A CASE STUDY OF DIVERSE FACULTY RECRUITMENT IN A GRADUATE HIGHER

EDUCATION INSTITUTION

by

Miguel Valenzuela

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APPROVED BY:

Nicole Baker, Ed.D., Committee Chair

Angela Ford, Ed.D., Committee Member

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Abstract

The purpose of this collective case study was to describe higher education faculty's experience with recruitment and retention through the university hiring process and to discover the equity standards of the phenomenon for higher education institutions. The importance of recruitment and retention of diverse faculty within higher education institutions is imperative for the health of the institution and will assist in furthering diversity initiatives for faculty recruitment that will enable better student experiences. The theory guiding this study was critical race theory (CRT) that was initially intended to be used in the legal field. However, CRT has been used in education to identify issues of equity and racial bias. CRT in education can help identify and uncover racism and help identify equity issues. Data collection occurred through surveys, interviews, and document analysis. In order to establish and build themes, the collected data was transcribed and analyzed, and four themes emerged. The themes were: diverse faculty hiring; diverse faculty recruitment supporting and representing the student population; diversity being welcomed and wanted; and diversity in administration. These themes correlated to the literature and were supported by CRT.

Keywords: faculty, diversity, higher education, equity

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Critical Race Theory (CRT)

Grade Point Average (GPA)

Diversity, Equity, and Inclusion (DEI)

Historically Black College and University (HBCU)

Non-tenure Track (NTT)

Science, Technology, Engineering and Math (STEM)

CHAPTER ONE: INTRODUCTION

Overview

A primary responsibility of higher education is to provide the skills and knowledge necessary for its students. In doing so, higher education institutions need to promote diversity, equity, and inclusion (DEI) to ensure the needs of all students are being considered, a contentious issue in the present era, especially in higher education (Greene & Paul, 2021). The background, along with the historical, social, and theoretical context sections, help frame and support the problem and purpose statements included in this chapter. The purpose statement and significance of the study sections provide the intentions and importance of this proposed study showing that many institutions prioritize DEI during recruitment and on-boarding, progression, and rational decision-making.

Higher education continues to become more globalized within the student population, and DEI is a focus of higher education institutions at every level. However, even with a strong emphasis on issues of DEI, particularly for student recruitment and support services, institutions have not fully addressed the need to focus on recruitment and retention of diverse faculty members, which would help align the institutions with diversity at every level (Alsulami & Sherwood, 2020). The research questions in this chapter are aligned with the problem and purpose statements and connect to the theoretical framework. Knowing that faculty are vital to the student experience, having faculty representative of the students the institution serves is important for overall student retention and completion. In so doing, understanding the experience of faculty could determine how higher education institutions are providing resources for student success and providing resources for faculty to be successful continuously. Institutions of higher education cannot lose sight of the need to create environments for students to feel comfortable,

and having a way to guarantee students continue to feel supported is to create an environment that reflects the global demographics the student population exhibits (Kamalnath, 2018).

Background

Higher education's focus on diversity has increased as the population of students reflects an increased globalized culture, and having a diverse campus community can enhance the overall learning experience. Institutions focus on enrolling diverse students by implementing strategic initiatives that begin with the admissions process. Mahlangu (2019) showed how important it is for the admissions process to consider more than academic or test performance to avoid any unfair advantage given to students who might otherwise be deemed inadmissible, which helps to ensure the heterogeneity of the student population. While there is a large focus on students and the support of diversity, there is a lack of research centered around diverse faculty recruitment that could aid overall student retention in higher education institutions. Therefore, this research will comprehensively and accurately answer such research gaps.

As student populations become more diverse, it is important for faculty diversity to increase to promote and provide an environment that aligns with the reflection of the student population (Advancing Diversity, 2016). Grapin and Pereiras (2019) explain that multicultural organizations are characterized by the equal participation of diverse constituents in the organization's full range of formal and informal activities supported by faculty, staff, and administrators. Additionally, discrimination can occur at any level of an institution with perceived invisibility or hypervisibility that creates unwarranted challenges to qualifications and excessive pressure to serve in poorly regarded service roles for diverse individuals in the higher education setting (Zambrana et al., 2017). Faculty diversity should mirror the increase in student diversity to promote and provide an educational environment that aligns with the reflection of the

student population. While most studies focus on the student experience, this research strives to give a perspective from a faculty point of view, looking closely at the faculty perspective regarding diversity and institutional inclusion and support.

Historical Context

The colonists created higher education institutions in the United States primarily because the original colonists consisted of alumni from British universities; therefore, they felt that education was important (Thelin et al., 2021). The first noted established institution was Harvard in 1636. Enrollment consisted of White, protestant, and male students, and the curriculum focused on secular life. Women and men of color were denied enrollment. Harvard's original mission statement was to allow each learner to be clearly informed and actively urged to contemplate that the goal of their lives and learning is to recognize God and Jesus Christ, which is the afterlife, and that the ultimate cornerstone of all solid education and understanding is to establish Christ as the bedrock (Esteller, 2016). This was the foundation for higher education, with religion providing the basis. While Harvard was the first, other institutions followed, but all had the same type of student body and religious focus, graduating young males who were intended to contribute to the colonies through political and secular ventures (Thelin et al., 2021). In 1836, 200 years later, Wesleyan College was established as the first all-female institution of higher education with a curriculum that focused on liberal arts and training women to become teachers. In 1837, Oberlin Collegiate Institute began admitting women to their "Ladies Department," starting the first coeducational institution serving males and females. While both genders were able to enroll, people of color were not. It took years for the University of Michigan to enroll the first African American student, and three years later, Wilberforce University, the first Historically Black College (HBCU), opened (Thelin et al., 2021). It was not

until after the Civil War that institutions began to admit more diverse students, including Asian Americans and Native Americans, expanding their academic curriculum offerings and enacting policies specific to higher education. Through the mid-1900s, higher education became more accessible yet still very much segregated (Gasman et al., 2015). In 1954, the Brown v. Board of Education decision sparked educational movements that helped spark the Civil Rights Movement. In the 1960s, this movement began to open the door for institutions to become inclusive and start looking at their enrollment practices (Gasman et al., 2015). While higher education institutions were enrolling more diverse students, there was still a great deal of segregation and very little of the DEI initiatives seen in education today.

Student populations from 1980 until now have shown a growth in populations reflecting a more diverse educational landscape (Advancing Diversity, 2016). While the growth of student diversity has expanded on a more consistent basis since 1980, there is a lack of faculty diversity within higher education institutions. Recent data available still displays the gap in minority faculty within higher education, showing that 40 percent of full-time faculty are White males, 35 percent are White females, seven percent are Asian/Pacific Islander males, five percent are Asian/Pacific Islander females, and three percent were each Black males and females, and Hispanic males and females (Hodge & Corbett, 2013).

Higher education populations, especially amongst the current student body, have continued to transition and reflect the globalized world and increasing diversity. Moreover, as it is important to support a diverse student body, equal importance is given to furthering globalization efforts by hiring and retaining a diverse faculty pool, which can benefit the institution. Bilimoria and Buch (2010) highlight the shortfalls of higher education institutions

and their inability to recruit diverse faculty, either based upon the institution or the want and ability to recruit diverse faculty.

Over the last two decades, faculty diversity has increased. However, it has been at a much smaller rate than what is reflected within the student population (Davis & Fry, 2019). Faculty discrepancies exist in certain fields, such as STEM (Li & Koedel, 2017). The growth of diverse student populations and the faculty's failure to reflect that same change over the same periods may create dissension with students not feeling supported, as they would look towards diverse faculty to seek mentorship while being a matriculated student (Davis & Fry, 2019). While faculty members are far less diverse than the student populations, it is apparent at all levels of education that while the growth in higher education has seen some improvements, the racial gaps of diverse faculty remain substantial.

Social Context

It is important to consider the interpersonal interactions of faculty members in a higher learning institution. Students and educators must comprehend how to accept and relate to others despite their physical, cognitive, social, economic, and cultural status. The faculty must remain diverse minded during recruitment and hiring to facilitate such a study environment. As per Fullan and Scott (2009), higher education institutions mirror the communities they serve and strive to be representative and responsive. Since students are diverse and do not easily fit into specific categories as they did historically, institutions must adapt to meet their needs. For example, to meet diverse student needs, institutions have unique institutional goals, missions, types of degrees, curricula, course structure, content, methodologies, and even planning, governance, and financial structures. It then becomes natural to assume that the faculty at each institution should be as unique and diverse as their student body.

Value transformation from faculty to students is important for people from different cultures to learn from one another (Suryaman, 2019). There are different ways to implement a multicultural community. However, many of them live outside of the classroom and through extracurricular activities, but the implementation needs to occur at all levels that purposefully promote a multicultural community. Notably, as per Mitchell (2016), faculty diversity is a problem that extends beyond color and nationality to encompass various religions, socioeconomic backgrounds, sexuality, gender expression, and linguistic backgrounds. Additionally, Silverman (2010), promotes that diversity within and outside the faculty ranks should keep increasing. Knowing this, it is then critical to raise the bar in order to teach students to adapt to new environments and appreciate people who are unique to them, which is also described as social interaction and awareness. As a result, learners are exposed to various ethnic and social backgrounds owing to diverse faculty recruitment and hiring, helping them be responsible leaders in their societies. It is intended that this research will help institutions understand the need for initiatives that focus on hiring and retaining a diverse faculty representative of their student body.

Theoretical Context

Researchers strive to give a detailed insight into the experiences of faculty during hiring and retention as well as the traces of equity such as diversity in the processes. Diversity has primarily been examined through the lens of the student population, and it has grown over time (Davis & Fry, 2019). However, when focusing on diversity within higher education institutions, faculty figures have been limited. Reported faculty demographics reflect about three-quarters of higher education faculty are white males and females (Davis & Fry, 2020). Mostly, race has remained untheorized in higher education and focused on student populations and is still a

determining factor in inequity (Ladson-Billings & Tate, 1995). The guiding theory for this study is Critical Race Theory (CRT) primarily because CRT has been used in education to identify equity and racial bias issues. Critical race in education shows that CRT can help identify and uncover racism deeply ingrained in American education and identify equity issues at any level of education (Patton, 2016). While incorporating the tenets of critical race theory (CRT), it shows that studies concentrate on the issues of racism and white supremacy that have seen many American higher learning institutions remain biased during faculty hiring and recruitment processes. CRT will help uncover faculty experience, which lends to the question of what research has been done in the area of faculty recruitment and retention specific to hiring diverse, representative faculty at institutions. Currently there is an emphasis that critical race research is constantly centered on a diversity and inclusion objective that is anti-racist (Patton et.al., 2015). This focus demonstrates how students will benefit from the DEI principles, and eventually, the university will benefit (Malagon et al., 2009). The proposed research will extend the existing knowledge in this area and will use CRT to reaffirm issues related to the DEI framework to ensure that faculty appointments, recruitment, and hiring are done in a more diversified way.

Problem Statement

The problem is that higher education institutions have not successfully created hiring and retention practices to address the need for diverse faculty specifically. To meet the needs of diverse student populations in higher education institutions, it is important to recruit and retain more diverse faculty members. There is a need to do more research aimed at recruiting diverse faculty in a higher education setting because, without diverse faculty, student retention and graduation rates could be adversely affected. More diversity in the faculty ranks will benefit student needs as the student population grows more diverse (Kaur et al., 2016). With the student

population becoming more diverse, it will be important for faculty diversity to increase to provide and promote higher overall student retention, leading to graduating more students.

Higher education institutions possess diverse populations. However, they still fail to create living-learning communities that facilitate intercultural environments throughout the institution (Arensdorf & Naylor-Tincknell, 2016). These communities have been assessed mainly in quantitative research and would need to be studied in qualitative research methods. Özturgut (2017) explains that the context of diversity has focused on the student body in institutions, that when institutions focus on structural diversity, the focus looks at underrepresented students and not the faculty. The problem exists because the number of diverse faculty needs to grow and adapt as student populations grow. This growth creates an opportunity for institutions to improve the recruitment and retention of diverse faculty. Consequently, institutions need to focus on diverse faculty hiring through human resources that foster a diverse environment. The National Center for Educational Statistics (2019) shows how full and part-time faculty differ by race and ethnicity by explaining that 75 percent of faculty members within higher education institutions are White. That leaves only 25 percent of faculty to belong to other racially diverse groups that serve in higher education degree-granting institutions. These statistics further show the need to do more research in this area. Focusing on the faculty experience for their recruitment and retention at higher education institutions will be key to better understanding current practices.

Purpose Statement

The purpose of this collective case study was to understand the faculty experience with recruitment and retention through the university hiring process for faculty at The Grad School located in an urban area in Southern California. At this stage of the research, diversity was generally defined as individuals from different racial and ethnic groups that range in

socioeconomic and cultural backgrounds with perspectives. This study did not solely focus on one individual for the data; rather, consideration of the experiences of multiple individuals and their perspectives as a diverse faculty member within the selected higher education institution. The selected institution is a not-for-profit, institutionally accredited, primarily graduate institution. As indicated in the problem statement, higher education institutions have not successfully created hiring and retention practices to address the need for diverse faculty. Additionally, the purpose of this study was to address the lack of research on graduate university faculty specific to recruitment and retention. This study was a collective case study describing the graduate university faculty experience with recruitment and retention through the university hiring process. In essence, this study addressed the experiences of graduate level faculty in university hiring and recruitment based on CRT and DEI principles narrowed down to The Grad School.

Significance of the Study

This collective case study has theoretical, empirical, and practical significance for understanding the faculty experience. Data was gathered based on theoretical, empirical, and practical contexts. Higher learning institutions are reportedly fond of practicing non-diversified recruiting among their faculty (Byrd, 2022). The Grad School is one institution that has initially done work to ensure a diversified environment in its faculty ranks and campuses, with more work to come. Contemporarily, as per Denneen and Dretler (2012), diversity is a growing focus in higher education, with the leading impact of faculty members being the cornerstone of every higher education institution. This is because it is faculty who teach students in the hopes that they will be successful graduates while navigating the higher education landscape through the building blocks the faculty members have laid for them. Grapin and Pereiras (2019) show that

working environments can lead to less-than-ideal terms for diverse faculty as they have

perceived racial requirements since they are from diverse backgrounds.

Theoretical Significance

Higher education is thought to be the catalyst to bridge any gap in equity in education.

However, working in higher education from its inception may be counterproductive to solving

equity issues (Patton, 2016). Theoretically, the CRT notions will help reaffirm the findings due

to their opposing tenets on the issue of racism and favoritism (Rollock & Gillborn, 2011). The

theoretical significance of this research will be focused on a qualitative case study reinforced by

CRT theory to address the issue of recruitment and retention of a diverse faculty population in a

graduate institution, which will lead to greater student retention. CRT is most commonly used in

postsecondary learning and governance to comprehend better how prejudice might or might not

be molding the nation's arrangements and to inspire essential adjustments to enhance their

functionality for all individuals (Grier & Poole, 2020). This theory will add to this study's

findings on the experiences of these graduate-level teaching faculty. As a result, it was less

complex to obtain detailed data rich in theoretical information from CRT.

Empirical Significance

As empirical analysis is based on researched and authentic data, this study provided well-

researched and verifiable results on the faculty experiences during hiring and recruitment, most

probably with matters concerning diversity. Empirically, based on the established research that

faculty encounter a lot within their institutions during hiring, this study gives insight into what

experiences faculty have with diversity issues. Eventually, the study dwelled on real-life

happenings that showed the practical significance of adopting DEI at The Grad School and in the

general world. Generally, this study can add to current research on DEI institutions from a

faculty perspective and provide insight into institutions' current recruitment and retention needs. Although there is a large focus on students and the support of DEI by several syllabi, there is a lack of research centered around diverse faculty recruitment that could aid with overall student retention in higher education institutions (Gandy et al., 2018). Using qualitative research methods alongside the CRT doctrines, this study provides authentic information on how the faculty encounter diversity following the institution's hiring behaviors. Notably, graduate institutions understand there is a need for diversity to grow within the number of institutional employees. However, awareness of a needed change does not equate to change occurring. While some higher education institutions want to increase diversity, there could be apprehension about growing diversity in the mission of the institution because of the influence of the foundation education has been built upon (Kaplan et al., 2018). Ultimately, this study contributes to current research by adding a diversity notion to the graduate level teaching and training faculty to help satisfy the needs of students.

Practical Significance

This study provides strategies for addressing the prevalent problem of lack of faculty diversity in U.S. higher education institutions. Faculty of color and women are underrepresented in U.S. academic institutions (Cross & Carman, 2021; Stout et al., 2018). Analysis of national data indicates that since 2013 U.S. postsecondary institutions offering doctoral, master's, and bachelor's degrees have achieved minimal improvements in advancing diversity based on gender and ethnicity (Heilig et al., 2019). Hence, this research considered essential aspects of recruitment that can promote diversity in higher education. Faculty diversity is essential and reflects society's desire to eliminate systemic racism that has affected racially minorized individuals negatively since the historical period (Conner et al., 2022; Dupree & Boykin, 2021).

The study also benefits faculty and students from racially minoritized groups since they are directly affected by inadequate diversity. Having a racially representative faculty is linked with high success, including graduation rates and retention, for racial minorities in universities and colleges (Taylor et al., 2022; Cross & Carman, 2021; Lebovitz et al., 2020; Bowman & Denson, 2022). Therefore, the findings offer insights that can guide universities to promote student achievement. The overarching goal of higher education institutions is to enhance student achievement. Further, research is essential to understand the barriers to recruitment of underrepresented racial minority faculty in higher education (Kaplan et al., 2018; Liera, 2019). This study also aimed to fill a gap in literature on how recruitment strategies influence diversity advancement efforts. The study considered the experiences of racial minorities and their perceptions of opportunities for improving the recruitment of underrepresented minority groups. In summary, this study will benefit higher education institutions, racial minority faculty and students, and society in its entirety.

Research Questions

The research questions were developed to help guide this study and assist in understanding the faculty perspective specific to recruitment and retention of diverse faculty populations at The Grad School. One focus in developing the research questions was to ensure themes and content could be accurately assessed and properly aligned with faculty recruitment, retention, and inclusion in the institutional planning process.

Research Question 1

What are the experiences faculty face during the recruitment/hiring process at their institution?

This question focuses on how institutions have a focus on recruiting diverse faculty and creating a living culture within the institution that promotes diversity (Arensdorf & Naylor-Tincknell, 2016).

Research Question 2

How do institutions of higher education support recruitment of diverse faculty? Having a campus culture that supports diversity is different from one that promotes diversity at every level and how the mission is lived throughout the entire institutional level (Grapin & Pereiras, 2019).

Research Question 3

What are the overall facilitative experiences of faculty?

Sub Questions

What are the overall obstructive experiences of faculty?

How are these experiences considered during institutional planning?

Özturgut (2017) highlights many institutions may focus on diversity, but there needs to be an embrace of internationalization within the institution. Uncovering how faculty feel and are incorporated into planning processes can lead to not only uncovering the involvement of diversity within the institution but also how the diverse faculty are utilized within the institution.

Definitions

1. *Critical Race Theory (CRT)* - CRT has been used in education to identify issues with equity and racial bias; however, the majority of research conducted using CRT has focused on the K-12 grade levels, rather than within higher education (Patton, 2016).

