

FACULTY PERCEPTIONS: DIVERSITY AND JUSTICE IN THE UNIVERSITY
CLASSROOM

by

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DEDICATION

This dissertation is dedicated to my family (the Sims Tribe). Let this be an example that with grit, resilience, and perseverance, you can achieve your wildest dreams. To my parents (Kevin Fuggs and Rickki Bonner), the foundation you set for me was the vehicle used to make it to this place. To every individual who has served as an educator (formally and informally) who intentionally included diversity and justice education into their curricula for their students' benefit, I dedicate this to you and your integral work in a space where integrating diversity and justice education is controversial. This dissertation is also dedicated to every student who never saw themselves reflected in their course materials or educational process.

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ABSTRACT

With changes in law and policy as well as the need and desire for education by Students of Color, colleges and universities have seen a significant increase in Students of Color on campus. Faculty demographics, however, remain disproportionate with this drastic change. Although the United States of America and its higher education practices are steeped in a history of oppression and marginalization, race was a non-factor in this study due to the small number of respondents identifying as Persons of Color (28 of 141 or 19.9%). This study delved into the perceptions, actions, and beliefs of university faculty at two Hispanic Serving Institutions in the U.S. Southwest. The quantitative analyses resulted in the varied levels of association between the independent variables (Gender, Race, Status, Age, and College) and the dependent variables (Faculty Perceptions and Diversity Advocacy) while four themes (professional development and formal training, university and department policy and practice, diversity and social justice as unmentioned or appropriate in the classroom, and diversity and justice education as essential to implement and enact. The most significant quantitative associations included Gender.

I. INTRODUCTION

An article written in 2017 entitled “Your DNA is an abomination” went viral at a Hispanic Serving Institution (HSI) in the U.S. Southwest where over 50% of the student body identified as Students of Color (see Appendix A for full article). The article overtly addressed racism, oppression, power, and privilege. Rudy Martinez, the Hispanic student author of the opinion post published, was subsequently fired from the student newspaper (Concha, 2017). The university president, an older, White woman made statements against the student author and his writings (Bauer-Wolf, 2017; Helgeson, Pliley, &, McKiernan-Gonzalez, 2017). Prior to being impeached by the university’s Student Government for race-related social media posts, the acting student body president, a White man, also made statements against the student author. University community members, alumni, students’ family members and friends, and other members of society at large expressed their opinions through social media platforms, emails, phone calls, and the comment sections of online article posts. This was an opportunity to engage students and the campus community around the topics of diversity and justice (Helgeson et al., 2017). Unfortunately, that did not happen.

With the election of President Donald Trump in 2016 and his manifestations of xenophobia (Raghunathan, 2018), racism (O’Connor & Marans, 2016), and sexism (Bahadur, 2017), students and members of national groups gained confidence in espousing an open anti-diversity stance on and off campus (Schwartz, 2018). Protests increased nationally and internationally due to Trump’s politics (Jordan & Clement, 2018; Saxena, 2016). Instances of overt White supremacy and domestic terrorism were executed on U.S. soil and rationalized through the employment of mental illness claims

(Associated Press, 2019). Students on the same campus as Rudy Martinez fought against racism by the student body president (Harriot, 2018). In addition, mass shootings in El Paso, Texas and Dayton, Ohio received recognition by Trump only to be overshadowed 14 minutes later by a post about a boxer (Associated Press, 2019). Trump's behavior nationally and internationally has created a fertile environment for anti-diversity, hate-related speech and behavior, and insensitivity (Desmond-Harris, 2016; Kunzelman & Galvan, 2019). Because of the multiple impacts on campus and the nation due to U.S. politics under the Trump Administration, the case of the censored Hispanic student journalist serves as one of my field sites.

As institutions of higher education continue to diversify and become more inclusive, colleges and universities must find ways to represent, support, and interact with both diversity and inclusivity in mind. Reactionary, defensive, and exclusionary practices have resulted in feelings of negativity on the student journalist's former campus. Students' parents wondered if their children were safe, and students questioned if higher education or that college campus was for them. Faculty and administrators continue to struggle to figure out how to support students while maintaining their personal perspectives. These circumstances increase the necessity for effective and forward-thinking practice. It is equally significant given the institutional diversity that has been fought for in cases like *Fisher v. Texas* (2016), *Grutter v. Bollinger* (2003), and *Hopwood v. Texas* (1996). Because of the increasingly diverse student demographic enrolled in higher education and the significant difference in representation between faculty and students (see Figures 1, 2 and 3), it is important to understand faculty perceptions on integrating diversity and justice education in the classroom. The development of this

knowledge assists with understanding faculty perspectives and practice along with the potential impact those perspectives and practices have on university students.

Background of the Study

Diversity in higher education has steadily increased over the past five to seven decades (Association of American Colleges & Universities, 2019; Byrd, 2015; Matheuws, 2016; Ryder, Reason, Mitchell, Gillon, & Hemer, 2016). Byrd (2015) highlighted a differentiation between recruitment of diverse students and actual cultural representation and support of diverse students: “when you increase racial and ethnic minority student representation, you must work to implement structural and cultural changes” (p. 75). One suggested method was cluster hiring of Faculty of Color (Byrd, 2015); however, hiring more Faculty of Color is fruitless without the construction and implementation of strong support systems to retain those faculty members.

Supporting the previous statement by Byrd’s (2015), Matheuws (2016) wrote that “the diversification of the student population was accompanied by a demand for more diverse courses of study, with practical studies accompanying the liberal arts” (p. 12). While diverse courses of study may have been added, standard teaching strategies may not have changed. This lack of change equates to a potential underrepresentation of the student demographic participating in such classes.

Some faculty engage in pedagogical practices which Freire (1970) called the “banking model of education”. Within the banking model, professors and instructors see learners as empty vessels that they deposit knowledge into. When professors or instructors navigate the classroom with a banking model lens, they negate students’ funds of knowledge by assuming that only the faculty member has legitimate knowledge to

impart. Banking tends to replicate the knowledge and positionality of the instructor. According to Fitzclarence and Giroux (1984), due to the power associated with education, oppression occurs because the institution of education often serves the interests of the dominant culture. Many times, faculty are unaware of their role in this perpetuation (Beale, Young, & Chesler, 2013).

Curricular inclusions of diversity and justice education amongst some faculty members have not occurred; thus, the needs of this diverse population go unmet despite asking universities to better integrate issues surrounding diversity and justice into the classroom (Jones & Renfrow, 2018). Part of the problem stems from the misalignment in representation between the faculty who teach and the students in their classrooms (NCES, 2018). To understand the issue as it relates to this topic, a brief history of higher education integration for students and faculty in the United States must be examined.

Higher Education Integration in the United States

Higher education in the United States began with the coming of Europeans to its shores (Kohrs, 2015). Its history has been tumultuous and elitist; however, it eventually gave access to those who do and did not identify as wealthy, Anglo-Saxon, Christian men (Kohrs, 2015). Faculty originated from the same racial and ethnic demographic as the elite (Kohrs, 2015). Higher education has not been afforded to all within its history; however, changes in the law and assistance from the federal government have created a system of open access.

During the 19th century, faculty existed, but they did not have advanced degrees attained through professionalization because most institutions did not confer advanced degrees (Kohrs, 2015). Instead, institutions were established for religious reasons;

therefore, the majority of those educated were future clergymen. Higher education was primarily a requirement for those in the fields of medicine and law although small academic colleges existed where wealthy, young men were the main participants (Kohrs, 2015). Notably, women students were absent from these academic institutions.

Women in Higher Education

Women did not gain access to colleges and universities until the second half of the 19th century and the early 20th century (Kohrs, 2015). Controversy existed as it related to women's desire for higher education because of a conflict with defined roles for women such as homemaker (Parker, 2015). Coeducational institutions continued to require separation of the sexes and a differentiated curriculum which emphasized homemaking for women but not for men (Parker, 2015).

While women were not banned from higher education, institutional policies and quota systems kept some women outside of the classroom (Parker, 2015). Even still, historical events (wars, Great Depression, etc.) caused the population of college going women to fluctuate (Parker, 2015). Job opportunities came and disappeared because of major changes in student demographics (Parker, 2015). Women went from Deans of Women with major faculty member responsibilities to a subordinate role under a male-identified Dean of Students. Women were also the majority of those who lost their jobs post World War II (Parker, 2015). As of 2017, women hold 56% of overall enrollment in higher education (NCES, 2019). However, this increase in women has not permeated the full-time professoriate at an equal rate (NCES, 2018). Like the incongruity between the increase in women students and full-time women faculty, African American/Black student enrollment and full-time faculty representation lags (NCES, 2018).

African Americans/Blacks in Higher Education

With a history of slavery, being considered three-fifths of a person in the South, and enduring constant racial battle fatigue (see Appendix B), African Americans were also kept out of institutions of higher education (History.com, 2009; Smith, W. A., Allen, W. R., & Danley, L. L., 2007; Stefon, 2019). The South continued to utilize systems of oppression against Blacks despite changes in federal laws and integration requirements. Access to predominantly White institutions (PWIs) of higher education did not become a reality for this population until the mid-to late 20th century (Stefon, 2019). Because of this, Historically Black Colleges and Universities (HBCUs) were developed.

HBCUs

The term *historically Black colleges and universities* came from the Higher Education Act (HEA) of 1965. The HEA “expanded funding for colleges and universities” (Stefon, 2019, para 1). Before the American Civil War (1861-1865), the states of Pennsylvania and Ohio housed the first HBCUs (Stefon, 2019). As Blacks were kept out of PWIs, these institutions were established for the purpose of educating young Blacks in trades and basic education (Stefon, 2019). They have since undergone several transformations and iterations. They bear different names than when originally established and one is currently affiliated with the African Methodist Episcopal Church (Stefon, 2019).

With the end of the Civil War and the change in the status of slavery’s legality, many HBCUs were established “throughout the South with support from the Freedmen’s Bureau, a federal organization that operated during Reconstruction to help former slaves adjust to freedom” (Stefon, 2019, para 3). Examples of these institutions by their current

names are Clark Atlanta, Morehouse, and Howard Universities. These institutions offered a variety of areas of study to students encompassing some of the following: liberal arts education and career training for teaching, ministry, missionary work, agriculture, and industry. Morehouse was and is a single sex institution for men, while Spelman serves as an HBCU for women (Stefon, 2019).

While HBCUs appeared to be an excellent apparatus for the education of Blacks, prominent African Americans in the late 19th and early 20th centuries contested them on the grounds of their foundation (Stefon, 2019). Many HBCUs founded just after the end of the Civil War were established by Whites who “had negative preconceptions of the social, cultural, and intellectual capabilities of blacks” (Stefon, 2019, para 4). Critics questioned the viability of HBCUs due to their separate nature and wondered if this separation in education stalled the quest toward economic equality with Whites.

Determining a teaching style that would best serve African Americans also became an issue within HBCUs. Should vocational training or “a more classically ‘intellectual’ education” be offered (Stefon, 2019, para 5)? Due to this dichotomy of thought, individuals like Booker T. Washington founded Tuskegee University in 1881 with an emphasis on vocational training in agriculture and industry. This became a “model for several subsequent HBCUs that organized under the 1890 amendment to the Land-Grant College Act of 1862 that promoted the creation of African American land-grant colleges” (Stefon, 2019, para 5). W. E. B. Du Bois was a proponent of the *intellectual approach* with Harvard University being the example (Stefon, 2019, para 5). Despite the establishment of many HBCUs and initial access to higher education being

granted to African Americans, institutionalized racism and segregation throughout the United States continued to create barriers until desegregation in the mid-20th century.

More than 100 HBCUs currently exist within the United States with most of them located in the South. Through their transitions and transformations, some have remained predominantly African American while others serve drastically different demographics. In 2017, Black student enrollment and graduation from HBCUs was lower than it was in 1976 (NCES, 2018). More Black students are attending other institutions, many being predominantly White (NCES, 2018).

Segregation/Desegregation

Racial oppression and prejudice plague not only the history of the United States but the history of education. “Separate but equal” was the standard imposed, prohibiting Black and White students from attending the same institutions. Legislation such as the *Morrill Act of 1890*, *Plessy v. Ferguson (1896)*, and the 14th Amendment impacted this standard. The U.S. Supreme Court eventually found that separate was not equal through *Sweatt v. Painter (1950)* and *Brown v. Board of Education (1954)*. In 1964, the *Civil Rights Act* was signed to dismantle discrimination, but it did not stop the South from continuing to employ a segregated system. *Adams v. Richardson (1972)* tested how long an institution could be out of compliance with the 14th Amendment and the Civil Rights Act of 1964 before its federal funding was removed. Lastly, in *United States v. Fordice (1992)*, the United States charged Mississippi with failure to comply with the 14th Amendment and the Civil Rights Act of 1964.

The results of these cases granted greater access to African American students with a desire to attend an institution of higher education. This now impacts all other races

seeking education. Given the battles that had to be fought on the identities of race and sex, current demographics demarcate an ongoing representation gap between students and faculty in higher education. This leads to the need to examine the intersecting identities amongst both students and faculty.

Intersectionality

The identities of woman and Black/African American led to changes in legislation and access to education for all (Crenshaw, 1991). However, everyone is comprised of multiple identities that affect and impact one another in the human experience. The interconnectedness of these identities creates both the educator and the student in the classroom. Chung and Rendon (2018) define intersectionality as “explain[ing] what happens when an individual with multiple, intersecting social identities (e.g. race/ethnicity, indigeneity, ancestry, gender, class, sexuality, geography, age, disability/ability, immigration status, religion, political affiliation, and worldview) interacts with overlapping systems of power and privilege in society” (para 1). As women and African Americans have gained access to colleges and universities, the door has also been opened to those embodying other identities at all intersections.

For both students and faculty, a process must take place at the level of consciousness. Chung and Rendon (2018) asserted that it is necessary to “understand intersectionality in relation to consciousness—how individuals come to terms with their own multiple, intersecting identities” (para 3). Chung and Rendon also elaborated on the fact that some people choose one identity over another, but this does not negate the other identities that the individual embodies. On the opposite end of the spectrum, an individual might embrace all their identities leading to what they term “wholeness and

liberation” (para 3). The effect of embracing or neglecting the understanding of intersectionality in the classroom can be felt by both the faculty member responsible for the class and the student in the classroom. Given the situation of the Hispanic student author who experience harsh critique and reaction to his opinion post being situated at a Hispanic Serving Institution (HSI), it is necessary to understand what an HSI is and how HSIs emerged in higher education.

Hispanic Serving Institutions

HSIs began with a grassroots effort in the 1980s that moved educators and policymakers to recognize HSIs as enrolling a large population of students identifying as Latinx (Garcia & Taylor, 2017). The Hispanic Association of Colleges and Universities (HACU) was created in 1986. It not only serves as “the membership association for HSIs,” (Garcia & Taylor, 2017, para 1), but “served as a leader in the effort to persuade Congress to formally recognize HSIs in 1992 and target federal appropriations to these institutions” (Garcia & Taylor, 2017, para 1). According to HACU (n.d.), HSIs are

colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment. “Total Enrollment” includes full-time and part-time students at the undergraduate or graduate level (including professional schools) of the institution, or both (i.e., headcount of for-credit students). (para 1)

The U.S. Department of Education (n.d.) adds to HACU’s (n.d.) definition by listing that an institution must be an “eligible” institution.

Institutions meeting both the eligibility and enrollment criteria can apply “for eligibility to participate in the U.S. Department of Education’s Developing Hispanic-

Serving Institutions Program (found in Title V of the Higher Education Opportunity Act)” (Garcia & Taylor, 2017, para 2; U.S. Department of Education, n.d.). Because the HSI designation is associated with the ability to apply for and receive Title V funding from the federal government, greater scrutiny has befallen institutions with the designation. For example, student affairs called for HSIs to serve Latinx students in a more holistic way instead of simply enrolling them (Garcia & Taylor, 2017).

Due to the eligibility being based on enrollment, the number of HSIs reported on an annual basis fluctuates and there is an additional category of institutions known as Emerging HSIs that exists (Garcia & Taylor, 2017). According to Garcia and Taylor (2017), there were “over 470 two- and four-year institutions [that met] the enrollment threshold to apply for” the U.S. Department of Education’s Title V program and over “300 [were] inching toward that threshold, a group also known as “Emerging HSIs” (para 2). With the continued growth in institutions eligible for the HSI designation, HSIs became more important to “national college completion” targets and “workforce goals” (Garcia & Taylor, 2017, para 2).

HSIs exist throughout the United States and do not have a specific institution size, Carnegie Classification, institution type, or any other determining factor outside of the definition related to enrollment (Garcia & Taylor, 2017). According to 2015-201 data, “HSIs were located in 19 states across the U.S.; however, the vast majority of HSIs (81 percent) were heavily concentrated in just five states—California, Florida, New Mexico, New York, and Texas—and Puerto Rico” (Garcia & Taylor, 2017, para 3). Given the significance of HSI designated institutions to national college completion rates and workforce goals, one must consider the changing student demographic. The slower

changing faculty demographics are outlined in the next section and depict why diversity and justice education are necessary inclusions within the classroom setting.

Faculty Demographics

According to the National Center for Education Statistics (NCES, 2018), faculty demographics across the United States fail to reflect the actual student population. Within this, the problem of experiential understanding exists and adaptation to a diversified population is a challenge because racialized individuals do not experience life in the same way as those who are not racialized. In fall 2016, 19 percent of faculty with a rank of Professor identified as People of Color while the remaining 81 percent of the full-time professoriate identified as White (NCES, 2018). When assessing the demographics of all faculty ranks, 24 percent of faculty identified as People of Color while 76 percent identified as White.

A lack of representation and diversification at the faculty level has already had adverse effects on the student population. Issues exist in relation to sense of belonging (Nora, & Crisp, 2009; Oguntokun, 2013) and differential treatment (Oguntokun, 2013), along with various others. This study provided a better image and perspective of those who are doing the teaching and challenge many of the ways that education has and is being practiced in higher education as it relates to a diversified learner population.

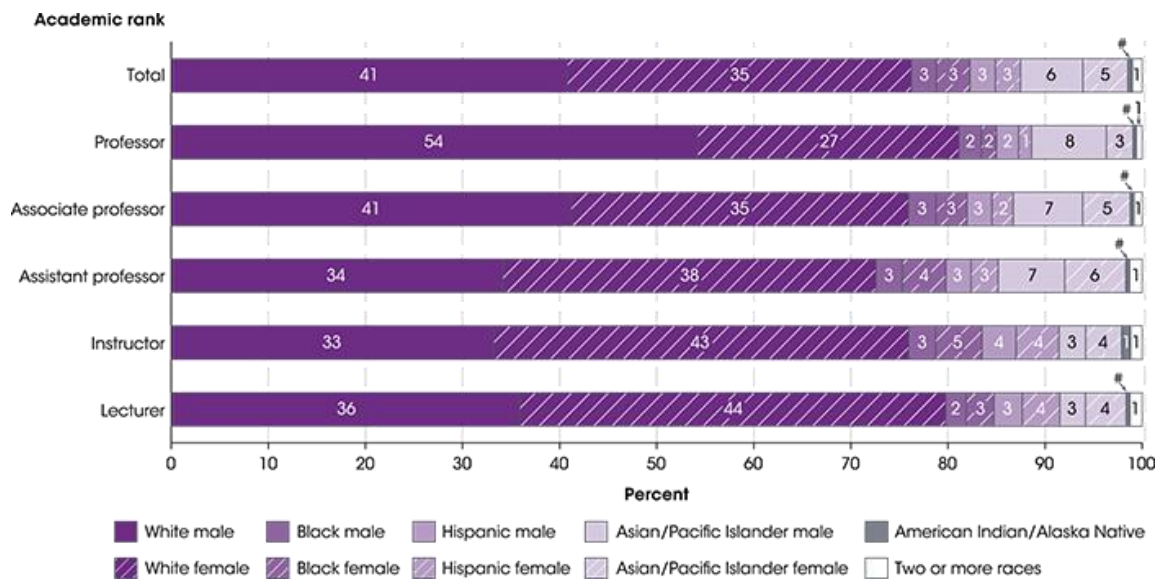


Figure 1. *Demographics of full-time faculty in higher education: Fall 2016 (NCES, 2018).* This figure demonstrates the full-time faculty breakdown by race and gender during the Fall of 2016.

Young Adults and Adult Learners

Merriam and Bierema (2014) utilize a part of Merriam and Brockett’s (2007) definition of adult learner in the field of adult education. Merriam and Brockett (2007) employed a broad definition but Merriam and Bierema (2014) then pinpoint specifics that move the pendulum toward either an adult learner or a child. Merriam and Brockett (2007) included as part of their definition of adult education—“activities intentionally designed for the purpose of bringing about learning among *those whose age, social roles, or self-perception, define them as adults*” (p. 11, italics added). The major differentiation between a child and an adult revolves around the individual’s life situation and how education fits into their life span.

A child was described as “dependent on others for care, learning is a child’s major activity in life, and much of this learning is in preparation for assuming the tasks and

responsibilities for adulthood” (Merriam, & Bierema, 2014, p. 11). On the other hand, an adult already holds various responsibilities and roles in their lives but chooses to add ‘student’ to those roles and responsibilities. “Student” is not their primary job. The life experiences of adults are also uniquely different than those of children and this is an asset that enriches the learning process. For the purpose of this study, I utilize the terms young adult to refer to traditional aged students (approximately 18- 24 years old and go directly from high school into college) and adult learners for those who enroll in higher education after taking on and maintaining roles and responsibilities that are a part of adulthood. The term “student(s)” refers to all learners regardless of categorization.

Student Demographics

When faculty demographics were compared to the undergraduate, student demographics for fall 2017, the disparity in representation was notable. Of the U.S. residents enrolled, Students of Color represented an average of slightly more than half of all undergraduate learners at degree-granting postsecondary institutions (52%) while White learners made up a slightly lower average enrollment of approximately 48.67 percent (NCES, 2019). Adding to this image, when considering adult learners that are U.S. residents enrolled in post baccalaureate or graduate study during the same academic year, approximately 41 percent were Adult Learners of Color while 58.67 percent identified as White. Note that this does not include international and other young adult or adult learners who are not U.S. residents but attend institutions of higher education. This data established an underrepresentation in the professoriate for Students of Color and an overrepresentation for White students.

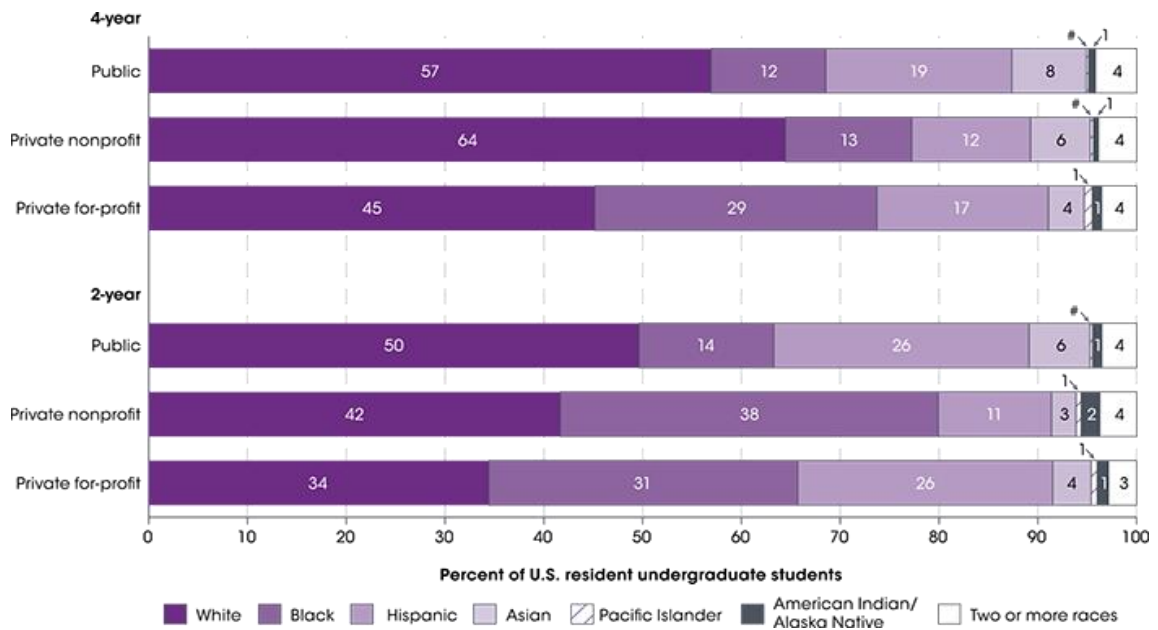


Figure 2. Undergraduate, U.S. resident enrollment in higher education: Fall 2017 (NCES, 2019). This figure represents U.S. resident undergraduate student enrollment as it relates to institutional classification and year length for Fall 2017.

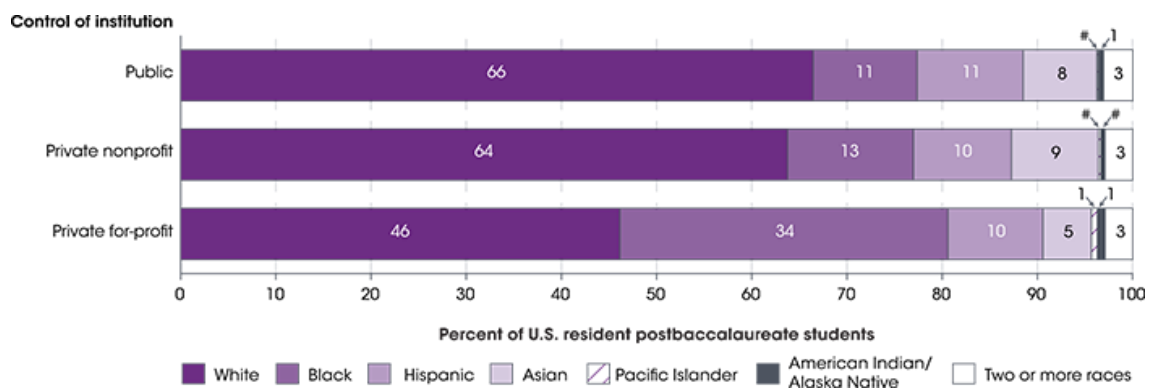


Figure 3. Graduate, U.S. resident enrollment: Fall 2017 (NCES, 2019). This figure represents the U.S. resident enrollment for graduate study during the Fall of 2017 and is broken down by race only.

As demonstrated, the academy is not representative of those being taught; therefore, it is necessary to investigate how faculty members' personal and professional experiences impact their understanding of and use of diversity and justice education within their course curricula.

Baseline Study Findings

I conducted a baseline study at a 4-year, public university in the U.S. Southwest in the fall semester of 2018. This study investigated the agreement between faculty and students related to their perceptions regarding the integration of diversity and social justice education into the classroom. The baseline study used an explanatory sequential mixed methods design. Within this design, the exploratory survey served as the primary instrument. After analyzing the survey data, questions were formulated to better explain the quantitative findings. I intended to ask the questions during two focus groups, one with students and one with faculty. However, the focus groups did not occur due to a lag time between the distribution of the survey and communication for focus groups. Participants were lost due to graduation, time commitments, and other unforeseen reasons (Fuggs, Young, & Reardon, 2019).

A survey consisting of demographic information (race/ethnicity excluded) and a fifteen (15) question Likert-scale questionnaire regarding student and faculty perceptions of the integration of diversity and social justice into the classroom and the university went out to a randomly stratified sample of ten percent of the student population. Ten percent of the student population is the maximum that the Office of Institutional Research allowed for survey purposes. The scale consisted of five potential responses from "Highly Disagree" (1) to "Highly Agree" (5) and was coded as 1-5 for statistical analysis.

The questionnaire was also distributed to all faculty at the university as there were no limitations related to faculty and staff distribution. All student and faculty participants met the following criteria: Must be a current student or faculty member; must have completed at least one academic year at the university; and must be at least 18 years old. If the participant did not meet this criterion, the survey moved them to the ‘thank you’ page and ended the survey.

Of the faculty invited to participate, two hundred (200) submitted viable responses. The two-factor solution relevant to their responses is as follows: Factor I- Faculty Self-Perceptions of Practice and Factor II- Faculty Perceptions of University Policy. To extract the data, Principal Component Analysis was employed while Varimax with Kaiser Normalization was the rotation method. After three iterations, the rotation converged. The scores were calculated by adding the individual answers to the first eleven (11) items of Factor I and the last three answers for Factor II. Ninety-one (91) students completed a similarly viable survey. The factor analysis on the student data was completed in the same manner as the faculty data. The two factors established within the student data were Factor I- Student Perceptions of Faculty Practice and Factor II- Student Perceptions of University Policy.

Table 1

Exploratory Two Factor Analysis of Baseline Study Data- Faculty and Students

Name of Factor	Faculty	
	Number of Questions	Cronbach Alpha
FFI- Faculty Self Perceptions of Practice	11	.91
FFII- Faculty Perceptions of University Policy	3	.78
Students		
SFI- Student Perceptions of Faculty Practice	11	.86
SFII- Student Perceptions of University Policy	3	.79

Note. This table shows the two factor analysis results for both faculty and students who responded to the baseline study.

Table 1 shows the reliability of the survey instrument based on the established factors within the analysis. An alpha coefficient of .70 or greater is considered acceptable (Fraenkel & Wallen, 2009). The Cronbach Alphas calculated from the two individual factors in each data set were as follows: FFI $\alpha = .91$, FFII $\alpha = .78$, SFI $\alpha = .86$, and SFII $\alpha = .79$. Three questions were removed due to semantic issues. There was a significant difference between faculty perceptions of their practice and student perceptions of faculty practice ($t = 2.39$, $p = .017$, $df = 29$). The key finding was that student perceptions of faculty practice were not as positive as the faculty's perceptions of their practice. Regarding university policy, no significant difference was found between the two groups ($t = 1.19$, $p = .24$, $df = 29$). This baseline study led to the development the current dissertation study. The statement of the problem further explains the issue to be addressed.

