to participating with training and professional development. The following comments; "Who has the time!" and "Not sure – don't know what could be made available – not sure what to ask for," indicate that some faculty members are willing to participate with training and professional development, however they are unaware of anything that can be offered or are unable to find time to attend programs. Institutions

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must provide programming that is accessible for faculty members at various times throughout the year.

   Theme 4: Disparate views on race. Comments from two subjects provide disparate views regarding race in higher education. The following comment provides the opinion that diverse thinking is more important than diverse cultures and color:

> Virtually all faculty and individuals that I know are very accepting of a culturally diverse population. I don't feel that special training is necessary to accept people, so the main reason would be to be politically correct. Diversity does not have to mean ethnic diversity but rather diversity in ideological thinking or scientific background would be more meaningful. We really need people who have different thinking and different skill sets rather than different culture or color. (Anonymous personal communication, March, 2018)

Another subject shared the opposite point of view by stating:

> I enjoy working with culturally diverse people on an important task – work together. It's very important to me that the people in the room are diverse, especially in the US – there should be more people of color in ALL leadership positions at this institution. (Anonymous personal communication, March, 2018)

This opinion that more people of color should be in leadership positions at Xavier County College is in contrast to the previous one, providing disparate views of race and skin color in higher education.

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Theme 5: Negative opinions on diversity. Although the majority of comments were positive, several comments ranged from somewhat negative to overtly negative attitudes and opinions on diversity and cultural competency. One of the subjects commented: "Perhaps learning more about how different international students feel about (a) their professors and interaction, (b) America and American students…. sometimes – more than often, students will 'use' their language barrier as an excuse for poor performance. How is this researched?" The first part of the comment is positive and displays a concern for international students by recommending the institution capture their opinions about interactions with their professors and students. The second part of the comment states that students claim their difficulty in understanding English-speaking instructors is used as an excuse for poor academic performance. Acknowledging language barriers and assisting students with the support they need to succeed is a key tenet of serving as a culturally competent educator.

Additional comments that include positive and negative opinions on diversity were: "None – It just takes polite manners, human decency, and intellectual curiosity to respectfully interact with other cultures. Having experience with a diverse population and interacting with them is much more valuable than canned, useless diversity programs," "I'm tired of having diversity shoved down my throat. I have no problem with diversity; I do have a problem with special interest groups and protected classes. I treat all students with respect regardless of race, creed, or color."

One subject responded with a strong negative opinion about the survey itself with the following response:

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There is no way 1-24 (ISS) is scientifically valid. The questions flat out call ppl (people) racist. And white ppl (people) racist. Culturally distinct individual? What is that. This survey won't give answers, its easily gamed and uses a particular academic language. (Anonymous personal communication, March 2018)

This negative response towards the survey may indicate a strong need for training and professional development to assist some faculty with engaging in their own personal identity development in an effort to move towards a more positive view of diversity. The *Diversity and Cultural Awareness Survey* does not contain the word "race," however one participant thought as though the items included in the survey call white people racist.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated the faculty's attitudes towards diversity and cultural awareness at Xavier Community College. The subjects in this study were a convenience sample of full-time faculty members and full-time teaching administrators employed at Xavier Community College during the spring 2018 semester, totaling 117 employees. A total of 50 of the subjects completed and returned the surveys for a response rate of 43%.

The *Diversity and Cultural Awareness Survey* included the 24-item *Intercultural Sensitivity Scale*, with permission from Dr. Guo-Ming Chen, eight questions regarding experience and perceptions of diversity and cultural competence in education, and one open ended item asking subjects what type of training and professional development they are interested in participating in. Subjects were made aware that survey responses were kept confidential and anonymous. At the request of the IRB Committee for Xavier Community College, all demographic information was removed from the survey. Because of the small total population, the possibility of personally identifying individual responses existed, thus the demographic information was eliminated. Paper survey packets included the survey itself, a sealable manila envelope to enclose the survey, and an inter-office envelope pre-addressed to my office location. Subjects were informed via email that the survey packets were being hand delivered to their office locations and asked to complete the surveys within a time period of one week. Due to inclement weather, the campus experienced multiple closures during the week the surveys were to

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be completed and returned. As a result, the time period to complete the surveys was extended an additional week.