2. *Diversity* (Multicultural institution) - Characterized by the equal participation of diverse constituents in the organization's full range of activities, both formal and informal (Grapin & Pereiras, 2019).

Summary

Higher education institutions have a rooted history of persistent inequity amongst different populations of diverse faculty that can be established from the foundation education was built upon. Whether by historical practice or by accident, equity issues for faculty members have persisted in higher education as a fundamental and foundational issue. Higher education institutions had an increased focus on multicultural understandings in student populations and through this understanding they continue to grow and be more inclusive internationally. While the student population of an institution is changing to reflect a more diverse population, other areas of higher education institutions are fairly the same. Investing in diverse faculty should be required, similar in the ways institutions focus on supporting a diverse student population. Researchers have looked to uncover diverse faculty members' experiences to a certain level, more so recently; however, there is a lack of understanding of the experiences that diverse faculty face in the landscape of higher education. The focus of the faculty experience is rarely seen within higher education as it pertains to personal perspectives on issues of diversity, instead there is a focus on initiatives centered around DEI for students that faculty are asked to support. The goal of this study was to fill the research gap of a diverse faculty experience in a graduate focused institutional setting to uncover equity issues that exist. The following chapters will present a comprehensive literature review; the research methods, including the research design; research questions; setting and participants; the research findings; and a culminating conclusion.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter provides a synthesis of the literature on faculty diversity in U.S. higher education. A systematic review of the literature was conducted to investigate the experiences of varied faculty members, specifically in a higher education institution. The purpose of the literature review was also to determine how the experiences of faculty members in a variety of communities can contribute to the recruitment and attrition of different faculty members. The first section of this paper will provide an explanation of the critical race theory, as well as its history and how it has been applied and examined in the context of higher education. A discussion is then provided on the theoretical framework of Critical Race Theory (CRT) and how it is related to the issue of faculty diversity. Next, the chapter provides a thematic synthesis of literature on diversity in postsecondary institutions organized into four sections. A section is included that outlines the faculty experience in higher education institutions with emphasis on the Black community. The next section also discusses the causes of pervasive faculty inequities and why the issue warrants urgent attention. The third section discusses the challenges to promote a culture that enhances faculty diversity at institutions of higher education. Lastly, the chapter provides a summary of the evidence outlined in the prior sections and outlines necessary recommendations.

Theoretical Framework

The theoretical framework in this study will help understand and relate the faculty experience in a graduate institution and how faculty feel about diversity initiatives serving all faculty members' demands in higher education. The framework of this study is critical race theory (CRT). CRT is model that examines the how racism and racial inequities shape the

educational experiences of African Americans. CRT emerged during the civil rights period and depicted the oppression of the African Americans by Whites (Bell, 1980; Crenshaw et al., 1995). The theory indicates this is deeply embedded throughout the legal systems, and it is not a product of prejudice or individual bias. Social institutions, including the criminal justice system, apply rules, regulations, and procedures that promote racism and result in differential outcomes that detrimentally affect the people of color (Bell, 1980; Delgado & Stefancic, 2001). Over time, several scholars have shown that the CRT can be used to examine African Americans' educational experiences. The theory has two core tenets. First, the education system should evaluate the pervasive historical Black-White power relations that foster racial disparities that negatively affect African Americans. Second, the procedures and rules in the educational system advance the interests of the privileged Whites; therefore, the procedures operate against the interests of racial minorities and maintain gender, class, and race oppression (Bell, 1980; Delgado & Stefancic, 2001). Benefits of racial equity can occur when the institutional rules and policies address oppression systems as intersectional (Dixson & Rousseau, 2006). Several studies have used the CRT as a theoretical model for analyzing educational inequities. The researchers indicated that race significantly determines school inequities (Tichavakunda, 2021; Patton, et, al, 2015; Landson-Billings & Tate, 1995; Hiraldo, 2010; Dixson & Rousseau, 2006; and Delgado & Stefancic, 2001). Society can understand inequity by examining the intersection between property and race. Policies in the education system support the historical structure or oppression and domination (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010). In summary, CRT emphasizes that race affects educational equity and experiences of people of color. This study employs CRT to demonstrate how historical and current racism perpetuates educational

injustices and inequities that shape faculty diversity by leading to underrepresentation of teachers of color in higher education institutions.

Related Literature

Higher learning institutions have a focus on diversity through classroom learning. This learning focuses on the student-classroom experience, as students have shared that it is a key to their success (Holland & Ford, 2021). Graduate institutions promote cultures of learning, and new knowledge encourages learners to accept and appreciate their unique qualities while also providing opportunities to explore the ways in which they connect to one another through shared ideas and perspectives. Faculty diversity influences student experiences and success in the classroom (Taylor et al., 2022; Llamas et al., 2021; Nevarez et al., 2019). Taylor et al. (2022) found that teacher diversity was essential to improving student success in the environmental department. Being taught by instructors from the same race was associated with higher student performance than in situations where there was incongruence between teacher and student's race. Llamas et al. (2021) found that faculty-student racial match influences student success through increased GPA and graduation rates. Nevertheless, the matching between faculty and students indirectly influenced GPA by improving school climate. Similarly, Nevarez et al. (2019) indicate that faculty diversity can influence student success through teacher-student matching effects. The study indicated that shared lived experiences between students and teachers from the same race promote an easy establishment of cultural, social, and emotional connection. Unlike Llamas and Nevarez et al. (2019), Joshi et al. (2018) found that the teacher-student race matching did not impact student performance in all situations. Race matching has a significant impact when students are taught by mid-performing instructors. In summary, faculty diversity influences student academic success.

Faculty Experience

Faculty are the cornerstone of each educational institution regardless of level or type of institution. Teaching students that will be operating and navigating the world are the building blocks behind faculty wanting to do the best they can. However, the working environments can lead to faculty work settings being less than ideal regarding perceived racial requirements (Zambrana et al., 2017; Grapin &Pereiras, 2019). Although there is a focus on making campuses more diverse and hiring diverse employees, especially faculty members, underrepresented minority faculty still feel left behind from the conversations about diversity and the display of patriarchal hegemony still within academia (Zambrana et al., 2017). Higher education has increased in the percentages of diverse faculty, but the growth has not been reflected in the percentages of each diverse population of students in higher education (Parker, 2019). Therefore, higher education institutions still reflect inequities based on the availability of racially diverse faculty within each institution.

Microaggressions are displayed through the history that education has been built upon, which is displayed through group institutional practice (Zambrana et al., 2017; Grapin & Pereiras, 2019). Faculty are placed in working conditions that lead to assignments or initiatives based on their unique racial background (Grapin & Pereiras, 2019). Human resource offices are another factor that affects the ability of institutions to welcome and support diverse members of staff and faculty. Human resource offices play a significant role in teacher hiring as the gatekeepers for diverse faculty looking to enter the profession (Goings et al., 2019). Another way diverse faculty is limited in function is by assigning tasks that facilitate diverse initiatives. Thus, diverse faculty might have no choice but to be tasked with diverse initiatives that take away from individual work because they are of a diverse racial background; therefore, they need to serve on

initiatives that propose diverse equity outcomes. Equal representation of teachers from different races can promote the provision of culturally relevant teaching (Nevarez et al., 2018). Without necessarily being purposeful with inequitable expectations, higher education institutions may lead faculty members to maintain a distance from their peers by focusing on persistent inequity and practice throughout faculty roles as it pertains to employment within an institution because of racial backgrounds (Abdul-Raheem, 2016; Alsulami, & Sherwood, 2020).

Persistent Inequity

The great equalizer that higher education is thought to be is the catalyst to bridge any education gap; however, the work in higher education, from its inception, may be counterproductive to solving issues of equity. Patton (2016) explains that ivy league institutions were built upon foundations that surrounded and promoted slavery. Because higher education has traditionally had a predominately White membership, the opinions of racial minorities have never been heard. This situation has persisted for a long time (Patton, 2016). Equity building in higher education is complex because of the foundations that it has established. As per Patton (2016), the intricate relationships between tyranny, racial inequality, and higher learning are represented by higher education. Building diversity in higher education institutions requires a conscious and continuous focus, but it is narrower in scope rather than a broader institutional focus. Institutions possess plans to advance diversity, equity, and inclusion (DEI) but lack certain aspects to be successful. As stated by Özturgut (2017), the problem with DEI projects is that there is no global view and no attempt to place DEI within. A more expansive and all-encompassing environment to support the globalization of institutions is needed.

Notably, the cultural landscape of higher education is becoming more reflective of American society, which is very diverse, and people understand the changes in American society

being reflected in higher education (Salinas Jr, 2020). Moreover, Özturgut (2017) presents the context of diversity within the student body of higher education institutions, focusing on the structural diversity in the number of underrepresented students on campus. Because it leads to giving more weight to the economic justification than the socialist agenda, multiculturalism cannot be an effective instrument for running a successful corporation (Özturgut, 2017). As a result, battling racial inequity and oppression in institutions becomes broad because there is not one thing to identify how to correct the issue. Similarly, Heilig et al. (2019) demonstrated that covert obstacles hinder people of color and women from being equally represented in university faculties. The persistent discrimination in the educational institutions subject people of color and women to mental health problems, embodying indirect behavioral oppression that continues to exclude the marginalized individuals. The researchers indicate that the barriers impede participation, empowerment, and retention of the faculty from marginalized demographics.

Bénabou (2013) describes that group thinking can and most likely will lead to mounting warning signals that can be systematically cast aside or met with denial, evidence avoided, or selectively reinterpreted. Institutions may have developed diversity strategies but may not address it within the mission. This impacts groups to maintain the same thoughts indicating that administration heavily influences the thoughts of subordinates (Bénabou, 2013). The foundation of equity built in higher education was one-sided and did not promote equity as much as it stated it was a way for people to gain equal success. Higher education has a longstanding membership in predominantly White members such that the voices of people from different races/ethnicities have never been represented in a more substantial capacity (Brooks & Witherspoon-Arnold, 2013). Higher education institutions have been established in racist narratives (Holland & Ford, 2021; Patton, 2016). Building equity is complex because of the foundations higher education has

established. The complexities of the relationships between ethnicity, wealth, and tyranny are embodied in the institution of higher education. Thus, battling oppression in institutions becomes broad in that there is not one thing to identify how to correct the issue. Patton (2016) highlights that diversity is taught, but there is no essential material to combat diversity as an issue; somewhat, the dismantling of oppression gets neutralized. Higher education institutions are discovering that practices have become outdated and are trying to uncover ways to become more diverse, intending to recruit more students (Holland & Ford, 2021). Higher education institutions are promoting more diversity to secure student enrollment at highly selective institutions; however, there is a lack of systematically reviewing current recruitment practices. Corneille et al. (2019) indicate that tenure and promotion of the African American women in universities has been challenging due to biases in the evaluation process. These biases are prevalent since faculty of color face indirect obstacles; therefore, the barriers are not readily visible to majority racial groups (Freeman Jr et al., 2019). Depending on the institution's culture, more may be required to facilitate the hiring of diverse faculty and the support of diverse faculty as a purposeful action within higher education institutions to show equity amongst all faculty and not only individuals from a particular type of background.

Practice

Building diversity in higher education institutions is a continuous focus. However, it is narrower in scope rather than a broader institutional focus and eliminates the hegemonic narratives and structures that have been in place (Acuff, 2018). While there has been a focus on increasing certain aspects of diversity amongst staff, there has been little attention towards ethnic diversity within higher education institutions (Bhopal, 2020). Furthermore, diversity practices present challenges for some institutions, or the way faculty members perceive the institutional

focus, leading to varying degrees of inclusion depending on the institution since many have different degrees of diversity focus (Moral Mora et al., 2021). There must be a fundamental right available for all faculty members from every walk of life to access the same resources and be supported in the same manner. Thus, there is a need for policy, strategies, processes, and actions that promote and support the success of all students through the availability of diverse faculty Acuff, 2018 & Bhopal, 2020). While disadvantaged students are a focus, there must be the same commitment towards employees, including faculty, to achieve educational inclusion on all levels (Moral Mora et al., 2021). In so doing, higher education institutions need to be purposeful in policy and practice when trying to promote racial inclusion and diversity, as diversity can be ambiguous between different educational institutions. Generally, specific and purposeful plans have to be laid out and implemented to move towards more ethnic diversity (Moral Mora et al., 2021).

Additionally, diversity can occur in different forms; however, equity should align and focus on different types of diversity. Piggott and Cariaga-Lo (2019) indicate that academic institutions should promote diversity, inclusion, and equity to harness the full range of human creativity. Institutions have plans to advance diversity, equity, and inclusion (DEI); however, both a global viewpoint and a context in which to place DEI are omitted from the undertakings pertaining to DEI (Özturgut, 2017 & Bhopal, 2020). A more expansive and all-encompassing environment supports the internationalization of institutions (Özturgut, 2017). American society is very diverse, and higher education is growing in diversity as well, and people understand the changes in American society being reflected in higher education (Salinas et al., 2020). While a focus on racial diversity is essential, some studies have shown that female faculty can contribute to student retention and success (McCluskey, 2019). Therefore, diversity efforts should transcend

race to include gender. Diversity should be reflected in the leadership positions and committees (Swartz et al., 2019). Özturgut (2017) explains that the context of diversity is within the student body. When institutions focus on structural diversity, the focus is on the number of underrepresented students on campus. The agenda has to be adjusted, and the focus must change for higher educational institutions to be purposeful in creating a diverse environment for faculty on campuses. Mainly when it is reflected in the lack of diversity in leadership roles, faculty from diverse racial backgrounds do not advance as there is a lack of racial diversity in leadership positions (Bhopal, 2021). Planning to improve student enrollment is an idea that will provide a global view in the classroom, but if there is no support from classroom leadership, then concepts or views can be lost without the proper facilitation of the course or courses. Per Özturgut (2017), diversity cannot be a tool for doing good business as it privileges economic rationale over social justice.

Institutions that focus on graduate education understand that diversity needs to grow among institutional employees. However, awareness of a needed change does not equate to change occurring. Kaplan et al. (2018) look at medical education and explain that growing awareness of diversity does not equal representation of underrepresented minority faculty compared to the United States population. A plan to be inclusive does not mean enactment or adoption; however, it is a step toward an inclusive environment, but there is a need to create inclusion and not just through conversation (Kaplan, 2018 & Olzmann, 2020). Universities must reevaluate the current practices and consider how they can promote a culture of inclusion and equity (Olzmann, 2020). Many initiatives have been developed around diversity, but if there is no focus to align it with the institutional mission, diversity will continue to struggle (Kaplan et al., 2018). Purposeful action is needed to change the diversity figures on campus compared to

attaining diverse numbers and having a system in place to support diversity at every level. Higher education institutions should use data to inform their efforts to promote equity in various departments (Ormand et al., 2022). The willingness to promote diversity is different from enacting diversity. Institutions must grow from the willful blindness and overconfidence that they have achieved a level of stagnancy because stakeholders believe they are already diverse, albeit diversity by numbers and not supported by the institutions (Baker, et al., 2019).

Bénabou (2013) explains that group thinking can lead to mounting warning signals that can be systematically cast aside or met with denial, evidence avoided, or selectively reinterpreted. Perception by institutional leadership could be led away from equity because there are figures that can display a diverse population; however, there is not much support by the institution to be inclusive. Discrimination and implicit biases lead to traditionally marginalized groups being excluded from promotion, leadership and tenure opportunities (Tan, 2019). The way institutions have developed diversity strategies but may not possess it within the mission may impact groups to maintain the same thoughts; if operatives are engaged or seen by both a dominant principle (employer, designated person, state) and third persons whom he wishes to influence, they might fall in line for intimidation (Bénabou, 2013).

While aligning diversity through numbers, there may not be fundamental support for diversity within the institution. Since the Supreme Court declared segregation illegal in the U.S., Black student enrollment in postsecondary institutions increased considerably (Conner et al., 2022). As a result, schools sought to recruit more administrators from the Black community to offset systemic racism (Conner et al., 2020). Even though a larger student diverse population exists, institutional systems for promoting the same are lacking (Dupree & Boykin, 2021). Despite the changing U.S. demographics and the growth in students of color, a simultaneous rise

in faculty diversity is not evident (Warren & Frison, 2022). Most faculty remain predominately White, with White faculty members achieving promotion sooner than those who are racially diverse (Grier, 2020). There has been evidence of diverse populations being supported by higher education institutions through recruitment initiatives of students. However, a lack of resources for faculty and staff still exists (Grier, 2020; Warren & Frison 2022). Additionally, while leaders of institutions may want to increase diversity for many different reasons, faculty of color are essential in higher education to prepare students for living, thriving, and working in an increasingly growing multicultural society that is more globalized (Grier, 2020). Growing a diverse faculty population reflective of the student growth within higher education institutions is essential to the success of diversity being accepted, and inclusion wanted through the vast experience of stakeholders at the campus level (Bilimoria & Buch, 2010).

Multicultural Focus for Higher Education Institutions

The landscape of higher education is changing as the world becomes more globalized. It is evident by the multicultural focus that higher education institutions are experiencing and trying to implement changes to mitigate any potential equity and inclusion issues (Dworkin, et al., 2012). However, Özturgut (2017) explains that faculty, staff, and administrators have different perceptions of diversity at a higher education institution. Although initiatives may exist to increase faculty diversity and employment figures can fluctuate to appear diverse, the systems in place may not support the diverse individuals the higher education institution is hiring to maintain and support a diverse culture and environment. Concerns regarding equality, access, and inclusivity are at the core of discussions concerning the direction of higher education in the United States within the context of American academic institutions (Cartwright, 2021). Sadly, the dialogues at most schools only center on solutions that include quick fixes from the outside,

such as diversity programs and hiring. Too often, institutions fail to address the core reasons for the discriminatory system and totalitarian attitudes that constitute many American higher education institutions. It is a problem since they harm students' academic and personal development. The United States' system of higher learning is constantly becoming more diverse (Dupree, et.al, 2021; Dupree, et, al, 2020; and Gasman, et al., 2015). Conventional college traditions are becoming more unstable due to shifting students' demography, expanded public scrutiny of institutionalized racism, and a burgeoning debate on inclusivity and acceptance (Cartwright, 2021). All of these factors are contributing to the phenomenon. For schools to continue to have social and intellectual significance in the twenty-first century, they need to cultivate a multicultural awareness (Dupree, et.al, 2021). While there is intent to place equity at the forefront of higher education, there are fundamental conflicts between equity and economic rationales for diversity (Dupree, et, al, 2020). Equity can be viewed as a better business decision or for advancing a social justice agenda at educational institutions that want to advance diversity and inclusion (Özturgut, 2017).

Faculty of color provide specific benefits to students of color, including mentoring and creating a supportive educational and learning environment that contributes to student success (Grier, 2020). Knowing that diverse faculty contributes to a more inclusive environment for students that promotes educational success, there is a fundamental breakdown between planning and implementation (Goings, et, al., 2019). The action built on the want to advance equity is still wanted versus the perception that there are equal opportunities for everyone based on plans or increasing diversity numbers but without support for those diverse systems to persist within higher education Grapin, et al., 2019).