Statement of the Problem

Faculty incongruence with student demographics creates a situation in which oppression, injustice, silencing, and the continuance of traditional, White-centric pedagogy may occur. These issues deepen when considering the possibility that several Faculty of Color may have assimilated into university culture to both their detriment and their gain. Of interest are the perceptions, experiences, and thoughts related to diversity and justice of faculty members serving as educators at HSIs. Unlike HBCUs, tribal colleges, and other institutions who specialize in serving students from those identity groups, HSI is a designation. Eligible institutions can apply for the designation when 25% of full-time undergraduate enrollment identify as Hispanic (U.S. Department of Education, n.d.). After receiving the designation, institutions may apply for three Title V grants offered by the U.S. Department of Education (U.S. Department of Education, n.d.).

Because the Rudy Martinez case took place at an HSI with over 50% of its students identifying as Students of Color, the continued dismissal of identity based issues within the United States, and the opportunity that faculty in higher education have related to the learning of students, it was imperative that faculty perceptions of diversity and justice integration into the classroom were investigated in these spaces. Unique to this time was the current political climate nationally and internationally. In this environment, faculty were required to navigate personal positionalities and responsibilities associated with young adult and adult learner education, but many do not know how (Beale, Young, & Chesler, 2013). Some faculty members do not alter their teaching strategies although they are aware of the difference in interaction that may occur in the classroom due to

coming in with added experience, thoughts, and opinions (Woodson Day, Lovato, Tull, & Ross-Gordon, 2011).

Although diversity and justice in the university classroom have been studied, many studies outline conceptual and/or experiential frameworks that come from individual department initiatives (e.g., see Ardovini & Lopes, 2009; Bauer & Clancy, 2018; Mahaffey, 2017; Mehra, Olson, & Ahmad, 2011; Miles, Hu, & Dotson, 2013; Moule, 2005; Nelson Laird, 2011; Snyder, Peeler, & May, 2008; Stegman, 2013). While the hope may be to establish an outline for others to follow if they want to integrate diversity and justice education into the classroom or the department, individual efforts typically do not function well, and change is slow to take hold, if it takes hold at all. There is a gap in knowledge related to faculty perceptions on integrating diversity and justice education. Levels of diversity advocacy were illuminated primarily in Park and Denson (2009). This study provided details related to this gap in knowledge.

Statement of Purpose

The purpose of this quantitative study was to explore faculty perceptions related to diversity and justice education. The research questions were: (1) is there a strong association between a set of faculty background characteristics and faculty perceptions on the integration of diversity and justice education in the university classroom; and (2) is there a strong association between a set of faculty background characteristics and level of diversity advocacy? The results of this work can be used to assist faculty with shaping diversity and justice education in the classroom. At the end of this study, practical recommendations are made in hopes of stimulating progress toward action within the academic setting.

Significance of the Study

When considering both the national and international political climates, tensions based on human identities and their intersections, and continued globalization, it is imperative that both faculty and students engage in a heightened level of self-work and development. Self-work, in this context, does not consist of personal areas of growth or development for individual benefit and self-aggrandizement. Instead, self-work involves the psychological and emotional areas of a human being (Tienda, 2013) in connection with other human beings in the world around them. Based on demographic data, the majority of tenured faculty identify as White (NCES, 2018), therefore without significant self-work, traditional White dominant, heteronormative, westernized pedagogy continues in a cyclical fashion (Hirald, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Tienda, 2013). It also fails to address the lived and continuing experiences of Students of Color while allowing White students to remain comfortable and complacent in areas of privilege (Tienda, 2013).

I purport that a failure to intentionally address issues of diversity, justice, and injustice in the classroom reinforces a system of oppression for all members of the campus community with ripple effects on a national and global scale. Examples abound as college graduates and others interact with the diversity and justice related materials around them: a graduate gets a job on a marketing team where he strategically selects and arranges a mix of students for an institution's marketing campaign misrepresenting the actual demographic makeup of the institution. U.S. citizens (graduates and others) reacted in differing ways to the utilization of an interracial family in a Cheerios commercial (Elliott, 2014). U.S. citizens (graduates and others) stand divided on whose lives matter

and what that means for others (Miah, 2015). U.S. president, Donald Trump, makes statements and decisions that affect diverse peoples nationally and internationally; however, he still was elected by the people (Beydoun, 2018; Kucik & Menon, 2019; O'Connor & Marans, 2016; Raghunathan, 2018; Saxena, 2016).

Faculty members within higher education have the ability and responsibility alongside K-12 teachers to “move from justice as theory to justice as practice” (Ladson-Billings, 2015). It is not enough to talk about it, pretend it does not exist, or come up with ideas (Souto-Manning & Winn, 2017). Action is necessary. Faculty also share a responsibility to “move beyond discomfort and carefully consider the ways in which the dehumanization of Black and Brown bodies happens every day in the name of and through education research” (Souto-Manning & Winn, 2017, p. xiii). Though Souto-Manning and Winn (2017) wrote this statement in relation to education research, I situate the statement’s relevance within the classroom curriculum.

Both student and faculty development should be primary concerns of colleges and universities. Preparation for a globalized world is important to numerous constituents given internet access, increased teamwork, and other work requirements (Are Higher Education Institutions Preparing Students for the Real World, n.d.; Barragán, Nicolás, & Hernán, 2013; Fugate & Jefferson, 2001). Therefore, this study is beneficial to all institutions of higher education regardless of the level of diversity on campus. Through this study, faculty perceptions, actions, and thoughts regarding diversity and justice education in the university classroom were explored along with their self-reported levels of diversity advocacy.

Additionally, failure to explore diversity and justice education, inclusivity in teaching methods, and faculty development means that institutions of higher education continue to function in an archaic manner (Hirald, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). To Freire's (1970) point, the banking model of education will continue to flourish; thus, meaning that higher education institutions in 2020 accept the oppression of the young adult and adult learners in the classroom and hypothesize that faculty have reached their apex upon the receipt of tenure or a teaching position within the academe. This mentality negatively impacts the institution, faculty, students, and the world at large.

I, myself, am a product of education systems that functioned with a banking model of education and excluded diversity and justice in many classrooms. An explanation of my positionality highlights experiences, thoughts, and opinions established based on social constructivism.

Positionality

As a first-generation adult learner, educator, and professional who identifies as an African American, cisgender woman from a middle-class family, I have had the experiences of being the only one who looks like me in the classroom which led to being asked by a professor to speak on behalf of my race. I have also experienced those awkward moments when the color drains from the faces of my classmates as they duck, stare at me, or look away when topics related to my race come up in the classroom. I have been treated differently by colleagues and have witnessed colleagues who function with insensitivity toward Professionals and Students of Color. As a final point in my

experience, I have stood in front of the classroom to blank stares, tight lips, and eye rolls when integrating diversity and justice education into the classroom setting.

As both an adult learner and a scholar, I have had the experience of conducting qualitative research with men identifying as Black and Brown in two distinct environments: a PWI and an HSI that is predominantly White but collectively, Students of Color make up the majority of the student population. Recognizing the forgotten, oppressed, and marginalized while finding space for them to amplify their voices is my goal. I recognize my privilege as a middle class, doctoral degree seeking, full-time employed individual and choose to regularly utilize that privilege in ways that bring focus to others at the margins. My primary epistemology is constructivism which directly conflicts with the quantitative methodology that I have chosen. I am connected to the topic in interest, experience, and desire to effect change. Social injustice exists within academia and this is the result of the history of the United States which directly impacts academia's history. While access has been extended to many who did not have access before, it still operates in an oppressive and marginalizing way.

Within this study, I hypothesized that there were associations between various sets of faculty characteristics and perceptions. I held the same hypothesis for the relationship between background characteristics and level of diversity advocacy. Faculty members, who are human, function at the intersections of their identities. The complexity of institutional systems, academic freedom, and the diversity of personality and experiences amongst faculty creates an environment conducive for extreme autonomy. This autonomy then equates to individualistic application which is steeped in individual faculty member experiences.

Study Limitations

The limitations of this study include the number of participants and the length of the survey. To generalize to the larger population, at least 300 viable responses were needed. The viable responses for this study fell below 300 by 159 responses for a total of 141. Also, the sample sizes would ideally be the same for each group, but they were not. Race demographics apart from White were so small that they were consolidated into a POC (People of Color also called Faculty of Color) category instead of being individually representative of a race group.

The survey instrument, while reliable and encompassing, was lengthy. Several of the subscales within the survey provided good information, however, only seven subscales were analyzed to answer the research questions posed. A shorter, more focused survey that only included the subscales related to diversity and justice education may have garnered more and more complete responses to reach generalizability.

Study Delimitations

Delimitations within this study include the inclusion of only two HSIs in the U.S. Southwest. The desire was to be able to compare the two universities because of their differing descriptions. However, this comparison falls outside of the scope of the research questions posed. The researcher's criterion for inclusion was also a delimitation in the study. Finally, the choices regarding types of analyses and what to include within these analyses were strategically chosen to respond to the research questions. While more data were collected than analyzed and reported, what was included falls immediately within the scope of this study.

Definition of Terms

Adult Learners

People who fulfill adult roles and responsibilities prior to choosing to add the role and responsibilities of a student to their lives. These individuals come to the classroom with unique experiences that enrich the learning process and education is not their primary job.

Conscientization

“The process of developing a critical awareness of one’s social reality through reflection and action. Action is fundamental because it is the process of changing the reality. Paulo Freire says that we all acquire social myths which have a dominant tendency, and so learning is a critical process which depends upon uncovering real problems and actual needs.” (Freire Institute, 2019)

Counter-storytelling

“A framework that legitimizes the racial and subordinate voices of marginalized groups” (Hiraldo, 2001, p. 54).

Cultural Competence

“Cultural competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.” (Cross, 1989)

Diversity

The differences in characteristics amongst and within groups whether they be visual, cultural, behavioral, etc.

Hispanic-Serving Institution(s) or HSI(s)

“Colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment.” (HACU, n.d.)

Historically Black Colleges and Universities or HBCUs

“Institutions that were established prior to 1964 with the principal mission of educating Black Americans. These institutions were founded and developed in an environment of legal segregation and, by providing access to higher education, contributed substantially to the progress Black Americans made in improving their status” (NCES 2018; Stefon, 2019)

Historically White University with the designation of HSI

A university that was founded as a White institution, remains predominantly White, and holds an HSI designation.

Positionality

“The social and political context that creates your identity in terms of race, class, gender, sexuality, and ability status. [It] also describes how your identity influences, and potentially biases, your understanding of and outlook on the world” (dictionary, 2019).

Racial Battle Fatigue

“Racial battle fatigue addresses the physiological and psychological strain exacted on racially marginalized groups and the amount of energy lost dedicated to coping with racial microaggressions and racism. The concept of racial battle fatigue synthesizes and builds on the extensive discipline-specific research literature and studies of stress responses to racism and its impact on health and coping.” (Smith, W. A., Allen, W. R., & Danley, L. L., 2007, p. 555)

Social Justice/Justice

“Social justice seeks to ensure that all people participate in and benefit equally from a system” (Matheuws, 2016. p. 10). Justice is about addressing systemic issues of privilege, marginality, and perpetuation by decolonizing, challenging, and bringing those in the margins to the center.

Social Justice/Justice Education (SJE)

“A goal and a process, where educators create a democratic environment that empowers students to actively engage in their education, understand the roles power, privilege, and oppression play in their lives, and through critical reflection how they can challenge, and/or disrupt the status quo” (Walton-Fisette, & Sutherland, 2018, p. 463).

Students

All individuals enrolled in higher education.

White Fragility

“A state in which even a minimum amount of racial stress become intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing behavior. These behaviors, in turn, function to reinstate white racial equilibrium” (DiAngelo, 2011, p. 54).

White Privilege

Unearned assets, abilities, opportunities, and belonging associated with race. The ability to control the ground on which one stands. Your skin color is an asset for any move you choose to make. You can consider yourself “belonging in major ways” and can “make

social systems work for you”. The ability to “freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms”. (McIntosh, 1992, p. 34)

Young Adult Learner

A person who enrolls in higher education immediately after graduation from high school with the intention of completing a degree to attain full-time work. Education serves as preparation for adulthood. The role and responsibilities of being a student are of primary concern.

Chapter Summary

This chapter introduced the research study along with a foundation and rationale for the study. This study explored faculty perceptions related to diversity and justice education in the course curriculum. The change in adult learner demographics along with the extremely slow change in faculty demographics was integral to this study. Non-racialized faculty members cannot understand the experiences or needs of racialized young adult and adult learners without appropriate education, critical reflection, and critical consciousness; therefore, they may not employ teaching strategies that support Students of Color, acknowledge their experiences, or assist in effectively educating non-racialized learners or themselves. The chapter also explained the need to investigate faculty teaching strategies that meet the needs of a diverse student demographic.

An exploratory baseline study completed at a 4-year university in the U. S. Southwest in 2018 provided mixed results related to faculty and student perceptions on diversity and social justice education in the course curriculum. This alone demonstrated a need for a more refined study with specified research questions and variables. A clearer picture needed to be reported. While the baseline study compared student and faculty

perceptions, this study solely focuses on faculty perceptions because they are considered the experts in the classroom. It is also important to recognize that faculty, like students, function within the intersections of who they are coupled with their lived experiences. To support these claims, chapter II provides a thorough review of the literature related to diversity and justice in the university classroom.

II. LITERATURE REVIEW

Overview

In this chapter, the foundations of the conceptual framework as well as the conceptual framework itself are established and explained in detail. First, social constructivism is discussed as the epistemological underpinning of the conceptual framework. Next, the theoretical perspective of critical race theory (CRT) is explained. After CRT, Park and Denson's (2009) work is spotlighted. Social Constructivism, CRT, and Park and Denson's (2009) work serve as the primary contributors to the conceptual framework that is explained and depicted visually.

Following the conceptual framework is a thematic synthesis of literature related to the diversity and justice education in the university classroom. Within this thematic synthesis, topics such as the role of faculty and faculty barriers are discussed. The role of faculty is discussed in a more general sense as well as in relation to diversity and social justice education. Frameworks for implementing diversity and social justice are offered within the literature alongside arguments for the need to integrate diversity and social justice education in the classroom. Next, faculty and student perceptions related to diversity and justice education are summarized. Finally, the limitations of the literature are discussed.

The disciplinary perspective employed was multidisciplinary as the literature came from a range of fields despite its focus on young adult and adult education. The sources of the literature reviewed were the Albert B. Alkek library, its databases (ERIC, ProQuest, Education Source, SCOPUS, PsycARTICLES, JSTOR Journals, Education Source, Alternative Press Index), and Google Scholar utilizing the search terms

“perceptions or attitudes or opinions”, “integration”, “diversity”, “diversity education”, “social justice”, “social justice education”, “curriculum”, “higher education or university or college, or postsecondary, or post-secondary”, “integration of diversity and social justice education into the curriculum”, “faculty and diversity”, “faculty diversity advocacy”, and “faculty and diversity issues”. Faculty also assisted by providing literature they deemed relevant to the topic of study.

Social Constructivism

Social constructivism is a way of knowing that “emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding” (Kim, 2001, para 7). Social constructivism is based on three assumptions that are related to reality, knowledge, and learning (Kim, 2001; Powell & Kalina, 2009). Through the social constructivist lens, reality is constructed through human activity and interaction (Kim, 2001; Powel & Kalina, 2009). Knowledge is also seen as socially and culturally constructed through the process of human interaction. According to Kim (2001), “individuals create meaning through their interactions with each other and the environment that they live in” (para 10). The third assumption is that social constructivists see learning as a process that occurs through socialization (Kim, 2001; Powell & Kalina, 2009). Kim (2001), wrote that it does not occur separately and individualistically, and it is not “a passive development of behaviors that are shaped by external forces” (para 11). With social constructivism as the founding epistemology within this study and the conceptual framework, and the understanding that learning is socially and culturally constructed, it is important to delve deeper and layer the lens of critical race theory atop social constructivism.

Critical Race Theory

Critical race theory (CRT) originated in critical legal studies but has evolved in its application to include education (Hiraldo, 2010; Ladson-Billings, 1998). The purpose of CRT “is to unearth what is taken for granted when analyzing race and privilege, as well as the profound patterns of exclusion that exist in U.S. society” (Hiraldo, 2010, p. 54). CRT has five tenets relevant to higher education: normalcy and permanence of racism; counter-storytelling; whiteness as property; interest convergence; and critique of liberalism (Delgado & Stefancic, 2001; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013).

Normalcy and Permanence of Racism

Normalcy and permanence of racism suggests that racism is interwoven into the fabric of U.S. society which includes higher education (Delgado & Stefancic, 2001; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). White identified individuals experience privilege while People of Color in most areas of their lives do not (Delgado & Stefancic, 2001; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). In critical legal studies, when the White majority holds power, it serves “important purposes, both psychic and material” (Delgado & Stefancic, 2001, p.7). Ignoring systemic racism in higher education results in “propel[ling] and reinforce[ing] structural and institutional racism” (Hiraldo, 2010, p. 55). This leads to the second tenet and the importance of telling one’s story from a non-White, dominate perspective.

Counter-storytelling

Counter-storytelling is “naming your own reality” by telling the story of experiences of People of Color (Ladson-Billings, 1998, p.13) in order to combat the

“dominate (male, White, heterosexual) ideology that perpetuates racial stereotypes” (Hiraldo, 2010, p. 54).

There are three reasons for “naming your own reality” in critical legal studies:

1. much of “reality” is socially constructed;
2. stories provide members of outgroups a vehicle for psychic self-preservation;
3. the exchange of stories from teller to listener can help overcome ethnocentrism and the dysconscious (King, 1992 as cited by Ladson-Billings, 1998) drive or need to view the world in one way. (Ladson-Billings, 1998, p. 13)

Counter-storytelling can be used as an integral component in evaluating institutions inclusivity across campus and campus climate (Hiraldo, 2010). This allows for effective changes to occur. Failure to make effective change equates to difficulty in maintaining diversity. In these cases, “counter-stories support the permanence of racism” (Oguntokun, 2013, p.27). I believe counter-storytelling can be taken further to evaluate the classroom environment (teaching practices, interactions, and content choice).

Whiteness as Property

Given that racism is interwoven into the fabric of the U. S. society, the social construction of whiteness can be considered a property right (Hiraldo, 2010; DeCuir & Dixson, 2004). The levels in which this notion exists include possession rights, the right to use and enjoyment, the right to disposition, and the right to exclusion (DeCuir & Dixson, 2004; Hiraldo, 2010; Ladson-Billings & Tate, 1995; Ladson-Billings, 1998; Oguntokun, 2013). Recall that African Americans were not only considered property

within their history (Hiraldo, 2010; Ladson-Billings, 1998; Oguntokun, 2013), but also only considered three-fifths of a person for economic and political reasons (History.com, 2009; Smith, W. A., Allen, W. R., & Danley, L. L., 2007; Stefon, 2019).

According to Hiraldo (2010) and Oguntokun (2013), the lack of African Americans in faculty positions impacts curricular agendas and reinforced the importance of whiteness over color. Hiraldo (2010) specifically identified the field of student affairs in relation to the academe. Because of the differences in position and power between practitioner and faculty, he stated,

this systemic reality works against a diverse and inclusive higher education environment because it supports the imbedded hierarchical racist paradigms that currently exist in our society. Diversity tends to be more visible within divisions of student affairs, although the power of the institution tends to be centralized within academic affairs where there is less representation of women and [P]eople of [C]olor. (p. 55)

Interest Convergence

The fourth tenet of interest convergence denotes that White individuals are the primary beneficiaries of legislation stemming from civil rights (DeCuir & Dixon, 2004; Hiraldo, 2010; Ladson-Billings, 1998; Oguntokun, 2013). DeCuir and Dixon (2004) claimed that “early civil rights legislation provided only basic rights to African Americans, rights that had been enjoyed by White individuals for centuries. These civil rights gains were in effect superficial ‘opportunities’ because they were basic tenets of U.S. democracy” (p. 28). For example, though misunderstood and miscategorized as only benefitting underqualified People of Color, studies show that the primary benefactors of

affirmative action have been White women (Hiraldo, 2010; Ladson-Billings, 1998; Ogunotokun 2013). Assuming the White women bring additional economic and educational resources to households with White men and White children, White people, in general, are the primary beneficiaries of affirmative action, not People of Color (Ladson-Billings, 1998). Overall, the structure implemented to ensure equal opportunities for People of Color has a major benefit to White individuals (Hiraldo, 2010).

Additional, interest convergence occurs at institutions of higher education in relation to diversity efforts. Hiraldo (2010) discussed this issue while Oguntokun (2013) asserted that

money is brought into institutions and the campus is enriched by the presence of international students and Students of Color. However, what diverse students reap from the university is minimal in comparison with what the university reaps from increased diversity on campus. (p. 28)

Critique of Liberalism

The fifth tenet is critique of liberalism which denies notions that “colorblindness, neutrality of the law, and equal opportunity lets people ignore institutionalized racism and continued social inequity” (DeCuir & Dixson, 2004; Hiraldo, 2010; Oguntokun, 2013, p. 28). Colorblindness works directly against undoing social inequities (Hiraldo, 2010; Ladson-Billings, 1998) and invalidates the lived experiences of People of Color. Not developing or maintaining inclusivity in the curriculum (Hiraldo, 2010; Ladson-Billings, 1998), for example, supports this connection.

Diversity Advocacy and Teaching Strategies

Within continuing diversity issues in 2020, diversity advocacy and teaching strategies are important components of faculty practice. Utilizing data from the UCLA Higher Education Research Institute's faculty survey, Park and Denson (2009) "created a composite variable that taps into a variety of faculty attitudes towards diversity including their commitments to promoting racial understanding and their views of the role of diversity in undergraduate education" (p. 416). They have named this composite variable "Diversity Advocacy" (Park & Denson, 2009). The purpose of their study was "to examine how Diversity Advocacy varies within subsets of faculty, as well as identify predictors of faculty attitudes regarding diversity" (p. 416).

Park and Denson (2009) framed their study around the works of Milem, Chang, and Antonio (2005) as well as Hurtado, Milem, Clayton-Pederson, and Allen (1998). The guiding theoretical framework was "the idea that the campus racial climate is influenced by the organizational/structural dimension of the university" (p. 419). According to Park and Denson (2009), "Milem et al. (2005) list this organizational/structural component of the campus climate as including elements such as diversity of the curriculum, tenure policies, and organizational decision-making policies" (p. 419). This leads into Hurtado et al. (1998) and the areas of demographic diversity, historical legacy, behavioral interactions, and psychological dimensions (p. 419). All are necessary to create a positive campus climate; however, often the area of demographic diversity is the primary focus on college and university campuses. Faculty may be directly involved with all four of these areas of diversity, thus "the added focus on the organizational and structural dimension of climate brings the faculty role to the forefront" (p. 419). According to Park and Denson,

the faculty role extends beyond the classroom and into other areas of the organization and structure of the university with the ability to impact campus racial climate positively or negatively. The conceptual framework for this study is based in part on the work of Park and Denson (2009).

Conceptual Framework

Faculty maintain a position of authority and are established as the experts in the classroom (Beale et al., 2013). However, this position of authority is impacted by organizational structures, organizational culture, and each faculty member's intersecting identities. Although faculty may enter the academy with various lenses and mindsets, the environment in which the faculty member exists interacts with the faculty member to promote or dismantle their positionality.

Social constructions (identities) and professional constructions (organizational culture and organizational structure) are established within the working epistemology of social constructivism. Social constructivism established knowledge, learning, and reality as being based on human interactions with one another (Kim, 2001; Leeds-Hurwitz, 2012; Powell & Kalina, 2009). More importantly, delving deeper into the issue of representation, critical race theory is applied as the theoretical perspective. This conceptual framework purports that organizational structure, organizational culture, and faculty member intersecting identities impact each faculty member's classroom practice.

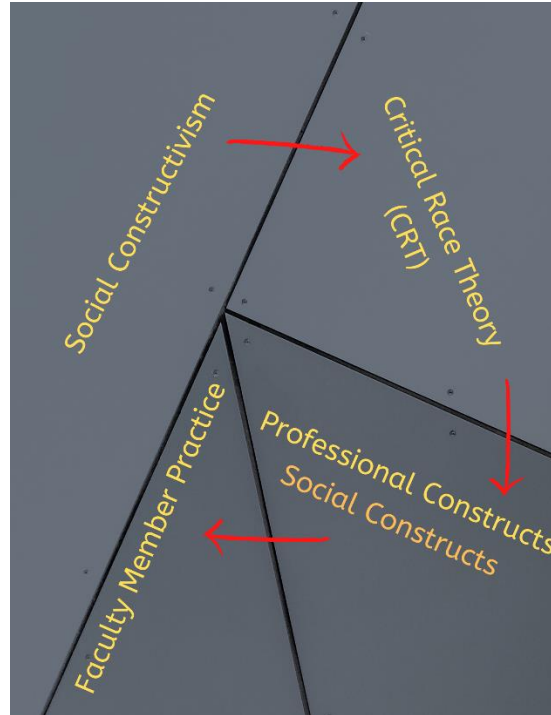


Figure 4. *Conceptual Framework.*

Organizational Structure and Organizational Culture

To assume that the experiences and practices of faculty occur in a vacuum would negate both the intersecting of their identities as well as the impact of organizational structures and cultures on their practice (Beale et al., 2013). The environments in which they operate play an integral role in their experiences as both professionals within their departments and professors in the classroom. Beale et al. (2013) note that

These organizational contexts often are not conducive to good teaching and learning, let alone to creating effective and diverse environments in which faculty can realize the goals of a critical multicultural community and the creation of generations of students prepared to live in a diverse democracy. (p. 2)

Alongside these issues, education often serves as a system of oppression for women faculty, Faculty of Color, and students through the employment of “universalistic assumptions and policies” (Beale et al., 2013, p. 3). Particularly, at Research One institutions, individualization is lauded over teamwork or collectivism; although biased, institutions use standardized testing in admissions criteria; and institutions elevate meritocracy despite the knowledge that everyone comes to academia from different playing fields. White women faculty and Faculty of Color also experience a level of disadvantage due to the heavy emphasis on research at Research One institutions (Beale et al., 2013).

Beale et al. (2013) note that based on Cross and Goldenberg (2009), it is evident that not all senior scholars are interested in teaching undergraduates or are even good at it. As a result, many Research One and other institutions of higher education heavily rely on non-tenured faculty (women and Faculty of Color) to teach large lecture classes. This demonstrates the departmental and institutional priority on research versus quality teaching at the undergraduate level (Beale et al., 2013). It also reinforced how both Sir Ken Robinson and Freire independently describe education: “we have an education system modeled on the interest of industrialization and in the image of it” (YouTube) and the “transmission belt” forms of pedagogy (Beale et al., 2013, p. 5). A one size fits all educational strategy is employed resulting in the mass production of students regardless of “cultural background or style” (Beale et al., 2013, p. 5).

Beale et al. (2013) explains that with a focus on diversity efforts at R-1 institutions and evidence in this volume regarding the different classroom, pedagogical, and collegial experiences of their

[W]hite faculty and [F]aculty of [C]olor as well as their women faculty and men faculty lay bare the narrow and elitist cultural assumptions and organizational practices that govern higher education and help explain much of the underlying lack of community and civility of discourse within academe. (p. 7)

Niemann and Dovidio (1998) as well as Valian (1998) noted that the lack of women faculty and Faculty of Color within departments and colleges created environments that foster “solo status” or “token status” which often translates into “more explicit and/or implicit stereotyping, scrutiny, and ignorant or negative judgments” (as cited in Beale et al., 2013, p. 14). Faculty of Color were also more likely to report “a “chilly” departmental/university climate; lower satisfaction with resource allocations; higher levels of racial stereotyping from colleagues; more tokenism; racist and disparaging remarks, such as questioning whether they were “affirmative action hires”; and a greater sense of exclusion or marginalization” (Hobson-Horton, 2004; Smith, 2004; Thomas & Hollinshead, 2001; Turner, 2003; Verdugo, 2003 as cited in Beale et al., 2013, p. 15).

Intersectionality

Intersectionality addresses multiple oppressions or experiences of marginality that may occur due to the embodiment of various identities that are classified as “other”.

Crenshaw (1991) first coined the term in the legal sphere when addressing women issues related to rape. The problem involved the identity of “woman” being the sole identity engaged in the issue of rape when the reality was that race/ethnicity also played a role. For example, the rape of a Black woman did not carry the same penalty as the rape of a White woman. On the opposite side, if a Black man raped a White woman, the penalty was significantly more severe than Black on Black or White on Black rape. More

holistically, the concept of intersectionality addresses issues associated with basing any experience on a single identity because that experience may stem from multiple identities that the individual embodies (Crenshaw, 1991). However, intersectionality does not serve to negate those who maintain intersectional identities that garner power and privilege. As stated by Chung and Rendon (2018), “intersectionality explains what happens when an individual with multiple, intersecting social identities interacts with overlapping systems of power and privilege in society” (para 1). The same power and privilege exist within the sphere of the academe. Intersectionality is important to understand and consider in context. Due to the nature of this research, it is understood that intersectionality underlies the issues within the academy. While intersectionality is not the major focus of study, intersecting identities are addressed.

Intersecting Identities

Intersecting identities address multiple identity markers that an individual may place on themselves or have placed on them by society. These identity markers may stand alone or intersect with other identity marker to create personal and professional experiences. This is not to be confused with intersectionality.

Intersecting identities also acknowledges that a single experience, action, behavior, or thought process cannot be determined by an individual identity marker as the complexity of how they intersect impacts the experience. Unlike intersectionality which involves overlapping systems of power and privilege directly, intersecting identities solely looks at how various identities together influence faculty responses in practice.