Quantitative data were analyzed from the surveys in order to respond to Research Questions 1-3. Summative totals, descriptive statistics, frequencies, percentages, and Pearson correlations were used to analyze the survey data via the Statistical Package for the Social Sciences (SPSS) computer software. Qualitative data were also analyzed from the subject's responses to the final survey item using a content analysis. A total of five themes emerged from the content analysis.

Discussion of the Findings

Incorporating tenets of diversity and cultural competence within the curricula continues to emerge as important in higher education (Beuckelaer et al., 2012; Dean, 2017; Dogra, Reitmanova, & Carter-Pokras, 2009; Lie, Boker, & Cleveland, 2006; Truong & Selig, 2017). Educational literature provides a narrative that supports diversity and cultural competence in higher education as a method to increase knowledge, skills, and abilities of students to work with individuals from cultures other than their own. To effectively incorporate these instructional methods and programming into higher education, institutions must evaluate their individual climates for diversity and cultural awareness. Sustainable training and professional development programs help assist faculty members by increasing their knowledge, skills, and abilities, increasing the likelihood that they will pass these skills along to students. This study sought to assess the Cultural Awareness of faculty members and uncover their attitudes towards cultural

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awareness and their willingness to participate with training and professional development programs.

Research question 1. What are the attitudes of selected faculty members and teaching administrators regarding diversity and cultural competence at Xavier Community College?

The findings of the data revealed that the majority of faculty have experience with teaching topics on diversity and agree that including diversity in the curricula is a valuable use of classroom time. The majority of faculty also consider themselves to be culturally competent educators and believed that assisting students to increase their cultural competence is a valuable use of classroom time. The majority of faculty also believed that students will be more engaged with their education if diversity is a normal part of classroom discussion and feel that programs celebrating diversity add value to the educational experience that Xavier County College provides. The majority of faculty are also interested in participating with training and professional development programs that increase their knowledge, skills, and attitudes towards people from other cultures, and that they will also be able to communicate better with students from other cultures. These positive attitudes towards diversity and cultural competence are valuable by increasing engagement (Pascarella, Seifert, & Blaich, 2009) and assisting a diverse student body by increasing their cultural awareness and multi-cultural self-efficacy (Lawson-Davenport, 2014; Nieto & Booth, 2010).

While the majority of the faculty had positive attitudes towards diversity and cultural awareness, some negative attitudes and opinions do exist. The negative views

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and attitudes toward other cultures confirm the educational literature that discusses the need to provide training and development to increase the cultural awareness of faculty members in higher education (Al-Asfour & Young, 2017; Devereaux, Prater, Jackson, Health, & Carter, 2010; Nieto & Booth, 2010; Pothoff, Dinsmore, & Moore, 2001). Negative views and attitudes towards valuing cultures other than your own can result in decreased engagement from the students creating a system of inequity and classrooms that do not accept the opinions of minority students, creating environments of exclusion and placing students from different cultures at-risk. Lack of training and professional development, as well as a lack of opportunities to personally engage with learning about bias and systems of privilege and oppression may contribute towards the negative attitudes and opinions towards diversity. Incorporating training and professional development programs for faculty that are supported by the institution should be developed and implemented to assist faculty members to gain a more positive attitude towards diversity and cultural awareness.

Research question 2. Is there a significant relationship between attitudes regarding diversity and cultural sensitivity and total ISS scores?

The positive correlation between total ISS scores and participants that currently teach lessons that include topics on diversity, participants that consider themselves to be culturally competent educators, and participants opinions' that students will be more engaged with their education if diversity is a normal part of classroom discussion are consistent with the educational literature. The value of diverse educational experiences that enrich the educational experiences of students (Kuh et al., 2005; Pascarella, Seifert,

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& Blaich, 2009) and the value of incorporating cultural competence in the curriculum (Beuckelaer et al., 2012; Dean, 2017; Dogra, Reitmanova, & Carter-Pokras, 2009; Lie, Boker, & Cleveland, 2006; Truong & Selig, 2017) are consistent with the findings of the study.