Diversity Importance

Education is the catalyst where diversity is promoted and assumed to be run in a pluralistic manner (Suryaman, 2019). Having access to learning in a classroom full of different and like-minded individuals promotes students to function as they would in the real world, focusing on global ideas rather than outdated ones (Suryaman, 2019). Learning in a diverse community can be managed as a discourse that is the enrichment of unique life experiences, and it can encourage the accumulation of skill and understanding by residents and learners, which will serve as the foundation for moral politics that are centered on civic ethics (Suryaman, 2019). Focusing on diverse populations will help them grow and be promoted in the classroom, as well as being reflected in the institutional culture. Ultimately, the graduates will carry what they learned into the real world. Goforth et al., (2016) discuss the need for diverse perspectives and skill sets in practice and research to enhance understanding of culturally responsive strategies. As populations of staff and students continue to change and grow internationally, there is a need for inclusive environments within higher educational institutions (Bhopal, 2019). Allowing for individuals to grow and show support will help them advance in career progression because it is essential to have diversity in the faculty ranks; however, there must be a way for the individual faculty members to be shown support through mentoring, coaching, or other strategies that will lead to individual success and retention of diverse employees (Bhopal, 2021). Moreover, as per Collins & Kritsonis, (2006), students realize the rewards of having access to a varied staff because it makes it easier to form meaningful connections with one another. Connections can often be established between students and teachers when the former believe that the latter share some interests or values in unison. In addition to providing comfort, it instills a perspective of community and inclusion in the pupils (Bhopal, 2021). They require a relaxing atmosphere

conducive to learning and mentors around faculty who can demonstrate that attaining heights of expertise and sociopolitical significance is within reach of anyone (Collins & Kritsonis, 2006). Learners feel a sense of comfort in understanding that they have a helper within their college or on their premises who is responsible for their concerns, who have their favorite interests in mind, and who, most pertinently, comprehends their heritage and the unique factors that make them unique and can provide them with a sense of security (Collins & Kritsonis, 2006).

Barriers create issues that lead away from fostering diverse environments and impact the larger institution as a whole and not just at a single level. Grapin and Pereiras (2019) state that faculty and graduate students from racial, ethnic, and linguistic (REL) minority backgrounds possibly encounter many institutional barriers that will lead to failure rather than success in the university or college settings. While teaching students is essential, there is no one-size-fits-all type of education that can be taught to every individual from any part of the world. Diversity in the classroom cannot only be reflected in the student body; however, current and potential faculty from diverse backgrounds face challenges in acquiring and sustaining faculty roles (Goforth, et al., 2016). Faculty in graduate programs face challenges in diversity that include perceived invisibility or hypervisibility, unwarranted challenges to qualifications, and excessive pressure to serve poorly regarded service roles (Grapin & Pereiras, 2019). Faculty of color represent a small number of faculty at educational institutions, but they also have to be the face of promoting diversity through institutional policies or initiatives. Nevertheless, Konuthula et al. (2022) indicate that lack of representation of African Americans in faculty hinders their efforts to promote diversity. Black faculty struggle to promote increased representation of African Americans due to less visibility. In addition, stereotypes against racial minorities hinder Black faculty members from advocating for their issues. Warren and Frison (2022) assert that

increasing the number of African Americans among university faculty can enhance their ability to address diversity programs and minority issues in their respective institutions. In furtherance, more representation of African Americans in faculty positions can allow Black students to receive more mentoring and advising that can improve their outcomes.

Many U.S. graduate programs exist within pluralistic organizations; however, many organizations' efforts generally are not sufficient to change the climate of the institution that will allow students to work with faculty that reflect their backgrounds and ethnicities (Goforth et al., 2016; Grapin & Pereiras, 2019). Each faculty member, just like the students they serve, is not equal and faces individual challenges that may not align with other faculty members. However, that does not mean they are less qualified; instead, existing worldviews could lead to outdated ideologies (Grapin & Pereiras, 2019). Diverse faculty are expected to conform to the group, which includes a primarily White and European worldview, emphasizing ideas such as autonomy, rivalry, and egalitarianism (Grapin & Pereiras, 2019). The foundation education was built upon is not the same. There are changes in community education and institutions serve much different student populations. The sense of community lends to the feeling that there is an advocate that will represent the minority group at the campus level (Goforth et al., 2016).

Finding ways to live and learn diversity is essential to fostering environments that lead to equity, such as with Living Learning Communities (LLCs) that have increased student retention rates and academic (Arensdorf & Naylor-Tincknell, 2016). Students' success should be prioritized through retention and graduation rates being so crucial that creating a productive learning environment should not be polarized by outdated institutional standards. LLCs are more aligned with student experience; however, inviting a similar structure to faculty experience could lead to a beneficial environment that focuses on the institution and not only on students

(Arensdorf & Naylor-Tincknell, 2016). Cultural diversity in every level of education curricula is essential and can be facilitated by developing cultural competence among learners led by faculty from diverse backgrounds (Fuentes et al., 2021). While faculty can be a driving force for diversity and creating a supportive learning environment for all students, it starts with the support of the entire institution and not just the faculty (Fuentes et al., 2021). If diversity has a hard time being implemented into the classroom to promote inclusivity, no resources are being given or utilized by the institution to help faculty create a more inclusive teaching and institutional environment (Fuentes et al., 2021).

Faculty Investment

Teachers and educators at any level benefit from social interactions that play a vital role in the learning they go through and professional development (Benbow & Lee, 2019). Building a thriving environment for faculty will show the commitment that higher education institutions have to build an inclusive educational community that supports and promotes the success of faculty (Benbow & Lee, 2019). According to Whitten et al. (2020), Indiana University has made a significant and audacious move forward by establishing a $40 million fund to expedite its attempts to recruit a richer diversity of professors. This step forward is necessary as it marks time to give children access to high-quality lecturers and scholars who look at issues from various angles (Whitten et al., 2020). In their capacity as a university, they view the strengthening of efforts toward wider diversity as an investment of significant importance. Additionally, educational resources are necessary for student success in classrooms and for faculty to succeed in and out of the classroom, ultimately benefiting the institution (Benbow & Lee, 2019). Grated, many institutions look at the return on investment of faculty recruitment programs (Daw et al., 2018).

While some institutions may not be able to afford resources that invest in diverse faculty, there are other options available, such as developing a consortium where institutions can share different institutional resources that afford multiple institutions the benefit of resources without having to spend as much through the development of partnerships (Bilimoria & Singer, 2019). One resource that can benefit faculty member advancement is the mentorship from other faculty that shows support and creates inclusion amongst other faculty members. Building up current faculty could save the educational institution from retaining faculty that potentially could leave for another institution or away from the profession based on qualifications (Bilimoria & Singer, 2019). There will need to be future development and plans by institutions to help younger faculty members attain the terminal degree requirements to further faculty retention (Daw et al., 2018).

Faculty Diversity

Faculty diversity is essential to the success of every educational institution as diversity is an investment an institution must utilize significantly when it impacts educational institutions' capital, the students (Baker et al., 2019). Building an inclusive and diverse environment at the faculty level lends to furthering student learning (Goforth, et al., 2016). Pifer et al., (2019) discuss how much student success occurs with interaction with faculty. With the globalization of education, institutions have to reflect the same with the faculty and staff hired, or students face the uncertainty of whom they can relate to (Pifer, et al., 2019). The importance of creating a diverse environment and campus culture can be supported and facilitated by diversity at all staffing levels, including faculty of higher education institutions and how they navigate the foundation of higher education (Baker et al., 2019). Faculty experiences are manifested at the department level, but a lot is left to be uncovered regarding faculty experience at the academic program level (Pifer et al., 2019). Faculty support has to be a purposeful action supported at

more than one level at the institution. Diversity can be facilitated through the hiring process at higher education institutions; however, many do not have hiring practices that would reflect equality for all types of employees (Newman et al., 2019). Faculty recruitment tends to be outdated based upon once served populations and not focused on the ever-changing community that the institution serves (Grapin, et al., 2016). Faculty hiring that represents the growth in student population diversity is slow or non-existent in some disciplines, which has been considered biased in the hiring process (O'Meara et al., 2020). Looking at the totality of the faculty experience needs to be an institutional effort. That can be uncovered through recruitment, and diversity creativities institutions utilize to facilitate a diverse and welcoming environment.

Abdul-Raheem (2016) highlights the importance of a multicultural environment within higher education institutions. There is a need for more diverse faculty in higher education, specifically tenured faculty that can advocate for equity through the institution (Grapin, et al., 2016). While multicultural aspects in higher education are promoted, there are no distinct goals and definitions of what is expected to achieve and how attitudes and perceptions of students and faculty should be displayed (Abdul-Raheem, 2016). Higher education institutions have to be intentional and purposeful in building equitable and inclusive environments through targeted faculty development programs (Newman et al., 2019). Building programs or placing new policies and procedures must be implemented and followed to ensure that each faculty has a clear and equal opportunity for advancement within the faculty position and if they want to further their career into more leadership positions (Newman et al., 2019). Therefore, while they want institutions to diversify faculty is a want and quite possibly a need for certain institutions, there is a lack of direction to achieve the goals of having a diverse faculty population indeed (Newman et al., 2019).

Diversity Creativities

Retention and recruitment of diverse faculty have been significantly underrepresented (Newman et al., 2019). With the increase of diversity throughout higher educational institutions student populations, it is important to embrace and promote diversity so that institutions can help create a diverse workforce that is prepared (Greene & Bedeau, 2020). The lack of diversity impacts the profession of future educators that limits the diversity of abilities, ideas, and points of view expressed in the field of work (Grapin et al., 2016). Producing the same type of educator would maintain a status quo that no longer exists in a more globalized world (Holland & Ford, 2021). So much of the responsibility to advance research and add to the practice is placed on faculty (Holland & Ford, 2021). While they are at the forefront of educating the students, there has to be more commitment available by other educational stakeholders to help create, promote, and adopt an inclusive culture that promotes racial diversity. Graduate faculty create the foundations for effective multicultural curricula, culturally responsive admission policies, and intentional, ongoing mentorship systems with students and faculty (Grapin et al., 2016; Malone & Ishmail, 2020).

Diverse groups may have unique challenges within higher education institutions; however, building a diverse environment is essential for multiple stakeholders to advance students, staff, administrators, and the institution's culture, promoting an inclusive environment within the campus culture (Greene & Bedeau, 2020; Grapin et al., 2016; Malone & Ishmail, 2020). Having diverse faculty is essential to continue the goals of diverse communities within higher education institutions, as proven by Grapin et al., (2016) and shows there is a direct connection to fostering environments of inclusiveness to promote future diverse faculty in higher education (Malone & Ishmail, 2020). Multiculturalism may be a struggle to figure out in the

classroom, especially as it relates to specific subjects and what the faculty member has to look like to teach a specific subject (Acuff, 2018).

Available jobs are a form of contention for diverse faculty with a less favorable outlook for career advancement, especially part-time and non-tenure-track availability (Rideau & Robbins, 2020). With the way higher education institutions offer or promote faculty positions, they are moving away from the traditional tenure tracks that may have allowed faculty members to remain longer with one institution (Rideau & Robbins, 2020; Nyunt et.al, 2022; and Gourley & Madonia, 2021). The marginalization of traditional positions is still a pivotal contributor to racially diverse faculty participating in monocentric positions that have kept higher education faculty diversity at a smaller scale not reflective of student population growth (Nyunt et al., 2022). Especially with the elimination of tenure, faculty are continuously required to perform research rather than focus more on classroom success without the stress of strenuous research priorities (Gourley & Madonia, 2021). Creating a space for diversity is essential for higher education institutions to make diversity an intentional action that supports the institution at all levels (Nyunt et al., 2022 & Gourley & Madonia, 2021).

Faculty Role

The role and job responsibilities of a faculty member in higher education are changing (Ott & Cisneros, 2015). As the roles change away from traditional functions, performance expectations will require faculty to perform in the classroom and continuously provide research (Kaplan, et al., 2018). Faculty roles are trending away from the historical norm of tenure positions, and faculty in both non-tenure and tenure tracks must continue to navigate the professional landscape of higher education that is hopefully aimed at multiculturalism in the classroom (Ott & Cisneros, 2015; Acuff, 2018). Whether tenured or not, faculty must still

operate as the university's foundation and devote many hours to accomplish that goal (Llamas, et, al., 2021). Higher education institutions still have set requirements for faculty. By eliminating certain faculty statuses, such as tenure, faculty can be released if the teaching contract is not renewed (Gourley & Madonia, 2021). However, faculty differences in job and workplace characteristics are impacted by employment type within the institution and if the faculty is in tenure or non-tenure track role. As faculty are hired at different jobs and capacities within an institution, there is a lack of how non-tenure-track (NTT) faculty should be examined to uncover how NTT faculty operate and how the role of the NTT faculty is a precarious position (Ott & Cisneros, 2015).

Faculty are given more functions to navigate, such as research, teaching, and service expectations. According to Cate et al. (2022), minoritized faculty are overrepresented in the non-tenure positions, which involve a significant amount of work. However, with added responsibilities, there is no relief of the time it will take to meet all the position's requirements. Suppose tenure job opportunities are taken away or not available. In that case, the faculty are still expected to function higher than before or face the likelihood that a position renewing contract would not be made available (Finch et al., 2018). Academic rigor and the relevance of research in higher education institutions is a challenging topic that affects all levels of the institution, with the debate involving administrators, practitioners, policymakers, and educators (Finch et al., 2018).

Individually

Diverse faculty often do not have mentors that come from the same or similar backgrounds and face challenges that include cultural taxation, discrimination, and feelings of isolation (Salinas Jr., 2020). Navigating what can be a new role for an individual faculty member

can be daunting if there are no support systems in place to create an equitable space (McCluskey, 2019). The faculty position is changing as there are more requirements; for instance, in professional programs, faculty have to pursue new knowledge independent of the immediate relevance it is to the research practice, and faculty have to contribute actionable knowledge to the profession they are serving (Finch et al., 2018).

Now that the position of a faculty member is navigating away from traditional roles, the function is also changing for seasoned faculty that have been part of the profession or an institution for quite some time (Finch et al., 2018; Salinas Jr. 2020; and McCluskey, 2019). There are now even more barriers placed in front of racially diverse faculty to navigate being a diverse faculty member and the new requirements of being a faculty member within a higher educational institution (Rideau & Robbins, 2020). Becoming a faculty member from a racially diverse background in higher education is a challenging landscape to navigate as there are critical facets of the job, where there are issues of race, a lack of support for their research, and the expectation of support for students of color (Salinas Jr, 2020). Rideau (2021) found that the burden associated with non-tenure track position was more pronounced among the women of color compared to males.

Faculty do not get the practice of learning how to function; instead, they are expected to know and understand the requirements of being a faculty member without yet being a faculty member (Finch et al., 2018; Salinas Jr. 2020; and McCluskey, 2019). Depending on gender and race, faculty members could be assigned roles based on those determining factors (Rideau, 2021). Students do not get enough involvement with diverse faculty members, leaving them overwhelmed by the amount of work they must navigate as part of the role, including the need to advise students (Nevarez, et al., 2019 and Nyunt, et al., 2022). Additionally, based upon the

faculty members' race and background, racially diverse faculty are perceived to fit specific roles that institutions may want or have identified to fill through committees or policy change-makers (Finkelstein et al., 2016). This places further strain and responsibilities on one set of faculty members (Salinas Jr, 2020). Walkington (2017) highlights Black women faculty and how they are relegated to race-specific positions considered not as academic and funneled into mentorships that leave them exhausted. Individual faculty experiences differ; however, the literature suggests that diverse faculty face challenges based on race and ethnic backgrounds (Walkington, 2017; Nyunt, et al., 2022. Finch et al., 2018; Salinas Jr. 2020; Nevarez, et al., 2019, and McCluskey, 2019). Racially diverse faculty have to navigate the new environment that is the new standard for a faculty member at a higher education institution. Faculty are the assumed leaders of change, especially when looking at issues of diversity among diverse faculty (Nyunt, et al., 2022; Finkelstein et al., 2016, and Salinas Jr., 2020). People of color and multiracial women focus on the higher education landscape, with little to no movement on hiring and retaining diverse individuals in faculty positions (Finkelstein et al., 2016).

In order to successfully navigate and purposefully promote with action the significance of putting at the forefront of operations the focus of diversity needed amongst the faculty ranks, higher education institutions are required to identify and set aside resources (Ott & Cisneros, 2015). In addition, they are required to make these resources available. According to Rutgers (2019), Rutgers University established an effective financial plan of 20 million dollars intended to be used only to employ diverse faculty members. The capability to acquire and place funding for the importance of diverse faculty in higher education institutions needs to possess the appropriate plan of action to verify that each component can be measured for success, enabling the plan to be rolled out with the hope of meeting the plan's goals. The funding will be utilized

for wages and support for mentoring diverse faculty members and keeping them in their positions.

Rutgers University has acquired 79 additional diverse faculty members since the beginning of the financial plan to recruit more diverse faculty in 2016. This milestone was achieved in the year 2016 (Peters et al., 2020). Increasing the number of faculty and staff members who come from various backgrounds would help higher education institutions become more diverse (Grapin et al., 2017). Higher levels of commitment are required to create a purposeful and authentic environment in its promotion and fundamental support of diversity (Peters et al., 2020). Although some institutions, like Rutgers, have demonstrated that they are committed to diversity by providing financial assistance, all of the programs that have been put into place are relatively new and have not had a significant impact on the availability of diverse faculty within higher education institutions (Grapin et al., 2017; Peters et al., 2020).

A higher education institution can place a greater emphasis on diversity recruiting by devoting finances or resources, as is the case with Rutgers University; nevertheless, a great deal more is needed than just announcing that diverse faculty members need to be hired (Rutgers, 2019). Marriage is compared by Washington et al., (2021) to recruiting diverse faculty, in which it is stated that there is a requirement to identify prospects and establish your inclusive brand in advance and that loving, long-lasting marriages do not begin with the ceremony. It is not the same thing as building a long-term strategy or relationship that includes a mutual commitment from both the faculty and the institution. Stating the need for diverse faculty is a separate and distinct endeavor from doing either of these things. The requirement for an institution to hire a diverse faculty is more of a direct plan of action than merely a goal on the part of the institution (Washington et al., 2021).

Faculty members can obstruct students' progress in all areas if they are overworked to the point where they cannot perform their duties effectively (Swartz, et al., 2019; Taylor, et al., 2022 and Weatherton & Schussler, 2021). Student achievement is improved when they have the impression that their teachers care about them and when they are encouraged to cultivate positive attitudes and compassion (Weatherton, & Schussler, 2021). The presence of racially diverse faculty members who are easily accessible to students not only in the classroom but also in the capacity of an advisor or mentor enables faculty members to serve better the students, which in turn leads to a more successful postgraduate future that places students into a workforce that is more diversely centered (Taylor, et al., 2022 and Weatherton & Schussler, 2021). However, the capacity to wish to become a faculty member and the ability to do so are two different aspects to concentrate on (Weatherton, & Schussler, 2021). While there are aspirations to gain a more racially diverse faculty, the numbers remain low (NCES, 2019).