I chose this conceptual framework which is evaluated through the lenses of social constructivism and CRT for two reasons: (1) reality, knowledge, and learning are socially

constructed; and (2) race and racism are inextricably linked to society in the United States and the U.S. higher education system. Systemic and institutionalized racism continues to flourish despite demographic changes and increased representation of People of Color. The same representation is not seen within academia. The social construction of identity and professional spaces in the academe serves similar purposes. Race and racism are always a factor (Ladson-Billings, 1998). Whiteness as property is demonstrated in the faculty demographics and their academic statuses. An exploration of diversity advocacy at HSIs as well as faculty perspectives related to integrating diversity and justice education into the classroom spotlighted status quo mentalities, conflictive understandings and interpretations of diversity and social justice, and positive utilizations of diversity and social justice education in the classroom.

Role of Faculty

Faculty, as the experts in the classroom, become responsible for the information shared and kept from the students that they educate (Beale et al., 2013). According to Ryder, Reason, Mitchell, Gillon, and Hemer (2016), “faculty members have long been considered primary socializing agents in higher education as they set and deliver the curriculum, advance knowledge through research and scholarship, and engage the campus and community through service” (p. 339). Ryder et al. (2016) go on to state that faculty impact student learning through what and how they teach as well as the climate that they create in the classroom. Beale et al. (2013) echoed this sentiment: “And the faculty’s approach to the classroom, the pedagogical and curricular choices they make, determines much of students’ experiences” (p. 7). Therefore, it is important for faculty to

engage with students around issues of diversity and social justice within the context of the classroom.

Diversity Education

Brookfield (2013) notes that “diversity is a major buzzword in American higher education. Most two- and four- year institutions emphasize diversifying recruitment, student services, curricula, and pedagogy to accommodate an ever-broadening student body.” (p. 97). When homing in on curricula and pedagogy, it is necessary to consider if and how faculty integrate diversity and social justice education into the classroom. This is not limited to the general makeup of the class or topical characteristics such as learning style and student preference. An extension of this includes what materials are included and what materials are excluded; whose voices are heard or validated and whose voices are silenced or marginalized; what content is included and what is not; and what conversations are allowed or facilitated in comparison to which are avoided or ignored (Stephens, 2018, Personal Communication; Walton-Fisette & Sutherland, 2018).

Brookfield (2013) also noted that “contemporary teachers now work in truly multicultural classrooms in which multiple intelligences (Armstrong, 2009) and culturally grounded ways of knowing (Merriam, 2007) coexist” (p. 97). It is necessary to create an environment in which students can engage in discussion that evaluates the operation of racism at all levels from individual to societal (Beale et al., 2013; Jones & Renfrow, 2018; Manglitz, Guy, and Merriweather, 2014) with the requirement that faculty hold a deep understanding of obstacles that stand in the way of creating effective environments (Beale et al., 2013; Manglitz et al., 2014). Jones and Renfrow (2018) made a similar

assertion in their study regarding student perceptions of addressing social justice topics in the classroom.

In order for faculty to create effective classroom environments, Jones and Renfrow (2018) stated that the following must be in place: (1) Respect regarding lived experiences of all students and faculty; (2) “safe for students to take cognitive and emotional risks” (p. 189); and (3) “rooted in dialogue rather than discussion or debate” (p. 189). Failure to establish this type of environment and engage with students around these topics disadvantages the experience and engagement of both students and faculty around this topic (Beale et al., 2013).

Justice Education

A major role of faculty in relation to social justice education as outlined in Matheuws (2016) was “that we must be willing to accept that our truth is not a universal truth” (p. 11). Through the acknowledgement of our worldview, we can engage in “honest conversations that lead to meaningful change and holistic solutions to social justice challenges” (p. 11). Matheuws (2016) also discussed diversity standards which call for a cultural awareness of self and others along with cross-cultural knowledge and skills.

Within the realm of the academe, the identities of faculty members play a role in determining “their expectations and approaches in the classroom and how students anticipate and respond to them” (Beale et al., 2013, p. 7). Lastly, Matheuws (2016) highlighted Boysen’s (2012) study on classroom climate in a higher education context. The study found that students expected faculty members to address social justice issues within the classroom context. This would be an effective way to serve young adult and

adult learners, adhere to some of their expectations, and contribute to educating for a globalized world. While these actions may seem easy to enact, many barriers exist for faculty.

Faculty Barriers

Barriers may be individual “discomfort with talking about race and their racialized identity” (Matheuws, 2016, pp. 111-112) or it means “confronting inequalities, privilege, stereotypes, and oppression” (Jones & Renfrow, 2018, p. 189). It is possible that everyone who engages in this type of discussion may find difficulty with creating meaning of it, but it is particularly noticeable for those within the dominant, White culture due to the imbalance of power “in which cross-racial relationships are embedded” (Matheuws, 2016, pp. 111-112). While race is not the primary issue, when it comes to the integration of diversity and social justice in the classroom, it often is a taboo subject that faculty sidestep because they do not feel that they are the experts in this area (Beale et al. 2013). Sue et al. (2009, 1096), unearthed two primary characteristics amongst White faculty as it relates to facilitation of racial and socially just dialogue: “fear of losing classroom control” and “the dialogues’ emotionally charged nature” (as cited in Beale et al., 2013, p. 12). According to Beale et al. (2013), many faculty members enter and remain in the academe with good intentions but lack the appropriate knowledge, skills, support, and rewards when it comes to “effective[ness] in diverse and multicultural classrooms” (p. 7).

Cultural Taxation

Additional barriers arise when women faculty and Faculty of Color begin to experience cultural taxation because of how they identify. Beale et al. (2013) alluded to

the phrase *cultural taxation*. Cultural taxation is most likely to occur when only one or very few individuals that represent women or a specific racial or ethnic group reside within a department or college. Moule (2005) spoke directly to her experiences and elaborated on how she had to reclaim her time, energy, and intentionality around extra cultural duty.

She realized that her White counterparts were not going beyond the scope of their positions, adding unpaid time to their workloads, or placing such a heavy emphasis on diversification within her department. Instead they functioned on the lower end of the spectrum of involvement and worked within the confines of their workload. This becomes problematic when students only identify with a small portion of the faculty within their departments and thus find more trust in one or a few individuals despite the plethora of departmental faculty that exist. It also becomes problematic when culture, gender, race, ethnicity, etc. become the reason that others within a professional environment ask you to do something additional (e.g. advise a student organization, teach an additional class, serve on a committee, etc.). The result when faculty are not representative of the student body is additional culture and gender related labor that is unpaid, unrecognized, and devalued despite departmental statements and goals.

Despite the many barriers that faculty face, it is important to note that many have found ways to effectively use the classroom for both their professional growth as well as student development (Beale et al., 2013). The next section highlights various framework offerings within the literature related to the implementation of diversity and justice education across various departments, colleges, and institutional types.

Framework Offerings

Many fields (i.e. liberal arts, political science, physical education, and teacher education) have taken initiative and attempted to answer students' call to integrate more diversity and justice-oriented instruction into the classroom. Because of their efforts, they have provided conceptual and experiential frameworks for implementation on other campuses and in similar departments. Part of the importance of their contributions to the literature was that they supply faculty and institutions with ideas regarding the implementation of diversity and justice education.

In social work, Snyder, Peeler, and May (2008) offered a framework for integrating “a human diversity and social justice focus within the context of [their] program’s Human Behavior and Social Environment” (p. 145) classes. This framework was influenced by Bell (1997) and Harro (2000a, 2000b), “who have both observed that the conscious appreciation of differences—a key goal in diversity work—needs to be inextricably tied to social justice by foregrounding the ways in which privilege and power are inequitably distributed in our society” (Snyder et al., 2008, p. 146). It included six phases: 1) Introducing the framework; 2) Raising consciousness; 3) Introspection; 4) Connecting and dialoguing across differences; 5) Building alliances; and 6) Organizing to effect change. In the spirit of critical inquiry, this framework moves students into and through a process of self-exploration to include “oppression, cultural diversity, and social justice issues” (Snyder et al., 2008, p. 154).

In a political science department embedded in a PWI, Bauer and Clancy (2018) offered empathic scaffolding as a framework for implementation. In addition to the offerings and assertions of Snyder et al. (2008), Bauer and Clancy (2018) argued that the

emphatic scaffolding framework “should motivate decisions about course content and classroom pedagogy at PWIs [predominantly White institutions]” (p. 73). This approach was cognizant of the current standing of students and “mindfully structures student experiences with diversity” (Bauer & Clancy, 2018, p. 73) starting with their personal experiences and then expanding out. Bauer and Clancy (2018) concluded that “to fully actualize the promise of diversity in higher education, context needs to motivate decisions about course content and pedagogy” (p. 80).

Another method that could be utilized by faculty is Mahaffey’s (2017) miscommunication model when teaching diversity. According to Celinska and Swazo (2016, as cited in Mahaffey, 2017), “communicating with college students about diversity can be a major problem area yet it is a critical teaching component necessary to develop their multicultural competencies” (p. 73). Mahaffey (2017) used this model with regional campus students who were primarily adult learners. The miscommunication model focused on the clarification of areas of misunderstanding between individuals in order to broaden perspectives and get students to reevaluate their perceptions of themselves and others.

Lastly, as with the other studies, Ardovini and Lopes (2009) focused on student outcomes through the Liberal Arts Core at Metropolitan College of New York:

- a) students need to develop processes for examining their beliefs as they engage in roles and activities where their decision-making routinely impacts the lives of others (p. 36);
- b) concern about the decline in social capital in the U. S. (p. 36); and

- c) students [in 2009] need to think deeply about their values and ethics when in college (p. 35).

They outline how they integrated the teaching of social justice into the four semesters of attendance. Each course in the liberal arts core was required of all students and built upon one another to meet the above concerns as well as meet the students where they were.

This method coincided with the scaffolding portion of Bauer and Clancy's (2018) framework. These offerings serve as initiation points for faculty, departments, and institutions to integrate diversity and social justice education into the course curriculum.

Quantitative Studies Including Diversity and Justice Education

Like the conceptual and experiential frameworks that have been offered, various departments and disciplines (i.e. teacher education, nursing, and health sciences) have been studied in relation to the integration of diversity and social justice education. Mixed results were found in relation to perception regarding the necessity and effectiveness of diversity and social justice education in different disciplines. For example, Walton-Fisette and Sutherland (2018) discussed how some pre-service teachers (PSTs) were unaffected by some courses that integrate social justice and diversity while others believed that the approach to implementation should flow from the individual outward.

The Need for Effective Integration of Diversity and Justice Education

Some researchers denoted the benefits of effective integration of diversity and justice education (Enyeart-Smith, Wessel, & Polacek, 2017; Miles, Hu, & Dotson, 2013) on work environments. Miles, Hu, and Dotson (2013) asserted that "enrollment in a course that discusses diversity can increase awareness about inequalities among ethnic groups and lead to positive changes in work environment" (p. 80), while Enyeart-Smith, Wessel, and Polacek (2017) stated that "the inclusion of diversity in academic institutions

is an essential component to teaching students the human relations and analytic skills needed to thrive and lead in the work environment of the twenty-first century” (p. 25). Failure to effectively implement diversity and justice education within higher education negatively impacts students who graduate into the workforce with a lower level of skill for a globalized economy.

Beale et al. (2013) powerfully noted that various faculty and students engage in significant cross-racial and cross-ethnic interaction which leads to developing a “diverse democratic society” (p. 8). Increased and consistent intergroup contact impacts students in the following areas: “active thinking processes, intellectual engagement, academic skills, and intergroup friendships” (Beale et al., 2013, p. 8). Faculty who can address issues of the past like separation, awkwardness, and ignorance can provide these experiences to students (Beale et al., 2013).

Student Perceptions of Diversity and Justice Education

Student perceptions of diversity in higher education and continuing education settings were studied by Miles et al. (2013). The authors found “significant differences related to attitudes toward diversity” (p. 74) among students in teacher preparation courses. The findings pointed to the fact that an increase in exposure to diversity in multiple courses may impact students’ personal and professional lives.

Supporting the findings in Miles et al. (2013), Jones and Renfrow (2018) studied student perceptions of addressing social justice topics in the classroom and found that students (1) want to talk about these issues in the classroom, (2) think that the topics are relevant to their assignments, (3) found pedagogical value in the topics as well as the

strategies implemented within the study, and (4) were uncertain about how they would like these topics to be addressed.

Faculty Perceptions on Integrating Diversity and Justice Education

When looking at instructors' perceptions related to the integration of diversity across the library and information science curriculum online, Mehra, Olson, and Ahmad (2011) found that respondents stated that including "diversity issues in all courses [was] an effective [integration] strategy" (p. 44). They also provided methods of including this information in online and face to face courses as readings, discussion of topics/questions, examples and encouragement of choice of relevant topics in assignments, and case studies (p. 44). Mehra et al. (2011) asserted that based on the data reported, there was "a need to take a more cohesive, concrete, and systematic approach to diversity integration in the online and/or face-to-face LIS curriculum by furthering actions at various levels of implementation" (p. 48). The authors go on to assert that "integrated actions for diversity integration in the LIS curriculum may avoid fragmentary and isolated efforts with minimal impact such as those we have seen in the recent past" (p. 48).

Nelson Laird's (2011) study which quantitatively measured the diversity inclusivity on college courses using data from the 2007 Faculty Survey of Student Engagement, found that "most faculty are including diversity in their courses in some way, but that women and Faculty of Color tend to include diversity to a greater extent than their colleagues" (p. 572). Substantiating and expanding the findings of Nelson Laird (2011), Moule (2005), completed a self-study that evaluated the process of implementing a social justice perspective into teacher education. Moule (2005) found that as a Person of Color, she took on additional tasks that were not considered part of her

full-time employment in the spirit of assisting Students of Color. Her White colleagues did not engage in additional tasks. Undue work, burden, and stress were applied in her situation highlighting the additional work that may fall on Faculty of Color when it comes to implementing initiatives related to diversity and social justice (Moule, 2005). This is something that must be considered when implementing diversity and social justice into the curricula. It must equally be the responsibility of all faculty and not simply those who may self-identify or have a passion about diversity and social justice in their fields.

Faculty and Student Perceptions of Diversity and Justice Education

Based on my literature searches of quantitative studies, nursing and the health sciences are the primary programmatic areas that included an emphasis on cultural competence within their curricula due to the nature of the work that their graduates intended to participate in. Stegman (2013) quantitatively evaluated the perceptions of faculty and students in relation to the integration of cultural competency into the nursing curricula. Stegman (2013) found that there was evidence of said integration; however, this was not valid for the Knowledge of Theory area of the study. Meanwhile Enyeart-Smith et al. (2017) found that perceptions of faculty, staff, and students related to tenets of diversity and social justice education moved in a positive direction during their three-year study. Despite these positives, some students in the Enyeart-Smith et al. (2017) study commented in relation to cultural competency to “quit talking about it” and students believed that it caused more issues and took attention away from more important problems.

Limitations of the Literature

Many of the studies were limited because they solely highlight one department's efforts to make changes to its curricula. While there is no one size fits all method to education as education often involves the interaction of an expert with many diverse individuals, there needs to be a better effort campus wide to integrate diversity and justice education into the course curriculum (Mehra et al., 2011). Another limitation was that many studies focus solely on one aspect (diversity, social justice, or cultural competence) as opposed to a combination or more holistic approach (Ardovini & Lopes, 2009; Bauer & Clancy, 2018; Nelson Laird, 2011; Mahaffey, 2017; Mehra et al., 2011; Miles et al., 2013; Moule, 2005; Ryder et al., 2016). One possible method or implementation strategy would be a campus wide initiative. In isolation, a single department or "individual interventions do[es] not produce systems change" (Golom, 2018, para 5). Individual interventions may not be able to effectively educate students to meet the needs of diverse populations or the globalized world.

Chapter Summary

In sum, social constructivism layered with the theoretical perspective of CRT coupled with the work of Park and Denson (2009) undergirded this study and the development of the conceptual framework. Through the conceptual framework, I asserted that social constructs (identities) and professional constructs (organizational structure and organizational culture) impact each faculty member's classroom practice.

In the literature, many studies existed surrounding diversity and justice education from the perspectives of both the student and the faculty member, but few addressed the faculty member as a whole or their perceptions related to the academic environment in relation to diversity and justice education. Much of this work was left to individual

departments utilizing conceptual frameworks and experiential opportunities. These implementation strategies created issues related to faculty load mentally and emotionally, especially when considering Faculty of Color and women faculty. Isolated efforts have not led to effective overall integration of diversity and justice education into the university classroom.

III. METHODS

Overview

In this chapter, the methods of the study are outlined. The goal of this quantitative, survey-based study was to explore faculty background characteristics in relation to faculty perceptions and level of diversity advocacy with the understanding that internal and external factors affect faculty practice. This chapter provides a brief overview of the study then provides an explanation of the research design and rationale for the chosen design. Next, participant recruitment processes and selection criteria are covered followed by a description of each participating university. Data collection as well as data analysis methods are explained afterward. An explanation related to building trustworthiness is provided followed by ethical considerations. The chapter concludes with a summary.

About the Study

The purpose of this quantitative study was to explore faculty perceptions related to integrating diversity and justice education into the course curriculum and investigate levels of self-disclosed diversity advocacy among faculty members. Utilizing a quantitative survey protocol, quantitative data were collected to address the following research questions:

- (1) Is there a strong association between a set of faculty background characteristics and faculty perceptions on diversity and justice education in the classroom?
- (2) Is there a strong association between a set of faculty background characteristics and level of diversity advocacy?

Additionally, I hypothesized that strong associations existed between a set of faculty demographic data and both perceptions and diversity advocacy.

The findings from this work can be used, in part, to inform about faculty perceptions of diversity and justice education in the course curricula and faculty levels of diversity advocacy. This information could then lead to changes in faculty development and preparation for teaching in a highly diverse classroom environment. At the end of this study, practical recommendations are made in hopes of stimulating progress toward action within the academic setting.

Research Design and Rationale

The design chosen for this study was a quantitative, cross-sectional survey. According to Fraenkel and Wallen (2009), “the major purpose of surveys is to describe the characteristics of a population” (p. 390). Cross-sectional surveys “collect information from a sample that has been drawn from a predetermined population” (Fraenkel, & Wallen, 2009, p. 391). This two-part, 100 item survey was designed to determine characteristics of faculty members at two 4-year public universities in the southwest with HSI designations. The survey was distributed electronically to select faculty at each university and addressed the following areas: background characteristics, academic discipline, institutional characteristics, work-related variables, faculty values/perceptions/goals, and faculty experiences (adapted from Park, & Denson, 2009). The survey included 94 closed ended questions and 6 open-ended questions to explore faculty members’ responses related to their real versus ideal application of diversity and social justice education and additional thoughts on the topic. This research was

correlational in nature as it explored faculty members' perceptions in relation to background characteristics and faculty responses.

A quantitative survey design was chosen in hopes of attaining a better response rate due to the low level of risk involved in the completion of an anonymous online survey. The goal of the study was to articulate faculty perceptions and experiences related to diversity and justice education in the university classroom. Through the utilization of two data collection instruments, multiple dimensions of the faculty experience were explored. The online format reduced barriers to access as it could be completed wherever faculty was at the time. Each portion of the design aimed to answer the established research questions.

Participant Recruitment and Selection

Participant recruitment occurred by utilizing information provided by the Institutional Research Office at one institution and an open records request at the other. Sampling methods were both purposive and clustered. Purposive sampling employs the use of the researcher's "judgment to select a sample that they believe, based on prior information, will provide the data needed" (Fraenkel, & Wallen, 2009, p. 99). Each participant must (a) be at least 18 years of age; (b) be a current faculty member at one of the invited universities; (c) have taught at their current university for at least one academic year; and (d) be actively teaching in the semester that the study was conducted. If faculty attempted to participate but do not meet the criteria, the survey ended, thanking them for their interest. All faculty were invited to participate regardless of department or faculty status. The sample also came from two levels of clustering. The Southwest houses numerous colleges and universities designated as HSIs. This was noted in the information

in the background section on HSIs. These were considered the clusters along with the states in which they resided. Of those clusters, two four-year public universities were purposively selected. After applying the researcher's criterion, the full study sample was selected. Figure 5 shows the second level of cluster sampling which resulted in the universities selected for the study.

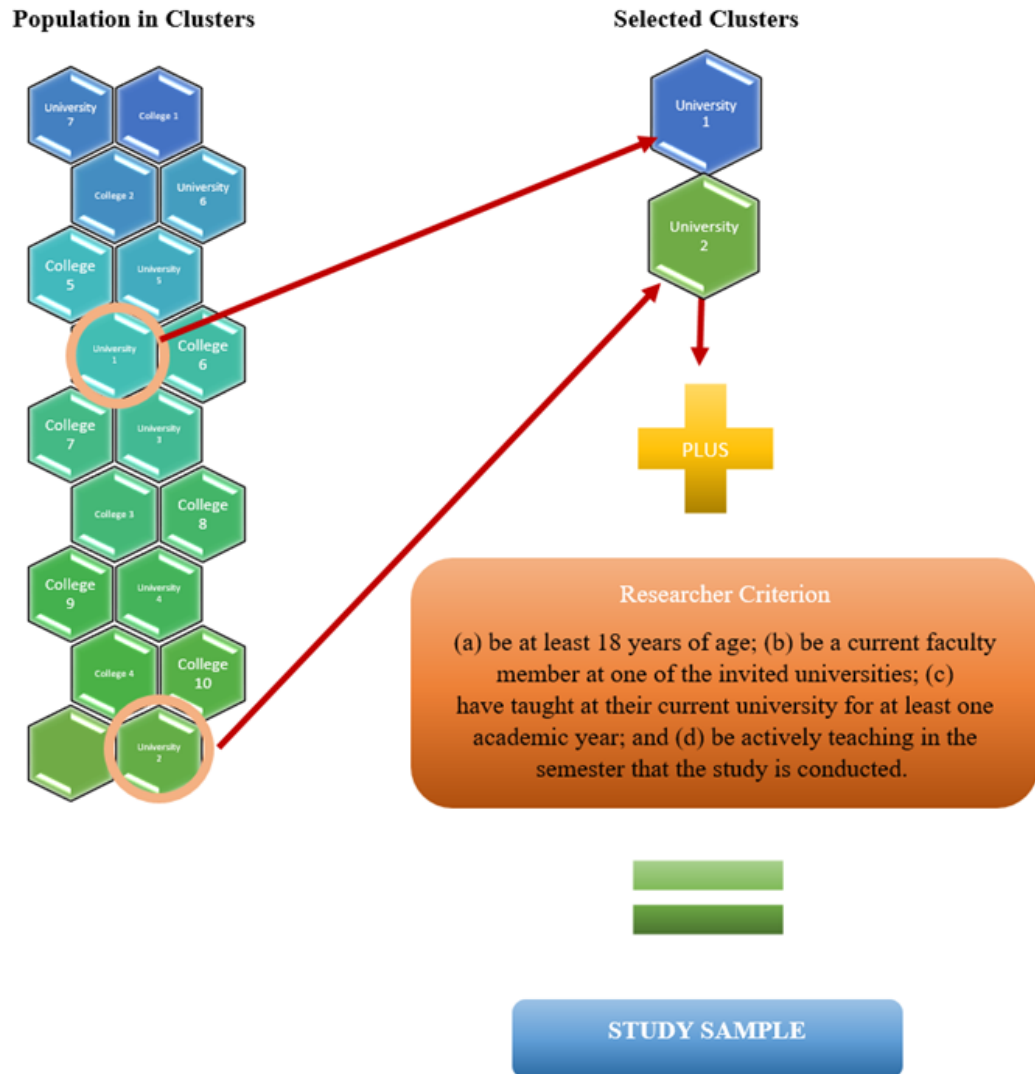


Figure 5. *Sampling Technique.*

Each participant received an email invitation through Qualtrics (see Appendix D) in March 2020 to complete the online survey. A week after the initial email invitation was sent out through Qualtrics, Qualtrics sent a reminder email to those who had not responded to the invitation. This process was completed twice therefore each participant received a maximum of three 3 emails regarding the survey. After the three communications and three weeks of the survey being open, I closed it for analysis.

Description of the Settings

In this section, characteristics of both university settings are described in terms of their student and faculty makeup, age, and location. Table 2 provides a snapshot of each university's characteristics. These universities were chosen because of their proximity to one another and physical locations, contrasting faculty and student demographics, and classifications as both a 4-year public university and an HSI. The situation of each university creates unique environmental and demographic contributions. They also allow for additional comparisons across faculty demographics in relation to integrating diversity and social justice education.

University One

University One is an older, 4-year public university in the U.S. Southwest that grants bachelors, masters, and doctoral degrees. The university is a historically and predominantly White institution that also has an HSI designation. It is made up of a diverse mix of students (first-generation, legacy, wealthy, minority, lower socioeconomic status, etc.). Demographically, Hispanic/Latinx students trail behind their White counterparts in representation and women outnumber men. Most of its students are considered young adult learners although its post baccalaureate students are primarily

adult learners. University One is a large university located in a city and 15-20 percent of its students reside in on campus housing.

Table 2

Characteristics of the Settings

University	University Characteristics	Student Characteristics	Faculty Characteristics
University One	Older, 4-year public university Located in a city in the U.S. Southwest HSI designation Research focused	47% White 53% Students of Color Hispanic/Latinx less represented than Whites Women outnumber men Most students are young adult learners Post baccalaureate students are adult learners 15%-20% of students live on campus	75% of faculty are White White women outnumber White men Sex-based numbers are relatively even
University Two	Younger, 4-year public university Located in a major city in the U.S. Southwest HSI designation Some research focus	74% Hispanic/Latinx First Generation, Transfer, Adult Learner Women vastly outnumber men 49% Part- Time (undergraduate) 49% 25 or older (undergraduate) Average overall student age is 29 Approximately 5% live on campus	48% White with Hispanic/Latinx as second largest group (32%) Women outnumber men

Note. University Two data indicate that Hispanic/Latinx is an ethnicity, not a race.

Therefore, White is reported as 170 individuals per 2018 data while Hispanic/Latinx is

reported as 70 individuals. Hispanic/Latinx is not reported as a race option. This denotes identification as White and Hispanic/Latino demographically.

The faculty at University One resemble the student demographic. However, White faculty vastly outnumber all other demographics (approximately 75%). White women slightly outnumber White men; however, overall, there are a few more men amongst the faculty than there are women (Per university website).

University Two

University Two is also an HSI, but is a younger, 4-year public university located in a major city in the U. S. Southwest. Most students identify as Hispanic/Latinx and are first-generation college students (71%), returning students, and transfer students. Women vastly outnumber men (approximately, 70% to 30%). University Two offers a mix of opportunities for all students with an average student age of 29. Approximately 49% of student attendees are part-time and 49% are adult learners (at least 25 years of age). The faculty at University Two are predominately White (48%) with Hispanic/Latinx identified faculty as the next largest group. Women faculty significantly outnumber men faculty (College Factual; Per the university website).

Data Collection Methods

The primary data collection method was an online Qualtrics survey composed of both a researcher developed instrument (see Appendix F) and an instrument developed by Park and Denson (2009; see Appendix F). Park and Denson approved a request to utilize their instrument within this research study (see Appendix E). It was necessary to collect data in this manner to maintain the anonymity of the participants. Data were collected between early March and mid-April during the spring semester of the year 2020.

The survey was programmed with Boolean mechanisms which only allowed participants fitting the criterion to complete the survey. The first item that faculty saw was an informed consent page in which clicking “continue” confirmed consent. The survey itself consisted of six parts: Part I- Background Characteristics, Part II- Academic Discipline, Part III- Institutional Characteristics, Part IV- Work-Related Variables, Part V- Faculty Values/Perceptions/Goals, and Part VI- Real Versus Ideal (see Appendix F). The survey took an average of 15 minutes to complete. Between the two universities, 221 faculty members responded to the survey invitation for an overall response rate of 11 percent. Of the 221 submissions, 141 were included within the data analysis.

Data Analysis Methods

Study data were analyzed through two lenses: quantitative (Statistical Package for Social Sciences (SPSS-26) and Analysis of Moment Structures (AMOS)) and qualitative data analysis. The quantitative data analysis was primary to the study. The qualitative data analysis provided additional descriptive details that addressed some of the outcomes of the quantitative data analysis or provided counter-stories (see Appendix B) to that data.

Quantitative Data Analysis

Quantitative research allows for the employment of various methods of analysis. The survey data related to the Perceptions Scale underwent both a factor analysis and a confirmatory factor analysis in hopes of supporting the findings from the baseline study of Factor I- Faculty Perception of Self-Practice and Factor II- Faculty Perceptions of University Policy. A “factor analysis is a technique that allows a researcher to determine if many variables can be described by a few factors” (Fraenkel, & Wallen, 2009, p. 334). This involves the discovery of “clusters of variables” (Fraenkel, & Wallen, 2009, p. 334).

Meanwhile, a confirmatory factor analysis is for one of more of the following: “(1) psychometric evaluation, (2) construct validation, (3) testing method effects, and (4) testing measurement invariances (e.g., across groups)” (Harrington, 2008, p. 3). The data were screened for outliers. All participant data located ± 3 standard deviations from the mean were considered outliers. According to Fraenkel and Wallen (2009), “outliers are scores or measurements that differ by such large amounts from those of other individuals in the group that they must be given careful consideration as special cases” (p. 203). The data were also screened for very small respondent groups and individuals who did not respond to a significant portion of the survey. These individuals were eliminated from the study.

After cleaning the data by removing outliers, those with a large amount of missing data, and extraneous data, 141 viable responses remained out of 221 total respondents. Unfortunately, the characteristics of the data set were incompatible with the employment of a traditional path analysis. For example, the variables must be normally distributed. This was untrue for the data. As a result, a Bayesian path analysis (structural equation modeling or SEM) was conducted. The intent was to theorize or explain why a phenomenon occurred and if variable correlations aligned with the theorization (Fraenkel & Wallen, 2009). Finally, goodness of fit utilizing comparative fit index (CFI), Tucker-Lewis index (TLI), and root mean square error of approximation (RMSEA) determined that there was no predictive ability within the Perceptions Scale instrument, therefore it should not be used for predictive studies (CFI= .64, TLI= .54, and RMSEA= .14).