Research question 3. Is there a significant relationship between total ISS scores and each of the five related measures of the ISS?

The findings of the data showed that a significant positive relationship exists between the total ISS scores and each of the five related measures. A Pearson correlation revealed that the relatively high ISS scores, which indicate a high level of cultural sensitivity overall, have either a very strong or moderately strong relationship with each of the five related measures of; (a) Interaction Engagement, (b) Respect for Cultural Differences, (c) Interaction Confidence, (d) Interaction Enjoyment, and (e) Interaction Attentiveness. The positive correlation between the ISS and five related measures is consistent with the reliability testing of the ISS and provides evidence that interculturally sensitive individuals were more empathetic and attentive, and had high self-esteem (Chen & Starosta, 2000).

Research question 4. What do faculty report regarding their desire to attend training and development programs to increase their cultural competence?

The majority of faculty members have an interest in participating with training and professional development programs. The positive themes from the content analysis include (1) acknowledging diverse cultures, and (2) willingness to lead by example. The details captured when asking which training and professional development programs they

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are interested in participating with provide examples of the passion and desire faculty have to participate. The positive views on training and professional development programs to increase cultural awareness can increase the positive experience that students report towards faculty that display a high level of cultural awareness (Johnson, 2002; Nieto & Booth, 2010; Pothoff, Dinsmore, & Moore, 2001). Faculty also reported (3) barriers to participation, (4) disparate views on race, and (5) negative opinions on diversity. These findings are in comparison to educational literature explaining cultural competence as a complex intentional process that develops over time and is internalized differently by individuals (Enyeart Smith, Wessel, & Polacek, 2017). These themes present opportunities for Xavier Community College to engage faculty and assist them to see the value of diversity on campus, both in and outside of the classroom. By working together and learning from each other's education and experiences, faculty can begin to move towards a common and mutual understanding of the value of diversity in higher education.

Conclusions

The results of this study confirmed that the level of Cultural Awareness of faculty members and teaching administrators at Xavier County College was relatively high. The attitude of faculty members and teaching administrators was also positive, as the majority of subjects responded positively to survey items regarding their perceived value of diversity and culture awareness. The correlations between total ISS scores and participants that currently teach lessons that include topics on diversity, participants that consider themselves to be culturally competent educators, and participants opinions' that

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students will be more engaged with their education if diversity experience with teaching topics on diversity provide evidence that increasing cultural awareness of faculty and teaching administrators at Xavier County College can have a positive impact on the educational experience of students. The strong relationships between subjects' total ISS scores and the five related measures including interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness also provides evidence that cultural awareness among the subjects is positive.

Subjects also reported a strong desire to participate with training and professional development. While a few of the subjects provided negative comments regarding training and professional development, the majority of subjects that responded positively provides evidence that faculty are willing and can benefit from training and professional development programs to increase their ability to communicate with students from cultures other than their own, and to increase their skills as culturally competent educators.

Recommendations for Practice

Based upon the findings and conclusions, I recommend the following:

1. Provide training and professional development for all faculty members and teaching administrators and teaching administrators at Xavier Community College to increase their knowledge and skills about different cultures that exist among the student body.

2. Provide training and professional development to assist faculty members and teaching administrators about the differences between race, culture, ethnicity, and other

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individual characteristics such as gender, sexual orientation, and disabilities to create an environment of inclusion on campus.

3. Provide professional development programs to assist faculty members and teaching administrators to increase their cultural competence as educators.

4. Provide opportunities for faculty members and teaching administrators to learn from each other's cultural experiences through the Teaching and Learning Center.

5. Provide opportunities for interactions between faculty members and students to learn about different cultures.

6. Engage the faculty members and teaching administrators to uncover training and professional development programs that they would like to facilitate for other faculty members.