Campus Culture

The cultural environment of an institution of higher education impacts academic work as well as the teaching and learning experiences of both staff and students (Bedenlier, 2017). The teaching staff is the driving force behind internationalization efforts at the university (Bedenlier, 2017). Their participation is crucial to the procedure that aims to make the university more welcoming to people of all backgrounds (Bedenlier, 2017). Not all faculty members may be able to participate in international experiences. However, it will be essential for understanding, perception, and behavior in academic settings and constructing a professional identity to understand different cultural backgrounds (Bedenlier, 2017). Whiteness has far-reaching ramifications that affect the curriculum, pedagogy, knowledge creation, university policy, the ambiance of the campus, and the experiences of students of color and faculty members of color

(Tree, et al., 2022 and Walkington, 2017). Growth beyond the normal experiences of individuals is important when looking to advance knowledge beyond an individual experience, to advance diversity at all levels, which is essential not only to the success of students to take into the workplace but also for faculty to feel a sense of community and belonging within the institution where they are employed (Akar, 2010). As the literature suggests, the experiences of individuals indicate that different and positive mutual exchanges of ideas and practices would benefit the advancement of cultural competency in understanding diverse cultures of faculty in higher education settings (Akar, 2010; Bauder, 2015; Tan, 2019; Swartz, et al., 2019 and Silverman, 2019). These kinds of exchanges would take place between individuals who already possess these kinds of ideas and practices (Bauder, 2015). Access for students to a varied faculty also generates a sense of variety through contact between the student and the faculty member, enabling the student to experience equal and fair treatment at the hands of faculty members (Akar, 2010; Bauder, 2015; Tan, 2019; Swartz, et al., 2019 and Silverman, 2019).

When a school loses the ability to recruit and hire a diverse faculty, the educational possibilities available to students and the overall richness of the school suffer (Alsulami and Sherwood, 2020). Alsulami and Sherwood (2020) explain that vacant faculty positions can be a significant problem, and this is especially true if the positions are not being filled because diverse faculty members believe that they are hired based on their heritage rather than based on their abilities. However, the culture on campus can be improved if there is a way to retain a diverse faculty. It is because retaining a diverse faculty leads to the benefit of the institution's entire academic staff, administrations, and students by employing various evidence-based techniques to ensure that everyone is treated fairly, pleasantly, and hospitably (Alsulami & Sherwood, 2020). If there is a way to retain a diverse faculty, the culture on campus can be improved (Alsulami &

Sherwood, 2020). It is difficult for institutions to promote and foster a varied environment, despite their desire to do so; this is because it is difficult to do so when the experiences of the faculty do not match the diverse initiatives; rather, diverse faculty members feel inadequately supported (Alsulami & Sherwood, 2020).

It is possible for there to be a contentious debate regarding the perceptions of racially diverse faculty members because it leads to students having greater levels of success (Stout, et al., 2018). This scenario is especially true if the students believe that the faculty members are enthusiastic and concerned about what they are teaching them (Egalite, & Kisida, 2018). There is a desire to learn more globally through the campus culture support and to see and experience the views of other students and the faculty members in the classroom, providing valuable contributions to diverse classrooms (Alsulami & Sherwood, 2020). This desire is fueled by the fact that there is a desire to learn more about globalization. Students will have a greater sense of being supported and understood in the classroom, and they will expect the faculty to support diversity in ways that drive the campus culture, especially focused on instruction of students to support their success (Stout, et al.,2018; and Alsulami & Sherwood, 2020). It will not only help the institution be more successful, but it will also help students feel more supported and understood in the classroom (Dupree et al., 2020). The classroom culture cannot be attributed to just one person; rather, it must be purposefully contributed to by every member of the teaching staff, regardless of their origin or racial identity (Alsulami & Sherwood, 2020).

University faculty hiring is a racialized process that defines the individuals worthy of the position in terms of racial identities (Liera, 2019). Universities should change their conventional hiring practices, given that they continue promoting racial faculty inequities (Liera, 2019; Sylvester et al., 2019; Sotto-Santiago et al., 2019; Wingard et al., 2019). Liera (2019) indicated

that faculty use race-neutral language to vindicate themselves from the obligation of eliminating ethnic inequities. The above practices that utilize the ethnic-neutral language continue to hinder inequities during faculty recruitment. Universities apply colorblind procedures and policies that influence hiring and diversity efforts in campuses (Sotto-Santiago et al., 2019). Universities should alter the standard procedures and culture that lead to overrepresentation of White faculty members (Liera, 2019). Some practices that can augment the likelihood of recruiting diverse faculty include leveraging personal networks to hire racial minorities (Sotto-Santiago et al., 2019). Universities should use job boards and advertisement programs that target gender and racial minorities and use diverse hiring panels (Munday et al., 2019). Attending an HBCU can enable human resource personnel to understand how to advance diversity in hiring (Munday et al., 2019). In addition, universities can strategically place their advertisements in targeted list-serves and journals (Sotto-Santiago et al., 2019; Wingard et al., 2019). The national efforts for hiring faculty should transcend promoting demographic diversity to include recruitment of staff whose engagement, teaching, and scholarly approaches enhance DEI at the university Liera, 2019). A significant strategy involves incorporating faculty candidates' diversity perspectives during the recruitment and selection process (Liera, 2019; Sylvester et al., 2019). Candidates should highlight their current and future goals for diversity in the faculty role (Sylvester et al., 2019). Similarly, Byrd (2022) found that diversity activities, interactions, and dispositions on universities enhanced institutions likelihood to promote racial equity. Universities should advance diversity at the organizational level to succeed in eliminating inequities (Byrd, 2022). Diversity statements can enable higher education institutions to hire a faculty that reflects the broad range of cultural backgrounds of the student population (Liera, 2019; Sylvester et al., 2019).

Academic institutions can promote diversity by developing tailored development programs for racially marginalized groups (Sotto-Santiago et al., 2019; Wingard et al., 2019). According to Sotto-Santiago et al. (2019), faculty development entails improving the staff's educational skills and competencies. The educational skills should foster effectiveness of academic institutions considering the faculty's responsibilities. Development programs and mentoring can enhance staff productivity and prevent turnover (Sotto-Santiago et al., 2019; Wingard et al., 2019). Therefore, tailored programs are expected to promote retention of racial minorities in university faculty.

Universities should address several factors that continue to hamper the retention of faculty of color. Some factors that promote turnover of faculty of color include discrimination, lack of belonging, and social exclusion (Settles et al., 2021; Reddick et al., 2021; Lara, 2019; Whittington, 2020). Settles et al. (2021) found that exclusion, discrimination, and lack of belonging negatively affect faculty's well-being, enhancing people of color's likelihood of leaving their respective academic institutions. In furtherance, stereotypes that perceive people of color as less intelligent and competent lead to the underrepresentation of racial minorities (Settles et al., 2021). Reddick et al. (2021) explains how African American faculties experience the feelings of being commodified during placement in tenure-track positions. Some African American professors perceive that they entered the position simply because the institution created them for them (Settles, et al., 2021). The racial minorities perceive universities did not consider their professional qualifications and scholarly endeavors when making the decisions (Settles, et al., 2021 and Reddick et al., 2021). The above perceptions may lead to lack of belonging among the faculty of color and contribute to turnover (Reddick et al., 2021). Higher

education institutions should consider how lack of belonging and discrimination affect retention of faculty of color (Settles, et al., 2021 and Reddick et al., 2021).

Universities can promote racial equity by altering the standard recruitment practices. Liera, 2020; Liera & Dowd, 2019; Ching, 2018). Liera (2020) indicates that universities should increasingly talk about race in universities and grant minority members roles in committees that make crucial decisions. In addition, researchers require university faculty to subvert and manipulate recruitment and assessment strategies to promote recruitment of many staff from racially marginalized communities (Liera & Dowd, 2019). Ching (2018) asserts that universities can commit to promoting racial equity in light of faculty diversity only when they divert from the use of race-neutral assumptions and practices. Liera and Dowd (2019) argue that professors must be aware of the racial disparities in the classroom and student outcomes. Awareness of the above factors can allow the faculty to accept the need for eliminating color-blind policies that hinder hiring of diverse faculty.

Today's students are coming into our educational institutions with extensive and varied backgrounds, and they are graduating from our educational institutions intending to enter a workforce that is drawing employees from all over the world. Because of this, educational institutions need to create a culture of diversity and inclusion that begins with the faculty so that graduates will feel comfortable working with peers who come from a variety of cultures and perspectives (Nunez, 2014). Faculty diversity determines student success in various ways. University graduation rates of African Hispanics and Black students remains relatively lower than that of majority Whites (Lebovitz et al., 2020). The literature provides adequate evidence on the positive role of faculty diversity and graduation rates of students from racial minority groups (Stout et al., 2018; Cross & Carman, 2021; Bowman & Denson 2022). Cross and Carman (2021)

found that faculty diversity positively affects retention of underrepresented minority students. Students demonstrated less dropout rates when the faculty is representative of their racial and ethnic backgrounds. Similarly, Bowman and Denson (2022) found that same-race representation in universities improved graduation rates for the Latinx and Black students significantly. Nevertheless, the relationship was significant in traditional and blended classes rather than fully online education.

Faculty diversity influences other aspects of student success such as enrollment in engineering courses and leadership skills acquisition (Weatherton & Schussler, 2021). Weatherton and Schussler (2021) examined student success from different viewpoints other than examination scores. Faculty diversity can influence student success especially in relation to developing career network and leadership skills (Weatherton & Schussler, 2021; Piggott & Cariaga-Lo, 2019). It is essential to ensure faculty diversity and increased representation of women of color (Tree & Vaid, 2022; Main et al. 2020). The researchers found that increased representation of Black women in university faculty was positively associated with many African American women enrolling in engineering discipline (Main et al., 2020). In addition, studies found that faculty diversity had also positive correlation among Hispanics and Asian Americans (Main et al., 2020).

Moore et al. (2020) found that Black faculty were better equipped to enhance and promote the success of African American students. Senior African American faculty provides mentorship to junior staff and Black students, ameliorating the impact of racism and discrimination in predominantly White institutions (Moore et al., 2020). Faculty mentoring is essential to ensuring diversity in universities (Green & Bedeau, 2020). By contrast, Koch and Zahedi (2019) found that limited evidence supported the concept that Black faculty can enhance

graduation rates of racial minorities. The study found that increasing African American faculty by 1 percent augmented Black students' graduation rates by 0.59 percent (Koch & Zahedi, 2019). Hence, further research is needed to explain the impact of faculty diversity on diverse students' graduation rates.

To begin creating a campus culture that is more welcoming to people of all backgrounds, the necessity of educating about diversity and believing in its value as a foundational and operational principle in higher education should be emphasized (Alsulami & Sherwood, 2020). It will be necessary to make investments in diverse faculty, analogous to how institutions emphasize diverse student recruitment (Walkington, 2017). There is a benefit to receiving student inquiries based on the diverse perception, even if faculty numbers do not exactly display the level of diversity at institutions that have been found to support diversity (Alsulami & Sherwood, 2020). This benefit is because a diverse environment is perceived as more welcoming to students from a wider range of backgrounds (Alsulami & Sherwood, 2020). In higher education, however, where racial and ethnic diversity was associated with more positive perceptions of minority students, increasing diversity can lead to social strain among the student body that constitutes the majority on a given campus (Walkington, 2017; Alsulami & Sherwood, 2020). This social strain can be caused by the fact that diversity is increasing in higher education. A culture that embraces variety will have to overcome obstacles; despite this, it is anticipated that by the year 2044, the majority of people on the planet will come from ethnic or racial minorities (Alsulami & Sherwood, 2020). Even though some people may regard the threat posed by diversity as being bad or becoming increasingly dominant, the worldview is not shifting, and acceptance is necessary to promote and maintain an inclusive environment (Alsulami & Sherwood, 2020).

Higher education institutions can benefit from the promotion of diversity in the institution at all levels, not just in faculty roles, as key leadership roles will also be promoted from the ranks of the faculty, which will play a role in changing cultural acceptance (Alsulami & Sherwood, 2020; Ott & Cisneros, 2015). It is because key leadership roles will be promoted from within the ranks of the faculty (Bhopal, 2019). The culture of higher education needs to demonstrate a commitment to fostering diversity through the adoption of rules and the execution of activities that highlight the contributions of individual faculty members without suffocating them in their responsibilities as teachers (Bhopal, 2019). According to the research, organizations need to improve their cultural competence in order to successfully develop and cultivate an atmosphere that is hospitable to every person (Bhopal, 2019). It coincides with establishing educational institutions that provide specialized education in a certain field or graduate study. In a globalized education system that is experiencing a shortage of faculty members, it will be essential to gain an understanding of the experiences of minority faculty members in order to discover how campus climate can be continuously improved and how to create a productive academic work environment that will promote the retention of diverse faculty members (Alsulami & Sherwood, 2020).

Summary

In the history of higher education institutions, there has been a long-standing pattern of persisting unfairness between various groups of diverse professors (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010). Whether through historical practice or by accident, equity issues for faculty members have persisted in higher education as a core and foundational issue (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010). It is the case whether the issue was caused by historical practice or by mistake. The student populations at higher education institutions have

always had a multicultural focus, and this trend will likely continue to expand due to the increasing importance of globalization in the field of higher education (Taylor et al., 2022; Llamas et al., 2021; Nevarez et al., 2019). Other components of higher education institutions are often staying the same, even though the majority of an institution is altered to represent a much more diverse population (Zambrana et al., 2017; Grapin & Pereiras, 2019). The faculty experience should continue to focus on individual experiences in order to help uncover how or what challenges racially diverse faculty face (Taylor et al., 2022; Llamas et al., 2021; Nevarez et al., 2019). At the same time, attention should be paid to the campus culture where they are employed to determine whether there is a fundamental breakdown in how racially diverse faculty members are perceived and how they navigate through the campus culture (Özturgut, 2017; Bénabou, 2013; Holland & Ford, 2021; Patton, 2016). Researchers have made efforts, particularly in more recent times, to unearth the experiences of varied faculty members to a certain extent; yet there remains a lack of awareness of the experiences that diverse faculty encounter in the landscape of higher education (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010; Grier, 2020; Warren & Frison 2022; Zambrana et al., 2017; Grapin & Pereiras, 2019).

There is a void in the research about faculty experience inside graduate institutions, particularly those with a specific educational focus or degree (Davis & Fry, 2020). Because previous research implies that it is a phenomenon that needs to be addressed, faculty diversity recruitment and retention in graduate institutions is a topic that needs to be investigated (Kaplan et al., 2018). In today's higher education institutions, the concept of teacher experience is seldom ever encountered; rather, the emphasis is placed on student recruiting campaigns and varied student pools (Cross & Carman, 2021). Even though there may be ideas or plans to increase the recruitment or employment of more diverse faculty members, the figures are still far from being

equitable when it comes to race (Ott & Cisneros, 2015; Ormand, et al., 2022). Even while

achieving a racially diverse faculty in equal numbers will not happen overnight, the programs

and resources that higher education institutions equip themselves with are what will allow them

to be successful in an educational environment that is increasing worldwide (Nevarez,

Jouganatos, & Wood, 2019). In order to find out whether or not there are equity problems, the

purpose of this study was to close a research void pertaining to the experience of graduate

students taught by a diverse staff in an academic environment centered on graduate education.

CHAPTER THREE: METHODS

Overview

Faculty members are the cornerstone of every higher education institution because they are essential to the success of the students. The study took place at The Grad School, located in an urban area in Southern California. Understanding faculty experiences with recruitment and retention in a graduate university setting can help understand the university hiring process and potential gaps in the faculty at The Grad School located in urban area in Southern California. The purpose of this chapter was to present the research design, procedures, data collection, and data analysis for this research study. Furthermore, the chapter covers trustworthiness that will allow the research to be duplicated while showing that the data is transferable.

Research Design

This study utilized a qualitative research approach through survey design, interviews, and observation. Identifying the essence of the issue of diverse faculty recruitment and retention can take time. However, it will be beneficial to discover the common meaning for individuals that have experience with diverse faculty recruitment (Goodwin, 2008). Case study research is used to examine how recruitment strategies influence faculty diversity. Case studies allow researchers to gain insights into a particular issue involving or affecting a program, an individual, or several people. This study employed the case study methodology outlined by Stake (2005). Case studies can be applied to examine several qualitative topics in research (Stake, 2005; Yin, 2003). Case studies can be effectively applied to examine phenomena in real-life contexts (Stake, 2005; Merriam 1988; Yin, 2009). Nevertheless, Yin (2003) indicates that case studies are not a subsection of other research designs. Case studies are research strategies that can help scholars to study both qualitative and quantitative problems. Case studies allow individuals to answer the

"why" and "how" questions regarding the issue under study (Yin, 2003, p. 22). The above research design centers on the exploration of cases or phenomena in bounded systems. Bounded systems occur in terms of conditions and contextual factors such as location and time. This study employed Stake's (2005) methodology since it facilitates holistic analysis of complex phenomena. In addition, this study focused on giving a narrative of participants in each setting. Yin (2009) requires researchers to form propositions based on a formal theoretical framework and test them to approve or reject them in light of data analysis. By contrast, researchers can develop propositions and use theoretical frameworks to guide the study, although they are not always mandatory (Stake, 1995). Yin's approach would require this researcher to emphasize confirming or disapproving of different propositions. The above process would limit the collection of data aimed at examining unknown elements.

Crowe et al. (2011) state that utilizing questionnaires and surveys for the qualitative method will incorporate experiences through multiple individuals and, therefore, will be a collective case study. Creswell and Poth (2018) describe a collective case study as one where an issue or concern is selected, but the inquirer selects multiple case studies to illustrate the issue. The researcher utilized a collective case study to describe the faculty experience with recruitment and retention through the university hiring process. It employed a minimum sample of 15, maximum of 20 participants and a qualitative analysis done through survey, interviews, and focus groups on the university faculty members. Arghode and Wang (2016) looked at seven individuals through face-to-face interviews through the collective case study design to use as a constant comparative analysis. Uncovering individual cases will further the knowledge and research regarding the research questions and uncover multiple perceptions to gather accurate data for the topic (Arghode & Wang, 2016).

Research Questions

Research Question 1

What are the experiences faculty face during the recruitment/hiring process at their institution?

This question focuses on how institutions have a focus on recruiting diverse faculty and creating a living culture within the institution that promotes diversity (Arensdorf & Naylor-Tincknell, 2016).

Research Question 2

How do institutions of higher education support recruitment of diverse faculty?

Having a campus culture that supports diversity is different from one that promotes diversity at every level and how the mission is lived throughout the entire institutional level (Grapin & Pereiras, 2019).

Research Question 3

What are the overall facilitative experiences of faculty?

Sub Questions

What are the overall obstructive experiences of faculty?

How are these experiences considered during institutional planning?

Özturgut (2017) highlights many institutions may focus on diversity, but there needs to be an embrace of internationalization within the institution. Uncovering how faculty feel and are incorporated into planning processes will lead to uncovering the involvement of diversity within the institution but also how the diverse faculty are utilized within the institution.

Setting and Participants

The study took place at The Grad School, located in an urban area in Southern California. The Grad School was chosen based on the following: it is located in a diverse area serving a variety of students, it employs a significant number of full-time faculty, and it offers graduate level programs. While The Grad School has a national presence, the actual site used to conduct this study was the site in Southern California.