An analysis of Park and Denson’s (2009) survey instrument followed most of the same steps and utilized both descriptive and multivariate analyses. For this study, key

variables, primarily in the background characteristics (race, gender, status, age, and college) were explored. Several of these variables showed up in other studies as most impactful when evaluating differences among faculty perspectives (Park & Denson, 2009). In an adaptation, Diversity Advocacy, a composite variable created by Park and Denson (2009) that “combined variables measuring attitudes on the value of diversity, as well as goals for how the institution should approach diversity” (p. 420) was examined in connection with the five independent variables within the background characteristics.

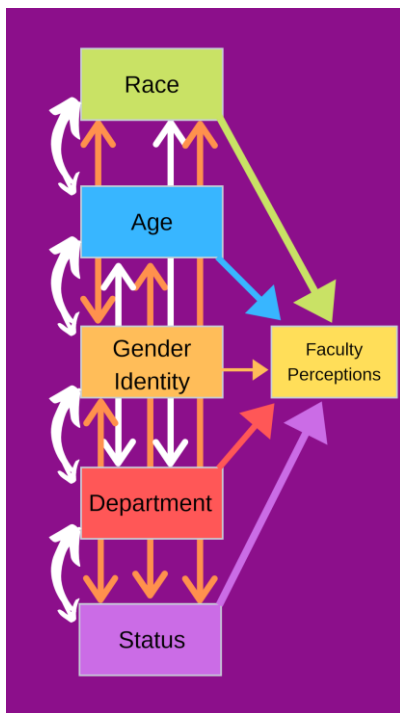


Figure 6. *Variable Set I*

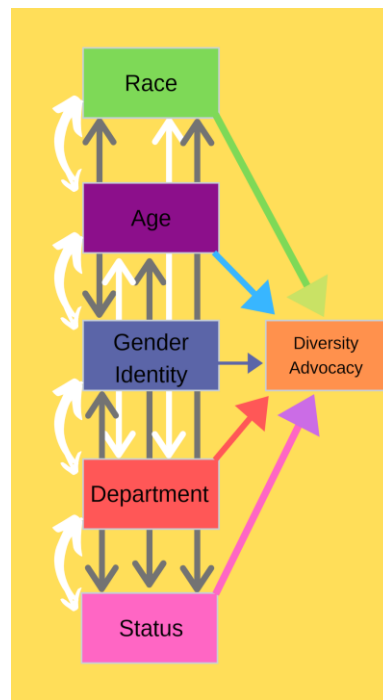


Figure 7. *Variable Set II*

The dependent variables were Diversity Advocacy and Faculty Perceptions. It is important to note that racial and ethnic diversity was the primary focus of the Diversity Advocacy variable. Park and Denson (2009) noted that the composite measure was based on four items within the instrument:

(1) Racial and ethnic diversity should be more strongly reflected in the curriculum; (2) a racially/ethnically diverse student body enhances the education experience of all students; (3) undergraduate education should enhance students' knowledge of and appreciation for other racial/ethnic groups; and (4) commitment to helping promote racial understanding (p. 420).

Figures 6 and 7 provide a visual representation of the primary independent and dependent variables under examination. The qualitative data analysis follows and, in some ways, provides additional support to the responses to the quantitative data.

Qualitative Data Analysis

Each recorded response to an open-ended question within the survey was analyzed and interpreted. Qualitative data analysis included a continued iterative process (DiCicco-Bloom, & Crabtree, 2006), occurred after the completion of data collection, and involved reflexive iteration which is “visiting and revisiting the data and connecting them with emerging insights, progressively leading to refined focus and understanding” (Srivasta, & Hopwood, 2009, p. 77). Within the analysis, in vivo coding was utilized to develop codes, themes, and patterns from the responses. In vivo codes emerge directly from the submitted responses (Srivasta, & Hopwood, 2009; Strauss, & Corbin, 1998). Examples of these codes can be found in Table 3. I then categorized the responses into themes and codes by defining each code and consolidating codes with the same or similar definitions. For example, “not my role” and “not my job.” The consolidation process resulted in a total of four themes with 14 codes.

Table 3*Qualitative Coding*

Theme	Codes
Professional	High Activity
Development/Formal	Little/No Activity
Training	Some Activity
	Personal Pursuit
University and Department	Curricular Constraints
Policy and Practice	Defining Diversity
	Privilege/Discrimination
	Hiring Practices
Inappropriate/Unmentioned	Reverse Discrimination
	Move Past It
	Not My Role
	Vulnerability/Dangerous
Essential to Implement	Contributions
	Caution/Unsure

Note. All themes have four codes to the right except the last theme which has two codes.

I also kept a researcher's journal to reflect on the submitted responses as well as record my personal reactions to the responses. Lastly, I examined them for relationships between the qualitative themes and the results of the quantitative data analysis.

Building Trustworthiness

Internal validity, external validity, reliability, and objectivity are integral components of a quantitative study. Internal validity means that "observed differences on the dependent variable are directly related to the independent variable, and not due to some other unintended variable" (Fraenkel, & Wallen, 2009, p. 166).

To control for threats to internal validity, Table 4 outlines the steps taken. The primary means of addressing these threats was issuing a standardized survey instrument. The instrument included participant characteristics, was implemented online at the leisure

of the participant with no intervention or interaction with the researcher and quells the threat of subject attitude through standardization and asking for more detailed information. For correlational studies, there is always the risk that an extraneous variable can also explain the correlation that has been found. I conducted a MANOVA which compared each independent variable to the dependent variable, but also compared the interaction between independent variables to ensure that the representation of the data was accurate and not overstated. In addition, multiple layers of analysis, both traditional and Bayesian, assisted with the elimination of data that may have been tied to extraneous variables. This allowed the data and data analyses to focus on the associations between the independent and dependent variables being measured.

Table 4

Internal Validity

Threat	Action(s)
Subject Characteristics	Obtain more information on participants, choose an appropriate design
Instrumentation	Standardized conditions, Obtain more information on details
Subject Attitude	Standardize conditions, obtain more information on details, Choose an appropriate design
Implementation	Standardize conditions, obtain more information on details, Choose an appropriate design

External validity is the ability to generalize the findings to a larger population than the sample used in the study (Fraenkel, & Wallen, 2009). Three hundred or more participants were needed for generalizability in this study. With 141, generalizability was not possible, but provided a snapshot of the faculty at the universities that participated.

According to Fraenkel and Wallen (2009), “a reliable instrument is one that gives consistent results” (p. 111). Reliability is challenged by reemploying two instruments that have already been proven valid, the researcher’s baseline study survey and the survey by Park and Denson (2009). The research tested the reliability of each instrument through reuse. Responses to different sets of items within the instrument also can be compared to determine internal consistency (Fraenkel, & Wallen, 2009).

While objectivity which is “the absence of subjective judgments” (Fraenkel, & Wallen, 2009, p. 111) is a primary component of quantitative trustworthiness, inherent bias exists due to the survey instruments being created, analyzed, and interpreted by human beings (Garcia, López, & Vélez, 2018; Gillborn, Warmington, & Demack, 2018). The employment of a QuantCrit lens changes the dynamic of the data as QuantCrit evaluates the nuances within the data to tell the story of People of Color apart from dominant White culture.

Ethical Considerations

The American Psychology Association along with the Institutional Review Boards of Texas State University and the participating universities have express guidelines to follow when conducting research on human subjects. Participation was voluntary and included an electronic consent form (see Appendix C) at the beginning of the survey. Participants had the option to complete the survey or not. Their consent was attained through a two-part system in which they chose to click on the link located in the recruitment email (see Appendix D) and then click a button after the informed consent cover page that took them into the survey itself. This study involved no

foreseeable serious risks in participation. Resources were made available to those who needed them during or after the survey.

Although responses were anonymous, all research records remained private. No identifying data was reported. Only the members of the research team and the Texas State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants. All data were maintained on a password protected computer and remained in a locked drawer on campus in the researcher's Chair's office.

Chapter Summary

In sum, this quantitative study explored faculty background characteristics as they related to faculty perceptions and diversity advocacy with the understanding that internal and external forces impact faculty practice. The study was designed as a quantitative Qualtrics survey with six open-ended questions to potentially provide supplemental qualitative information related to the topic. This method of delivery was chosen to maintain anonymity amongst the respondents.

The participants for the study were recruited via faculty email lists provided by the Office of Institutional Research at one university and an open records request at the other. The settings from which the participants were drawn were selected utilizing a two-strand, clustered, purposive sampling technique. All faculty members at both universities were invited to participate; however, to fully participate in the study, each participant had to be a faculty member at their university for at least one year and teaching during the spring 2020 semester.

Data collection via the online Qualtrics survey took place from early March through mid-April. Each university had approximately three weeks to respond, received an initial invitation as well as two reminder emails prior to closing the instrument. Data analyses consisted of a confirmatory factor analysis on the researcher developed instrument, cleaning the data and removing outliers, checking the goodness of fit for the researcher's instrument, a Bayesian path analysis, MANOVA for Diversity Advocacy and the Perceptions Scale, ANOVAs between independent and dependent variables, and the development of means plots. The next chapter provides a detailed report of the results of the data analysis.

IV. DATA ANALYSIS AND RESULTS

Overview

Within this chapter, the results of the study are presented alongside my interpretations of the results. The results are presented both descriptively and figuratively. The reliability of the instruments utilized is examined prior to providing descriptive data. Next, I address both research questions associated with the study individually. Then, the dependent variable, Faculty Perceptions, is broken down into six sections for reporting results: Perceptions Scale, Social Justice Orientation, Institutional Diversity Climate, Institutional Social Justice Climate, Race and Gender in the Classroom, and Social Justice in the Classroom. After the quantitative results are reported and interpreted, the qualitative findings are reported. To begin, I describe the systems used for analysis, the types of analyses performed, and a rationale for each type.

Overall Analysis

The systems used to analyze the data were Statistical Package for Social Sciences Version 26 (SPSS-26) and Analysis of a Moment Structures Version 26 (AMOS). SPSS was employed for the analysis of reliability statistics (Cronbach's alphas) for each subscale. It was also used to run analyses of variance (ANOVAs). ANOVAs are used to evaluate the means and significance ($p < .05$) of the group means. Reliability is a measure of consistency. Cronbach's alphas measure the internal consistency of individual items in a scale or factor. This internal consistency is thought to be an indication that the items measure the same underlying subscale. An alpha of 0.80 to .95 is desired with .70 being acceptable.

AMOS is an add-on graphical module for SPSS and is often used for SEM, confirmatory factor analysis (CFA) and path analysis. AMOS was used for both a CFA and Bayesian path analysis. A CFA was conducted to determine subscale validity within the Perception Scale. The output is discussed later in the chapter.

Traditional SEM or path analysis depends on having parametric data. Parametric data have characteristics such as normal distributions and constant variance. The data for this analysis were not parametric. Bayesian path analysis is a probabilistic analysis that does not rely on parametric data. The analysis resamples the data which allows path analysis to be done on non-parametric data. Bayesian path analysis is a powerful form of analysis with the ability to get into the data and simultaneously parse out associations amongst the independent and dependent variables in the study. It also accounts for interactions among the independent variables. This allows the detection of associations that would otherwise not be found with traditional statistical tests like ANOVA and t-tests. The intention was to analyze all five independent variables against the dependent variables in a similar manner to traditional SEM despite having data that did not fit the needs of a traditional SEM. All statistical points needed to answer the research questions were outlined in the output. Utilizing SPSS analyses, it is important to understand the instruments used for data collection and their level of reliability.

Evaluating Instrument Reliability

The reliability of an instrument is determined by calculating for the Cronbach's alpha (α). An alpha of 0.8 to 0.95 is desired and an alpha of less than .70 demonstrates an unacceptable level of internal consistency. All Cronbach's alphas for the subscales used within this study ranged between .66 and .96. The single subscale that measured

.66 was eliminated from the study and was not utilized for any portion of the analysis. However, apart from the reliability statistics, a CFA on the researcher developed Perceptions Scale did not yield results indicative of predictive ability.

Perceptions Scale Reliability

The Perceptions Scale is a survey consisting sixteen (16) Likert-scale questions regarding faculty perceptions of the integration of diversity and social justice into the classroom and the university. The scale consisted of five potential responses from “Highly Disagree” (1) to “Highly Agree” (5) and was coded as 1-5 for statistical analysis. The two-factor solution relevant to faculty responses was established in the baseline study and reconfirmed in this study: Factor I- Faculty Self-Perceptions of Practice and Factor II- Faculty Perceptions of University Policy. Figure 8 shows the results of the CFA which demonstrated lower associations between the items and the subscales that they were assigned to within the instrument. When looking at goodness of fit, Comparative Fit Index (CFI)= .64, Tucker-Lewis Index (TLI)= .54, and Root Mean Square Error of Approximation (RMSEA)= .139. For CFI and TLI, the goodness of fit measures should be >.90 (ideally >.95). For RMSEA, the goodness of fit measures should be .08 or ideally less than .05.

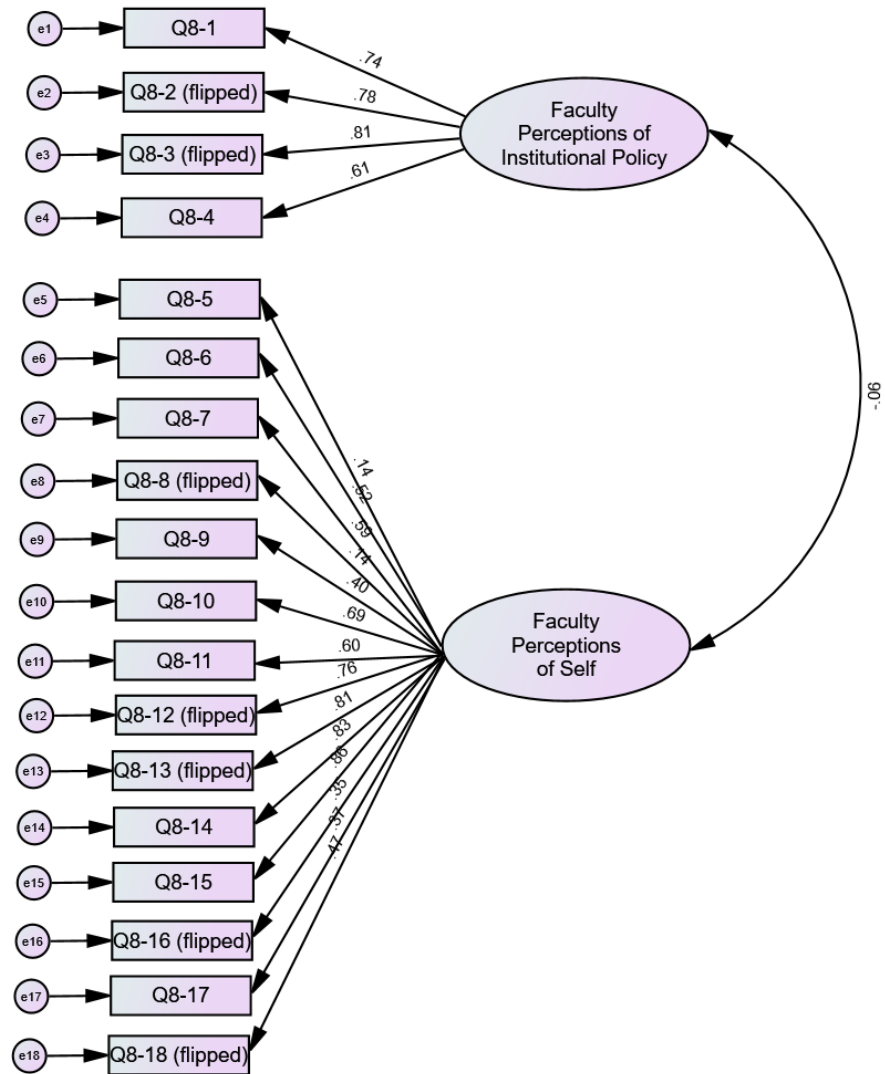


Figure 8. *Confirmatory Factor Analysis- Perceptions Scale.*

Table 5 shows the standardized regression weights of the instrument. It is important to note that all items listed as $<.01$ for the P value in the regression table indicate strong associations with the subscale they were divided into.

Table 5*Regression for Perceptions Scale*

Factor			Estimate	S.E.	C.R.	P	Standardized Regression Weights
Q8_1	←	University	1.00				.76
Q8_2	←	University	1.11	.12	9.47	<.01	.77
Q8_3	←	University	1.17	.12	9.75	<.01	.80
Q8_4	←	University	.92	.12	7.88	<.01	.63
Q8_6	←	Self	1.00				.52
Q8_7	←	Self	1.54	.26	6.00	<.01	.59
Q8_8	←	Self	.35	.19	1.80	.072	.14
Q8_9	←	Self	.81	.18	4.52	<.01	.40
Q8_10	←	Self	2.13	.32	6.58	<.01	.69
Q8_11	←	Self	1.50	.25	6.05	<.01	.60
Q8_12	←	Self	2.58	.37	6.94	<.01	.77
Q8_13	←	Self	2.84	.40	7.16	<.01	.82
Q8_14	←	Self	2.44	.34	7.22	<.01	.83
Q8_15	←	Self	2.77	.38	7.32	<.01	.86
Q8_16	←	Self	1.09	.27	4.07	<.01	.35
Q8_17	←	Self	1.12	.26	4.27	<.01	.37
Q8_18	←	Self	1.29	.25	5.12	<.01	.47
Q8_5	←	University	.49	.10	5.08	<.01	

Note. $p < .01$. Q8 refers to the Likert-scale question series under question 8 which included

18 items within the Perceptions Scale. University and Self refer to how the questions were categorized into two factors, Faculty Perceptions of Self- Practice and Faculty Perceptions of University Policy.

Despite the CFA results, the instrument was reliable based on calculations of the coefficient alpha for each of the factors- Faculty Perception of Self-Practices ($\alpha = .81$) and Faculty Perceptions of University Policy ($\alpha = .81$). A reliable model can still be used to measure significant relationships and associations. The primary issue with the poor goodness of fit is that that this scale should not be used for prediction. Because of the

acceptable reliabilities, this scale's use in relational studies (such as SEM) was still acceptable.

Diversity Advocacy and Teaching Strategies Scales

Park and Denson (2009) utilized data from the UCLA Higher Education Research Institute's faculty survey and "created a composite variable that taps into a variety of faculty attitudes towards diversity including their commitments to promoting racial understanding and their views of the role of diversity in undergraduate education" (p. 416) called Diversity Advocacy. The purpose of their study was "to examine how Diversity Advocacy varies within subsets of faculty, as well as identify predictors of faculty attitudes regarding diversity" (p. 416). It consisted of 10 subscales. Table 6 outlines the pre- and post-reliability statistics for the original instrument as compared to the instrument used for this study.

Table 6*Reliability Statistics- Diversity Advocacy and Teaching Strategies*

Subscale	Original α	# of Items	Current Study α	# of items
Diversity Advocacy	.78	4	.77	4
Prestige Climate	.79	3	.87	3
Student-Centered Pedagogy	.81	8	.79	7
Civic Values Orientation	.79	9	.80	9
Research Productivity	.76	3	.76	3
Citizenship Climate	.79	5	.88	5
Institutional Diversity Climate	.86	5	.90	5
Race/Gender in the Classroom	.93	2	.90	2
Spirituality	.88	3	.96	2
Student Development Orientation	.88	6	.87	6

Note. During the creation of the survey, one item was missed from both Spirituality and Student-Centered Pedagogy, which does not demonstrate an exact replica of the subscales established by Park and Denson (2009).

Additional Subscales

Within the survey, additional questions were asked to obtain a more complete snapshot of faculty perceptions. The Perceptions Scale consisted of a general overview of diversity and social justice in the university setting. Park and Denson's (2009) Diversity Advocacy and Teaching Strategies instrument relied heavily on undergraduate

information and diversity. To retrieve information on graduate education and justice in the university setting, I created additional subscales within the survey.

Graduate and Social Justice Subscales

Five additional subscales were added to address graduate student education and social justice specifically. Most of the additional subscales followed the format of Park and Denson's (2009) Diversity Advocacy and Teaching Strategies scales to increase the probability of producing reliability. Table 7 lists the Cronbach's alphas for each subscale. All but one of the Cronbach's alphas resulted subscale reliability.

Table 7

Reliability Statics for Additional Subscales

Subscales	Cronbach's Alpha	# of Items
Social Justice Orientation	.89	5
Graduate Student Development	.93	7
Orientation		
Graduate Student Citizenship Orientation	.66	2
Institutional Social Justice Climate	.92	4
Social Justice in the Classroom	.83	6

Note. Subscales < .70 were eliminated from the study.

Overall, the subscales were reliable and capable of being analyzed for associations and significance. Descriptive data were provided to show an overall picture of the respondents within the study.

Descriptive Data

The study resulted in a total of 221 faculty respondents between the two universities. University One had 179 respondents while University Two had 42. Of the 221 faculty respondents, 141 responded to most or all the survey. Figures 9 and 10 show modified models of Figures 6 and 7. It is important to note that College replaced Department. This change assisted with the maintenance of anonymity of respondents and consolidated the numerous inputs into a manageable number of categories.

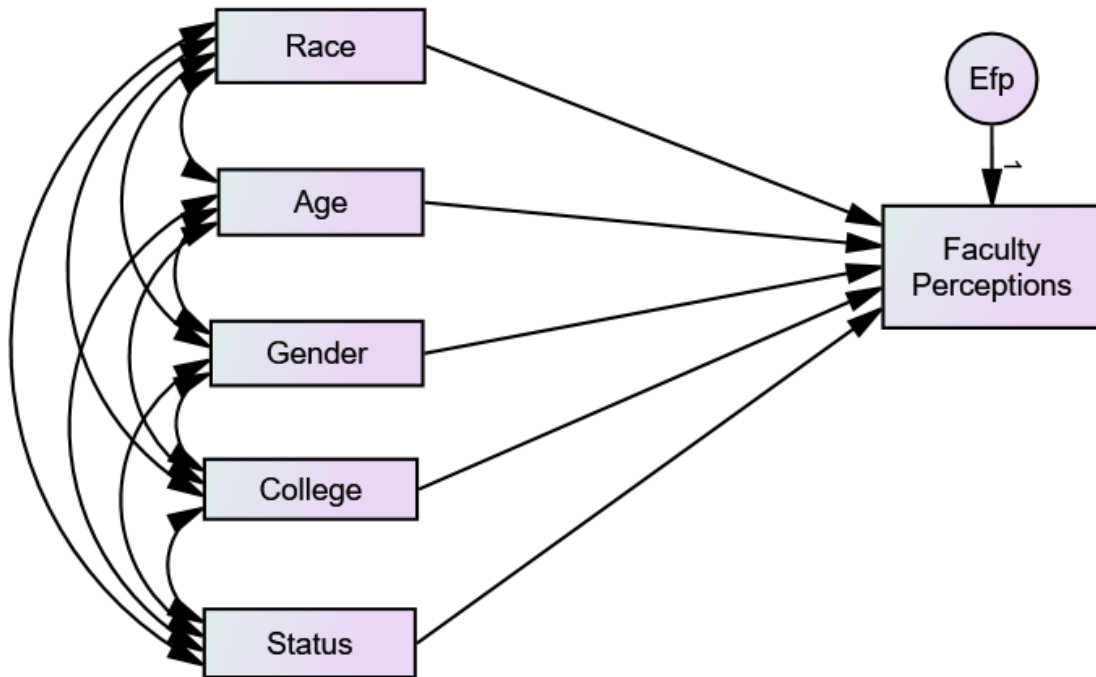


Figure 9. *Modified Faculty Perceptions Model.* Faculty Perceptions consisted of six subscales and College replaced Department.

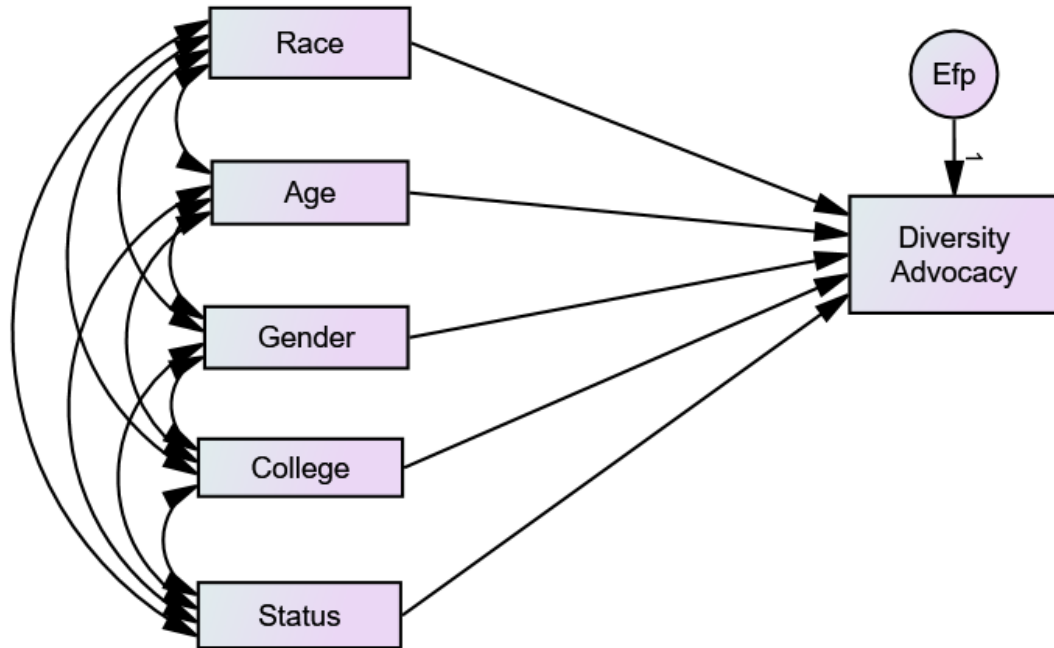


Figure 10. *Modified Diversity Advocacy Model.* College replaced Department.

Tables 8 through 12 depict the frequencies of each of the five independent variables in the order in which they appeared in Figures 9 and 10. These tables provide a snapshot of the survey respondents included in the data set after eliminating respondents who were outliers, missing a significant amount of data, or fell into a small enough category that there was a threat to anonymity and statistics. One male participant in the hard sciences was four standard deviations below the mean and upon analysis of his qualitative responses, was eliminated from the study. The total viable responses to the survey was 141. However, the data set changed slightly if a respondent did not submit an answer to one or more questions within a set of data analyzed. This explains the differences in sample sizes reported across analyses.

Table 8*Race Frequency*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	POC	28	19.9	19.9	19.9
	White	113	80.1	80.1	100.0
	Total	141	100.0	100.0	

Table 9*Age Frequency*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 30	4	2.8	2.8	2.8
	> 70	5	3.5	3.5	6.4
	31-35	12	8.5	8.5	14.9
	36-40	14	9.9	9.9	24.8
	41-45	20	14.2	14.2	39.0
	46-50	20	14.2	14.2	53.2
	51-55	22	15.6	15.6	68.8
	56-60	16	11.3	11.3	80.1
	61-65	15	10.6	10.6	90.8
	66-70	13	9.2	9.2	100.0
	Total	141	100.0	100.0	

Table 10*Gender Frequency*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	55	39.0	39.0	39.0
	Woman	86	61.0	61.0	100.0
	Total	141	100.0	100.0	

Table 11*College Frequency*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College of Applied Arts	17	12.1	12.1	12.1
	Business	14	9.9	9.9	22.0
	Education	26	18.4	18.4	40.4
	Fine Arts and Communications	14	9.9	9.9	50.4
	Health Professions	9	6.4	6.4	56.7
	Liberal Arts	39	27.7	27.7	84.4
	Science and Engineering	22	15.6	15.6	100.0
	Total	141	100.0	100.0	

Table 12*Status Frequency*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-tenure track faculty	57	40.4	40.4	40.4
	Tenure track faculty	23	16.3	16.3	56.7
	Tenured faculty	61	43.3	43.3	100.0
	Total	141	100.0	100.0	

Outside from these frequencies, most of the respondents teach either undergraduate students exclusively (n≈ 66) or both graduate and undergraduate students (n≈ 65).

Thirty-nine percent (39%) of respondents have been at their institution for 11 or more years (n≈ 55) and the most common average course load was three per semester (n≈ 51).

Table 13 shows the mean as well as the lower and upper 90% boundaries for each independent variable in relation to Faculty Perceptions (Perceptions Scale, Race and Gender in the Classroom, Social Justice in the Classroom, Social Justice Orientation, Institutional Social Justice Climate, and Institutional Diversity Climate) and Diversity Advocacy, the dependent variables within the study. The items highlighted in yellow demonstrate associations between Race, Gender, and College for Diversity Advocacy and Race, Gender, Status, and College with various area within Faculty Perceptions. When interpreting the upper and lower bounds, an association exists when the numbers in each column are on the same side of 0. This is called the credible interval. If the credible interval includes 0, an association cannot be established.