Recommendations for Further Research

Based upon the findings and conclusions, I recommend the following:

1. Further studies should be conducted with part-time faculty members to compare with the findings of this study.

2. Further surveys should be conducted with students to uncover their cultural awareness and the value they see in including topics on diversity in the classroom and in the curricula.

3. Further research into how a campus inclusive of all students can increase student engagement.

4. Further research about faculty members' attitude and opinion regarding cultural awareness and diversity.

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Appendix A

Diversity and Cultural Awareness Survey

Dear Colleagues,

I am inviting you to participate in a research survey entitled "Diversity and Cultural Awareness Survey". We are inviting you because you are identified as a full-time faculty member or full-time teaching administrator employed at Xavier County College during the spring 2018 semester. In order to participate in this survey, you must be 18 years or older.

The survey may take approximately 10 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be 117.

The purpose of this research study is to discover what faculty attitudes are towards diversity and cultural awareness at Xavier County College. The study will discover the willingness of faculty members to participate with training and professional development programs designed to increase cultural competence. The study will also explore if a relationship exists between a faculty members cultural sensitivity and their willingness to engage in training and professional development to increase their cultural competence.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. *There may be no direct benefit to you, however, by participating in this study*, you may help us understand what type of training and development is needed to assist faculty members to increase their cultural competence, thus providing an educational experience that acknowledges the diversity of the student body and creates an environment of inclusion.

Your response will be kept confidential and anonymous. We will store the data in a secure computer file and the file will destroyed once the data has been published. Any part of the research that is published as part of this study will not include any individual information. If you have any questions about the survey, you can contact me/or the researcher at the address provided below, but you do not have to give your personal identification.

Primary Investigator   Co-Investigator

Dr. Burton Sisco   Daniel Banks

sisco@rowan.edu   ████████████████

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(856) 256-4500, ext 3717.   (856) 374-5058

"I am over 18 years of age and wish to participate in the research study of Daniel Banks entitled "Faculty Attitudes of Diversity and Cultural Awareness in Higher Education" at Xavier County College.

Please check the box to the right to confirm this information.

I. Please answer the following statements using the scale provided.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I enjoy interacting with people from different cultures.					
2. I think people from other cultures are narrow-minded.					
3. I am pretty sure of myself in interacting with people from different cultures.					
4. I find it very hard to talk in front of people from different cultures.					
5. I always know what to say when interacting with people from different cultures.					
6. I can be as sociable as I want to be when interacting with people from different cultures.					
7. I don't like to be with people from different cultures.					
8. I respect the values of people from different cultures.					
9. I get upset easily when interacting with people from different cultures.					
10. I feel confident when interacting with people from different cultures.					
11. I tend to wait before forming an impression of culturally-distinct counterparts.					
12. I often get discouraged when I am with people from different cultures.					
13. I am open-minded to people from different cultures.					

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14. I am very observant when interacting with people from different cultures.					
15. I often feel useless when interacting with people from different cultures.					
16. I respect the way people from different cultures behave.					
17. I try to obtain as much information as I can when interacting with people from different cultures.					
18. I would not accept the opinions of people from different cultures.					
19. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.					
20. I think my culture is better than other cultures.					
21. I often give positive responses to my culturally different counterpart during our interaction.					
22. I avoid those situations where I will have to deal with culturally-distinct persons.					
23. I often show my culturally distinct counterpart my understanding through verbal or nonverbal cues.					
24. I have a feeling of enjoyment toward differences between my culturally distinct counterpart and me.					
Items 1-24, Intercultural Sensitivity Scale, Chen & Starosta, 2000					
II. Please answer the following statements using the scale provided.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25. I currently teach lessons that include topics on diversity.					
26. I believe that including diversity in the curriculum is valuable for students.					
27. I consider myself to be a culturally competent educator.					
28. I believe that assisting students to increase their cultural competence is a valuable use of classroom time.					