Site

The rationale for selecting this site was that the institution meets the criteria for this study, being a graduate institution that employs many faculty members from diverse backgrounds across the U.S. The Grad School was chosen based on the following: it is located in a diverse area serving a variety of students, it employs a significant number of full-time faculty, and it offers graduate level programs. The institution offers programs in all modalities, including executive style classroom instruction and online programs with its main physical campus in an urban area in Southern California. The institution's leadership structure is supported and led by the president, which enlists a president's cabinet overseen by a board of trustees. Additionally, the institution enrolls more than 6,400 diverse students in 13 doctoral level graduate programs, employs over 250 faculty throughout the institution, presenting a large population for research (FA2022 Census).

Participants

This study involved data collection related to faculty diversity and recruitment in a U.S. higher education institution. This research employed purposive sampling to recruit participants to the study. The above sampling approach enables researchers to choose particular settings based on their study requirements (Creswell & Creswell, 2018). The study targeted diverse faculty

employed full time in the institution. In addition, the study participants must have worked in their institution for at least three years. This study sought to discover factors inherent to the academic institution, including culture and management, that hinder or promote the recruitment of diverse faculty. This study focused on the perceptions from the full-time faculty that teach in one of the 13 graduate level programs. To ensure adequate representation and the ability to generalize findings, the study utilized a minimum of 15 and maximum of 20 participants to generate results. Smaller sample size is important to a qualitative study so that a more in-depth understanding of the phenomena and themes can be easily determined (Dworkin, 2012). The representatives were sampled using the convenience method to reach faculty from a variety of doctoral graduate programs. A heterogeneous group was identified ensuring each faculty will be part of a diverse social, economic, and racially diverse population. Faculty were asked to participate if they met the criteria of being a full-time faculty member, teaching in a graduate level program at the institution, and willing to share their recruitment and retention experiences through the university hiring process in multiple data collection formats.

Researcher Positionality

Working and helping to build an inclusive environment within my institution has been a priority of mine, specifically from seeing how different higher education institutions navigate the landscape of diversity. As a first-generation Cuban student, experiences in the higher education setting impacted my ability to succeed as my initial undergraduate experience. While very beneficial to my personal growth, I did not have many resources to seek and uncover the needed help without feeling inept. I attended one of the biggest state schools in the California State School system; however, I felt as though there was a stigmatism associated with and directed

toward students seeking help at the time, especially because there were mandatory meetings that were public and involved many students which made me feel uncomfortable personally.

The students who needed help all looked comparable to me, but the help I received might not have been empathetic to first-generation students, and it was a more negative experience when I needed help the most. While I finished my undergraduate degree with over a 3.00 cumulative GPA, it was a result of my efforts to seek the right help. I studied alongside an education counselor who helped me navigate the courses I enrolled in and select what matched my majors. I had an open line of communication with him throughout my program, whereas while in California State school, I was solely fending for myself. Consequently, having individuals from diverse backgrounds that can be empathetic and preemptive to students' needs, especially for the students they serve, is essential to creating an inclusive campus culture. I want to be a higher-education administrator and teach in a higher education institution. It would allow me to comprehend how recruiting faculty members from diverse backgrounds by institutions could create an avenue for students to be more successful in their goals as higher education students.

Interpretive Framework

For this study, it was assumed that graduate institutions of higher education have faculty recruitment and retention practices that assist institutions in serving a diverse population of students with varying needs. The study had an ontological philosophical assumption and a constructivism paradigm. Creswell and Poth (2018) describe an ontological philosophical assumption as an issue related to the nature of reality and its characteristics. There are multiple realities to a particular subject, and faculty may have different experiences through the specific phenomena. How I experience reality can be different from others; however, the display, or lack

thereof, of diversity in the work environment is clear and visible through institutional

employment data. The constructivism paradigm focuses on individuals and the world they

interact with through life and work. Creswell and Poth (2018) explain that constructivist

individuals seek understanding of the world in which they live and work to develop subjective

meanings of their experiences towards certain objects or things. Utilizing different individual

experiences allowed the study to build multiple levels of data to create a greater understanding

and experience that diverse faculty face in a higher education setting.

Philosophical Assumptions

Understanding my personality was essential in understanding how different philosophical

assumptions would play a part in this research study. Identifying where a personal bias may exist

was beneficial as it could be bracketed from the results and give the reader a better understanding

of why this research was being completed. The three philosophical assumptions addressed below

are ontological, epistemological, and axiological.

Ontological Assumption

Ontological assumptions relate to reality and its characteristics. When conducting this

research, we embraced several forms of realities. Although through the eye of God, there is a

singular reality, individual people have a different sense of what that reality is or how to function

within that reality. For this study to be complete, researchers needed to understand and assume

without questioning that diversity is something real. Diversity is important in all aspects of life,

as there is a single reality, but experiences differ for each individual. The multiple perspectives

of people synthesize the single reality; however, each perspective of that reality must be

considered when uncovering equity throughout each component of life, including the university

setting. This study, thus ontologically, assumed that faculty diversity is real and could be guided

by reshaping recruitment and hiring processes.

Epistemological Assumption

Working in the higher education sector aids me in my understanding of the landscape of faculty in education. However, everyone will have distinctive experiences that need to be viewed. With epistemological assumptions, we narrow the distance between them and the participants. The team assumed that conducting research where participants work, study, and somewhat live is adequate to provide the subjective responses required. Creswell and Poth (2018) explain that the researcher needs to get close to the experience and assemble subjective evidence based on personal views. Working towards fostering faculty diversity in this study is assumed to be effective, and the longer it takes, the better the results.

Axiological Assumption

Every researcher in a study is important to the process, although qualitative researchers make it clear to know their values. This study axiologically assumed that it has values and the research team's biases and values are essential in the process. Students have access to the type of individuals that understand how to communicate with them or come from similar backgrounds, providing comfort to students that they are not alone. Additionally, institutions that promote and support diversity through action are necessary for institutions to not only say diversity is important but also show through action the benefits of diversity within a higher education setting. Understanding my personal view allowed me to bracket any bias within the data to clearly explain the results by eliminating any personal bias in the results.

Researcher's Role

As the role of researcher, I am an experienced higher education professional with 16 years of experience working in different capacities, such as financial aid, institutional research,

and accreditation. I am the current Director of Accreditation, Licensure, and State Authorizations at a graduate institution of Higher Education and a current Ph.D. Higher Education Administration student. I am currently employed at the institution where I conducted the research. I am in an administrative role, and while I work with faculty indirectly, I do not have direct contact with any faculty member who participated in the study. I have no oversight with them at all, and my role is behind the scenes with state licensure and boards, so I do not work with them directly. I was only concerned with getting their suggestions and moving forward. Therefore, any assumptions or bias that I brought to the study would not influence the data collected or the analysis and outcomes.

Diversity has been a focus of higher education in the past few years but is becoming a larger focus of institutions moving forward (Özturgut, 2017). Being from a diverse background, my interests are in understanding the perception of faculty at graduate institutions with diverse backgrounds regarding recruitment and retention of faculty. Learning about the faculty experiences with recruitment and retention through the university hiring process is a great milestone for my path of scrutiny.

Procedures

The study required securing Institutional Review Board (IRB) approval (Appendix A) through Liberty University and the host site (Appendix B) where the research was conducted. Once approval was received from both IRBs, recruitment of participants began. Participants were asked to participate in three collection methods, a survey, an individual interview, and a final focus group. Currently there are 67 full-time graduate level teaching faculty at The Grad School. For recruitment an initial email was sent to all 67 full-time graduate level faculty asking for participation interest. Representative faculty was selected from those indicating interest based

on three criteria, the first that they be a full-time faculty; second, they represent a diverse background; and third they teach in one of the 13 graduate level programs. A minimum of 15 to 20 faculty were selected for the study. Selection criteria was guided by faculty experience and identifying program faculty with diverse backgrounds, currently working or teaching at the institution. I considered participants from diverse backgrounds as anyone not considered or classified as Caucasian/White. Before allowing participants, I ensured they sign informed consent forms and authorize and familiarize themselves with the research inquiries.

The data collection method incorporated three qualitative approaches. A survey was administered to the participants. The survey was comprised of open-ended questions. Once the survey responses were collected and analyzed for initial themes on perspectives, each participant was scheduled for an individual interview. The participants were recorded through interviews via Zoom meetings. The recordings were then downloaded and saved to a drive on my laptop. A transcription of the recordings was generated from Zoom and reviewed. Each participant was asked to also review the transcription for inaccuracies, as this member checking would help ensure credibility. Once approved, the transcriptions were finalized and saved. The interview questions were friendly and open-ended to allow respondents to describe their detailed experiences with faculty diversity at The Grad School.

Next, all content was transcribed and coded into themes creating the basis of the final research product using the Zoom transcription software tool. After transcribing and having reviewed the final transcriptions, I analyzed the data using thematic analysis (Kiger & Varpio, 2020). This analysis allowed for evaluating the faculty diversity themes that were similar and allowed for any additional themes that arose. The themes helped to catagorize the responses and derive meaningful concepts from them. To test the validity of the data, I conducted member

checking and verified with the participants to confirm their truthfulness through respondent validation (FitzPatrick, 2019).

Lastly, a focus group session was conducted with at minimum eight of the faculty interviewed at the site. This focus group was guided by initial questions developed by the researcher and initial themes that were found from the survey and interview results. The focus group was recorded and transcribed using the Microsoft recording and transcription option on the researcher's laptop. Similar to the interviews, after transcribing and having reviewed the final transcriptions, I analyzed the data using thematic analysis (Kiger & Varpio, 2020) allowing for evaluation of the faculty diversity themes that are similar to the survey and interview results and allowing for any additional themes that may arise.

Permissions

All necessary permissions were sought, including IRB approval from both Liberty University and The Grad School. The Associate Vice President at the graduate institution provided permission to use and access the campus (Appendix C). Individual faculty were solicited via e-mail and asked, upon agreeing to participate, to sign a consent to participate (Appendix D). Site permission and IRB approval letters are found in appendices A and B.

Recruitment Plan

The graduate institution chosen is the main campus of The Grad School located in an urban area in Southern California. Initially, a recruitment and interest email was sent to all 67 full-time doctoral graduate level teaching faculty at the site. Before commencing the task and to help identify participants easily I requested a current list of all faculty and respective programs. An email describing the research purpose and requesting participants was sent to all graduate teaching faculty. The email addresses were obtained from the institution's directories and

department files. The researcher sought a heterogeneous group of participants of faculty members with equal representation from the institution's different graduate level doctoral program faculty. Each participant was required to identify as a diverse faculty member, meaning they are from race/ethnicity groups other than White/Caucasian. An initial e-mail was sent to all diverse teaching faculty explaining the research topic, process, and hypothesis and asking for participation. The order in which members from each faculty responded with interest in participating was the order in which they were included. Once the maximum number had been reached, any additional members interested in participating were put on a list and included if saturation numbers were still needed. Each participant was asked to complete a consent form that detailed their role as well as the researcher's role and expectations. From the initial email, a minimum of 15 and maximum of 20 survey respondents were selected and asked to participate in an individual interview. Again, the faculty selected were contacted using e-mail addresses obtained from the institution's directories and files with due permission. This step would justify the convenience sampling techniques used to identify suitable participants easily. To ensure the research can be generalized across all faculty and has appropriate representation, the study recruited at minimum 15 participants. In a qualitative case study like this, a smaller sample size is important so that a more in-depth understanding of the phenomena and themes can be easily determined (Yin, 2003, Stake, 1995, Creswell & Creswell, 2018, Creswell & Poth, 2018, & Dworkin, 2012). Faculty members were recruited from the main campus and each doctoral level graduate program at The Grad School.

Data Collection Plan

This study used multiple sources to collect adequate data to answer the research questions. Stake (1995) indicated that multiple data sources can help analysts to determine the

divergence of findings. Additionally, researchers understand the phenomena comprehensively by evaluating multiple perspectives. This study employed a survey (Appendix E), interviews, and a focus group to collect data (Appendix F). The above methods can support the collection of a great deal of data on the phenomena under study (Creswell & Creswell, 2018). In-depth gathering of data is critical during qualitative studies (Stake, 1995; Yin, 2003). Data analysis was based on Stake's (2005) approach to analyzing case study data. The qualitative research depended on different techniques to verify that the data was accurate and contained no bias. For this study, I performed a survey, interviews, and focus group interviews. The study utilized 15-20 individuals from the identified graduate institution.

Surveys Data Collection Approach

The first data collection approach was the administering of a survey. The survey's purpose was to gain a full understanding of current recruitment and retention practices and perspectives at The Grad School. The survey provided broad capability and the responses would give insight into the opinions, perspectives, and practices at the site. The survey consisted of open-ended questions so that emerging themes could be identified (Ponto, 2015). The survey was not used for demographic purposes only but to help in fully understanding the faculty experience as a whole. Using a survey allowed initial understanding, prior to conducting interviews and the final focus group, of the current campus perspectives (Ponto, 2015). The survey was administered through Google forms for easy tracking of each survey but also allowed each survey to be private and not record any individual identifying information. Survey information from the completed google forms survey was exported into excel for data-collection and for the purposes of identifying initial themes.

Survey Questions

The survey questions are as follows:

1. How long have you been a faculty member at The Grad School? (RQ1)

2. What program do you teach in? (RQ1)

3. Please describe the current faculty recruitment strategies used by The Grad School that support institutional success. (RQ1)

4. Provide an example of how The Grad School is successful in addressing diversity in recruitment. (RQ 1)

5. Describe how The Grad School is successful in addressing diversity in retention practices. (RQ 1)

6. Describe how faculty are supported at the institution. (RQ 2)

7. Describe the types of diversity training faculty receive. (RQ 2)

8. What opportunities do faculty have for professional development specific to diversity? (RQ 2)

9. Describe the promotion/increase process structure for faculty. (RQ 2)

10. Give examples of how faculty are representative of the students they serve at The Grad School. (RQ 2)

11. Describe any specific areas The Grad School can strengthen within their recruitment and retention practices to ensure they do away with any obstructive factors that deter faculty diversity. (RQ 2)

12. Describe your involvement as a faculty member with institutional planning. (RQ 3)

13. What challenges have you faced specific to recruitment and retention at The Grad School? (RQ 3)

Questions one and two established that each interviewee is a faculty member at the graduate institution verifying that they teach in a graduate level program. Questions three through five gathered initial perspectives recruitment practices and the participants thoughts of diversity within the hiring and retention practices at The Grad School. Questions six through 11 focused on perceptions of faculty support. The questions helped to determine the specific support The Grad School provides faculty. The questions sought to know some of the initiatives implemented by The Grad School to support or deter faculty diversity based on the respondents' opinions. Questions 12 and 13 would gain insight into the involvement faculty feel they have with institutional planning and if there are any challenges they have faced.

Survey Data Analysis Plan

The responses were organized, categorized, and themed in order to interpret and identify patterns. The thematic analysis helped guide and create an informed initial conclusion, as well as enhancing the quality of the data (Yin, 2018). Guided by Corbin and Strauss (2014) the survey analysis plan consisted of the initial collection of the survey responses. Following the collection of responses, they were then organized in a summary table by question, followed by developing general ideas and emerging themes (Strauss and Corbin, 2014). The emerging themes were then labeled and coded and a generation of beginning descriptions were conducted after the surveys were completed (Strauss and Corbin, 2014; Yin, 2018).

Individual Interviews

The purpose of interviews was to help bring personal values perspectives from the faculty to the study (Creswell 2013). Interviews for this research were social interactions with each participant and me. Before the interview process, after having read the informed consent, I briefed every selected respondent on the process and purpose of this research. For this study, we

met using Zoom technology. Additionally, as a precaution against data-gathering issues, the interviewer also recorded the interview through a sound recording device (smartphone) that allowed for playback and provided alternatives during analysis in case therewere any malfunctions with the physically collected data.

Individual Interview Questions

1. Please introduce yourself including your role at The Grad School. (RQ 1)

2. What are some of the things you value the most about being a faculty at The Grad School? (RQ 1)

3. Describe your views on diversity within higher education? (RQ 1)

4. What are your expectations with faculty diversity issues in any higher learning institution? (RQ 1)

5. What, as a faculty member, are your experiences with diversity issues related to the hiring process by administration? (RQ 1)

6. Explain why you think The Grad School supports or does not support faculty diversity? (RQ 2)

7. Please give examples to support your perspective. (RQ 2)

8. What type of programs are available for faculty that promote diversity? (RQ 2)

9. Describe what programs work best within the institution that promote diversity for faculty and students? (RQ 2)

10. What facilitative support for faculty diversity do you think The Grad School should provide and discuss during their meetings? (RQ 2)

11. What support does The Grad School provide faculty, specific to understanding and promoting diversity? (RQ 3)

12. What resources are available to faculty that support individual well-being, promotion, and retention within the institution? (RQ 3)

13. What do you think are the facilitative and obstructive experiences of faculty and how are they considered during institutional planning? (RQ 3)

14. Explain how The Grad School faculty are representative of the students they serve? (RQ 3)

Questions one through five established that each interviewee is a faculty member at the graduate institution and how each faculty member perceives their role as a faculty member. The hope for the interviews was that no further questions would need to be added, and being able to verify what program each faculty member teaches in would allow each interview to take place as structured.

Questions six through ten helped provide information from each faculty member participating in the study. Kaplan et al., (2018) describe challenges in recruiting diverse faculty for medical programs. While the institution is not a medical school, they provide health care programs for professional counseling and psychology. Each question aligned with understanding and uncovering how the diverse faculty members feel they are supported on the recruitment, as well as gathering perceptions of each individual regarding thoughts of diversity within the higher education landscape.

Questions eleven through fourteen had the institutional focus as the aim of the questions. The questions helped uncover any diversity climate issues within the institution. The questions sought to know some of the initiatives implemented by The Grad School to support or deter faculty diversity based on the respondents' opinions. Assessing the current climate was an important step in uncovering how the faculty feel about the institution's processes to help and aid

diverse and underrepresented faculty (Kaplan et al., 2018). While the interview was not used to build why the research is needed, it lent to the outcome of why this research is important and uncovered the processes that either aid or inhibit diverse faculty from being successful in their role as a faculty member from a diverse background.

Individual Interview Data Analysis Plan

Using Strauss and Corbin (2014) guide to qualitative research, initially transcribing, organizing and preparing the data occurred, followed by looking at the data collected and identifying initial tone and general ideas that would easily be categorized into themes (Yin, 2018). The different processes of data analysis included aggregation, identifying patterns, and making generalizations (Corbin and Strauss, 2014). In addition, reflections on the researcher's approach to interpreting information and understanding the issue or phenomenon are critical (Stake, 2005; Yin, 1994). This researcher described interpretations based on theoretical statements. Patton (1999) provides a framework for coding interview responses to form themes by reconciling multiple perspectives. The researcher manually coded the responses and determine themes and patterns (Stake, 2005; Yin, 1994). The data from interviews was analyzed using the pre-stated thematic analysis method. The first step in the analysis was to eliminate prejudices and develop the overall perceptions of the information. I then found recurring themes as I examined the responses spontaneously instead of tackling the findings with a preset structure. My objective was to uncover trends in the data collection that are identical to all participants. Generally, the thematic content evaluation aims to uncover commonalities in a large amount of material (Stake, 2005; Yin, 1994; Strauss and Corbin, 2014).