Table 13

Bayesian Analysis of Independent and Dependent Variables

Regression weights	Mean	S.E.	S.D.	C.S.	90% Lower bound	90% Upper bound
Diversity Advocacy ← Race	0.077	0.001	0.027	1.000	0.031	0.121
Diversity Advocacy ← Age	-0.001	0.000	0.019	1.000	-0.033	0.031
Diversity Advocacy ← Gender	0.176	0.002	0.061	1.000	0.078	0.276
Diversity Advocacy ← College	0.042	0.000	0.022	1.000	0.006	0.079
Diversity Advocacy ← Status	0.043	0.001	0.047	1.000	-0.033	0.122
Institutional Diversity Climate ← Race	0.074	0.002	0.036	1.001	0.016	0.135
Institutional Diversity Climate ← Age	-0.002	0.001	0.023	1.001	-0.041	0.037
Institutional Diversity Climate ← Gender	0.223	0.004	0.081	1.001	0.085	0.354

Table 13. Continued

Institutional Diversity Climate ← College	0.016	0.001	0.028	1.001	-0.031	0.063
Institutional Diversity Climate ← Status	0.031	0.002	0.063	1.001	-0.072	0.135
Institutional Social Justice Climate ← Race	0.044	0.001	0.034	1.000	-0.014	0.099
Institutional Social Justice Climate ← Age	-0.024	0.001	0.024	1.001	-0.063	0.015
Institutional Social Justice Climate ← Gender	0.122	0.002	0.072	1.000	0.003	0.241
Institutional Social Justice Climate ← College	0.026	0.001	0.027	1.000	-0.018	0.071
Institutional Social Justice Climate ← Status	0.071	0.002	0.059	1.000	-0.028	0.167
Race and Gender in the Classroom ← Race	-0.031	0.001	0.023	1.001	-0.068	0.007
Race and Gender in the Classroom ← Age	-0.001	0.000	0.017	1.000	-0.029	0.027
Race and Gender in the Classroom ← Gender	-0.076	0.002	0.055	1.000	-0.164	0.015
Race and Gender in the Classroom ← College	-0.002	0.000	0.019	1.000	-0.032	0.029
Race and Gender in the Classroom ← Status	-0.075	0.002	0.042	1.001	-0.142	-0.006
Social Justice in the Classroom ← Race	-0.026	0.001	0.015	1.001	-0.051	-0.001
Social Justice in the Classroom ← Age	0.010	0.001	0.011	1.001	-0.008	0.028
Social Justice in the Classroom ← Gender	-0.041	0.002	0.037	1.001	-0.102	0.020
Social Justice in the Classroom ← College	0.015	0.000	0.012	1.001	-0.006	0.035
Social Justice in the Classroom ← Status	-0.030	0.001	0.027	1.001	-0.075	0.014
Social Justice Orientation ← Race	0.070	0.001	0.033	1.001	0.015	0.123
Social Justice Orientation ← Age	-0.010	0.001	0.023	1.001	-0.049	0.027

Table 13. Continued

Social Justice Orientation ←Gender	0.200	0.003	0.073	1.001	0.081	0.319
Social Justice Orientation ←College	0.044	0.001	0.028	1.000	-0.001	0.090
Social Justice Orientation ←Status	0.059	0.002	0.058	1.001	-0.038	0.154
Perceptions Scale ←Race	1.181	0.020	1.917	1.000	-1.968	4.344
Perceptions Scale ←Age	-0.470	0.003	0.333	1.000	-1.020	0.082
Perceptions Scale ←Gender	4.109	0.015	1.552	1.000	1.560	6.685
Perceptions Scale ←Status	0.027	0.008	0.854	1.000	-1.381	1.419
Perceptions Scale ←College	-0.722	0.004	0.364	1.000	-1.321	-0.120

A multivariate analysis of the five independent variables and both the Perceptions Scale and the Diversity Advocacy scale showed significance for Gender and College which was also reflected in the Bayesian path analysis in Table 13. Tables 14 through 17 show highlighted P values noted as *Sig* in each table that returned an output below .05.

Table 14*Multivariate Analysis- Gender, Perceptions Scale, and Diversity Advocacy*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.92	911.66 ^b	2.00	160.00	<.01	.92
	Wilks' Lambda	.08	911.66 ^b	2.00	160.00	<.01	.92
	Hotelling's Trace	11.40	911.66 ^b	2.00	160.00	<.01	.92
	Roy's Largest Root	11.40	911.66 ^b	2.00	160.00	<.01	.92
Gender	Pillai's Trace	.10	4.40	4.00	322.00	<.01	.05
	Wilks' Lambda	.90	4.49 ^b	4.00	320.00	<.01	.05
	Hotelling's Trace	.12	4.58	4.00	318.00	<.01	.06
	Roy's Largest Root	.11	9.19 ^c	2.00	161.00	<.01	.10

Note. (a) Design: Intercept + Gender (b) Exact statistic (c) The statistic is an upper

bound on F that yields a lower bound on the significance level.

Table 15*Tests of Between-Subjects Effects for Gender*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Diversity Advocacy	89.10 ^a	2	44.55	8.67	<.01	.10
	Perceptions Scale	603.63 ^b	2	301.81	3.96	.02	.05
Intercept	Diversity Advocacy	4618.24	1	4618.24	898.26	<.01	.85
	Perceptions Scale	127006.78	1	127006.78	1668.08	<.01	.91
Gender	Diversity Advocacy	89.10	2	44.55	8.67	<.01	.10
	Perceptions Scale	603.63	2	301.81	3.96	.02	.05
Error	Diversity Advocacy	827.75	161	5.14			
	Perceptions Scale	12258.50	161	76.14			
Total	Diversity Advocacy	30941.00	164				
	Perceptions Scale	826292.00	164				
Corrected Total	Diversity Advocacy	916.85	163				
	Perceptions Scale	12862.122	163				

Note. (a) R Squared= .01 (Adjusted R Squared= .09) (b) R Squared= .05 (Adjusted R Squared= .04)

Table 16*Multivariate Analysis- College, Perceptions Scale, and Diversity Advocacy*

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.99	4864.39 ^b	2.00	149.00	<.01	.99
	Wilks' Lambda	.02	4864.39 ^b	2.00	149.00	<.01	.99
	Hotelling's Trace	65.29	4864.39 ^b	2.00	149.00	<.01	.99
	Roy's Largest Root	65.29	4864.39 ^b	2.00	149.00	<.01	.99
College	Pillai's Trace	.24	3.33	12.00	300.00	<.01	.12
	Wilks' Lambda	.78	3.32 ^b	12.00	298.00	<.01	.12
	Hotelling's Trace	.27	3.30	12.00	296.00	<.01	.12
	Roy's Largest Root	.16	4.04 ^c	6.00	150.00	<.01	.14

Note. (a) Design: Intercept + College (b) Exact Statistic (c) The statistic is an upper

bound on F that yields a lower bound on the significance level.

Table 17*Tests of Between-Subjects Effects for College*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Diversity Advocacy	114.77 ^a	6	19.13	4.02	<.01	.14
	Perceptions Scale	1317.48 ^b	6	219.58	3.09	.01	.11
Intercept	Diversity Advocacy	22892.83	1	22892.83	4807.02	<.01	.97
	Perceptions Scale	633447.35	1	633447.35	8903.40	<.01	.98
College	Diversity Advocacy	114.77	6	19.13	4.02	<.01	.14
	Perceptions Scale	1317.48	6	219.58	3.09	.01	.11
Error	Diversity Advocacy	714.36	150	4.76			
	Perceptions Scale	10672.00	150	71.15			
Total	Diversity Advocacy	29564.00	157				
	Perceptions Scale	785776.00	157				
Corrected Total	Diversity Advocacy	829.12	156				
	Perceptions Scale	11989.48	156				

Note. (a) R Squared= .14 (Adjusted R Squared= .10) (b) R Squared= .11 (Adjusted R Squared= .07)

The emergence of associations between more than one faculty background characteristic as shown in Tables 13 through 17 led to further investigation of these associations. Additional investigation assisted in answering the research questions. Because Bayesian analysis was used, statistical significance was only reported when discussing ANOVA results. However, associations were reported based on the credible interval.

Research Questions

For this study, the research questions were (1) is there a strong association between a set of faculty background characteristics and faculty perceptions on the integration of diversity and justice education in the university classroom; and (2) is there a strong association between a set of faculty background characteristics and level of diversity advocacy? In both cases, I believed that more than one independent variable would be associated with differences in the dependent variables. The null hypothesis for Faculty Perceptions had varying levels of probability while the null hypothesis for Diversity Advocacy was rejected. These are explained within each of the following hypothesis sections.

Hypothesis 1

The first hypothesis that I made was that there would be a strong association between more than one independent variable and Faculty Perceptions. To evaluate the accuracy of this hypothesis, a Bayesian path analysis was conducted on the data set. The output of the path analysis is shown in Table 13. Associations returned in the output were as follows: Gender with Institutional Social Justice Climate; Status with Race and Gender in the Classroom; Race with Social Justice in the Classroom; Race and Gender

with both Social Justice Orientation and Institutional Diversity Climate; Gender and College with the Perceptions Scale. A multivariate analysis (Tables 14-17) also showed significance associated with Gender and College and the Perceptions Scale.

To further investigate the associations found, I ran an ANOVA or independent-samples t-test to compare each independent variable to the associated dependent variables. These tests revealed statistical significance (since it was a classical statistical method). In some cases, the tests did not show statistical significance. This was particularly true since there were statistically significant relationships between some of the independent variables in this study. This analysis also allowed me to produce means plots which graphically show the differences between or among the groups.

Race and Gender in the Classroom and Social Justice in the Classroom Results

Table 13 showed an association between Social Justice in the Classroom and Race as well as an association between Race and Gender in the Classroom and Status. ANOVA comparisons returned non-significant P values of .429 and .232, respectively. A means plot comparison in Figure 11 between Social Justice in the Classroom and Race shows White faculty scoring approximately .03 points higher than Faculty of Color. For Race and Gender in the Classroom, while also non-significant in the ANOVA results, the means plot shows a decline in reported inclusion of Race and Gender in the Classroom as faculty members move toward tenure. This decline in means is shown in Figure 12.

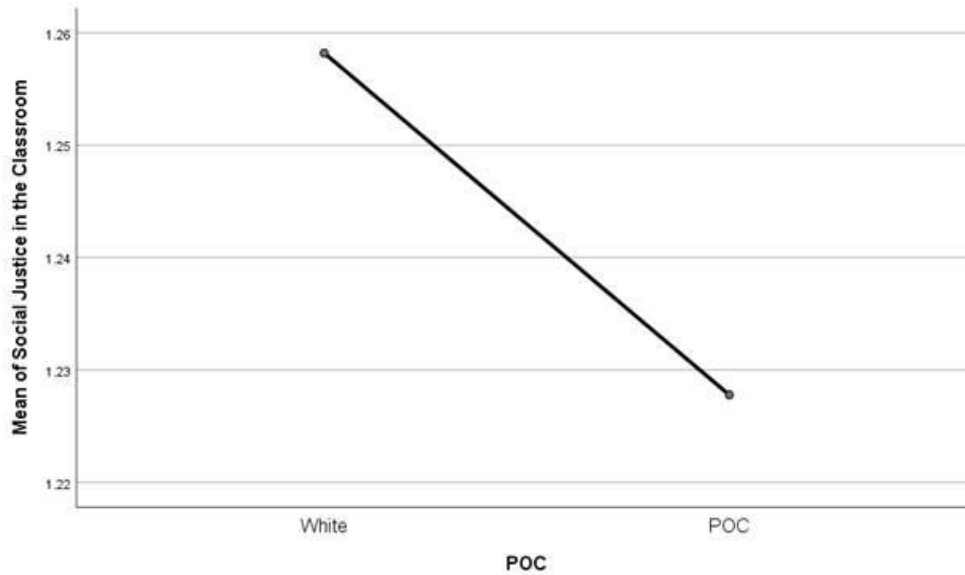


Figure 11. *Race and Social Justice in the Classroom Means Plot.* The difference in means between the two groups was approximately .03.

While the difference was not large or statistically significant, there was a difference, nonetheless. For faculty respondents in the data set, White faculty members were had a very slight likelihood of including topics related to social justice in the classroom context than Faculty of Color. This was a good sign as White faculty were the more represented in this study when compared to Faculty of Color. They are also the dominant group of faculty members within higher education.

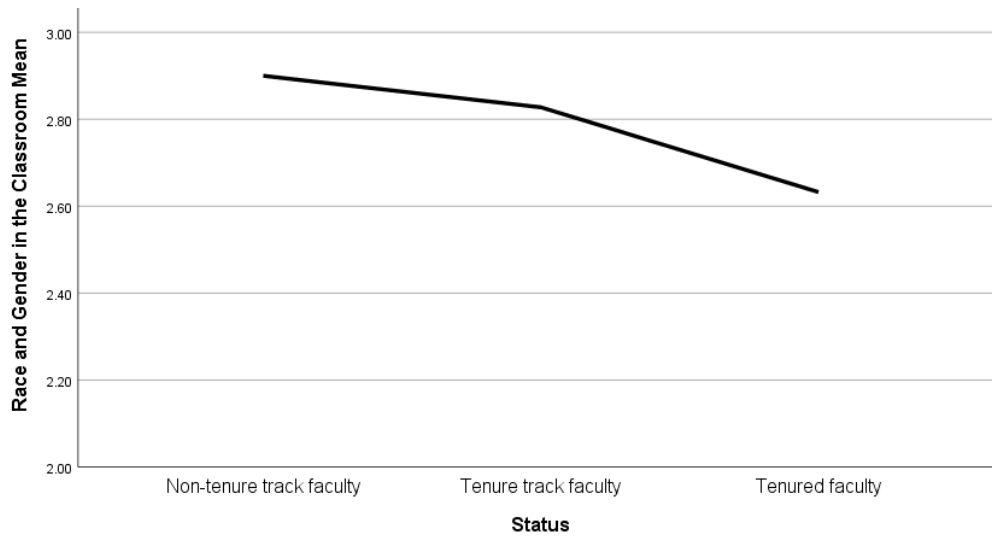


Figure 12. *Status and Race and Gender in the Classroom Means Plot.* As faculty members sought tenure, inclusion declined with the largest decline represented by tenured faculty. The decline was approximately .10 from non-tenure track to tenure track, .20 from tenure track to tenured, and .30 from non-tenure track to tenured.

As faculty moved toward tenure, the amount of inclusion of race and gender in the classroom began to decline. While the difference was slight, approximately .30 between non-tenure track faculty and tenured faculty, the means plot showed that a shift was happening between faculty statuses. The largest proportion of faculty ($n \approx 76$) had taught 8 or more years and were teaching either undergraduates exclusively ($n \approx 65$) or a combination of undergraduate and graduate students ($n \approx 66$). This meant that while White faculty were more likely to include social justice in the classroom, as the majority represented in the study ($n \approx 113$), White faculty were also less likely to include race and gender in the classroom as tenure track ($n \approx 23$) and tenured ($n \approx 61$) faculty. This is a point of concern as social justice is inextricably linked to the identities of race and gender. This point was also problematized by qualitative counter- stories indicating fear of including diversity and social justice education in the classroom due to

identifying as non-tenure track faculty (White, man, College of Fine Arts and Communications) and waiting to include diversity and justice education until after receiving tenure status (POC, woman, College of Fine Arts and Communications).

Institutional Diversity Climate Results

Institutional Diversity Climate resulted in associations between Race and Gender in Table 13. An ANOVA comparing both independent variables to Institutional Diversity Climate returned a significant P value of .01 for Gender and a non-significant P value of .23 for Race.

Table 18

Gender and Institutional Diversity Climate ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	69.83	1	69.83	6.29	.01
Within Groups	1399.67	126	11.11		
Total	1469.50	127			

Note. *p < .05.

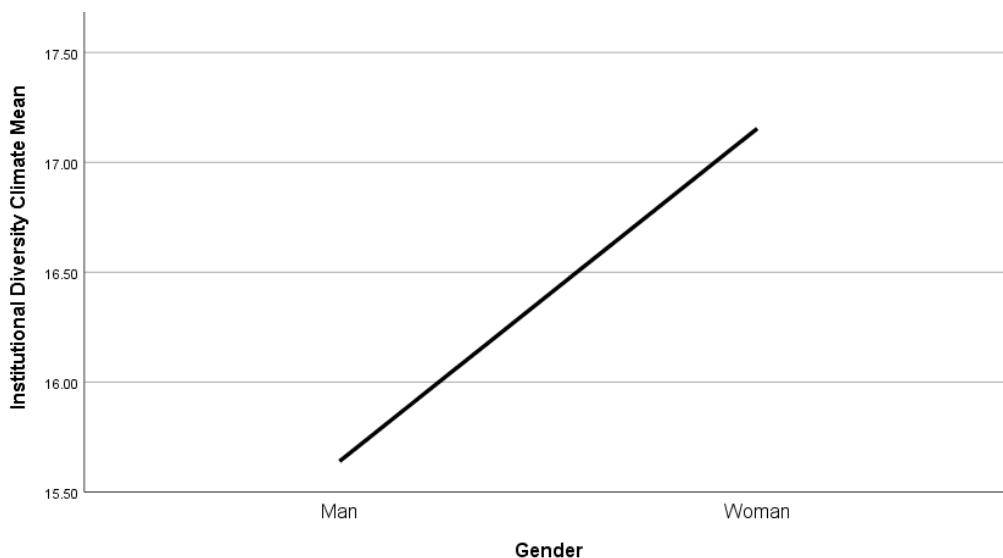


Figure 13. *Gender and Institutional Diversity Climate Means Plot.* Women, on average scored approximately 1.5 points higher for the Institutional Diversity Climate scale than men.

Women scored approximately 1.5 points higher on average for the Institutional Diversity Climate scale. This meant that women had a more positive outlook on the institutional diversity climate at their university than men. Women were the dominant gender within the study and were also the dominant gender within their universities. A higher demographic of women at each university along with the HSI designation of each university may have weighed more heavily on women's perceptions of the institutional diversity climate than men.

While shown as a statistically non-significant relationship based on the ANOVA, the means plot in Figure 14 shows Race in relation to Institutional Diversity Climate. Faculty identifying as People of Color, on average scored approximately .75 points higher than White faculty on the Institutional Diversity Climate scale. This demonstrated a more positive perception amongst Faculty of Color related to institutional diversity

climate than White faculty. This result disagreed with Beale et al.'s (2013) report that Faculty of Color were more likely to report “chilly” departmental and/or university climates. Many reasons exist to explain the more positive perceptions of Faculty of Color related to institutional diversity climate.

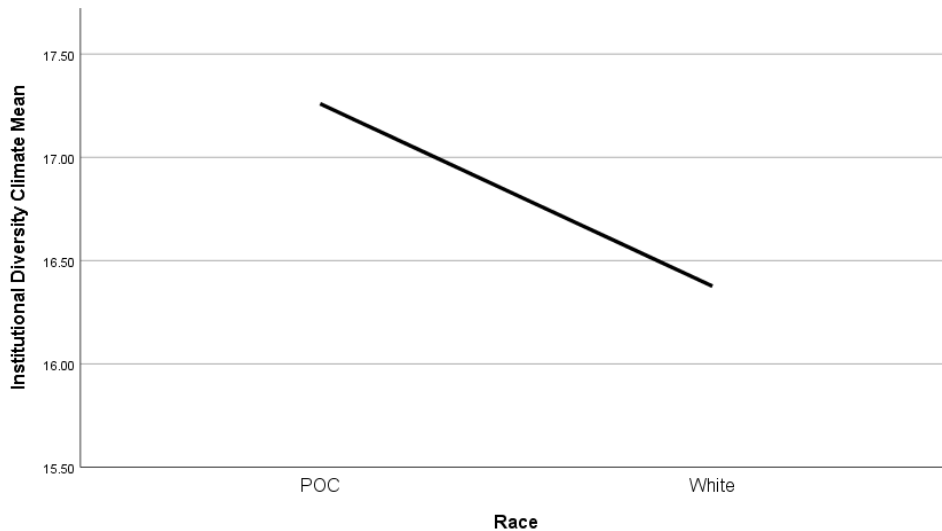


Figure 14. *Race and Institutional Diversity Climate Means Plot.* Faculty of Color scored approximately .75 points higher than White faculty.

Institutional Social Justice Climate Results

Table 13 showed associations between Gender and Institutional Social Justice Climate. The ANOVA analysis returned a non-significant P value of .22; however, a closer look at the means plot in Figure 15 showed that women scored higher on average on the Institutional Social Justice Climate scale.

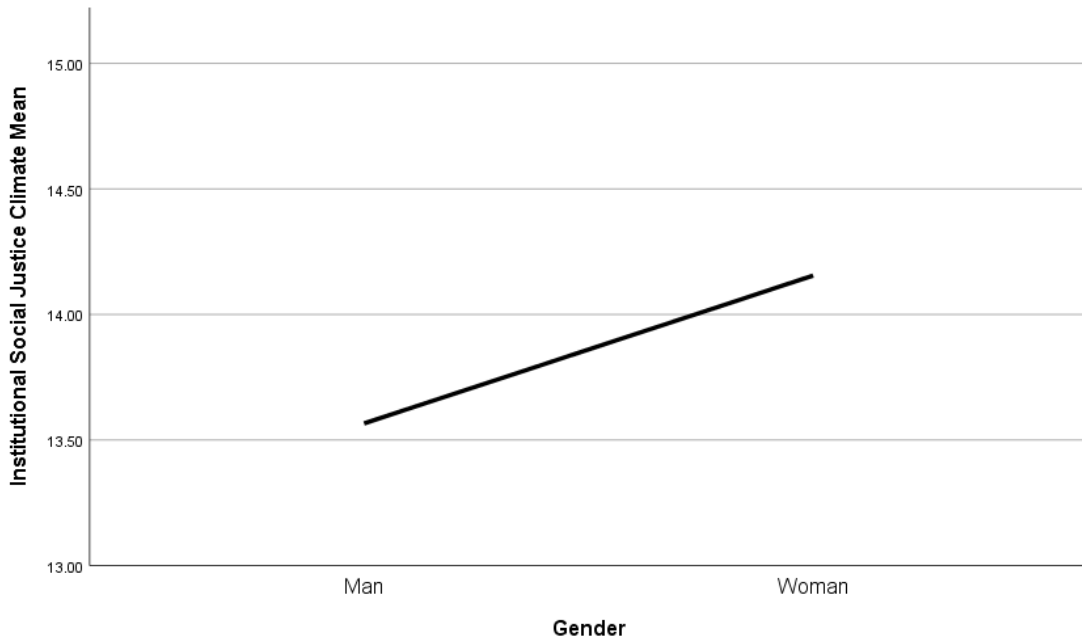


Figure 15. *Gender and Institutional Social Justice Climate Means Plot.* The difference between the average score for men and women exceeds a half point.

Women’s perceptions of the institutional social justice climate were more positive than men’s by more than .50 points. This could be due to the same reasons listed for higher scores on Institutional Diversity Climate than men. Women were the dominant gender within the study and were also the dominant gender within the universities in this study. A higher demographic of women at each university along with the HSI designation of each university may have weighed more heavily on women’s perceptions of the institutional social justice climate. Experiences shared in the open-ended question responses also played a role in women’s perceptions.

Social Justice Orientation Results

Table 13 showed associations between Race and Gender and Social Justice Orientation. After running ANOVA analyses for both comparisons, only Gender returned a statistically significant result. Race returned a P value of .38; however, a means plot of Race and Social Justice Orientation showed higher average scores for Faculty of Color.

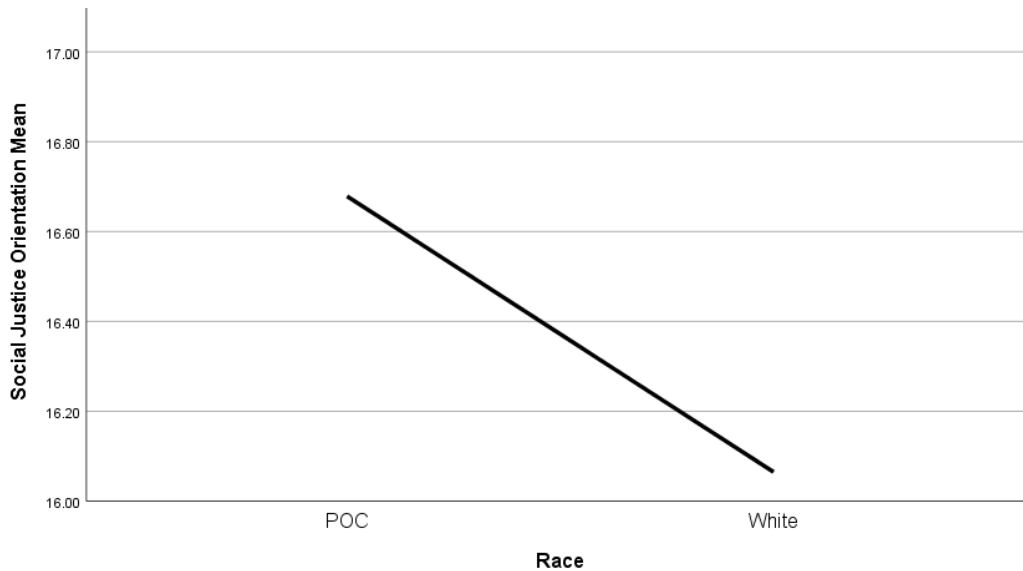


Figure 16. *Race and Social Justice Orientation Means Plot.* The difference between the two groups is approximately .70.

Figure 16 showed a difference in score of approximately .70 between Faculty of Color and White faculty in relation to Social Justice Orientation. Faculty of Color scored higher indicating that they exhibited more of a social justice orientation than their White counterparts. This was important to know given the disproportionate representation between Faculty of Color and White faculty within the academy and this study. It also supported notions such as cultural taxation because there were significantly fewer Faculty of Color, yet they still were more oriented toward social justice than their White counterparts. This then effects faculty member's practices along with their personal and professional experiences.

Table 19*Gender and Social Justice Orientation ANOVA*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	135.21	1	135.21	13.58	<.01
Within Groups	1333.82	134	9.95		
Total	1469.03	135			

Note. * $p < .05$.

This result indicated that there was a statistically significant relationship between Gender and Social Justice Orientation. Figure 17 further demonstrated the statistically significant relationship found. The means plot showed that women have a higher mean Social Justice Orientation score by approximately 2 points.

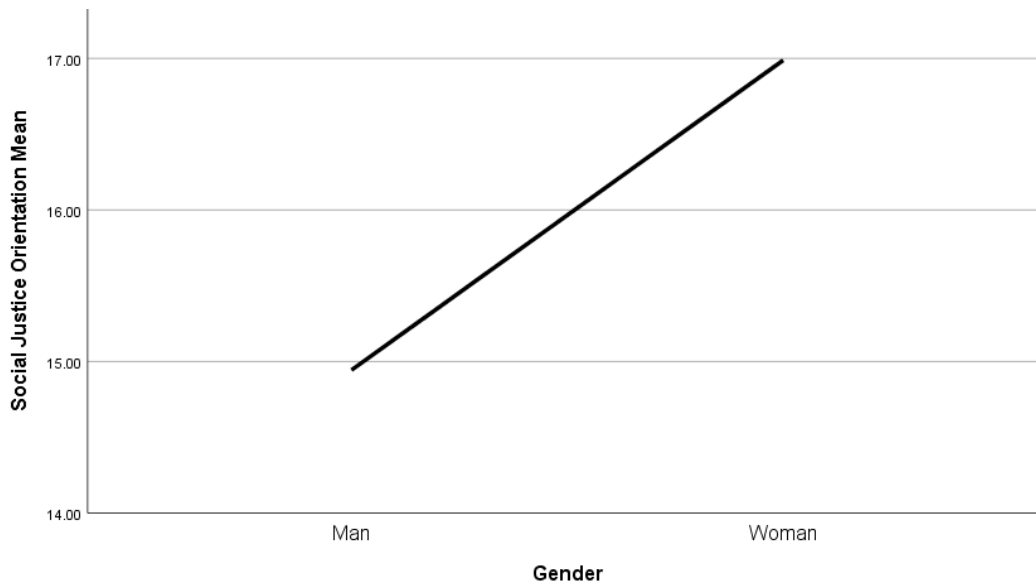


Figure 17. *Gender and Social Justice Orientation Means Plot.* Women, on average, scored approximately 2 points higher than men on this scale.

This was statistically significant based on a P value of $<.01$ and the large gap in average score between women and men. The personal experiences and history of women may lend themselves to a greater social justice orientation. Women fought and continue

to fight for their own rights in various avenues of society and there was probably a good understanding of what it meant to be a part of that struggle.

Perceptions Scale Results

Gender also returned a significant P value within the ANOVA comparing Gender and the Perceptions Scale ($p < .05$). Table 20 shows the results of this ANOVA.

Table 20

Gender and Perceptions Scale ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	272.82	1	272.82	4.50	.04
Within Groups	8194.06	135	60.70		
Total	8466.88	136			

Note. * $p < .05$.

Upon further investigation, the means plot for Gender and the Perceptions Scale shows a gap of approximately 3 points between men and women. Women's overall perception of diversity and justice in the university setting was more positive than that of men. Again, many of the factors discussed (prior experience, organizational structure and culture, majority standing in their university contexts, etc.) could explain the significant difference between the perceptions of men and women within this study.

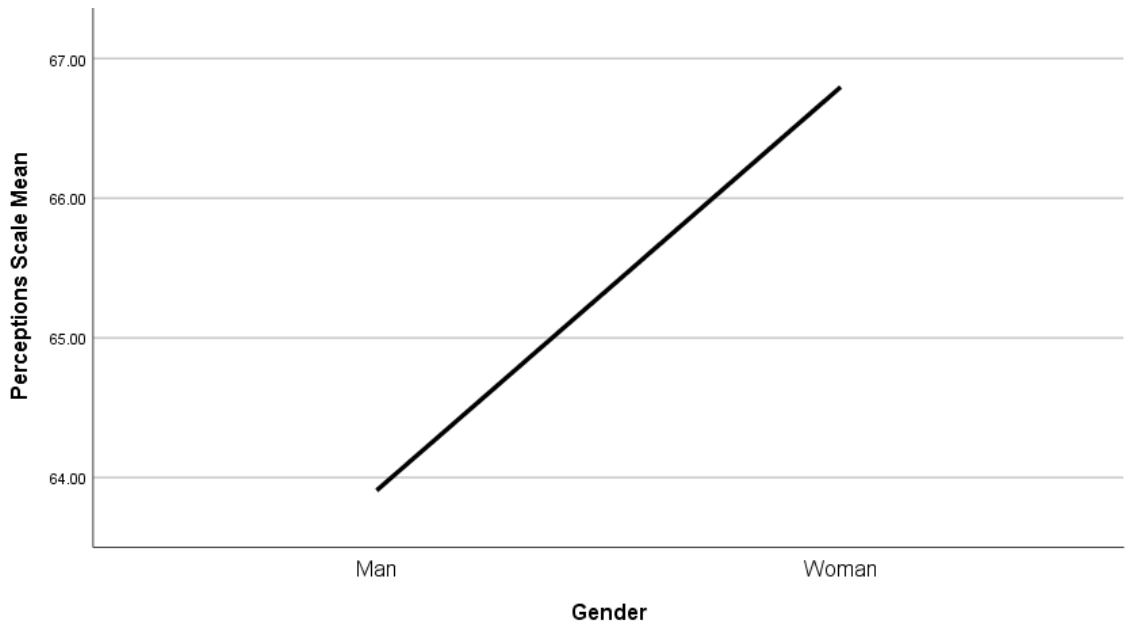


Figure 18. *Gender and Perceptions Scale Means Plot.* Women, on average, scored approximately 3 points higher than men.