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29. I believe that students will be more engaged with their education if diversity is a normal part of classroom discussion.					
30. I am interested in participating with training and professional development to increase my knowledge, skills, and attitudes towards people from different cultures.					
31. I believe that I can communicate better with students if I participate with training and professional development about other cultures.					
32. I think that programs celebrating diversity add value to the educational experience that my institution provides for students.					

33. Please provide information on training and professional development programs that you are interested in participating with.

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Thank you for participating with this survey.

Appendix B

Permission to use Chen and Starosta's Intercultural Sensitivity Scale

Intercultural Sensitivity Scale 🗂 Inbox ✕

Banks, Daniel <banksd2@students.rowan.edu>   8:13 AM (4 hours ago) ☆ ↩ ▾
to gmchen ▾

Hello Dr. Chen,

My name is Daniel G. Banks, and I am a current student in the Department of Educational Services and Leadership at Rowan University in Glassboro, New Jersey. I am currently working on a thesis for the requirement of a Master of Arts degree in Higher Education.

I am writing this email to serve as an official request to use the 24 item Intercultural Sensitivity Scale (ISS) as part of my thesis research. While the research is part of the degree requirement at Rowan University, I am also an employee at ███████████████████ which is a community college located in ████████████████. My intention is to deliver the ISS among full-time faculty and teaching administrators at ████████████████ later this semester. The data obtained from the survey will be used to complete the thesis titled, *Faculty Attitudes of Diversity and Cultural Awareness in Higher Education*.

Thank you for considering my request to use the ISS to complete a survey as part of my master's thesis research.

Sincerely,

Daniel G. Banks
Student ID#915868974
Rowan University
201 Mullica Hill Road
Glassboro, NJ 08028

Guo-Ming Chen   📎 10:58 AM (2 hours ago) ☆ ↩ ▾
to me ▾

Hi Daniel, thanks for the request. Yes, you have our permission to use the IS Scale for non-profit research purpose.

Attached is a summary chapter regarding the concept for your reference.

Best.

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Appendix C

Rowan University's eIRB Notice of Approval

**DHHS Federal Wide Assurance
Identifier:** FWA00007111
IRB Chair Person: Harriet Hartman
IRB Director: Sreekant Murthy
Effective Date:

eIRB Notice of Approval

STUDY PROFILE

Study ID:	Pro2018002213		
Title:	Faculty Attitudes of Diversity and Cultural Awareness in Higher Education		
Principal Investigator:	Burton Sisco	**Study Coordinator:**	None
Co-Investigator(s):	Daniel Banks	**Other Study Staff:**	There are no items to display

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Sponsor:	Department Funded	Approval Cycle:	Not Applicable
Risk Determination:	Minimal Risk	Device Determination:	Not Applicable
Review Type:	Exempt	Exempt Category:	2
Subjects:	117		

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved
Approval Date:	3/7/2018	Expiration Date:	
Pregnancy Code:	No Pregnant Women as Subjects	Pediatric Code: No Children As Subjects	Prisoner Code: No Prisoners As Subjects

Protocol:	Permission to use ISS, Chen, 2018.pdf Banks, Alternate Consent and Survey, 2018.docx Banks, Study Protocol, 2018.docx Banks, email to target population, 2018.pdf	Consent: There are no items to display	Recruitment Materials:	Banks, email to target population, 2018.pdf

* Study Performance Sites:

Glassboro Campus   Rowan University Glassboro, NJ

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of

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research ethics as set forth in the Belmont Report.