Focus Group Data Collection Approach

The final collection approach was a single, scheduled focus group session with at minimum eight of the faculty interviewed from The Grad School. Including a focus group as part of the study complemented the data collection methods by providing additional in-depth information (Creswell et al., 2016). The main purpose of this focus group was to draw upon the participants perspectives, experiences, and overall reactions to recruitment and retention practices at The Grad School. Using this focus group as the final data collection assisted in creating triangulation. The intention of the focus group was to provide a final source of evidence that showed collective responses from the group of faculty participating. The focus group took place on the campus and was recorded and transcribed using the Microsoft recording and transcription option on the researcher's laptop.

Focus Group Questions

1. Describe your experiences with the recruitment and hiring practices at The Grad School, specific to issues related to diversity. (RQ 1)

2. Describe your experiences with the retention practices at The Grad School, specific to issues related to diversity. (RQ 1)

3. Give examples of the types of programs that are available for faculty that promote retention at The Grad School. (RQ 2)

4. Give examples of the types of programs that are available for faculty that promote diversity at The Grad School. (RQ 2)

5. Describe how the faculty are or are not representative of the diverse students they serve at The Grad School. (RQ 3)

6. Describe your involvement with institutional planning. (RQ 3)

Questions one and two focused on the recruitment process at The Grad School and help

to further uncover major themes related to the hiring and recruitment process specific to hiring

and retaining diverse faculty. Questions three and four gathered the perceptions of the group

regarding thoughts on how the institution promotes diversity and what support faculty receive.

Finally, questions five and six sought to assess the current overall climate of diversity on the

campus.

Focus Group Data Analysis Plan

Leech and Onwuegbuzie (2007) suggest using an analytical technique for focus group

data that incorporates constant comparison. The focus group data analysis consisted of using

descriptive and reflective notes based on the experience, for comparison and analysis. Strauss &

Corbin (1998) describe three stages for constant comparison that were utilized. The first was

putting the data into smaller categories and attaching a descriptor for each category, then coding

each category, followed by developing the themes that arose from the focus group (Strauss &

Corbin, 1998). The purpose of the focus group was to delve deeper into the topic of the study and

provide a dynamic opportunity for the study participants to social interact and provide deeper

and richer data that may not have been obtained from the survey or one on one interviews

(Sandelowski, 2008; Strauss & Corbin, 1990). Once the focus group session was complete, the

final recording was transcribed. The data was then analyzed and coded for previous themes, as

well as noting any new themes that may have arisen. This step used constant comparison of all

themes (Strauss & Corbin, 1998). Finally, understanding that the phases of analysis and their

interactions are a nonlinear cycle of compiling a database, disassembling data, reassembling

data, interpreting data, and concluding the data is necessary for identifying themes from the data

(Yin, 2011). The data was interpreted for patterns using the conceptual lens of CRT and explored

how faculty at The Grad School perceive their experiences with hiring, retention, and diversity practices. The findings from the focus group were themed and correlated and then aligned with both the survey and interview themes.

Data Synthesis

Final synthesis of the data incorporated a thematic synthesis approach for qualitative data synthesis that adapts and combines approaches coding findings into descriptive and analytical themes with a grounded theory as a basis (Strauss & Corbin, 1990; Strauss & Corbin, 1998; Sandelowski & Barroso, 2002). This inductive approach developed themes by using a continuous comparison method (Strauss & Corbin, 1998). Therefore, using a thematic synthesis, I combined the CRT grounded theory with the descriptive themes that arose from the survey, interviews, and focus group. This process addressed themes relating to current perspectives, need, relevance, and future adaptability (Strauss & Corbin, 1998), enabling the themes to be easily compared and related back to the theory. Each data collection: survey results, interviews, and focus group, were manually coded and categorized (Strauss & Corbin, 1990; Strauss & Corbin, 1998; Yin, 2011; Sandelowski, 2008).

Initially, inductive coding were used with the first set of codes being assigned from the survey results (Strauss & Corbin, 1990; Strauss & Corbin, 1998; Yin, 2011; Sandelowski, 2008). The qualitative dataset was broken into smaller samples, read through, and assigned codes (Strauss & Corbin, 1998). The dataset was reviewed again, and additional or new codes applied if there were some themes that did not align. Another review wasthen done determining the final codes to be used for the second and third data collections. Once the survey had been coded and themed, deductive coding was used from the already identified codes for the interviews and focus group (Strauss & Corbin, 1990; Strauss & Corbin, 1998; Yin, 2011; Sandelowski, 2008).

All themes were manually coded using an Excel spreadsheet that categorized all codes. In addition to the categories, the spreadsheet incorporated a label for each code, a description of the themes, the date it was coded, and additional notes on how the code may relate to other codes in the analysis. Each code was generic enough to apply multiple comments, yet specific enough to be useful in the analysis. Both positive and negative themes were captured, avoiding commonalities with group responses being based on overall themes not wording (Strauss & Corbin, 1998). Finally, themes were ranked based on how often they arose and given a level of importance, creating a hierarchical frame for the codes, which allowed for flexibility, and ensuring the result can be used in different contexts covering all topics and insights that may arise from the themes (Strauss & Corbin, 1990; Strauss & Corbin). Maintaining accuracy was a priority; this was established by using consistent coding throughout the process.

The above process of thematic analysis occurred after each data collection. Once the interview data had been analyzed and coded the themes were grouped with the survey themes. Once all three collections had been coded, all results were combined to find common themes and ideas that developed from the surveys, interview, and focus group, allowing for constant comparison of each data collection and important themes (Strauss & Corbin, 1998). A final analysis document was produced highlighting the important and reoccurring main themes from all three collection methods. This final analysis document was used to inform the research findings and future research possibilities.

<center>**Trustworthiness**</center>

Establishing trustworthiness in research was an integral part of this study to maintain that the findings are accurate and can be duplicated. Ang et al. (2016) explain that trustworthiness, in regard to the concepts of validity and reliability, is a crucial concern in ensuring the quality of

qualitative research. Trustworthiness was established through credibility, transferability, dependability, and confirmability.

Credibility

To achieve credibility both triangulation and member checking was used. Triangulation was obtained by verifying the research findings through the multiple methods of data collection, from the participants in the survey, interviews, and focus groups (Carter, et al., 2014). Triangulation was used to help validate the findings by checking that the different collection methods produce the same or similar findings. Triangulation enhanced the rigor of the study by collecting data from multiple sources, which will achieve credibility (Carter, et al., 2014). Member checking was also used to help achieve credibility by having the participants in the study validate the themes and results. Having the participants provide feedback on the credibility of the findings and interpretations was key to member checking and credibility (Creswell & Poth, 2018). Member checking increased reliability of the study because it verified the themes built upon the participant accounts. Coleman (2022) explains that member checking is a validation tool in qualitative research responsible for respondent validation, a technique for exploring the credibility of the results.

Transferability

It is not expected that qualitative research be generalizable; therefore, transferability works to assure that the study findings are applicable to similar settings or individuals. Transferability was achieved by providing thick descriptive data. Lincoln and Guba (1995) describe thick descriptions of data as being very detailed so that the research findings have applicability in other settings. By using three data collection methods, there was an abundance of

data that enabled the researcher to use this rich, descriptive data to present findings that can be useful to other studies, faculty, and institutions.

Dependability

According to Creswell and Poth (2013), they consider dependability in qualitative research to be reliability, meaning that the research, if conducted under the same or similar circumstances, will achieve similar findings. Dependability of the qualitative data was demonstrated through assurances that the findings were established despite any changes within the research setting or participants during data collection. Therefore, to achieve dependability, I documented the research design, the implementation, the methods, the details of the data collection, and provided a thoughtful evaluation of the study (Yin, 2014). Yin (2014) notes that the above process increases dependability by increasing the transparency of the research (Yin, 2014). Additionally, rigorous data collection techniques and procedures ensure dependability of the final data set.

Confirmability

Triangulation, audit trail, and member checks ensured confirmability. Through using triangulation neutrality and objectivity is guaranteed and researcher bias eliminated. This also ensured the research remained objective and an accurate reflection of the participants involved. Additionally, I used a data audit prior to analysis and an audit trail as the assessment method of confirmability (Power, 2021), which facilitated detailing all procedures and methods used and checked the biases and mistakes made. As discussed, member checking interviews ensured confirmability. It also ensured the research remains objective and accurately reflects the participants involved.

Ethical Considerations

In qualitative research, the interpretation of the data and conclusions are more subjective and can make reproducing of the data more difficult to maintain, which is why it is important to consider possible ethical issues (Creswell & Poth, 2013). Both Yin (2014) and Stake (2005) express the importance of considering multiple perspectives in qualitative research. Failure to think about such ethical considerations could lead to issues of data protection and anonymity (Yin, 2014; Stake, 2005). Site access was approved through consent from a national Associate Vice President at The Grad School. Participant access was provided by The Grad School information technology department as detailed in the recruitment procedures. There were no risks to the participants, and they had the option to decline participation at any stage in the study. The benefits included helping the institution understand its current practices and opportunities for improvement. To guarantee anonymity and confidentiality each participant in the study gave consent through a consent form that detailed the role of each participant. Each participant from the site was assigned a pseudonym through the assignment of number to ensure anonymity and confidentiality. During the focus group session groupthink needed to be prevented. Groupthink can impact or hide an individual's response or thought. Bénabou (2013) identifies that groupthink tends to occur when individuals have experienced recent changes that may have altered the way they do things. It was important to keep this in mind when scheduling the focus group. Additionally, to help avoid groupthink, the researcher avoided questions that could drive conformity and immediately handled any dominant participants.

All data gathered was housed on a hard drive that required a password to access, and the information was encrypted. Additionally, IRB approval ensured voluntary, ethical, and

confidential treatment of subjects. Finally, three years after the study is complete and final, all data will be destroyed per U.S regulations.

Summary

This chapter focused on the methods of the research. Through a qualitative approach, a collective case study was used within this research to collect and analyze the data. IRB and site approvals were secured and documented. Participant recruitment considered all faculty that meet the study criteria. The Grad School, located in an urban area in Southern California, acted as the site, providing access to full-time faculty that teach at the graduate level and helping advance the purpose of the study, to understand the university hiring process and potential gaps in relation to hiring and retaining diverse faculty. Data collection occurred using three qualitative methods, survey, interviews, and a focus group. All results from the data collection methods were transcribed and coded for themes. These themes were used to help understand the current practices and explore potential future opportunities for recruitment and retention of diverse faculty. Trustworthiness of the study took place through credibility, dependability and confirmability, and transferability. The ability to transfer and repeat the study will focus on maintaining trustworthiness throughout the entire study for it to be repeated if needed. Lastly, I considered ethical considerations to eliminate any bias from myself and limit the groupthink mentality to allow for individual feedback and experience.

CHAPTER FOUR: FINDINGS

Overview

This chapter presents the findings of the case study conducted to explore diverse faculty recruitment and retention practices in a graduate higher education institution and includes a description of the participants along with the reporting of the data. The objective was to examine the initiatives and strategies that have been implemented by the institution to understand the approaches in place to recruit and retain diverse faculty members. The data collection methods included a survey, interviews, and a focus group. The findings are organized into three main sections: faculty recruitment practices, faculty retention practices, and challenges faced in diverse faculty recruitment and retention.

Participants

Participation within this study as described in chapter three relied on a convenience sampling to recruit participants that consisted of diverse faculty members at the institution. The faculty participants had been employed in the role for a minimum of three years and working within a graduate program as a fulltime faculty member. A total of 15 participants were recruited for participation that spanned four separate graduate programs and each participant was verified as meeting the participation criteria. Table 1 describes the participants; a pseudonym was assigned to protect the confidentiality of the participants.

Table 1

Faculty Participants

Faculty Participant	Diverse	Years Taught	Program Level Taught
P1Avery	Met	3+	Graduate
P2Ayden	Met	3+	Graduate

P3Beatrice	Met	3+	Graduate
P4Breanna	Met	3+	Graduate
P5Caleb	Met	3+	Graduate
P6Colton	Met	3+	Graduate
P7Daisy	Met	3+	Graduate
P8Dakota	Met	3+	Graduate
P9Ella	Met	3+	Graduate
P10Ethan	Met	3+	Graduate
P11Faith	Met	3+	Graduate
P12Frank	Met	3+	Graduate
P13Grace	Met	3+	Graduate
P14Grant	Met	3+	Graduate
P15Heather	Met	3+	Graduate

Results

The following results and identified themes were combined, synthesized, and produced from the survey responses, interview transcripts (Appendix G), and focus group transcripts. Four main themes emerged, additionally the first and third theme produced two sub-themes. The

themes are ordered by the number of times they came up and their significance. Table 2 is a

representation of the themes to be discussed.

Table 2

Identified Themes

	Themes	Sub-Theme 1	Sub-Theme 2
Theme 1	Diverse Faculty Hiring	Purposeful Action to Recruit Diverse Faculty	Diversity Hiring Needs Focus
Theme 2	Diverse Faculty Recruitment Should Support and Represent the Student Population		
Theme 3	Diversity is Welcome and Wanted	Diversity Challenges Still Exist	Lack of Faculty Participation in Institutional Planning
Theme 4	Diversity in Administration		

Diverse Faculty Hiring

Faculty recruitment proved to be an important and essential theme of the research. This

component of the findings showed an importance surrounding faculty to not only be qualified,

but also contribute to the institution they work for in a multitude of ways, from serving on

committees, to conducting research. It was noted that a majority of the faculty had the same

background and were, therefore, not always able to provide firsthand experience when it came to

creating a diverse learning environment for the students that the faculty serve. While recruitment

of diverse faculty was noted as an aspect that was focused on by the institution, there still seemed

to be a lack of successful recruitment. P8Dakota noted that, "I just learned, for example, that the

institution has a bad reputation among the members of the Association of Black Psychologists,

and they won't work here." Having this external reputation may be an additional deterrent for the

institution. The institution did provide interview committees support by having a qualified and trained diversity officer in all faculty interviews; however, the respondents felt that there was not much being done to encourage diverse faculty candidates to apply and be recruited for open faculty positions. P11Faith stated, "Right now, I'm the only person of color in my department and campus, which is a lot to say but not because they don't hire more people of color but because they are not recruited appropriately." P4Brianna noted that "To get diverse representation is very hard. We utilize a diversity person on hiring committees but right now we finally have a candidate of color applying and we are trying to secure them, but the institution is not helping us, which we might lose them because they are not helping us with the hiring process." Many of the study participants stated that they were unaware of anything specific being done that was intended to recruit diverse faculty; however, they did recognize that there were diversity-based questions within the interview process.

Purposeful Action to Recruit Diverse Faculty

The faculty members that participated expressed that they are aware of institutional actions that may support diversity. However, it is not enough to have a diversity statement and say the institution supports diversity; there needs to be actions to show that the actual support exists in more than just statements. Many participants did not know of programs or ways the institution supported diversity with faculty other than offering campus-wide presentations to stakeholders. It was noted that these presentations were not solely focused on diversity initiatives within the institution to follow or adopt, but rather they focused on current national issues of diversity and on the importance of diversity for students. P4Brianna stated, "We have a faculty of color applying, and we are trying to secure them, but the institution is not helping." Respondents felt that there was not purposeful action to recruit diverse applicants as P15Heather

stated, "I was trying to hire a diverse member and had to do a lot of the DEI related consults and work myself, because HR and headhunters were not doing anything related to this." P15Heather continued, noting that other departments at the institution do not assist, "Same for admissions, we were doing the groundwork, and it was expected of us to do that." Overall, the participants felt that there was a lack of purposeful action and support from the institution.

Diversity Hiring Needs Focus

While the institution is supportive in how they describe diversity, and has a diversity hiring manual, many of the functions surrounding diversity throughout the institution are not apparent or observed by all faculty members. The participants explained that faculty are provided with a curriculum, and it does have aspects of diversity that they are expected to teach. However, there are sometimes areas where faculty may not feel supported or enabled to progress and discuss additional diverse ideas or work. P5Caleb states, "Being able to match people with areas of research interest is really a challenge, and I think this is very illustrative because I am the only one in my department with a research agenda." It would benefit both the students and the institution if there were a diverse faculty body that students could easily relate to and share experiences with while completing their research. P12Frank added, "In our program, the demographics of the student body are not well-reflected among the faculty," and P7Colton added, "I would love to say our program faculty reflect the student body, but until we can add more faculty of color, I can't." As Llamas et al., (2021) found, students align more towards faculty that reflect themselves in order to help progress through their programs. Therefore, with the lack of diverse faculty at The Graduate School, students have limited choices for their research.

Diverse Faculty Recruitment Should Support and Represent The Student Population

It is evident that the institution wanted to support diversity as it has published diversity statements, a diversity recruitment manual, and an institutional learning outcome specific to diversity. The institution also promotes diversity through its academic programs, each having learning outcomes specific to diversity. However, when it comes to the recruitment, support, and retention of diverse faculty, there appears to be a need to enhance these practices in order to fill roles and retain diverse faculty that are reflective of the student population individual programs serve. P11Faith said, "We talk a lot about diversity on the campus and there is a sense of support through all the talk, but when it comes to actually hiring and keeping faculty, we are not successful." As P7Daisy highlighted, "I recall talking with them during an interview and explaining that I do not phenotypically represent the demographic of the location, and the response was, 'oh well, you know, a lot of the campus leadership is like that too'." This statement not only supports the fact that faculty do not necessarily represent the students they serve, but that the campus administration does not either, as noted in the fourth theme.

Diversity is Welcomed and Wanted

The participants expressed that diversity is key to the success of both the faculty and the students. Faculty want more diversity among their peers and administration. They noted that while challenges are present that may limit the access to increase the number of qualified diverse faculty, such as financial restraints, or resources, there is still a desire to emphasize increasing diversity in the faculty ranks. P2Aayden explained, "I saw the representation from all areas of populations and groups, whether they're minority or not and I would like to see faculty for students that relate to them that look like them, that they well, they feel represented." P9Ella also noted, "I am the only faculty of color in the department, and other than our students, I would welcome more diversity in the faculty ranks for not only numbers but actual representation and

perspective of the world we live." The participants want and would welcome solid recruitment and retention practices at the institution, as they noted this would help them support the diverse student population.

Diversity Challenges Still Exist

Institutional changes are part of the higher education landscape, and those changes bring uncertainties amongst the faculty and the role they play in a new structure, new leadership, or strategic plan. Faculty are hesitant about certain changes especially when they are not a part of the discussions around the need for the changes. When faculty are not involved it creates more of a gap with diversity amongst faculty, as changes in programs limit the programs hope to increase diversity. P3Beatrice explained when discussing how institutional changes take place, "I know there's some things that are going to take time to get used to, but I think the whole implementation, the whole rollout, everything, it had a lot of hiccups, and it left a lot of anxiety and stress on the faculty and staff."