The ANOVA related to College as a dependent variable returned a statistically non-significant relationship; however, when viewing the means plot, there were clear differences in average scores between the colleges. The Colleges of Business, Liberal Arts, and Science and Engineering scored the lowest on average.

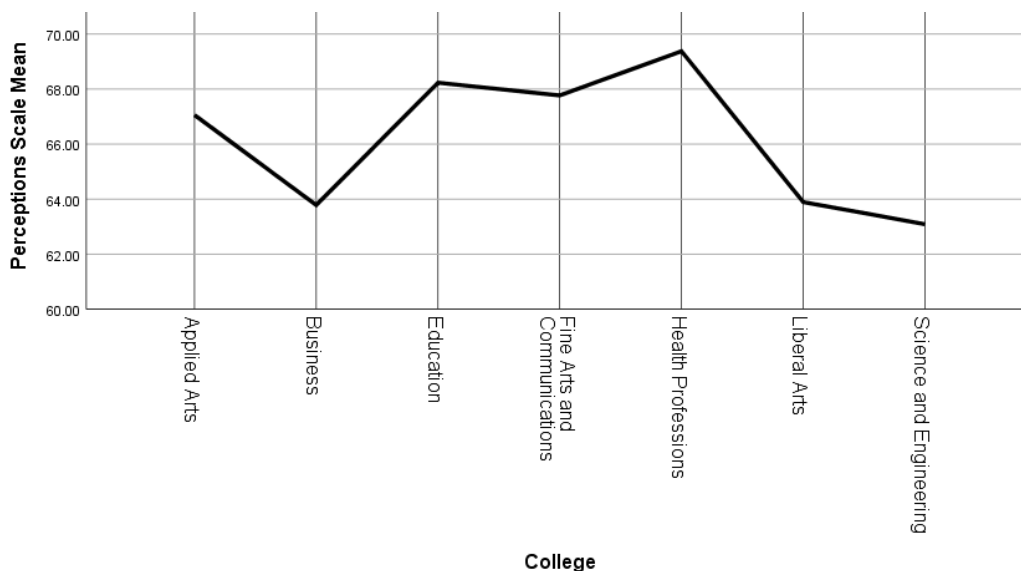


Figure 19. *College and Perceptions Scale Means Plot.* The Colleges of Business, Liberal Arts, and Science and Engineering, on average, scored the lower (62-64) when compared to the other four colleges (67-70).

The differences between the colleges were important because they inform us that there may be more at play than anticipated within the independent and dependent variables. The College of Science and Engineering is dominated by men, which may be reflective of lower average scores on the Perceptions Scale. It may also be that the culture of the discipline permeated the study given that women ($n \approx 13$) were more represented than men ($n \approx 9$) for the College of Science and Engineering. Also, recall that women scored higher than men on this same scale by approximately 3 points in Figure 18. The College of Business is also heavily saturated with men and men ($n \approx 9$) were more represented than women ($n \approx 5$). The College of Liberal Arts consists of a variety of programs and it was interesting that those working in programs like English, Psychology, International Studies, and World Languages and Literature scored amongst the lowest colleges. Of the respondents classified as part of the College of Liberal Arts,

representation of men and women was relatively equal (men≈16 and women≈17). Of those, 22 identified as White, 10 identified as Faculty of Color, and two-thirds (22) identified as over 50 years old.

Overall, Gender emerged as the primary independent variable associated with various portions of the independent variable, Faculty Perceptions. Other associations were a part of the Bayesian path analysis output, but many did not result in statistically significant relationships in the ANOVA analyses. Most importantly, the means plots that followed the ANOVA analyses drew attention to the differences in mean scores amongst groups despite statistically non-significant results. These differences indicated study relevance and showed that something was happening. With larger numbers, statistically significant relationships may have been found.

Hypothesis 2

The second hypothesis that I made was that there would be strong associations between more than one independent variable and Diversity Advocacy. Table 13 showed associations between Race, Gender, and College for the dependent variable, Diversity Advocacy. Associations found in the path and multivariate analyses (Tables 14-17) were followed by ANOVAs comparing Race, Gender, and College with Diversity Advocacy. For Race, no statistically significant relationship resulted from the ANOVA analysis shown in Table 21 because the P value is greater than .05. The means plot, however, shows a difference in levels of Diversity Advocacy amongst Faculty of Color and White faculty.

Table 21*Race and Diversity Advocacy ANOVA*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.78	1	11.78	2.25	.14
Within Groups	712.46	136	5.24		
Total	724.24	137			

Note. * $p < .05$.

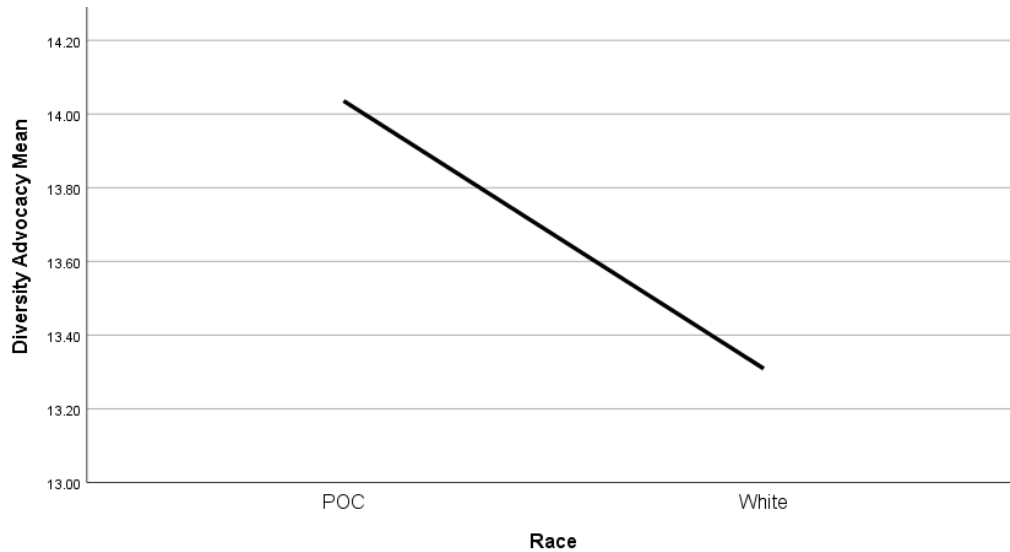


Figure 20. *Race and Diversity Advocacy Means Plot.* The difference between POC and White faculty based on mean scores was approximately .75.

This means plots showed a difference in average score for Diversity Advocacy of approximately .75 between Faculty of Color and White Faculty. This meant that respondents identifying as Faculty of Color were more likely to advocate for diversity and diversity related issues within their universities. They were also more likely to integrate and include diversity into their course curricula. Again, this can lead to cultural taxation as Faculty of Color advocate for diversity more than their White counterparts. It

was also problematic because Faculty of Color were not the dominant group of educators on both university campuses.

The ANOVA results in Tables 22 and 23, show statistical significance between Gender and College and Diversity Advocacy. These significant results were followed by means plots shown in Figures 21 and 22. The first relationship indicated that there was a significant difference between men and women in relation to Diversity Advocacy.

Table 22

Gender and Diversity Advocacy ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	75.00	1	75.00	15.71	<.01
Within Groups	649.24	136	4.77		
Total	724.24	137			

Note. * $p < .05$.

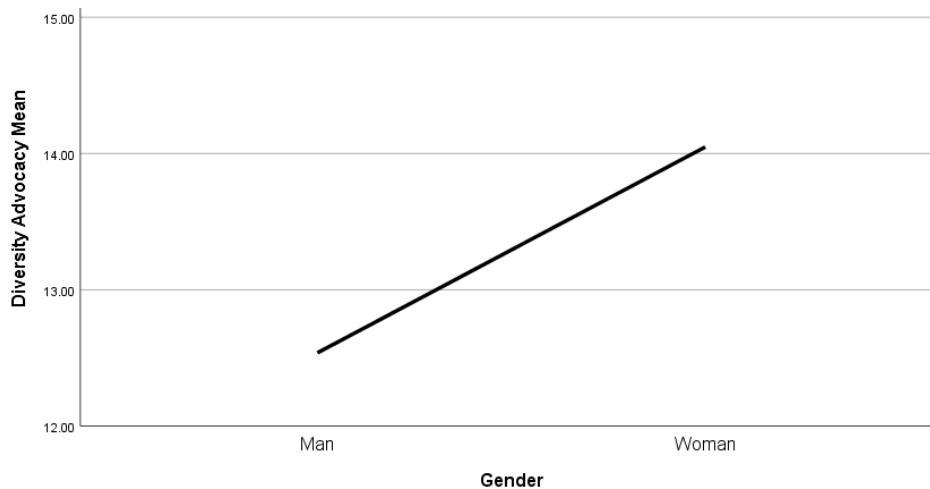


Figure 21. *Gender and Diversity Advocacy Means Plot.* Women scored higher than men on average by approximately 1.5 points.

Figure 21 indicated that women, on average, scored higher for Diversity Advocacy by 1.5 points than their male counterparts. This echoed the experiences of women when it came to personal and collective struggle. With struggle, there is the ability to appreciate the diversity of others along with what they bring to the table. This may be why women resulted in a higher Diversity Advocacy score than men.

Table 23 shows the ANOVA results between College and Diversity Advocacy which returned a significant P value. The means plot in Figure 22 shows the mean distribution among the seven colleges. The Colleges of Applied Arts and Business scored the lowest.

Table 23

College and Diversity Advocacy ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	95.66	6	15.94	3.32	<.01
Within Groups	628.58	131	4.80		
Total	724.24	137			

Note. *p < .05.

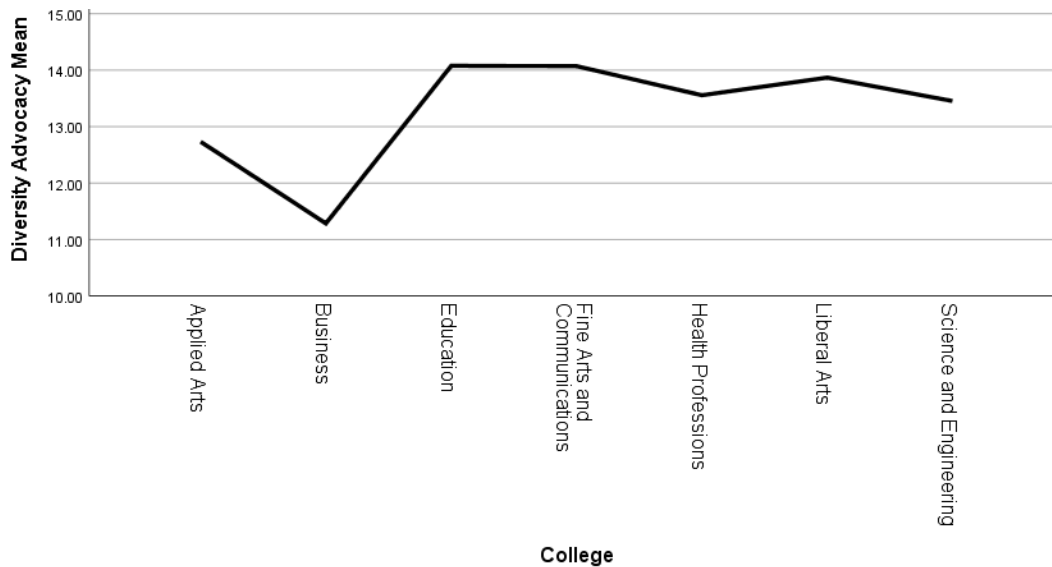


Figure 22. *College and Diversity Advocacy Means Plot.* The Colleges of Business and Applied Arts scored the lowest compared to all colleges.

The Colleges of Business and Applied Arts scored lowest on the Diversity Advocacy measure. Business is dominated by men which could explain why it has the lowest score. This could also be explained through organizational culture and structure within the college. The College of Applied Arts had the second lowest score which was problematic because the College of Applied Arts consists of many of the programs that directly engage in person-to-person interaction. Examples of programs in the College of Applied Arts are Criminal Justice, Social Work, and Interdisciplinary Studies.

In sum, Diversity Advocacy was strongly associated with and showed a statistically significant relation to Gender and College which resulted in a strong probability that the null hypothesis was incorrect. Both showed associations in the Bayesian path analysis and significance in both the MANOVA and the ANOVA. The means plots added to the significance by showing the differences in mean amongst the independent variables.

Qualitative Findings: Open-Ended Question Responses

The qualitative findings of this study added additional credence to the statistical results. For example, women were more likely to discuss diversity and social justice within their university contexts in the open-ended responses than men. This supported the finding that women scored higher than men on at least five of the seven diversity and social justice measures within the study. In Table 24, I provide an outline of the qualitative themes along with quotes related to each theme. While every quote was not included in the table, each quote utilized provides additional insight into the theme, the thought processes and opinions of faculty members, and highlights expressed feelings such as vulnerability and fear.

Table 24

Qualitative Themes with Supporting Quotes

Professional Development and Formal Training	University and Department Policy and Practice	Unmentioned/Inappropriate	Essential to Implement
<p>“Although I address social justice issues when they come up. It would be nice to have professional development training to address how to incorporate this in an education methods course curriculum.”</p> <p>“University faculty need more professional development in diversity and social justice, but many of them don't think they do. I think all education faculty need pd on ways to disrupt the school-to-prison pipeline, one of the greatest societal problems we face. “</p> <p>“I have had a course in diversity when taking part in a grant program. I have had no formal professional development in social justice.”</p> <p>“little training on this.” (6)</p>	<p>“The department should give more academic freedom to design courses on the undergraduate courses.”</p> <p>“Our biggest problem is a lack of diverse faculty members.” (6)</p> <p>“I also think that, as education faculty, we are not allowed enough academic freedom to address these issues, especially as it relates to assignments. We have to use the same assignments as everyone else who teaches a section of the same course.”</p> <p>“We are constrained, somewhat, by the demands of the state education system and what they want us to cover in our classes.”</p> <p>“There is a 10-minute lecture at new faculty orientation that tells us we have a majority of races tha aren't white at [University One].”</p>	<p>“Teaching and research mostly scientific and engineering courses, course objectives are much more job readiness than social justice. Courses are available in the program to address social importance.”</p> <p>“I hope you are taking into account that in the basic science courses these issues are rarely brought up.”</p> <p>“I do not think it is appropriate for many classrooms based on the curriculum that must be covered.”</p> <p>“I teach and do research in the sciences. While encouraging opportunities and benefits to a diverse group is very important, the questions in this survey are really geared towards the humanities.”</p>	<p>“It is essential.”</p> <p>“Social Justice education should be reflected in the policies and requirements for all departments across [University One] that impact the classrooms directly.”</p> <p>“It is important to discuss diversity, cultural differences and other related topics in the context of career preparation.”</p> <p>“[I] believe that they're both important topics, even if they're not always easily worked into my own class lectures.”</p>

Table 24. Continued

<p>“Only my own research on prejudice.”</p>	<p>“The topic of diversity is been modified to exclude the white race. For instance, our university has 60+% Hispanic and nearly 70% women and we are called diverse. It sometimes feels that if we were 100% Hispanic and 100% women, we would be considered the most diverse when in reality, we would have no diversity at all.”</p>	<p>“[T]his does not apply to my course which is a skills-based course using Access and Excel.”</p>	<p>“Needs to be discussed more in courses.”</p>
<p>“None.” (23)</p>	<p>“I think we need to further embrace diversity; I am honestly afraid of social justice being a two-edge sword. I will also say I'm afraid that most diversity targets get filed by finding Hispanics and that leaves out people of color. I'm not saying that Hispanic integration is good. it is OK at best. But I am saying using our own logi reports, our race retention and recruiting at the staff level is downright sickening. Black retention last, I check was ZERO years on average. White people get promoted and hired all the time with no diversity input, because they are always the best qualified. I know of several top IT managers with no college degree at all! How is that possible?”</p>	<p>“In many cases, it is not appropriate to implement. Row reducing a matrix is independent of your ethnicity, for example, although your ability to have been exposed to matrices prior to college might be impacted by socioeconomic status. I prefer to give all students a level playing field (assume not everyone was previously exposed). There are other classes where the impact or appropriateness of the discussion would be stronger.”</p>	<p>“Implement in ways that align with my course goals.”</p>

Table 24. Continued

<p>“These topics are not specifically part of my discipline and must go out of my way to include.”</p>	<p>“Treat minority adjuncts with respect.”</p>	<p>“I teach a science physical science course. I see little opportunity for formal coverage of social justice. That belongs in the Humanities.”</p>	<p>“In order to provide students with a broader look at diversity in their chosen field, it is important to educate and research on current practices. At times this involves breaking away from traditional chronological history-based curriculum.”</p>
<p>“I have learned much from the faculty I have worked with in addition to experiences with my church.”</p>	<p>“Incompetence breeds injustice ... a shame when both the director & dean of a college (both male) appear to "conspire" against strong female faculty ... especially when the benefactor is another "white old man" that has been pulling strings behind the scenes, motivated by ego and prestige greed ... and the university just lets it happen. We are a LONG way from social justice at the administrative level.”</p>	<p>“The focus of a university is to give the best education to our students; not to focus soupy on diversity. Research suggests that the more perspectives we have the better outcome we will have, however when [University One] focuses on a ‘diversity’ topic it easily becomes a ‘us vs them’ situation.”</p>	<p>“We have to be smarter on how we approach these topics. Many students say they hear about it all the time and are ‘over it.’ We have to provide more meaningful and personalized opportunities to learn about these topics. Also, when our upper administration gives lip service why should our students take it seriously.”</p>
<p>“I have gone through Ally Training.”</p>	<p>“What I have noticed within university classrooms is that people say what you want to hear, especially those who are not considered minorities. Then, there is the opposite where individuals feel attached when they are seeking understanding or to be understood. For me, I see more of individuals being pretentious in their thoughts and actions regarding social justice and diversity. As well, when faculty verbalize social justice and their actions are the opposite, this is a form of incivility.”</p>	<p>“It’s not something that needs to be focalpoint in college. I teach 18/19/20 year olds every single day and all of them are appreciative of each others’ values And backgrounds. I think we need to focus on forming productive citizens of society and the workforce instead of constantly trying to find racism and sexism. It really just isn’t there.”</p>	<p>“I think this issue is particularly relevant given we are moving to online instruction. Faculty and students may not have access to resources for online instruction. Importantly, faculty and staff are required to have childcare even when forced to work from home by this pandemic (see [University One policy]).”</p>

Note: Above is a total of 68 quotes from faculty respondents. Quotes with numbers next to them in parentheses (i.e. (6)) indicated the number of individuals with the exact same

or a very similar quote to the one listed. There are 36 individual quotes with an additional 32 indicated as repeats within the data set.

A woman, Faculty of Color in Health Professions voiced her thoughts related to privilege and equity: “I strongly embrace a society where only the quality and skills of the worker should be the only criteria for hiring decision[s]. However, I do believe that disadvantaged populations should be given more resources for early development for those who have the motivations for success.”

Professional Development and Formal Training

Professional development and formal training were a topic of discussion amongst respondents to the open-ended questions. The level of self-reported formal training ranged from little to no activity (0-3 items) to high activity (8+ items). Responses were categorized into four codes as shown in Table 3. Table 25 shows the numerical breakdown by level of activity.

Table 25

Professional Development and Formal Training: Self-Reported

Little/No Activity (0-3)	Some Activity (4-7)	High Activity (8+)	Personal/Professional Pursuit
60	25	21	18

Note. The total number of responses was 114. Personal/Professional pursuits includes those who only responded in that way as well as those who responded with personal/professional pursuits and formal training and professional development.

An important note was that most respondents (53%) fell into the little/no activity category. It was equally as important to give credence to the lived experiences of individuals as it relates to the topics of diversity and social justice. Faculty members are adult learners that come into academia, professional development opportunities and formal trainings with their own socially constructed knowledge and understandings. Of the respondents, 18 spoke directly to their lived experience and personal and/or professional pursuits related to the topic. These pursuits manifested primarily in subject matter taught, research interest areas, and personal desire to learn more. Lived experiences, research area interests, and personal pursuits are valuable ways of knowing and understanding the social constructions around diversity and social justice education.

In support of the data in Table 25, a tenured, White, woman in the College of Education stated that, “university faculty need more professional development in diversity and social justice, but many of them don't think they do. I think all education faculty need pd on ways to disrupt the school-to-prison pipeline, one of the greatest societal problems we face.” This statement was applicable to all faculty regardless of the college they were associated with. Teaching should not be about the banking model of education that Freire (1970) so eloquently critiqued, but the betterment of individuals on a grander scale. As noted by various respondents, even if bettering individuals on a grander scale was their motive, many felt thwarted by university and/or departmental policy and practice.

The Effects of University and Department Policy and Practice

Recognizing that faculty reside within both university and department systems, they are subject to the requirements of both. Depending on the area in which faculty

members teach, they may also be subjected to the requirements of the state and federal government. While many believe that faculty hold unchecked autonomy, respondents within this study provided counter-stories to that narrative.

A tenured, White, woman talked about her feelings of constraint: “We are constrained, somewhat, by the demands of the state education system and what they want us to cover in our classes.” A non-tenure track, White, man discussed his avoidance due to not being a tenure-track faculty member: “I’m not tenure track, so I try to steer away from a whole lot of social justice. It opens me up to vulnerabilities in employment that tenure track faculty don’t face.” A tenured, woman, Faculty of Color in the College of Fine Arts and Communications mimicked the sentiments of the man respondent while also wishing that more faculty integrated these topics into their courses so that she could spend less time on it in her classes: “It is hard work and I get push back; was scared to do it prior to obtaining tenure; I wish more faculty would talk about it through all the classes rather than having to take up a lot of time in my class to teach about it.” These statements, which were specific to tenure and tenure track, highlighted a certain working knowledge among faculty members about the inner workings of academia.

In particular, the classroom environment and the curriculum itself may have created obstacles for integrating diversity and justice education. A tenured, White, man in the College of Science and Engineering found his curriculum to be a hinderance to integration. He wrote, “I am interested in learning how to make my courses more inclusive, but I find it difficult to do in a relatively rigid curriculum assigned to chemistry courses.” One respondent, a tenured, White, woman in the College of Liberal Arts, wrote of her “struggle to implement some things (like community work in the classroom) due to

class size.” Yet another woman identifying as White and tenure track in the College of Science and Engineering wrote of her struggles with curricular constraints: “I struggle to think about how to integrate discussions and activities in ways that complement existing course demands or determining what I can remove from a given course to intentionally address these issues.” Still another non-tenure track, White, woman in the College of Liberal Arts wrote about this sentiment: “The answer to this question depends very much on the size and topic of the class. It's harder to do group projects/initiate related assignments in a teaching theater class.”

It was evident that both professional and social constructs within academia affect faculty member classroom practices. Unfortunately, there was at least one faculty members who no longer had hope that academia would change as it related to diversity and social justice: “I don't think much will change because academia still has a tough barrier to get through (tenure track, man, racially White, ethnically a POC).” Others believed that diversity and social justice education was not a function of their role. These individuals were primarily located in the Colleges of Business, Liberal Arts, and Science and Engineering.

Diversity and Justice as Unmentioned in or Inappropriate for the Classroom

Diversity and social justice education have been deemed as both unmentioned in various areas and inappropriate in others. A professor identifying as a tenured, White, man in the College of Liberal Arts made this statement about the topics of diversity and social justice: “it is often not pertinent to the course material.” A non-tenure track, White, woman in the College of Liberal Arts would rather omit the topic of diversity for another topic. She wrote,

It's not something that needs to be focal point in college. I teach 18/19/20-year olds every single day and all of them are appreciative of each other's values and backgrounds. I think we need to focus on forming productive citizens of society and the workforce instead of constantly trying to find racism and sexism. It really just isn't there.

Another professor identified as a tenured, man in the College of Science and Engineering did not believe that diversity and justice education was an issue of the sciences but of the humanities. He said, "I teach and do research in the sciences. While encouraging opportunities and benefits to a diverse group is very important, the questions in this survey are really geared towards the humanities." Yet another respondent, a tenured, White, man in the College of Applied Sciences stated that, "only 1 course (of 4) I teach allows for this, as I teach primarily in methodological skills." The function or purpose of the classes in the Colleges of Business, Liberal Arts, and Science and Engineering dictated the usefulness of diversity and justice education. These findings coincided with the results for the Colleges of Business, Liberal Arts, and Science and Engineering in Figure 19 as it related to the Perception Scale.

Within this section, it was, again, evident that social constructs impacted faculty member practice in the classroom. Both the personal and professional experiences of faculty in the university context led to determinations of what was and what was not needed. This ability to choose coincided with statements by Stephens (2018, Personal Communication) and Walton-Fisette and Sutherland (2018). Many faculty members fall on either side of the spectrum believing that social justice and diversity education was imperative and needs to be appropriately integrated into every course or that diversity and

social justice education were not relevant in either the university classroom or their specific classroom.

Diversity and Justice as Essential to Implement in Multiple Areas

Contrary to the beliefs of some faculty members about diversity and justice education belonging outside of their classroom or being inappropriate and unmentioned, other faculty members believed that the integration of “it [diversity and justice education] is essential” (tenured, White, woman in an undisclosed college) and “an important topic to integrate in all courses” (non-tenure track, White, man in the College of Fine Arts and Communications). Two faculty members shared why they believed that integration of diversity and justice education was important: “I feel these issues are important in understanding each other's perspectives, learning to really listen to those with differing backgrounds and opinions, and learning to disagree with compassion and respect” (tenure track, White, woman in the College of Fine Arts and Communications). Her statement illuminated a lesson in civil discourse. “It is important to discuss diversity, cultural differences and other related topics in the context of career preparation” (non-tenure track, man, Faculty of Color in the College of Fine Arts and Communications). Here, the faculty member talked about career preparation and the need for diversity and justice education to be included in that process.

A major area of concern for faculty members was the lack of representation of Faculty of Color for Students of Color. The need for Faculty of Color and effective representation for the student population within the faculty demographic was salient. For example, “I would like to see more diversity at the faculty and administration level. I think it is important to show that your institution embraces diversity by hiring a diverse cohort of faculty” (tenure track, POC, man in the College of Science and Engineering).

Another faculty member provided a harsh critique of her university in relation to hiring Faculty of Color: “It is gross the disparity between % of faculty of color vs. % of students of color. The numbers should align more closely” (tenured, POC, woman in the College of Fine Arts and Communications). This faculty member continued her critique, “Most of the time, I feel that administration talk of diversity is hollow. What happened to Target of Opportunity hiring to retain under-represented groups? As an untenured [POC] woman, I experienced gross and obvious discrimination from a tenured [W]hite male. When I informed the Dean, it was ignored. I earned tenure but should have sued.” Not only did she address the need for representation, but also spoke to the issue of university and department policy and practice.

Chapter Summary

In sum, this chapter covered the results of the study through both quantitative and qualitative analyses. The study incorporated two separate instruments, the researcher developed Perceptions Scale and Park and Denson’s (2009) Diversity Advocacy and Teaching Strategies Scale along with five supplemental subscales that specifically addressed graduate education and social justice. All but one subscale within this instrument were confirmed as reliable. The unreliable subscale was not used during the analysis process.

The primary results of the quantitative analyses indicated that the independent variable, Gender, held the most statistically significant relationships and the strongest associations amongst the dependent variables. College was significant in relationship to Diversity Advocacy. Women generally scored higher than men on most scales while the Colleges of Business, Applied Arts, Liberal Arts, and Science and Engineering resulted

in the lowest scores in relation to the Perceptions Scale and Diversity Advocacy. These results were also found within the qualitative analysis. Individuals in the Colleges of Liberal Arts and Science and Engineering shared a lack of belief in integrating diversity and social justice education into their subjects deeming them inappropriate or irrelevant. Others discussed more struggle with professional constraints that hindered their integration. Still others wished that diversity and social justice education were integral components in all classes alongside hiring practices that increased the number of Faculty of Color to better align with the student demographic.

In chapter 5, I discuss various points between the results and the findings and provide implications for policy and practice along with recommendations for effective change. I conclude the study and provide suggestions for future study related to diversity and social justice education.

V. DISCUSSION

Overview

The purpose of this study was to discern whether statistically significant relationships and strong associations existed between a set of faculty member background demographics and two dependent variables, Diversity Advocacy and Faculty Perceptions. The findings showed that Gender and College were strongly associated with Diversity Advocacy and the Perceptions Scale within the Faculty Perceptions variable. Gender was also positively associated with Institutional Diversity Climate, Institutional Social Justice Climate, and Social Justice Orientation within the Faculty Perceptions variable. Race did not result in strong associations; however, means plots between Race and Diversity Advocacy, Institutional Diversity Climate, Social Justice Orientation, and Social Justice in the Classroom showed differences between Faculty of Color and White faculty. Most differences indicated higher mean scores by Faculty of Color apart from Social Justice in the Classroom. Status was associated with Race and Gender in the Classroom and showed that the trajectory toward tenure equated to a decline in inclusion of race and gender in the classroom.