2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions** : If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. **Unanticipated Problems**: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: http://www.rowan.edu/som/hsp/

6. **Protocol Deviations and Violations** : Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: http://www.rowan.edu/som/hsp/

7. **Consent/Assent**: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Letter Comments: *There are no additional comments.*

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.
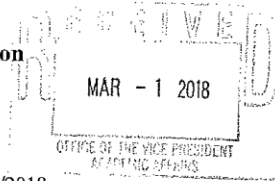
——

Study.PI Name:
Study.Co-Investigators:

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Appendix D

Xavier Community College's IRB Approval

Institutional Review Board Determination Form IRB-B

Name: Daniel Banks   **Date:** 2/19/2018

Research Title: Faculty Attitudes of Diversity and Cultural Awareness in Higher Education

The Institutional Review Board has reviewed your proposal and made the following decision:

✓ Approved

    ❑ subject to minor changes

    ❑ requires alterations, clarifications or assurances

❑ Disapproved

Comments: Your revised proposal has been approved.

Signatures:

Dr. David Edwards   Date 2/19/18
Vice President for Academic Affairs

Dr. Vanessa O'Brien-McMasters   Date 2/19/18
Dean, Academic Operations

Dr. James Canonica   Date 2/21/18
Executive Director, Enrollment & Student Services

Dr. Kelly Jackson   Date 3/1/18
Professor, Mathematics

Dr. Rebecca Sheppard   Date 2-19-18
Dean, Institutional Research & Planning

Email to Faculty Requesting Participation with the Study

Banks, Daniel

From: Banks, Daniel
Sent: Thursday, March 08, 2018 4:20 PM
Subject: Diversity and Cultural Awareness Survey

Dear Colleagues,

Some of you are aware that I am working towards completion of a Master in Arts in Higher Education Administration program at Rowan University. The program requires completion of a thesis study which I have been working on completing this semester. I am inviting you to participate in a research survey entitled "Diversity and Cultural Awareness Survey" to complete the thesis requirements. I am inviting you because you are identified as a full-time faculty member or full-time teaching administrator employed at ████████County College during the spring 2018 semester. The number of subjects to be enrolled in the study will be 117. The study has received IRB approval from ████████County College and Rowan University.

The survey may take approximately 10 minutes to complete. A paper copy of the survey and alternate consent form will be hand delivered to your office locations within the next few days. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to the paper survey. If you do wish to participate with the survey, I am asking you to complete the paper survey included in the packet delivered to your office by Friday, March 23rd, 2018. Upon completing the survey, seal the survey in the enclosed envelope, and place the envelope in the inter-office envelope that is pre-addressed to be returned to my office in the CIM building, room 117. Since my target population has a relatively low number of potential participants, your participation is valuable to my research. All responses will be anonymous and confidential. No identifiable information will be collected or included in the study. The new inter-office envelopes, along with the sealable envelope for the survey itself ensures that neither myself as the co-investigator, nor anyone else will know who did or did not participate with the study. The envelopes can be placed in any outgoing inter-office mailbox on campus.

The purpose of this research study is to discover what faculty attitudes are towards diversity and cultural awareness at ████████County College. The study will discover the willingness of faculty members to participate with training and professional development programs designed to increase cultural competence. The study will also explore if a relationship exists between a faculty members cultural sensitivity and their willingness to engage in training and professional development to increase their cultural competence.

I want to thank you in advance for utilizing a few minutes of your valuable time if you choose to assist me with my research.

Sincerely,

Daniel G. Banks (Co-Investigator)

Dr. Burton Sisco (Primary Investigator)
sisco@rowan.edu

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(856) 256-4500, ext 3717

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Appendix F

Follow-up Email to Faculty to Complete the Survey

Banks, Daniel

From: Banks, Daniel
Sent: Friday, March 23, 2018 1:52 PM
Subject: Diversity and Cultural Awareness Survey Follow-up

Dear Colleagues,

This email is to serve as a reminder about the survey titled "Diversity and Cultural Awareness Survey" delivered to your office locations last week. Due to the inclement weather and college closings this week, I am extending the time to complete the survey. If you are able to participate with the research, I am requesting that you complete the survey and place the included inter-office envelopes in any outgoing mailbox on campus by Friday, March 30th, 2018.

Thank you again for your assistance.

Sincerely,

Daniel G. Banks (Co-Investigator)

Dr. Burton Sisco (Primary Investigator)
sisco@rowan.edu
(856) 256-4500, ext 3717

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