Lack of Faculty Participation in Institutional Planning

The participants noted that faculty representation exists through various forms of institutional planning, primarily on committees that are given plans after they have been drafted. The overall feeling is that planning is accomplished through proxy of one individual. One person is expected to represent all program faculty through a faculty governance structure. P1Avery stated, "Most planning is at the administration level faculty aren't included until decisions seem to have already been made and then it's more of information, no real discussion or shared governance." Lacking more faculty feedback exhibits further disparity of diverse faculty within the graduate programs. Explaining this further was P8Dakota, who contributed to diversity efforts with subcommittee participation dealing with diversity, inclusion, and equity initiatives

but not institutional planning, "I serve on the Faculty Equity Committee and the Multicultural Diversity Advisory Committee, both of which are subcommittees of the Southern California Faculty Council. I also serve on the Diversity Advisory Board, but these committees do not work together, nor do they participate in larger institutional planning committees." This presents a disconnect between faculty, committee work, and the larger planning and decision-making of the institution.

Diversity in Administration

The final theme found was that of a want for diversity among institutional leadership and higher administration. Therefore, like students wanting to have diverse faculty they can relate to, faculty too would like diverse administrators that they can relate to. P1Avery states,

> Well, when we think about the cons or the other side of the fence, like I said, for faculty, if you look up and like from the department chair level and higher, everybody's more one type of person and some people do feel like that's not good representation of what's really going on within the university.

During the analysis, it became clear that diverse representation from administration is lacking. After this theme presented itself, a look into the leadership structure was conducted. All senior leadership, including the CEO/President, five Vice Presidents/Chiefs, six Associate Vice Presidents, and four College deans are not from diverse backgrounds. It is not until middle management with associate and campus deans, and director level that there is diversity presented. P4Brianna said, "They could actually work on having more diverse higher uppers and actually caring about it, or actually listening to faculty by respecting shared governance, which they do not." P6Colton stated, "However, I am only talking for my department. They do not act

in the same way for leadership positions. Most leadership is White." This theme is important to note as it is representative of the planning and decisions made at the institution.

<div align="center">

Research Question Responses

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The participants' responses provided answers for the research questions this study was based upon. The research questions were designed to address the main aims of the research, and participant responses provided valuable insights into the topic.

Research Question One

What are the experiences faculty face during the recruitment/hiring process at their institution? Faculty members, whether they are applying for a new position or participating in the hiring process at their institution, can face various experiences and challenges. These typically include the initial application, interviews, and the overall hiring process. Throughout this process, institutions tend to prioritize the procedural aspects rather than actively promoting the inclusion of diverse applicants. The faculty members in this study emphasized the importance of having a diverse pool of faculty members, not only to enhance the programs but also to reflect the student population, indicating that more is needed than simply having diverse search committees. P6Colton stated, "They make sure that we have diverse people in the search committee, that seems to be where it ends." Although many aspects of the hiring process are designed to be inclusive, there is a lack of deliberate efforts to recruit diverse faculty. P4Brianna succinctly summarized the responses by stating, "I personally don't believe they are successful in terms of addressing diversity in recruitment. They rely on faculty to share links to ethnic and racial minority psychology associations, but I haven't seen much else." The first identified theme, along with the two related sub-themes, diverse faculty hiring, with purposeful action to recruit diverse faculty as well as having a clear focus on diversity hiring needs provides an

answer to this question. Overall, this research reveals that there is a need for more focused diverse faculty hiring, with deliberate action to recruit diverse candidates and a clear focus on diversity hiring.

Research Question Two

How do institutions of higher education support recruitment of diverse faculty? The research showed that The Grad School expresses a desire to recruit faculty members from diverse backgrounds. However, to do so it is important to approach the recruitment process with deliberate intention. P10Ethan noted that while there are discussions surrounding diversity, it often feels like a mere formality rather than a thoughtfully planned initiative, stating, "There are questions we are asked surrounding diversity, but nothing intentional seems to be a focus, more as though things are being asked as a check box rather than being intentionally and strategically planned for." The findings of this study indicate that the first theme, along with its sub-theme, provided a broad answer to this research question, highlighting the need for purposeful action in hiring diverse faculty. Additionally, the respondents emphasized the importance of diversity and expressed a strong desire for it, which emerged as the third theme. These themes collectively provide the most comprehensive response to the research question.

Research Question Three

How do institutions of higher education support recruitment of diverse faculty? Institutions of higher education understand the significance of attracting diverse faculty in order to foster inclusive and enriching academic environments. To facilitate the recruitment of diverse faculty, institutions employ various strategies and initiatives some of which include the development of diversity statements and plans, the formation of diverse search committees, diversity and inclusion training, and workshops for professional growth. By implementing these

strategies and others, higher education institutions can better support the recruitment and retention of diverse faculty members and create campuses that are more inclusive, equitable, and conducive to a positive student experience. The findings of this study indicate that faculty members recognize the importance of embracing diversity and its positive impact on institutional growth and student support. However, the data also suggests that faculty members have to actively seek information and resources related to diversity, rather than receiving assistance from the institution. As P9Ella stated, "Those opportunities are available, but if you don't actively seek them out, you may not be aware of them." Overall, the faculty participants believe that recruitment opportunities are accessible, but there is an expectation for faculty members to proactively seek these opportunities, rather than expecting assistance from the institution. It was also during this question that the second theme of this research, which focuses on the need for diverse faculty recruitment to align with and represent the student population, further emphasizes the faculty's belief that they currently do not adequately represent the student body became clear. As P2Aayden and P9Ella respectively stated, "I would like to see faculty for students that relate to them that look like them, that they well, they feel represented." and "I am the only faculty of color in the department…I would welcome more diversity in the faculty ranks for not only numbers but actual representation and perspective of the world we live." Therefore, it is crucial to establish better recruitment practices to ensure the hiring of diverse faculty who can effectively meet the needs of students.

Sub-Question One

What are the overall obstructive experiences of faculty? In general, the faculty members who participated in this study reported a lack of support and inclusivity. Specifically, both P4Brianna and P15Heather noted that they are expected to fulfill certain recruitment and

admission tasks without sufficient institutional support. P4Brianna stated, "We have a faculty member of color who is applying, and we are trying to recruit them, but the institution is not providing assistance." Similarly, P15Heather remarked, "We were responsible for laying the groundwork, and it was expected of us to do so." Additionally, faculty members expressed concern about the lack of diversity in the administration, as highlighted by P6Colton's observation that "most leadership is White" in theme 4. Finally, faculty members felt that institutional changes were not inclusive of faculty participation, as shown in the third theme's second sub-theme. These challenges can significantly impact faculty recruitment and retention efforts, leading to high turnover rates and decreased morale. The data also revealed that institutional restructuring affects faculty members' perceptions of support within their department and the institution as a whole. P11Faith stated, "Our department was not very diverse to begin with, and with some recent changes, I am now the only person of color in my department." Addressing these challenges requires a comprehensive approach that includes systemic changes, transparent policies, supportive work environments, and an ongoing commitment to diversity, equity, and inclusion. Ultimately, theme 4 and the second sub-theme of theme 3 provide answers to this research question.

Sub-Question Two

How are these experiences considered during institutional planning? Institutional planning in higher education involves strategic efforts to address various challenges. Planning should also work to create an environment that supports faculty recruitment, retention, and overall success. Therefore, the perceptions and experiences of faculty should be given due consideration during this planning process. The participants this study expressed that while faculty members have a role within the institution and are represented on various committees,

they noted that their understanding of planning and functions related to changes at the institution primarily comes from their participation on these committees. For example, P14Grant stated, "I have been asked to participate on committees, and I was asked to participate on the only diversity one I believe we have, but being diverse seems to make that a job of diverse individuals." This statement suggests that faculty committee work is often assigned by leadership rather than being a collaborative effort to provide feedback and input regarding institutional planning. This issue of faculty participation in institutional planning is addressed in the study's third theme, sub-theme 2, which highlights a lack of faculty involvement. By considering the experiences and needs of faculty members throughout the institutional planning process, higher education institutions can create a supportive environment that attracts, retains, and empowers a diverse and talented faculty community.

Summary

Utilizing faculty members as research participants provided insight into the current practices of recruiting and retaining diverse faculty at The Graduate School. There were four clear themes that developed through the research. These themes show that while the institution supports the concepts of diversity, there is still work to be done to make sure the institution is reflective of the diverse students it serves. The main themes discovered were centered on diverse faculty recruitment and retention, along with welcoming diversity amongst the faculty in all graduate programs but recognizing that issues with faculty diversity still exist, and the lack of diversity among senior leadership. Because the institution serves a very diverse student population, it is important to have diverse faculty that are representative of the students, as well as diverse leadership. Knowing there is a lack of diversity among both administration and faculty makes it clear that recruitment and retention efforts need to be reviewed and improved.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this collective case study is to understand the faculty experience with recruitment and retention through the university hiring process for faculty at The Graduate School located in an urban area in Southern California. In analyzing the data there were unique themes that emerged. This chapter will provide a discussion of the findings that includes the interpretations and implications for policy and practice, theoretical and methodological implications, limitations and delimitations, and recommendations for future research.

Discussion

Through the literature and the data analysis it became clear that recruitment and retention of diverse faculty is important to the success of an institution's students (Taylor et al., 2022). Because students come from diverse backgrounds, faculty should also be diverse to be representative of the students they serve. There proved to be a strong focus on diversity in the faculty population at the institution and a desire for not only faculty diversity to increase, but administration diversity as well. To shape the intellectual landscape of society and prepare the next generation of scholars and leaders, recruiting and retaining a diverse faculty body that reflects the richness of the student body should be a focus of higher education institutions. While there are plans in place to further diversity at the institution, those same plans must be purposeful and acted upon. They also need to be inclusive and have specific goals to tie in with success. This will be further explained through the interpretation of findings, implications for policy or practice, theoretical and empirical implications, limitations and delimitations, and recommendations for future research.

Interpretation of Findings

There were four themes identified within the findings of the research. The four themes identified were: (a) Diverse faculty hiring, containing two sub-themes, purposeful action to recruit diverse faculty and diversity hiring needs focus; (b) Diverse faculty recruitment should support and represent the student population; (c) Diversity is welcome and wanted, with two sub-themes, diversity challenges still exist and lack of faculty participation in institutional planning; and (d) Diversity in administration.

Summary of Thematic Findings

The following interpretations support the thematic findings. Each interpretation provides additional insight into the themes found and provides connections in the study where applicable.

Hiring Concerns. Diverse faculty hiring in higher education institutions is a focus through possible policy and institutional needs; however, there are concerns centered around hiring diverse faculty members as noted by the participants in this study. P4Brianna and P15Heather reinforced this concern stating "…we are trying to secure them, but the institution is not helping," and "…had to do a lot of the DEI related consults and work myself…" respectively. External reputation is also a concern as noted by P8Dakota again noting that "…members of the Association of Black Psychologists…won't work here." As seen in the literature (Baker et al., 2019; Goforth et al., 2016) faculty diversity is key to the success of an institution; faculty are the capital an institution should invest in in order to help students succeed. Pifer et al., (2019) supports the need to hire faculty from diverse backgrounds which correlates with the findings that it appears to be essential, especially when it aligns with the student population served; however, there is clearly a discrepancy in diverse faculty hiring and retention of diverse faculty based upon the data collected.

Inclusive Practices. The data collected indicated there is a need to be purposeful in action to facilitate the hiring of diverse faculty rather than clearly being open to hire and retain faculty from diverse racial backgrounds. As Dixson and Rousseau (2006) found through their research in Critical Race Theory (CRT), when institutional rules and policies address inequities, benefits of racial equity can occur. Historically, policies created and implemented in the education system support the structure that advances the interests of the privileged Whites (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010). Creating inclusive policies and procedures that support the recruitment and retention of diverse faculty was found to be a key interpretation and one supported by both the data and CRT literature.

Faculty Diversity and the Student Experience. The student population served at the institution are not reflected within the faculty ranks. P12Frank and P7Colton provided evidence that there is a clear discrepancy with the total amount of faculty members and how the racially diverse faculty members total does not reflect the population or ratio of diverse students within the respective academic programs. While some graduate programs have a better ratio of racially diverse faculty for the student population served, there are still observed challenges in meeting the students' needs in this area. Taylor et al. (2022); Llamas et al. (2021); Nevarez et al. (2019) found that faculty diversity is directly correlated and influences student experiences in the classroom and their overall success. Diversity among faculty is essential to improving both student success and the overall climate of the institution (Llamas et al., 2021). Based on the literature and the interpretation of the research themes, while the faculty are not as diverse as the student body, it is not evident that this leads to students being unsuccessful at The Graduate School. Additional data and research that directly correlates faculty and student success would be

needed in order to make the claim that students would be more successful if they had a more diverse faculty pool instructing them.

Faculty Participation. Institutional changes are expected to occur as education advances. In addition to program changes, there are also external requirements such as adopting new federal regulations and standards, accreditation changes, and even state board changes. However, as the participants noted, when institutions make changes there needs to be inclusion and involvement from the faculty ranks, where faculty are solicited for feedback and input. P1Avery supported this claim by stating, "...faculty aren't included until decisions seem to have already been made…" While there appears to be some form of availability for faculty to provide feedback or input at The Graduate School, it happens more so in a localized feedback loop, where it is only shared with a direct supervisor. P6Colton, "I am involved mostly in my department. I do not plan for the institution, just for us as a department." P9Ella supported this finding as well by stating,

> On the ground at my campus, I've done things very strategically and specifically as it relates to DEI, but in terms of the larger organization, I've had no role. I am in a unique position being considered faculty administration, but I would say that in terms of institutional planning at the national level, we haven't been included as faculty in any meaningful way.

Other opportunities, such as committee participation, occur as P8Dakota stated; however, faculty are not always aware of their options to participate other than when they are assigned to participate on a committee based upon their background. For instance, the institution does have a diversity board committee where representatives were asked to participate and most of the members that serve on this committee are from a racially diverse background. "I serve on

committees… these committees do not work together, nor do they participate in larger institutional planning committees," said P8Dakota. The data also presented a concern that because faculty are from diverse backgrounds, they are expected to be a part of these committees and support diversity initiatives. This practice of expecting faculty to be involved based solely upon their racially diverse backgrounds is not conducive to participatory and supportive governance. The literature shows that the faculty working environments can lead to work settings being less than ideal regarding perceived racial requirements (Zambrana et al., 2017; Grapin & Pereiras, 2019). The data from participants in this study showed that there seems to be a general focus on making the campus more diverse and hiring diverse faculty members, yet underrepresented minority faculty still feel left behind from the conversations about diversity, and this aligns with the research by Zambrana et al. (2017). The data showed that The Graduate School is an institution that still reflects inequities based on the availability of racially diverse faculty.

Implications for Policy or Practice

The significance of implementing effective policies and practices that support the recruitment and retention of diverse faculty members is essential for institutional success and should be considered an imperative mission of any institution. By addressing these implications for policy and practice, institutions can cultivate inclusive academic environments that promote diversity and equity.

Implications for Policy

There should be a more comprehensive focus on practices within the institution that emphasize and focus on diversity. Hiring and retention policies and practices could create a more equitable scale for faculty. This should be done by actively recruiting faculty from diverse

backgrounds and providing them with the resources and guidance they need to succeed as noted by P4Brianna,

> I think training Department Chairs and making that training required, to mentor cross culturally and mentor them into faculty rank promotions and leadership roles…They ought to be recruiting specifically through the ethnic and racial minority orgs directly and looking through the fraternities and sorority organizations of the respective ethnic and racial minority groups for qualified faculty and doing direct cold calls to them.

Lacking a diverse faculty pool could limit the reach the students have to explore more topics as they will be restricted to the expertise of the current faculty; therefore, limiting the experience and reach of the students (Goforth, et al., 2016). Creating inclusive policies could ensure that the faculty is diverse and could also create a sense of inclusion and belonging amongst students and faculty alike and could foster a more vibrant and collaborative learning environment. P5Caleb said,

> When programs like this are offered in multiple modalities and multiple locations, we have to address those properly to serve that student population, right? That it can't just be the curriculum as traditionally delivered. And so being concerned about those things as it relates to, retention of faculty of color, diverse faculty…in the time that I've been here in our department there have been two African American men, full-time faculty. When my contract ends in August, both of those full-time African American men will be gone. The other one left last year, right. So, I'm not sure what's happening from a strategy level of the department or what that means institutionally in terms of how things are being reorganized with the changes we are going through, but there's an issue and there's some

concern…how are we reflecting from a faculty and teaching standpoint, the people who

we are service educating?

Additionally, greater diversity amongst faculty can help to provide students with different

perspectives on topics, which can help to broaden their understanding and knowledge

(Suryaman, 2019). It can also create an atmosphere of acceptance, helping students to feel more

comfortable in their learning environment. This can lead to increased engagement and

motivation from students, allowing them to reach their full potential (Collis & Kritsonis, 2006).

It can also create a supportive and inclusive environment which is beneficial for all students

(Warren & Frison, 2022). This can foster a sense of belonging and connection, which is essential

for students to thrive in an educational setting. It can also help to create a sense of community

and solidarity among students (Grapin & Periras, 2019). P12Frank stated,

All the students enrolled have been black women, but we have no black women who

chair dissertation…there's no full time and no affiliates. We do have some at the adjunct

space, so they can support and be on committees, but none who help guide the research

and help shape the research and the reason I raised that is because I've also dealt with

multiple black women students in the program who've expressed this concern about how

their ideas are heard and often deflected, and how they've been discouraged for looking at

the types of research issues they want to evaluate, the impact they want to have. And so,

when you aren't intentional about having people who represent the same cultures and the

same thinking, or at least, who can relate to those in a different way to have that lens it

creates.

Therefore, creating a sense of community and belonging can help to equip students with the

skills and understanding needed to become confident and successful in the future.

Implications for Practice

Equity is an important, relevant, and timely topic within the higher education sector.

Equity is partially accomplished through the hiring of racial/ethnic diverse individuals. It would

benefit this institution to create a strategic plan focused on diversity itself that includes truly

clear goals, tasks, and timelines to address recruitment and retention. P1Avery supports this

claim with the following,

> I direct a very, very small budget. It's part of the things that they use for marketing a lot
>
> by saying we are diverse because it's all about community work, to be honest it has
>
> nothing to do with strategic planning. However, I've been part of committees where, you
>
> know, where I'm just there to fill up a seat so there is no collaboration on planning, we
>
> hear about their planning and we bring it over to our programs and they dismantle us,
>
> which means we have no say in shared governance and or planning. It would be better to
>
> have actual participation in developing plans, then we could support them better.

This type of strategic institutional planning would be useful at many similar institutions.

Additionally, establishing a robust faculty mentorship program that focuses on providing more

resources to not only target one sector of faculty, but help faculty of all races learn and succeed

in the profession as well as for building internal talent will provide needed institutional guidance.

Clearly defining resources for faculty and making them readily available, instead of requiring

them to find things on their own would also be a good practice that would be useful at other

institutions, with the goal being to inform and support. These resources should have a focus on diverse faculty engagement and training. Lastly, with an institution that supports collaborative opportunities, there should be consideration to do the same for faculty by offering a multidisciplinary approach where faculty can collaborate with one another, even if they are not directly involved in the same college or program. Because all institutions recruit faculty, these practices can be applicable for all while being mindful and modifying the plans and practices to meet the scope of the individual institution and its specific needs.

Theoretical and Empirical Implications

The research supports previous literature and CRT. This study did not diverge from previous research. Each implication identified correlates with the main themes in the literature. This research provides a look into a focused group of graduate faculty and contributes to the field by supporting the need for institutions to focus efforts on recruiting and retaining diverse faculty by creating opportunities for support and inclusion.