This chapter includes a detailed discussion of the research results in relation to the background data, literature, and the conceptual framework. The initial point of discussion was included to emphasize the significance of the study and the danger of a faculty member mentality. This chapter also includes implications for practice, recommendations based on the study's findings, and suggestions for future study.

One Voice that Represents Many

The responses of one faculty member supported literature by Tienda (2013) who discussed the need for self-work and an engagement with the psychological and emotional areas of the human being. This response also reinforced the assertion within the conceptual framework, which proposed that social constructivism viewed through a theoretical lens of critical race theory demonstrated that social constructs and professional constructs impact each faculty member's classroom practices. I do not assert that this faculty member's positionality was that of many other respondents within this study. I do, however, acknowledge and recognize that while he was one voice in the study, he likely represents many other faculty members who chose not to respond to the survey or chose to respond differently.

A tenured, White, man, age 56-60 who teaches graduate students and has over 11 years of experience responded to the survey. Upon review of his qualitative responses, it was obvious that he had a negative stance. His choice to respond to the survey in a way that attempted to reduce my dignity and call into question the importance of this study served as a primary example of why diversity and social justice education are critical to every course curriculum and each faculty member's professional development. He did not believe that social justice was necessary and called the concept "crap". He also wrote that social justice was a "politically driven virtue signaling exhaltation (sic) of victimhood." The irony in his statement is that racism, marginalization, and oppression are political, institutionalized, and systemic (Delgado & Stefancic, 2001; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013); therefore, the system must be broken down or recalibrated to rectify injustice. It cannot simply be

redirected to “the three R’s.” His assertion that diversity and social justice education were directly associated with victimhood created a power dynamic (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). When a person and the generations that came before them were not victims of systemic and institutionalized oppression, it is easy to make these types of statements (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; McIntosh, 1992). Students and Faculty of Color that continuously come against racist, exclusionary mindsets and behavior eventually experience racial battle fatigue (Smith et al., 2007) which adds to the problem.

It was in his whiteness as property (Delgado & Stefancic, 2001; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995) and his White privilege (McIntosh, 1992), that he denied the necessity to include diversity and social justice education in all university curricula. It was in his White privilege (McIntosh, 1992) and White fragility (DiAngelo, 2011) that he responded the way that he did. The curriculum already addresses, honors, and “exalts” those who look like him; therefore, why change the status quo when it is in his favor? His response clearly aligned with DiAngelo’s (2011) definition of White fragility. Although he stated that he attended a multicultural institute for professional development, it was the only formal professional development that he mentioned, and it seemed to have little to no impact on his thought process or actions.

Even more problematic is the fact that he has been teaching for more than 11 years, and graduate students were his current audience. Since he was anti-diversity and anti-social justice education, it was highly probable that White, dominant, and normative teachings continue for the graduate population on his campus (Hiraldo, 2010; Ladson-

Billing, 1998; Ladson-Billings & Tate, 1995; Tienda, 2013). I can only imagine the feelings of the students in his classroom; silenced, invalidated, and dismissed by their exclusion from his curriculum (Ladson-Billings, 1998). What is the greater impact of invisibility in the classroom where the expectation is that students grow, learn, and develop their own critical thoughts related to their field of study? How does this assist in developing productive citizens and impactful employees? Hiding the counter-stories (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013) of others is the antithesis of progress and the friend of oppression. In the current racial climate in 2020, which always existed because racism is normal and permanent (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013), it is imperative that mentalities like this respondent who was soaked in and blinded by his White privilege be challenged and addressed. People of Color do not get to be comfortable in higher education settings as they were built upon the same foundations as the United States (Kohrs, 2015; Parker, 2015; Stefon, 2019). Therefore, comfort in whiteness also needs to be challenged.

He mentioned “smell[ing] a gender studies major” behind this research, which was interpreted as holding a negative connotation. Gender was strongly associated with Diversity Advocacy and portions of Faculty Perceptions (Perceptions Scale, Institutional Diversity Climate, and Social Justice Orientation). In an extreme way, he validated the result of men scoring lower than women throughout the study. He also validated the result within the means plots that demonstrated higher average scores for Faculty of Color in relation to Diversity Advocacy, Institutional Diversity Climate, and Social Justice Orientation. While this respondent was an extreme report from the study, but one

must consider how many others in his position hold similar sentiments yet did not participate in the study or express themselves in this manner. His response also reinforced the assertion within the conceptual framework, which proposed that social constructs and professional constructs impact each faculty member's classroom practices.

The Meaning Behind the Research Results

In this section, I discuss of the research results as they relate to the research questions. The discussion around the results was contextualized by reincorporating the literature reviewed and the conceptual framework of the study. It also incorporated the contextualization provided by the social and racial unrest that erupted in the country in the beginnings of March 2020 and continuing into July 2020 after the death of George Floyd. This section includes discussions about both the quantitative results and qualitative findings.

Research Question 1

The results were mixed due to the nature of the composition of the Faculty Perceptions variable and achieving a smaller response rate than desired. This may have led to statistically non-significant relationships and weak associations between variables that might otherwise result in significance and strong associations. For example, Race was one of three independent variables showing little to no significance with Faculty Perceptions. This could be attributed to assimilative practices, the organizational structure or culture of their department or university, or personal and professional constructs. Only 19.9% of the respondents identified as Faculty of Color. This equated to 28 out of 141 respondents. It was equally important to recognize that putting all People of Color in the

same category was not ideal as their experiences are unique. However, when conducting statistical analyses, larger numbers are helpful.

Despite the lack of representation of Faculty of Color, one cannot expect otherwise given that the NCES (2018) reported that 76% of full-time faculty identify as White. Here, the percentage amongst White faculty respondents was slightly higher. The means plots showed higher scores for Faculty of Color for Institutional Diversity Climate and Social Justice Orientation. Many factors may impact this perception such as personal experiences, organizational culture, organizational structure, in group networks of support, increased hiring of faculty of color, or university actions. However, Faculty of Color, on average, scored lower than White faculty regarding Social Justice in the Classroom (.03 difference). This score could also be attributed to personal and professional experiences, organizational culture, organizational structure, and identity vulnerability. The lower scores amongst White faculty could be due to dissatisfaction with university emphasis on diversity, organizational culture, and professional or personal constructs that make orienting oneself toward diversity and social justice less appealing (DiAngelo, 2011; McIntosh, 1992). This interpretation was highlighted in at least one faculty response. The result was due to a lack of awareness by faculty, which serves to preserve the way things are as opposed to change and challenge them (Fitzclarence & Giroux, 1984; Leeds-Hurwitz, 2012) while maintaining comfort in privilege (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; McIntosh, 1992; Oguntokun, 2013).

A non-tenure track, White, woman in the College of Liberal Arts alluded to diversity and social justice as fishing for -isms that did not exist. The problem with this

statement was that it assumed that because the current student population was “appreciative of each other’s values and backgrounds” that there was not a need to further investigate diversity issues or address social justice within the course. Particularly, in the field of English, language discrimination exists and the primary authors in the area are White men. This commentary was reflective of the tenet, critique of liberalism, within critical race theory (Delgado & Stefancic, 2001; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013). Extending the theory, being comfortable with students’ “appreciation” of one another, disregards larger issues impacting others and allowed the faculty member to remain comfortable by not integrating social justice and diversity education (DiAngelo, 2011; McIntosh, 1992). The faculty member emphasized the need to instead form constructive citizens. However, the formation of constructive citizens within society and the workforce involves work around diversity and social justice. The racial climate within the United States and the protests occurring abroad in 2020 due to the death of a Black man in Minneapolis is indicative of this the need to include diversity and justice education in the development of constructive citizens.

When considering Faculty of Color, they scored higher than White faculty on Social Justice Orientation, but that orientation resulted lesser application in the classroom. This could be explained by the level of vulnerability that comes with their intersecting identities as well as organizational structure and culture. Reality, knowledge, and learning are socially constructed, and racism is interwoven into the fabric of the education system (Hiraldo, 2010; Kim, 2001; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Leeds-Hurwitz, 2012; Powell & Kalina, 2009; Oguntokun, 2013). One

woman, Faculty of Color, included more diversity and social justice education in her classes after receiving tenure as opposed to before. Even White faculty members stated that they avoided discussing issues of diversity and social justice in the classroom to minimize scrutiny or running into issues if they were not tenure track faculty members. By doing this, faculty unknowingly perpetuate systems of oppression (Fitzclarence & Giroux, 1984) and do a disservice to themselves, their students, and their colleagues. Waiting results in missed opportunities. However, faculty members function within socially and professionally constructed spaces governed by organizational structure and organizational culture. In contrast to this avoidance, a woman, Faculty of Color wishes other faculty did more so she would not experience cultural taxation by spending a significant amount of time in her classes covering diversity and social justice related topics (Moule, 2005).

Gender was the primary independent variable that resulted in statistical significance and strong associations. The number of women included in the study exceeded men (61% or 86 out of 141), which coincided with the general make up of both universities. Women had higher mean scores for each comparison than men related to the following subscales within the dependent variable of Faculty Perceptions: Institutional Diversity Climate, Institutional Social Justice Climate, Social Justice Orientation, and the Perceptions Scale. This could be, in part, due to the struggles that women have faced and continue to face while living with an identity that often falls into a minority category (Kohrs, 2015; Parker, 2015). There were personal and professional experiences that women shared in the open-ended responses that aligned with a more positive positionality toward diversity and social justice. Examples were comments about frustration with the

“good ole boy” functionality of departments and being a woman in a field dominated by men.

The notion that diversity and social justice education were inappropriate for or unnecessary in certain subjects was salient. Both the Bayesian analysis and the ANOVA illustrated that faculty members in some colleges had lower Perception Scale scores than others (Table 13). A faculty member who taught neuroscience stated that neurons are irrelevant to social justice. However, the brain plays a role in our responses to others socially due to the functioning of neurons. The study of neurology entails more than neurons. This was a piecemeal approach to dissent against the inclusion of diversity and social justice education and again reinforced the current institution that excludes and silences People of Color in the academic setting (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013). Dismantle one element and one can vie for throwing it all away.

Another believed that teaching skills-based courses using computer-based applications exempted her from integrating diversity and social justice education. Still others believed that diversity and social justice education belonged somewhere that they were not. This confirmed the assertions of Stephens (2018, Personal Communication) and Walton-Fisette and Sutherland (2018) regarding the necessity to consider pedagogical and curricular inclusions beyond general class makeup or topical characteristics such as learning style and student preference. Failing to include diversity and social justice education is a form of silencing perpetuated through academic power to control content and voice in the classroom context (Fitzclarence & Giroux, 1984; Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013). This notion entailed

included and excluded materials, whose voices are heard or validated and whose voices are silenced or marginalized, what content is included and excluded, and what conversations are allowed or facilitated in comparison to those that are avoided or ignored (Stephens, 2018, Personal Communication; Walton-Fisette & Sutherland, 2018).

The scope and application of diversity and social justice education were very limited in the minds of some faculty members. “Hard sciences”, technology, and skills-based courses were viewed as exempt from including diversity and social justice education. For example, in the sciences, some faculty members stated that there was no room for diversity and social justice and that diversity and social justice had nothing to do with their subject matter; therefore, including them was inappropriate. However, the results showed an interconnection between Gender and College for Diversity Advocacy and the Perceptions Scale. This reinforced the CRT tenet of whiteness as property because of the ability to include and exclude in a way that impacts already marginalized students (Hiraldo, 2010; Jones & Renfrow, 2018; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013) while maintaining the standard comfort levels of White students (Tienda, 2013). The need for self-work (Tienda, 2013) and effective, ongoing professional development was confirmed (Beale et al., 2013).

The notion to situate diversity and social justice education elsewhere was a testament to the privilege associated with whiteness (McIntosh, 1992), academic freedom, and professional constructs in academia. How faculty members came into their positions along with their former training and experience should be important to consider. The stance that diversity and justice education have nothing to do with their subject was a form of whiteness as property (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings &

Tate, 1995; Oguntokun, 2013). The faculty members who responded this way were primarily White and so were 80.1% of the participants. Whiteness as property entails the right to exclusion (Hirald, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013). These faculty members were intentionally excluding diversity and justice education from their courses despite the knowledge that racism is normal, permanent, and permeates all of U.S. society (Hirald, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013). They may also be unaware of their role in perpetuating White, dominant norms (Beale et al., 2013).

I question what happens when students with diverse needs enter a classroom beyond their requirement to sign up for disability support services? Again, this situates the issue elsewhere as opposed to in the lap of the faculty member whom the student comes to for educative purposes. Human beings are much more complex, yet some faculty members may treat them like a fixed chemical reaction when they are not. A problem within both the sciences and business is that they are dominated by men, and the data demonstrated that even women who scored higher than men on all subscales, in some cases, were more represented than men in colleges, and the result of the analysis of College was a low mean score. This result was indicative of the assimilation of women into male dominated fields with male dominated ideology and pedagogy. Again, this returns to the conceptual framework.

Lastly, Status had very little significance within the study. However, a result showed that as faculty moved toward tenure, their integration of Race and Gender in the Classroom declined. This could be due to organizational structuring or academic freedoms. It may also be indicative of the notion that faculty may enter the academy with

a certain positionality, but due to organizational structure and organizational culture, that positionality changes over time and with experience (Beale et al., 2013).

Research Question 2

Both Gender and College were found to have strong associations with Diversity Advocacy. Women scored approximately 1.5 points higher than men when comparing means. This result indicated that men were less oriented toward diversity advocacy than women. The lack of advocacy impacts classroom practices and was also reflected in the results for Diversity Advocacy and College. The Colleges of Business and Applied Arts scored the lowest when comparing means. The College of Business scored the lowest with a 3-point gap between it and Education which scored the highest. The College of Applied Arts was the second lowest with approximately a 1.25-point gap between it and the College of Education. These areas should score high in Diversity Advocacy based on the nature of the work and the future career fields that students enter after earning a degree.

Nelson Laird (2011), in his study of diversity inclusivity amongst college faculty, found that most faculty included diversity at some level. However, women and Faculty of Color included diversity in the classroom at higher levels. This study supported Nelson Laird's (2011) finding that those in "hard fields" scored lower than "soft fields" for the diversity inclusivity measure. This was echoed through the results of both Gender and College's strong association with Diversity Advocacy. Interestingly, in this study, Business was one of the "hard fields" that scored low on both the Perceptions Scale and Diversity Advocacy (Figures 18 and 21). Previous studies on diversity and social justice in the classroom and program curricula came from various areas like health professions

(i.e. Stegman, 2013; Enyeart Smith et al., 2017), applied arts (Jones & Renfrow, 2018; Snyder et al., 2008), education (Miles et al., 2013; Walton-Fisette & Sutherland, 2018), and liberal arts (Ardovini & Lopez, 2009). It is troubling that faculty residing in the Colleges of Business and Applied Arts had the lowest scores within the study because they often have direct person to person interaction. A faculty member addressed the issue of inclusion in the classroom as it related the political climate in 2020:

Because of the obvious bigotry of the national leadership, it is a divisive issue and can cause violent and frightening responses. It is like walking on eggshells for the classroom teacher. Because of outside provocateurs our university has been targeted. It can ruin a faculty career so many avoid it. Sad, but the way of the world. People are afraid. (Non-tenure track, woman in the College of Applied Arts)

She discussed a fear factor that resonated across most colleges in some way, shape, or form. In her case, this fear silenced her.

Preparation for a globalized world is integral to students (Are Higher Education Institutions Preparing Students for the Real World, n.d.; Barragán, Nicolás, & Hernán, 2013; Fugate & Jefferson, 2001), especially in business as the world gets smaller and people regularly interact with diverse others virtually and in person. A lack of diversity advocacy is detrimental to the education process and development of future businesspeople. Again, the exclusion of diversity and justice education demonstrated whiteness as property (Hiraldó, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Oguntokun, 2013) and perpetuates traditional, White, dominant, heteronormative,

westernized pedagogy (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Tienda, 2013).

Another tenured, male faculty member in the College of Applied Arts expressed his thoughts on integration and behavior, “It is a mistake to 'crusade' in an institution for the rights of specific groups. You can't do it without neglecting the rights of other groups.” He goes on to add that “Insisting on equity and equality is the way to go. Always confront inequality and inequity openly. Embarrass those who perpetuate it. HOWEVER, never think that reorganizing favoritism is a way to end favoritism. It never works.”

His final statement alluded to practices such as the promotion of hiring for diversity, affirmative action, and other opportunities aimed at leveling the playing field or that addressing issues of diversity privileges one group with negative, unwarranted consequences to the dominant culture. His stance comes back to entitlement which is associated with whiteness (McIntosh, 1992). There are unearned expectations that exist, and diverse others are viewed as undeserving. In contrast, diverse others should not have these same expectations because they are applicable only to those belonging to dominant culture (Hiraldo, 2010; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; McIntosh, 1992). Many of the respondents discussed the need for an increase in representation for Faculty of Color with many agreeing that despite the status of HSI, Hispanics/Latinx identified individuals still lag in representation (NCES, 2018).

As a point of emphasis, this commentary was reflective of the CRT tenet of whiteness as property. The levels in which this notion exists include possession rights, the right to use and enjoyment, the right to disposition, and the right to exclusion (DeCuir

& Dixon, 2004; Hiraldo, 2010; Ladson-Billings & Tate, 1995; Ladson-Billings, 1998; Oguntokun, 2013). Hiraldo (2010) and Oguntokun (2013) stated that the lack of African Americans in faculty positions impacts curricular agendas and reinforces the importance of whiteness over color. While, the original literature addressed a lack of Black faculty members and the power loss associated with that lack, this was relevant for all races because a lack of representation exists (NCES, 2018); thus, a lack of educational power exists (Fitzclarence & Giroux, 1984). This can be seen between Student Affairs and academe:

this systemic reality works against a diverse and inclusive higher education environment because it supports the imbedded hierarchical racist paradigms that currently exist in our society. Diversity tend to be more visible within divisions of student affairs, although the power of the institution tends to be centralized within academic affairs where there is less representation of women and [P]eople of [C]olor. (Hiraldo, 2010, p. 55)

From the business perspective, a faculty member provided the following:

The focus of a university is to give the best education to our students; not to focus solely on diversity. Research suggests that the more perspectives we have the better outcome we will have, however when [University One] focuses on a “diversity” topic it easily becomes a “us vs them” situation.” (Non-tenure track, White, man in the College of Business)

This comment highlighted a need for training on how to integrate and facilitate diversity and social justice education. It also highlighted the need to develop emotional

intelligence (Tienda, 2013) and move away from a comparison of hurts. This could speak to White fragility (DiAngelo, 2011) when thinking of “us” versus “them” as well.

The next section focuses on the qualitative findings of the study. These findings were clustered into different themes that supported or provided additional narratives within the study.

Qualitative Expressions of Need, Dislike, and Exclusion

The qualitative findings were grouped into four themes addressed within the open-ended question responses from faculty participants. Each highlighted an issue or opinion that repeatedly occurred in the data collected. To begin, professional development and formal training are discussed.

Professional Development and Formal Training: Some Have it, but Many Do Not

University faculty need more professional development in diversity and social justice, but many of them don't think they do. I think all education faculty need pd on ways to disrupt the school-to-prison pipeline, one of the greatest societal problems we face. (Tenured, White, Woman in the College of Education)

As noted in Table 7, over half (56%) of the open-ended question respondents were categorized as having little to no professional development or formal training on diversity and social justice education for their primary positions as professors. This was alarming given the known level of diversity amongst the student population (NCES, 2018). It was also problematic when evaluating faculty demographics in comparison (NCES, 2018). This lack of formal training and developed perpetuates White, dominant, and normative education (Beale et al., 2013; Fitzclarence & Giroux, 1984; Jones & Renfrow, 2018; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995)

According to Brookfield (2013), Beale et al. (2013), and Mahaffey (2017), the changes associated with student demographics place faculty in a truly multicultural environment in which various intelligences must be validated for the benefit of students entering an increasingly diverse democracy. However, as the study demonstrated, “many faculty members enter and remain in the academe with good intentions but lack the appropriate knowledge, skills, support, and rewards when it comes to “effective[ness] in diverse and multicultural classrooms” (Beale et al., 2013, p. 7). Fifty-three percent (53%) of faculty respondents were undereducated on integrating diversity and justice education in their classrooms. One tenured, White, woman faculty member in the College of Education said even though she addresses social justice in her courses, “it would be nice to have professional development training to address how to incorporate this in an education methods course curriculum.”

Faculty members within this study wrote about their personal and professional experiences as well as their desires. One wished “the university was more supportive of the implementation of diversity and social justice in the classroom and supported the faculty and staff who do incorporate all of this in their work more” (Non-tenure track, White, woman in the College of Education). Another discussed their observations in classrooms and amongst faculty. This directly addressed how organizational structure, organizational culture, and professional and social constructs impact faculty practice.

What I have noticed within university classrooms is that people say what you want to hear, especially those who are not considered minorities. Then, there is the opposite where individuals feel attached when they are seeking understanding or to be understood. For me, I see more of individuals being pretentious in their

thoughts and actions regarding social justice and diversity. As well, when faculty verbalize social justice and their actions are the opposite, this is a form of incivility. (Non-tenure track, POC, woman in the College of Education)

This leads to the next section which discussed faculty members' concerns with university and department policy and practice.

Concerns with University and Department Policy and Practice

It was important to note that despite the major differences that resulted between men and women, both genders critiqued their university's organizational structure, organizational culture, professional constructs, and their impacts on faculty practices at various levels. Topics covered by faculty members related to institutional decision making, the political climate in 2020 and discussing diversity and social justice, fear, hiring practices, and a lack of representation of Faculty of Color. The impacts highlighted affect both students and faculty.

A non-tenure track, White faculty member identified as a man in the College of Business, stated that

[University One] uses "diversity" as a selling tool for prospective students. They showcase their "Hispanic Serving Institution" standing to help persuade students to come here. Teaching many freshman classes, the most common statement is that there's predominantly [W]hite faculty compared to minorities. What I believe may be an issue is that [University One] is so focused on getting those students into the university, however once they have their funding they stop caring about the students. We [need] minority students pursuing higher degrees in order to pursue faculty positions. For the longest time, [University One] job applications stated that they were seeking "women and minorities" before other applicants or

that they were devoted to pursuing them, which explains why I couldn't get hired the hundreds of applications I filed with the institution. [University One] says they stand for diversity "stand" is a cardboard cutout.

This statement supported the statistics reported by the NCES (2017, 2018) regarding both faculty and student demographics. It also addressed three separate issues: a lack of longitudinal focus and emphasis on diversity, the notion of "reverse discrimination," and interest convergence in CRT. The caveat was his understanding of the institutional context and dynamic in which he works.

In Byrd (2015), a differentiation among students regarding recruitment and cultural and structural support was made. This was equally relevant to faculty hiring practices. Effective hiring practices as well as the construction of a strong foundation and support system for Faculty of Color are needed to change the dynamic within the university. He addressed interest convergence when discussing the student population and the difference in representation between students and faculty members. Money is associated with HSI designation (HACU, n.d.); therefore, he discussed institutional gain at the expense of Hispanic identified students.

Failure to make effective change equates to difficulty in maintaining diversity. In these cases, "counter-stories support the permanence of racism" (Oguntokun, 2013, p. 27). Finally, the notion of reverse discrimination speaks to White privilege in that there is an expectation that one should be able to attain a faculty position with zero impediments. However, this does not consider the needs of the university or the students who attend.

Fear associated with using one's voice in opposition to a university decision was discussed.

Because of recent decisions by the university administration it seems more evident that the administration at the highest levels is not supportive of faculty or staff voicing any disagreement with their decisions. Faculty, including tenured and department chairs, and deans, are afraid to challenge the Provost and President on issues. If faculty can't voice a difference of opinion, how is this social justice? The administration has given the associate provost too much authority to cut courses, programs, people just based on the data without consideration for the impact on the students and faculty research. (Non-tenure track, POC, woman in the College of Liberal Arts)

The culture of an organization serves many functions. Miley et al. (2005 as cited in Park & Denson, 2009) included organizational decision-making as part of an organization's campus climate. Hurtado included historical legacy, psychological dimensions, and behavioral interactions. This statement included many of these components and demonstrated a negative impact on campus climate for at least one faculty member.

This fear was supported by feelings of danger and vulnerability that one non-tenure track, White, man in the College of Fine Arts and Communications associated with addressing or incorporating topics of diversity and social justice in the classroom. "I'm not tenure track, so I try to steer away from a whole lot of social justice. It opens me up to vulnerabilities in employment that tenure track faculty don't face." Perceived organizational structure and professional constructs impact faculty practice by restricting faculty, thus, validating the conceptual framework.

Diversity and Justice Education as Inappropriate for or Unmentioned in the Classroom

In alignment with the results for the College of Business and the sciences for Diversity Advocacy and the Perceptions Scale, some faculty firmly believed that diversity and social justice did not belong in their classrooms or course subjects. Most of this discussion was contextual; however, one faculty member's perspective stemmed from his own personal construct:

Social justice is a very heated issue. I'm a constitutional conservative, and any mention of racial justice in my group will bring down serious one way, you gotta be kidding, what liberal Kool-Aid are you drinking? The opposite is true for schools on both coasts and it is social justice all the way. I think this also alienates people on the conservative side. Since I can't see how a "reasonable" conversation can take place, I would rather NOT have it in my classroom. (Non-tenure track, POC, man in the College of Applied Arts)

Avoidance is a privilege that only certain people can afford and may very well bleed into the experiences of Faculty of Color due to social constructivism, organizational culture, organizational structure, and personal or professional constructs. Despite this, faculty members share a responsibility to “move beyond discomfort and carefully consider the ways in which the dehumanization of Black and Brown bodies happens every day in the name of and through education research” (Souto-Manning & Winn, 2017, p. xiii). This is relevant to the classroom curriculum as demonstrated in the literature (Beale et al., 2013; Delgado & Stefancic, 2001; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995; Mahaffey, 2017; Souto-Manning & Winn, 2017). It is also relevant to the racial climate within the United States in June 2020.

It is imperative for the university to provide professional development and training, that self-work discussed in Tienda (2013), to move faculty members beyond their personal positionalities and into a more global perspective for the benefit of themselves and their students. Again, I reiterate whiteness as property and the right to exclusion from critical race theory as well as the ability to remain complacent for both students and faculty members when these issues go unaddressed or are deemed inappropriate for the curriculum (Tienda, 2013). Some faculty members' assertions for the exclusion of diversity and justice education due the sensitivity of the topic proved that this push back served as support for inclusion. This push back also validates Beale et al.'s (2013) claim that White faculty tend to have an issue with the emotional nature of diversity and justice education and fear of losing control. The university is a place for the stretching of the mind. The exclusion of diversity and justice education returns to two tenets of critical race theory: whiteness as property and the normalcy and permanence of racism.

Diversity and Justice as Essential to Implement

Faculty discussed their rationale on why diversity and justice education were necessary in the classroom environment. They also contradicted the statements of other faculty members who believed that diversity and justice education should not be a focus. For example, one faculty member stated that higher education should not focus on finding -isms that were not reality, but instead focus on developing constructive citizens while other faculty members stated that diversity and justice education was a part of that construction. In particular, they pinpointed career preparation and the ability to engage in civil discourse. Civil discourse was especially important given protests regarding racial

injustice in 2020 and political disagreements with a controversial president like Donald Trump.

Faculty also pointed to a lack of representation amongst Faculty of Color. This echoed the demographic information on faculty (NCES, 2018) and contributes to cultural taxation (Moule, 2005) amongst Faculty of Color. Additionally, it is not enough to cluster hire Faculty of Color (Beale et al., 2013). The university must have a strong foundation and support structure at the university level along with department policies and practices that assist with the retention of Faculty of Color. This was noted by both White faculty and Faculty of Color within the study.

Significance of Study Findings and Results

Based on the results and open-ended responses of the study participants, the literature was reinforced, and the conceptual framework was validated. Most of the results and findings agreed with previous literature apart from Beale et al.'s (2013) assertion about Faculty of Color being more likely to report a “chilly” institutional climate. In this study, Faculty of Color scored higher than White faculty when asked to evaluate their perception of their university's diversity climate.

Women scored higher than men on numerous subscales which leads one to consider the differences between men and women within the academy. This was also relevant when considering open-ended responses and the college that each woman faculty member was associated with. A faculty member once told me through reflection and critically evaluating her, she found that she was attempting to be a man. I highlight this piece of information to allude to the notion that women in male dominated colleges and fields may find themselves adapting to and embodying the behavior of men in their field.

This further complicates the results because at times, men were less represented than women, specifically when assessing College as an independent variable.

Lastly, the college that one was associated with clearly impacted faculty members' perceptions and practices. Limited scopes were recorded for the colleges that scored lowest on the Perceptions Scale and Diversity Advocacy. This was indicative of organizational culture, organizational structure, and professional and personal constructs impacting classroom practice. There were also various faculty barriers that were discussed from the state and federal level to class size. All these insights help to inform the academy and institutions of higher education. There must be a place for change, or the same things are repeated.

Implications for Policy and Practice

The results of this study provide several implications. The conceptual framework was functional in that social constructivism frames the learning process (Leeds-Hurwitz, 2012; Kim, 2001; Powell & Kalina, 2009). Given the demographic data and historical context of the study, applying CRT assisted with understanding perspectives and positionalities. Organizational structure and organizational culture played a large role due to personal and professional constructs that impacted reported faculty practices.

Diverse representations within faculty members' background characteristics (gender, race, and college) were important in the findings. Women often exist in a minority role regardless of status; therefore, their personal and professional experiences may lend them to a more favorable diversity and social justice positionality while men have reaped the benefit of manhood since the beginning of time. Men may, however, see diversity and social justice as a mechanism for their own oppression. The same could be

said regarding race. Faculty of Color often scored higher than their White counterparts on various subscales. Being a Person of Color in the United States often comes with trials and tribulations, struggles and additional obstacles that one must overcome. Faculty of Color may more naturally lend themselves to a more positive positionality than White faculty who may feel infringed upon or excluded when it comes to diversity and justice education. Lastly, the college that a faculty member was associated with may provide a suppressive organizational structure born out of a White, normative pedagogy that serves the interests and perspectives of men, thus minimizing any inclusion of or emphasis on diversity and social justice education.

As educators and institutions of higher education, major changes regarding professional development and formal training related to diversity and social justice education are necessary. Hiring practices also need major alterations to truly assess who is the best candidate for the position and how that individual's formal training and professional experiences will benefit students, faculty, and the institutional mission. Even more important while addressing the lack of Faculty of Color, is establishing a firm foundation and a support network for Faculty of Color entering predominantly White academic departments. Faculty respondents discussed cultural taxation (Moule, 2005), gender discrimination, and gender privilege. With education inclusive of diversity and justice, there is the possibility of organizational and departmental change.

Study Conclusion

In this study, I focused on faculty perceptions and diversity advocacy as it was linked to the university classroom. The findings were mixed for the dependent variable (Faculty Perceptions) while for Diversity Advocacy a clear set of independent variables

(Gender and College) were strongly associated. Men scored lower than women on most measures while Faculty of Color also scored higher than White faculty on measures. Over half of faculty respondents to the open-ended questions were categorized as having little to no formal training related to diversity and social justice education as it relates to their teaching, thus leaving one to wonder, how does a faculty member gain these skills and what is the university's responsibility to faculty in this regard.

A failure to intentionally address issues of diversity, justice, and injustice in the classroom reinforces a system of oppression for all members of the campus community with ripple effects on a national and global scale (Beale et al., 2013; Jones & Renfrow, 2018; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). Faculty members within higher education have the ability and responsibility alongside K-12 teachers to “move from justice as theory to justice as practice” (Ladson-Billings, 2015). Talk is not enough (Souto-Manning & Winn, 2017). This has been done and the circumstances remain. Pretending that these issues do not exist or rationalizing these issues away perpetuates White, normative pedagogy and negates the experiences of Faculty, Students, and Persons of Color (Hiraldo, 2010; Jones & Renfrow, 2018; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). Though ideas are good, they fall short because they are simply ideas. What is required is action and self-work (Tienda, 2013). Faculty also share a responsibility to “move beyond discomfort and carefully consider the ways in which the dehumanization of Black and Brown bodies happens every day in the name of and through education research” (Souto-Manning & Winn, 2017, p. xiii). This responsibility is also relevant to the classroom curriculum and within the university setting regarding professional development. Some faculty members tirelessly engage in diversity and

social justice work regardless of race, gender, status, age, and college while others use excuses and rationalizations to avoid it (McIntosh, 1992). Education should develop critical thinkers with the ability to effect change, not receptacles with the ability to regurgitate test material, but the inability to recall or effectively apply the information (Freire, 1970). The state of education is dire just like the state of the United State in June 2020 as people are fed up with injustice and racism. Eventually, “a change is gonna come” (A change is gonna come, 1964).

Recommendations for Effective Change

In this section, I provide several recommendations related to the results of the study. According to Souto-Manning and Winn (2017), it is not enough to talk about it, pretend it does not exist, or come up with ideas. Action is necessary.

- (1) Diversity and social justice education need to be an integral part of all education curricula. It is not reserved for the humanities or Faculty of Color. It is the responsibility of all who educate.

According to the quantitative results and the qualitative findings, I highly suggest implementing a campus-wide initiative with the goal of integrating diversity and social justice education into every course and classroom. This would benefit the university holistically. Faculty members in the colleges with low Diversity Advocacy and Perception Scale scores would be required to align themselves with the university’s stance on including diversity and social justice education. Individuals with personal constructs that hinder their integration would be challenged to overcome their personal obstacles and objections. Lastly, faculty members who are carrying this load while others

are not will feel the release of cultural taxation (Moule, 2005), burnout, fear, and vulnerability because the responsibility would be explicitly marked for all.

I also recommend developing a strategic partnership with the diversity offices within Student Affairs. However, this promotes interest convergence and it is important that the academe does not cause cultural taxation (Moule, 2005) among Student Affairs professionals. A strategic partnership of this nature must be handled with a significant amount of care. This partnership could also come with an incentive for Student Affairs professionals to teach or have more involvement within the academy. This may assist with representation, retention of Students and Faculty of Color, and in the sharing of power.

- (2) On-going, high impact training and professional development on integrating and facilitating diversity and justice education in the classroom are necessary for all faculty members, and they should be able to demonstrate their skills in annual reviews.

It is not enough to earn a degree and be offered a teaching position in higher education. It is the responsibility of the university to provide professional development and training opportunities for faculty to enhance their skills for personal and professional gain. These benefits should reach the student population within the classroom. The level of diversity on campus needs to be shared, understood, and incorporated into the classroom. Diversity and social justice education do not need to be extra items in the curriculum but come alongside what faculty members are already teaching. It is important for students to see themselves, their issues, and the issues of others within the classroom context (Jones & Renfrow, 2018). It is equally as important to be able to think

and talk through issues in an emotionally intelligent way and then act in a way to rectify the issue (Tienda, 2013). Constructive citizens should be socially just and have a broad understanding of diversity and the roles it plays in society, good and bad. Without the support and/or requirement of faculty members in this development and implementation, students continue to graduate, trip over themselves, and potentially shine a negative light on the university. Proactivity is necessary to counteract reactivity. Below I provide some practical recommendations for implementation as it relates to formal training and professional development for faculty in relation to diversity and justice education. These would be mandatory to attend:

- (A) A three-day conference with an initial focus on faculty members' personal diversities to better understand themselves in relation to others. The second day should involve third parties who would come to speak and facilitate workshops and discussions on various diversity and social justice related topics. The third day should engage faculty members around strategies to implement diversity and justice education into their curricula as well as role plays to work through emotional intelligence and other issues that may arise. This conference should be based in literature that addresses potential barriers and scaffolds the learning experience.
- (B) A day long workshop with break out sessions like Equality U which is offered every fall at Texas State University through the Office of Student Diversity and Inclusion.
- (C) Active professional development opportunities like Archie Bunker's Neighborhood which is facilitated by various universities nationwide. This

activity engages the entire person and includes a discussion at the end. In that discussion, the experience should be related to classroom practice, involve faculty perspectives, and allow faculty to view the world from the lens of those who might be their students.

- (3) The university needs to reestablish an organizational structure that functions for the good of all within it and not just those in the upper echelon.

Elitist functioning marginalizes everyone but the upper echelon. It is necessary to role model the behavior that is characteristic of the university from the bottom up and the top down. Faculty are considered powerful, yet counternarratives of power loss and silencing permeated the qualitative findings. While decisions must be made, there are effective ways to make them while maintaining more positive relationships and promoting understanding around decisions. This should include trainings for all faculty and administrators.

- (4) Hiring practices need to include detailed accounts of previous diversity and social justice related work and research. This may assist with hiring individuals with the mindsets and skills necessary to move diversity and social justice into the classroom.

Universities need to be explicit about who and what they are seeking. With diversity and social justice as focal points, those applying for any position within the university should be required to provide proof of their work or experience around diversity and justice. Doing this establishes the culture at the onset of application and it also creates expectations that the university should live up to. Faculty of Color may be more inclined to apply because they see that diversity and justice matter to the university.

This should not end with the application but become embedded in the fabric of the university's functionality. Increased faculty representation could lead to a shift in university climate as well as overall satisfaction and output. It also centers every employee around a common goal, which at current, does not exist.

Suggestions for Future Study

The composition of this study provides opportunities for additional investigation that would purposefully increase knowledge. A study exclusively focused on the types of professional development and formal training that faculty receive would better assist with understanding the potential skills that faculty have and those that can be provided to increase knowledge, skills, and abilities. A mixed methods study that provides details related to the quantitative questions would be worthwhile. The survey questions should focus solely on diversity and social justice and faculty practices. A third suggestion is to conduct a large-scale study comparing various types of institutions and levels of diversity advocacy and social justice orientation. This would provide a picture of who is teaching where and what perspectives exist. A qualitative study delving into diversity and social justice education in the classroom would provide rich content and context for why faculty do or do not include it and what their needs or concerns are. These data points would serve to frame the narrative around issues with diversity and social justice education within the higher education classroom from the perspective of faculty. A mixed methods study that addresses both faculty perceptions and student perceptions would be beneficial to determine the alignment between faculty and student respondents. The gaps found in the quantitative data should be addressed through the qualitative process. Lastly, it is important to note that diversity and social justice education and training are not limited to

higher education. Critical race theory is framed by five tenets: normalcy and permanence of racism, counter-storytelling, critique of liberalism, interest convergence, and whiteness as property. These tenets are demonstrated in all avenues of life from home to the prison to fortune 500 companies. Studies should also occur in these areas.

APPENDIX SECTION

APPENDIX A: NEWSPAPER IMAGES AND FULL CONTENT OF ARTICLE

WHITENESS

Your DNA is an abomination

By Rudy Martinez
Opinions Columnist

"Now I am become white, the destroyer of worlds."

When I think of all the white people I have ever encountered - whether they've been professors, peers, lovers, friends, police officers, et cetera - there is perhaps only a dozen I would consider "decent."

My colleague, Tafari Robertson, in his brilliant column "Debunking the Myth of White Majority," already exposed whiteness in the United States as a construct used to perpetuate a system of racist power. This column functions, however, within a different definition of whiteness: to be white in the United States is to be a descendant of those Europeans who chose to abandon their identity in search of something "new" - stolen land.

Racial categories - white, black, brown, red, et cetera - are used to subjugate non-white people. This bending of semantics upholds a white supremacist society. As someone "white," whether you know it or not regardless of your socio-economic standing, you benefit from privilege. In Texas, a bizarre state I have now inhabited for four years, I continuously meet individuals that either deny the existence of white privilege or fail to do something productive with it.

A lot of you tell me, upon my insistence that whites should have an active role within activist circles, that you "didn't choose to be white."

You were not born white, you became white. You actively remain white. You

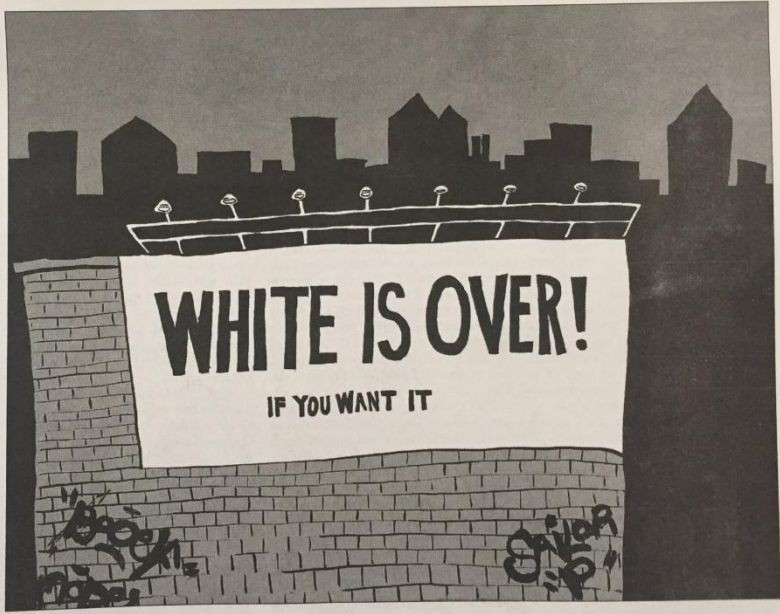


ILLUSTRATION BY ALYSSA FRANKS

One that has continuously attempted to push non-whites into non-existence

In your whiteness, you are granted the luxury of not having to think about race

we aim to deconstruct "whiteness" and everything attached to it, we will win.

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A lot of you tell me, upon my insistence that whites should have an active role within activist circles, that you "didn't choose to be white."

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we aim to deconstruct "whiteness" and everything attached to it, we will win.

landscape.

Ontologically speaking, white death will mean liberation for all. To you goodhearted liberals, apathetic nihilists and right-wing extremists: accept this death as the first step toward defining yourself as something other than the oppressor.

Until then, remember this: I hate you because you shouldn't exist. You are both the dominant apparatus on the planet and the void in which all other cultures, upon meeting you, die.

Your DNA is an Abomination

"Now I am become white, the destroyer of worlds."

I hate white people.

White people should hate white people.

In fact, when I think of all the white people I have ever encountered, whether they've been professors, peers, lovers, friends, police officers, etc.---there are perhaps a dozen I would consider "decent."

Though my colleague, Tafari Robertson, in his brilliant column "Debunking the Myth of White Majority", has already exposed whiteness in the United States as a cultural lie used to perpetuate a system of racist power, I will define whiteness to place this column within a certain framework. To be white in the United States is to be a descendent of those Europeans who long ago chose to abandon their identity in search of something "new": stolen land.

Racial categories, white, black, brown, red, etc., are used to subjugate non-white people the world over. This bending of semantics upholds a white supremacist society. As someone "white", whether you know it or not, and regardless of your socio-economic standing, you benefit from a privilege. In Texas, a bizarre state I have now inhabited for four years, I continuously meet individuals that either deny the existence of "white" privilege or fail to acknowledge or do something productive with it.

A lot of you tell me, upon my insistence that whites should have a more active role within activist circles, that you "didn't choose to be white." You weren't born white, you *became* white. You actively *remain* white. You are estranged from yourself, and in that absence, have been instilled with an allegiance to a country that was never great, but instead has continuously attempted to push non-whites into non-existence through crusades that have, at times, been defended by the law. In your whiteness, you are granted the heavenly luxury of not having to think about race daily, your heartbeat doesn't speed up when you've been pulled over and find yourself staring blankly at the red and blue lights of the fascist foot soldiers we call police; you don't leave your home wondering if you'll ever come back--no, you don't give a damn.

However, I wield enough optimism to claim that you are at death's door. Do not interpret my words on a superficial level, no one is threatening you with physical harm, though we, the non-white victims of your crumbling narrative, reserve the right to self-defense. Rather, the oppressive world you have built, through the exploitation of millions and the waging of barbaric wars against one another, is coming apart at the seams. Though the current political climate, in which a white supremacist inhabits the White House and those of his ilk freely demonstrate all around the country, would prove otherwise, I see them as an aberration. Through a constant, not daily, but hourly, ideological struggle in which we aim to deconstruct "whiteness" and everything attached to it, we will win.

Whiteness will be over because we want it to be. And when it dies, there will be millions of cultural zombies aimlessly wandering across a vastly changed landscape.

Ontologically speaking, white death will mean liberation for all. To you goodhearted liberals, apathetic nihilists, and right-wing extremists: accept this death as the first step toward defining yourself as something other than the oppressor.

Until then, remember this: I hate you because you shouldn't exist; you are both the dominant apparatus on the planet and the void in which all other cultures, upon meeting you, die.

APPENDIX B: INFORMED CONSENT

Reba L. Fuggs, a graduate student at Texas State University, is conducting a research study to explore faculty perceptions related to diversity and justice education in the university classroom. You are being asked to complete this survey because you are a faculty member at a four-year public Hispanic Serving Institution in the U.S. Southwest.

Participation is voluntary. The survey will take 25 minutes or less to complete. You must be at least 18 years old to take this survey.

This study involves no foreseeable serious risks. We ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous, and all reported findings will be grouped.

Possible benefits from this study are gaining insight on faculty thoughts regarding diversity, justice, and diversity advocacy as well as potential suggestions for future education and development.

Although your responses are anonymous, all research records will remain private. No identifying information will be used. Only the members of the research team and the Texas State University Office of Research Compliance (ORC) may access the data. The ORC monitors research studies to protect the rights and welfare of research participants.

Data will be kept for three years (per federal regulations) after the study is completed and then destroyed.

Participation in this study will not result in any compensation.

If you have any questions or concerns, feel free to contact Reba L. Fuggs or her faculty advisor Dr. Robert Reardon:

Reba L. Fuggs, graduate student
CLAS
313-850-1317
fuggs@txstate.edu

Dr. Robert Reardon, Professor
CLAS
512-245-3755
rreardon@txstate.edu

This project, 7065, was approved by the Texas State IRB on March 4, 2020. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 – (dgobert@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334 - (meg201@txstate.edu).

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey.

APPENDIX C: RECRUITMENT EMAIL

To: XXX [individual emails sent out via Qualtrics)
From: noreply@surveys.txstate.edu Sender: Reba Fuggs Reply email:
fuggs@txstate.edu
Subject: Research Participation Invitation: Faculty Perceptions- Diversity and Justice in
the University Classroom

This email message is an approved request for participation in research that has been approved or declared exempt by the Texas State Institutional Review Board (IRB).

Dear XXX,

Reba Fuggs, a graduate student at Texas State University, is conducting a research study to explore faculty perspectives related to faculty understandings, perceptions and integration of diversity and social justice education in the classroom. You are being asked to complete this survey because you are a faculty member at a participating institution.

Participation is voluntary. The survey will take approximately 25 minutes or less to complete. You must be at least 18 years old to take this survey.

This study involves no foreseeable serious risks. We ask that you try to answer all questions; however, if there are any items that make you uncomfortable or that you would prefer to skip, please leave the answer blank. Your responses are anonymous.

To participate in this research please follow the link below. To ask questions about this research please contact me at:

Reba Fuggs

313-850-1317

fuggs@txstate.edu

If you would prefer not to participate, please do not fill out a survey.

If you consent to participate, please complete the survey.

This project, 7065, was approved by the Texas State IRB on March 4, 2020. Pertinent questions or concerns about the research, research participants' rights, and/or research-related injuries to participants should be directed to the IRB chair, Dr. Denise Gobert 512-716-2652 – (dgobert@txstate.edu) or to Monica Gonzales, IRB Regulatory Manager 512-245-2334 - (meg201@txstate.edu).

APPENDIX D: PERMISSION FROM SCHOLARS

Re: Request to Use Diversity Advocacy Scale

Julie J. Park <parkjj@umd.edu>

Wed 11/6/2019 6:18 PM

To:

- Fuggs, Reba L <fuggs@txstate.edu>

Cc:

- n.denson@westernsydney.edu.au <n.denson@westernsydney.edu.au>

I think that should be fine but the original items are from the UCLA Higher Education Research Institute's faculty survey, so it should be appropriately cited as such.

On Wed, Nov 6, 2019 at 3:57 PM Fuggs, Reba L <fuggs@txstate.edu> wrote:

Good Afternoon Dr. Denson and Dr. Park,

I am a doctoral student at Texas State University completing a dissertation in Adult, Professional and Community Education. I am writing to ask for written permission to use your Diversity Advocacy instrument from *Attitude and Advocacy: Understanding Faculty Views on Racial/Ethnic Diversity* in my research study. I will be looking at faculty perceptions related to integrating diversity and social justice education in the classroom. My research is being supervised by my dissertation co-chairs, Dr. Robert Reardon and Dr. Emily J. Summers. In regard to the instrument, I would use it in its entirety with minimal modifications to the Likert-scale language to align with a survey instrument that I have already developed. The instrument that I have along with the Diversity Advocacy instrument will serve as a point of contrast given the nature of the questions asked in each instrument. The instrument will be administered online through Qualtrics and the analysis will follow what has already been done : descriptive and multivariate analyses. The study will involve faculty participants from two universities in the United States and seeks to evaluate diversity advocacy, faculty perceptions, and potential significance in perception and advocacy contingent on faculty demographics. I would also appreciate receiving copies of the test questionnaire and scoring procedures.

In addition to using the instrument, I also ask your permission to reproduce it in my dissertation appendix. The dissertation will be published online and in hard copy through the Texas State University Alkek Library as well as deposited in the ProQuest Dissertations & Theses database.

I would like to use your Diversity Advocacy instrument under the following conditions:

- ☐ I will use the instrument only for my research study and will not sell or use it for any other purposes.
- ☐ I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- ☐ At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript.

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail at fuggs@txstate.edu.

Sincerely,

Reba L. Fuggs, M. Ed.
Pursuing and Ph. D. in Adult, Professional and Community Education
Texas State University

Proud Supporter of Bobcat DREAMers
Pronouns: She/Her/Hers/Sis | I'm an Ally, are you?

"Inclusion is not about bringing people into what already exists; it is making a new space, a better space for everyone." –George Dei

--

[Julie J. Park, Ph.D.](#)
Associate Professor, College of Education
University of Maryland, College Park
Department of Counseling, Higher Ed, & Special Ed
[Student Affairs Concentration](#)
New book: [Race on Campus: Debunking Myths with Data](#)

APPENDIX E: SURVEY PROTOCOL

Part I. Background Characteristics

Please respond to the following items.

1. What is your status? Tenure Track Faculty Non-Tenure Track Faculty
Tenured Faculty
2. What is your racial identity?

3. What is your age range?
<30 31-35 36-40 41-45 46-50 51-55 56-60 61-65 66-70 >70
4. How do you identify? Man Woman Transgender Man Transgender
Woman Do Not Wish to Respond Gender Non-binary
5. What is your course-load during long semesters? 1 2 3 4
5+
6. How many years of teaching have you engaged in at your current university?
<1 1-3 4-7 7-10 10+
7. What department are you a part of? Please provide full name of department.
8. What type of student do you teach? Select all that apply. Undergraduate Graduate

Part II. Perceptions Questionnaire

On a scale of 1-5 (1- Strongly disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree), please rate your response to the following statements:

9. My university appreciates diversity.
10. My university does not strive for social justice.
11. My university does not affirm diverse student perspectives.
12. My university affirms diverse faculty perspectives.
13. My university's statements (mission, vision, goals, values, diversity, etc.) are enacted through my work.
14. I appropriately integrate diversity in my classroom(s).
15. I appropriately integrate tenets of social justice into my class(es).
16. I do not allow diverse perspectives within the classroom.
17. I affirm diverse perspectives within the classroom.
18. I discuss ways to be socially just within the subjects that I teach.
19. I integrate diverse perspectives into my course content, readings, and media.
20. I do not intentionally foster critical conversations and dialogues around diversity in the classroom.
21. I do not intentionally foster critical conversations and dialogues around social justice in the classroom.
22. I intentionally address diversity issues within the profession(s) related to the subject(s) that I teach.

23. I do not intentionally address social justice issues within the profession(s) related to the subject(s) that I teach.
24. I do not need to integrate more diversity into my classroom(s).
25. I should integrate more social justice education into my classroom(s).
26. Effective social justice and diversity education in the classroom is not important to me.

Part III. Free write

Within this section you are being asked to elaborate on the questions and provide specific examples to support your response. These questions are of interest for future research as well as a better understanding of faculty thoughts and practice.

27. When it comes to diversity and social justice education, ideally, I would like to (do/not do what, feel how/not feel how, implement/not implement in what way, etc.) and Why?
28. When it comes to diversity and social justice education, realistically, I (what do you do, how do you feel about it, how is it implemented, etc.) and Why?
29. Use this space to share any additional comments, thoughts, or perspectives related to your integration of and experience with diversity and social justice education in the university classroom.

Part IV. Diversity and Teaching Strategies (Park and Denson, 2009)

Items Constituting Factor Scales

Diversity advocacy, $\alpha = .78$

1 = “disagree strongly” to 4 = “agree strongly”

30. Opinion: Racial and ethnic diversity should be more strongly reflected in the curriculum
31. Opinion: A racially/ethnically diverse student body enhances the educational experience of all students

1 = “not important” to 4 = “essential”

32. Goal of education: Enhance students’ knowledge of and appreciation for other racial/ethnic groups
33. Personal objective: Helping to promote racial understanding

Research productivity, $\alpha = .76$

1 = “none” to 9 = “45 or more”

34. Hours per week research and scholarly writing

1 = “heavily teaching” to 4 = “heavily research”

35. Primary interest is research

1 = “none” to 7 = “51 or more”

36. Number of publications and presentations in the last two years

Citizenship climate, $\alpha = .79$

1 = “low” to 4 = “high”

- 37. Institutional priority: Developing community among students and faculty
- 38. Institutional priority: Developing leadership ability in students
- 39. Institutional priority: Teach students how to change society
- 40. Institutional priority: Create/sustain partnerships with communities
- 41. Institutional priority: Resources for community-based teaching and research

Prestige climate, $\alpha = .79$

1 = “low” to 4 = “high”

- 42. Institutional priority: Enhance institution’s national image
- 43. Institutional priority: Increase/maintain institutional prestige
- 44. Institutional priority: Hire faculty “stars”

Institutional diversity climate, $\alpha = .86$

1 = “low” to 4 = “high”

- 45. Institutional priority: Create multicultural environment
- 46. Institutional priority: Recruit more minority students
- 47. Institutional priority: Increase minorities in faculty and administration
- 48. Institutional priority: Increase women in faculty and administration
- 49. Institutional priority: Promote gender equity among faculty

Student-centered pedagogy, $\alpha = .81$

1 = “none” to 4 = “all”

- 50. Use in the classroom: Cooperative learning
- 51. Use in the classroom: Group projects
- 52. Use in the classroom: Student presentations
- 53. Use in the classroom: Student evaluations of each other’s work
- 54. Use in the classroom: Class discussions
- 55. Use in the classroom: Reflective writing or journaling
- 56. Use in the classroom: Student evaluations of own work
- 57. Use in the classroom: Student selected course topics

Race/Gender in the classroom, $\alpha = .93$

1 = “no” to 2 = “yes”

- 58. Incorporate research or writing on racial/ethnic minorities in class

59. Incorporate research or writing on women/gender issues in class

Spirituality, $\alpha = .88$

1 = “not at all” to 3 = “to great extent”

60. Consider yourself a spiritual person

61. Seek opportunities to grow spiritually

1 = “not important” to 4 = “essential” to my life

62. Personal objective: Integrate spirituality into my life

Civic values orientation, $\alpha = .79$

1 = “not important” to 4 = “essential”

63. Personal objective: Influence social values

64. Personal objective: Influence the political structure

1 = “disagree strongly” to 4 = “agree strongly”

65. Opinion: Colleges should be involved in social problems

66. Opinion: Colleges should work with surrounding communities

67. Opinion: Students should be encouraged to do community service

68. Opinion: Community service is not a poor use of resources

69. Opinion: An individual can do much to bring about change in society

1 = “not important” to 4 = “essential”

70. Goal of undergraduate education: Instill commitment to community service

71. Goal of undergraduate education: Prepare for responsible citizenship

Student development orientation, $\alpha = .88$

1 = “not important” to 4 = “essential”

72. Goal of undergraduate education: develop moral character

73. Goal of undergraduate education: Provide for emotional development

74. Goal of undergraduate education: Help develop personal values

75. Goal of undergraduate education: Enhance self-understanding

76. Goal of undergraduate education: Enhance spiritual development and purpose

77. Goal of undergraduate education: Facilitate the search for meaning

Part V. Supplemental Questions to Diversity Advocacy and Teaching Strategies (Park, & Denson, 2009)

Graduate student development

1 = “not important” to 4 = “essential”

78. Goal of graduate education: develop moral character

- 79. Goal of graduate education: Provide for emotional development
- 80. Goal of graduate education: Help develop personal values
- 81. Goal of graduate education: Enhance self-understanding
- 82. Goal of graduate education: Enhance spiritual development and purpose
- 83. Goal of graduate education: Facilitate the search for meaning

Graduate student citizenship

1 = “not important” to 4 = “essential”

- 84. Goal of graduate education: Instill commitment to community service
- 85. Goal of graduate education: Prepare for responsible citizenship

Institutional social justice climate

- 86. Institutional priority: Create a socially just environment
- 87. Institutional priority: Systemically function in a way that promotes equity
- 88. Institutional priority: Increase equitable opportunities for minorities in faculty and administration
- 89. Institutional priority: Promote gender equity among faculty

Social justice in the classroom

1 = “no” to 2 = “yes”

- 90. Incorporate research and writing related to social justice
- 91. Incorporate discussion related to social justice
- 92. Allow students to bring up social justice issues
- 93. Discuss social justice issues as they relate to student career options
- 94. Discuss social justice issues as it relates to students’ lived experiences
- 95. Incorporate assignments and class tasks that address social justice

Social justice orientation

1 = “disagree strongly” to 4 = “agree strongly”

- 96. Opinion: A social justice orientation should be more strongly reflected in the curriculum
- 97. Opinion: A socially just-minded student body enhances the educational experience of all students
- 98. Opinion: A socially just-minded faculty and administration enhances the experience of all students, faculty, and staff

1 = “not important” to 4 = “essential”

- 99. Goal of education: Enhance students’ knowledge of social justice and encourage their ability to act against social injustices
- 100. Personal objective: Helping to promote social justice

APPENDIX F: MATRIX OF RESEARCH QUESTIONS AND DATA SOURCES

Research Question	Component Answering Question
Is there a strong association between a set of faculty background characteristics and faculty perceptions on diversity and justice education?	Survey 1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 45, 46, 47, 48, 49, 58, 59, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100
Is there a strong association between a set of faculty background characteristics and level of diversity advocacy?	Survey 1, 2, 3, 4, 7, 30, 31, 32, 33

APPENDIX G: TIMELINE

2020	
February 11, 2020	Defend dissertation proposal
March	Apply for IRB
March-April	Email survey to potential participants
Late April-Mid May	Analyze survey data Write preliminary findings
Mid-Late May	Submit Chapters 4 and 5 to Chair/Co-Chair
Late May	Add to and revise dissertation based on feedback
Early/mid-June	Submit to dissertation committee
Late June	Complete revisions for dissertation (as needed)
By June 26 th	Apply for graduation
June 29, 2020	Defend dissertation
By July 9 th	Complete revisions post-defense and submit to Graduate College
By July 23 rd at 5pm	Complete survey of earned doctorates
August	Graduate

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