Theoretical Implications

The theoretical significance of this study was centered on a qualitative case study supported by CRT to address the issue of recruitment and retention of a diverse faculty population at a graduate institution, with the purpose of enhancing student retention. The findings support the theory on the experiences of these graduate level teaching faculty as CRT is the model that examines how racism and racial inequities shape educational experiences. The theory pushes the education system to evaluate the persistent inequities that foster racial disparities. This was identified in the themes from the study. As well, faculty clearly indicated that hiring practices need to be addressed and that the institution has opportunities for improvement around the recruitment and retention practices of diverse faculty. CRT also looks at

the procedures and policies in the educational system that work against the interests of racial

minorities and maintain gender, class, and race oppression, by advancing the interests of the

privileged whites (Bell, 1980; Delgado & Stefancic, 2001). This was also supported by the study

showing that inequities occur when policies and procedures are not inclusive. As a result, both

CRT and the themes found in this study emphasize that race continues to affect educational

equity and experiences of diverse faculty. This study, with the theoretical framework of CRT,

demonstrates how current hiring and retention practices continue to perpetuate educational biases

and inequities that shape faculty diversity by leading to underrepresentation of faculty of color.

Empirical Implications

The literature showed that there has been a long-standing pattern of persistent unfairness

between distinct groups of diverse professors throughout the history of higher education

institutions (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010). Equity concerns for faculty

members have persisted in higher education as a fundamental problem, whether via historical

practice or accident (Billings & Tate, 1995; Gillborn, 2005; Hiraldo, 2010). This was supported

by the current study through the themes that arose, showing that diversity is needed and that

hiring practices need focus and purposeful action. The study also supported the literature in

showing that it is important for the institution to create policies and practices that support the

recruitment and retention of diverse faculty. Faculty diversity recruitment and retention in

graduate institutions is a problem that needs to be researched because prior research suggests that

it is a phenomenon that needs to be addressed (Kaplan et al., 2018). Additionally, faculty are key

to retention of students, therefore it is important to support diverse faculty and create inclusive

practices. Faculty experience is rarely used in higher education institutions nowadays; instead,

the focus is on student recruitment efforts and a variety of student populations (Cross & Carman,

2021). Both the literature and the study showed that even if there may be strategies or intentions to promote the hiring or employment of more ethnically diverse faculty members, the statistics are still far from being equitable (Ormand, et al., 2022; Ott & Cisneros, 2015). The programs and resources that higher education institutions arm themselves with are what will allow them to succeed in an educational environment that is growing all over the world, even though having an equally diverse faculty will not happen overnight (Nevarez, et al., 2019). The findings of this study supported the literature in each theme that arose and can add to the research gap recruitment of diverse faculty in a graduate academic environment. There is still a lack of knowledge about the experiences that diverse faculty encounter in the context of higher education, despite the efforts of this study, to uncover the experiences of diverse faculty members.

The last theme correlated with the literature as well, showing that since administration heavily influences the ideas of subordinates, they too should be reflective of the campus population (Bénabou, 2013). The study respondents noted that the institution does not have any diverse senior administrators. This lack of diversity among both administration and faculty supports the literature that recruitment and retention efforts can be improved with a campus culture that not only embraces diversity, but reflects it as well.

Limitations and Delimitations

This section discusses the limitations and delimitations of the case study on diverse faculty recruitment and retention at a higher education institution with a graduate focus. It is essential to acknowledge the constraints to provide a comprehensive understanding of the research and its potential implications.

Limitations identified within the study include the institutional context. The institution's size, fiscal resources, and mission may impact strategies used related to diverse faculty and recruitment and retention. It would be advisable that while this may mirror other institutions, there should be some caution exercised when applying the findings to other institutions with different contexts. Another limitation of the study included the availability of faculty willing to participate as a number of faculty recruited had time off, therefore, the ability to further include a larger number of faculty for the study could have changed some of the data. A larger participant pool would have garnered data that may be more generalizable to other institutions. However, this study was very focused on graduate level faculty and their perceptions, so these findings are not necessarily applicable to undergraduate or larger institutions.

Delimitations included an institution that has a graduate focus and faculty perspective. The institution has a large graduate focus, and this study has a specific target on the graduate faculty. The findings may not be directly applicable to other institutions that offer a different academic structure, such as community colleges or those with an undergraduate focus. The generalizability of the study's findings is limited to institutions with a graduate focus. Additionally, this study focuses on the faculty experience, which provides valuable and insightful perspectives; however, other stakeholders such as students or administrators are not included but as seen in the last theme, play an important role in creating an inclusive environment.

Despite these limitations and delimitations, this study contributes to the existing literature surrounding diversity in higher education by further supporting previous findings. The findings provide insights and recommendations that can inform future research and inclusivity within all types of higher education institutions.

Recommendations for Future Research

There is more that can be done for future research in the area of diverse faculty recruitment and retention at higher education institutions with a graduate focus. The following recommendations aim to build upon the findings and limitations identified in this dissertation and provide guidance for further exploration and advancement of knowledge in this area. Initially, conducting comparative studies across different higher education institutions can shed light on the contextual factors that influence diverse faculty recruitment and retention. Comparative research can explore how different institutional characteristics, such as size, location, mission, and resources, impact the effectiveness of diversity initiatives. Additionally, cross-cultural and international comparative studies can uncover insights into the unique challenges and strategies for diverse faculty recruitment and retention in different cultural and national contexts.

Another recommendation is to conduct a longitudinal study that spans several years. This would provide a deeper understanding of the long-term impact of diverse faculty recruitment and retention strategies. Such a study could track the progress and outcomes of diverse faculty members throughout their careers, examining factors that contribute to their success, challenges they face, and their overall job satisfaction and commitment to the institution.

Further investigation into the influence of institutional climate and culture on diverse faculty recruitment and retention is another area to consider. This research could explore how the overall organizational culture, departmental climates, and collegial relationships impact diverse faculty members' experiences, job satisfaction, and retention. Understanding the institutional factors that contribute to a sense of belonging, support, and inclusivity is crucial for developing effective strategies and interventions.

Future research should continue to examine the role of mentoring and leadership development programs in supporting the recruitment and retention of diverse faculty. Exploring effective mentoring models, mentor-mentee dynamics, and the impact of mentoring on career advancement can provide insights into best practices. Additionally, investigating the factors that contribute to the development of diverse faculty leaders and their impact on institutional culture and diversity initiatives is essential. By addressing these recommendations, future research can contribute to a more comprehensive understanding of diverse faculty recruitment and retention at higher education institutions with a graduate focus. This knowledge can inform evidence-based practices, policies, and interventions that foster inclusive academic environments, promote diversity, and enhance the overall quality of education and research.

Conclusion

The goal of this study was to fill the research gap of a diverse faculty experience in a graduate focused institutional setting and look to uncover equity issues that potentially exist. The theoretical framework of Critical Race Theory (CRT) was supported by the findings of this study. As evidenced by both current literature and this study, higher education institutions have work to do to successfully recruit and retain diverse faculty. The student population of institutions is rapidly changing to reflect a more diverse population, and it is evident that institutions need to begin focusing more on faculty, and administration diversity as well. This research further supported the literature by identifying themes that are consistent with faculty experiences. Through a qualitative approach, a collective case study was conducted where graduate faculty were recruited and participated in three data collections, a survey, an individual interview, and a focus group. As a result of the research, three clear themes emerged, which show that despite the institution's commitment to diversity, there is still a great deal to be done to

ensure it is representative of its diverse student body. The need to implement policies and procedures that support recruitment and retention of a diverse faculty, along with embracing a culture of diversity should be acknowledged. Additionally, focusing efforts on recruiting diverse administration will help in supporting faculty diversity, which in turn helps in supporting student success. Overall, the fact that faculty and administration are not diverse or reflective of the students they serve makes it clear that recruitment and retention efforts in this area need to be reevaluated and improved.

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Appendices

Appendix A Liberty University IRB

Appendix B The Grad School IRB

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Appendix H Trustworthiness

Appendix I Research Questions and Grounded Theory Question

Appendix A

IRB #: IRB-FY22-23-1256
Title: A Case Study of Diverse Faculty Recruitment in a Graduate Higher Education Institution
Creation Date: 3-17-2023
End Date:
Status: Approved
Principal Investigator: Miguel Valenzuela
Review Board: Research Ethics Office
Sponsor:

Study History

Submission Type	Initial	Review Type	Limited	Decision	Exempt - Limited IRB

Key Study Contacts

Member	Miguel Valenzuela	Role	Principal Investigator	Contact	███████
Member	Miguel Valenzuela	Role	Primary Contact	Contact	███████
Member	Shanna Baker	Role	Co-Principal Investigator	Contact	███████

Appendix B

From: XXX
Sent: Friday, April 28, 2023 7:02 AM
To: Miguel Valenzuela <​████████████████████​>
Subject: RE: IRB Question

Hi Miguel,

This has been approved to send out. You may send it out when you're ready.

From: Miguel Valenzuela <​████████████████████​>
Sent: Thursday, April 27, 2023 1:04 PM
To: XXX
Subject: RE: IRB Question

Hi XXX,

Great news, I received my IRB approval from the institution I attend. Attached you will find the approval letter via email as well as the recruitment document. Please let me know if you have any questions or need anything further from me. I look forward to receiving the sign off on pursuing my research.

Appendix C

March 9, 2023

Dear Miguel,

After careful review of your research proposal entitled A case Study of Diverse Faculty Recruitment in a Graduate Higher Education Institution, I am happy to say you have been granted permission to conduct your study out of the Los Angeles campus of (redacted title). You have permission to contact the faculty and invite them to participate in your study.

☒ I grant permission for Miguel Valenzuela to contact (redacted title) Full-time faculty to invite them to participate in his research study.

☒ I am requesting a copy of the results upon study completion and/or publication.

Sincerely,

Redacted Signature and contact information.

Appendix D

Consent

Title of the Project: A Case Study of Diverse Faculty Recruitment in a Graduate Higher Education Institution
Principal Investigator: Miguel Valenzuela, Graduate Student, School of Education, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be a full-time faculty member and have worked at The Chicago School of Professional Psychology for at least three years. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to understand the faculty experience with recruitment and retention through the university hiring process for faculty at a graduate institution.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following:
1. Complete an online questionnaire through Google Forms that should take 20 minutes.
2. Participate in a Zoom, audio- and video-recorded interview that will take no more than 45 minutes.
3. Participate in an in-person, audio- and video-recorded focus group that will take no more than 45 minutes.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include an increase in public knowledge on the hiring practices for faculty, recruitment, and retention in higher education.

What will happen if you take part in this study?

The expected risks from participating in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records.
- Participant questionnaire responses will be anonymous and participant interview and focus group responses will be kept confidential by replacing names with pseudonyms.

- Interviews will be conducted in a location where others will not easily overhear the conversation.
- Confidentiality cannot be guaranteed in focus group settings. While discouraged, other members of the focus group may share what was discussed with persons outside of the group.
- Data will be stored on a password-locked computer. After three years, all electronic records will be deleted.
- Recordings will be stored on a password-locked computer for three years and then deleted. The researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University or The Chicago School of Professional Psychology. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study prior to completing the questionnaire, exit the questionnaire and close your internet browser. Your responses will not be recorded or included in the study.

If you choose to withdraw from the study after participating in the interview or focus group, please contact the researcher at the email address included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group and questionnaire data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw. The questionnaire responses will be anonymous so the data cannot be deleted once submitted.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Miguel Valenzuela. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at
. You may also contact the researcher's faculty sponsor, Dr. Shanna Baker, at

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the IRB. Our physical address is Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA, 24515; our phone number is 434-592-5530, and our email address is irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers

are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio- and video-record me as part of my participation in this study.

_____
Printed Subject Name

_____
Signature & Date

Appendix E

Survey Instrument

1. How long have you been a faculty member at The Grad School? (RQ1)

2. What program do you teach in? (RQ1)

3. Please describe the current faculty recruitment strategies used by The Grad School that support institutional success. (RQ1)

4. Provide an example of how The Grad School is successful in addressing diversity in recruitment. (RQ 1)

5. Describe how The Grad School is successful in addressing diversity in retention practices. (RQ 1)

6. Describe how faculty are supported at the institution. (RQ 2)

7. Describe the types of diversity training faculty receive diversity training. (RQ 2)

8. What opportunities do faculty have for professional development specific to diversity? (RQ 2)

9. Describe the promotion/increase process structure for faculty. (RQ 2)

10. Give examples of how faculty are representative of the students they serve at The Grad School. (RQ 2)

11. Describe any specific areas The Grad School can strengthen within their recruitment and retention practices to ensure they do away with any obstructive factors that deter faculty diversity. (RQ 2)

12. Describe your involvement as a faculty member with institutional planning. (RQ 3)

13. What challenges have you faced specific to recruitment and retention at The Grad School? (RQ 3)

Appendix F

Interviews and Focus Group Protocols

Interviews were conducted with each participant that proved a signed consent and completed the survey. Interviews were scheduled at the convenience of the participants. After all interviews were completed, each participant was invited to participate in a focus group. The interviews used Zoom technology and were recorded through a sound recording device (smartphone), allowing for playback and the Zoom transcription function was used. The focus group took place on the campus and was recorded and transcribed using the Microsoft recording and transcription option on the researcher's laptop.

Individual Interview Questions

1. Please introduce yourself including your role at The Grad School. (RQ 1)

2. What are some of the things you value the most about being a faculty at The Grad School? (RQ 1)

3. Describe your views on diversity within higher education? (RQ 1)

4. What are your expectations with faculty diversity issues in any higher learning institution? (RQ 1)

5. What, as a faculty member, are your experiences with diversity issues related to the hiring process by administration? (RQ 1)

6. Explain why you think The Grad School supports or does not support faculty diversity? (RQ 2)

7. Please give examples to support your perspective. (RQ 2)

8. What type of programs are available for faculty that promote diversity? (RQ 2)

9. Describe what programs work best within the institution that promote diversity for faculty and students? (RQ 2)

10. What facilitative support for faculty diversity do you think The Grad School should provide and discuss during their meetings? (RQ 2)

11. What support does The Grad School provide faculty, specific to understanding and promoting diversity? (RQ 3)

12. What resources are available to faculty that support individual well-being, promotion, and retention within the institution? (RQ 3)

13. What do you think are the facilitative and obstructive experiences of faculty and how are they considered during institutional planning? (RQ 3)

14. Explain how The Grad School faculty are representative of the students they serve? (RQ 3)

Focus Group Questions

1. Describe your experiences with the recruitment and hiring practices at The Grad School, specific to issues related to diversity. (RQ 1)

2. Describe your experiences with the retention practices at The Grad School, specific to issues related to diversity. (RQ 1)

3. Give examples of the types of programs that are available for faculty that promote retention at The Grad School. (RQ 2)

4. Give examples of the types of programs that are available for faculty that promote diversity at The Grad School. (RQ 2)

5. Describe how the faculty are or are not representative of the diverse students they serve at The Grad School. (RQ 3)

6. Describe your involvement with institutional planning. (RQ 3)

Appendix G

Sample Interview Transcript

00:00:06 Speaker 2

Please introduce yourself, including your role at The Grad School.

00:00:16 Speaker 1

I am doctor ▮▮▮▮▮▮▮▮▮▮ and I am faculty in our College. I teach in two graduate programs.

00:00:36 Speaker 2

Perfect, thank you.

00:00:38 Speaker 2

What are some of the things you value the most about being a faculty member at The Grad School

00:00:45 Speaker 1

For me, you know, I want to make sure that I provide a solid contribution, you know to higher education as it's been a career for me, not necessarily just a job for me, it's a career... And so, when I determined that and looked at my values and looked at what I wanted to do and the impact I wanted to have, this was an area that I felt I needed to have, you know, put my mark. I needed to put my mark in and so I wanted to be there as an individual who has supported the plan by educating and training students… So just when you start to do, you know, a little retrospective type of you when you're approaching my age, so when you start approaching retirement, you really do start kind of taking a little stock. I think it sounds cliche, but we do it and in taking stocks.

00:01:59 Speaker 2

Can you describe your views on diversity within higher education?

00:02:16 Speaker 1

I would have to say that let's see, I came into higher end in 2011 and so where I come from, which is ▮▮▮▮▮▮▮▮▮▮, the university there and we had a plan. We had a diversity plan. We had an inclusive plan... We had a full department that was working toward making sure that everything was diverse, not just our student population, but our faculty population and what I found is that it still was not as diverse as it possibly could be and there was a minimum number of faculty that you would consider diverse or minority or whatever we wanted to consider to be

in that population… I'm finding the same thing here as well. But I think that we focus many times on the cultural aspect of diversity and making sure that our students understand the differences in culture and how it impacts education and how it impacts healthcare... But I think that we still we are not meeting the mark as it relates to diversifying fact, and we still don't have adequate representation.

00:09:18 Speaker 2

What are your expectations with faculty diversity issues in higher learning institutions?

00:09:23 Speaker 1

I saw the representation from all areas of populations and groups, whether they're minority or not. I would like to see faculty for students that relate to them that look like them, that they well, they feel represented… And I would like to see us, we've started some work on this, adjust our curriculum in in areas of diversity and inclusiveness as well. I'm working now on a committee where we're looking at inclusive land... Which one of the committees that is ad hoc off of our Diversity Board, so as a Diversity board, we are really trying to make some strides and we're working on making some change… But I think it has to come across the board. It's going to have to be students. It's going to have to be faculty, it's going to have to be curriculum and it's going to have to be every aspect of diversity and that's what I want to see… I want to see us working towards it, which is why I participate on Diversity board and is why I participate on the ad hoc.

00:12:37 Speaker 2

So then what, as a faculty member, are your experiences with diversity issues related to the hiring process by administration?

00:12:46 Speaker 1

I have not. I can't say that I have a personal instance or personal actual issue as it relates to diversity, the, but the one thing that I can see is that we consistently since we have a hiring freeze, so we haven't seen a lot of faculty hire, but in ███████ I can say that we try to make and we try to give it a good effort as it relates to you know, having a diverse teaching faculty… So, my experience has not been that of a one for one, but my experience is that I would really like to see. The approach what is the approach on hiring you know diverse faculty because we still consistently see either one you know or the other Caucasian or African American.

00:17:47 Speaker 2

So, this next question is actually it's two questions separated out, but I'll ask them kind of the same because they support each other… Explain why you think The Grad School supports or does not support faculty diversity, and if you can, please provide examples to support your perspective.

00:19:07 Speaker 1

Well, it might be strong to say that they don't. They don't support diversity because I think that they are really, you know, putting a foot forward to address the actual issues. But I still, you know, I still think more work is needed and when we are in our diverse committee meetings or diverse committee programs of any kind you know, you still see a limited amount of faculty…So, I think that with the Diversity Board, when we organized the Diversity Board, initially we had some clear objectives for the board and so I have to say that it's been I'm going to say maybe over a year now that we've had the board and the plan. For the change as it relates to faculty. For me, it's still not clear. It's been presented, but I'm not seeing a lot of work in that in that instance. So, for me, we're still coming short…. I think it's taking the back burner again, so I don't think it's in the forefront at all.

00:23:11 Speaker 2

The next question is what type of programs are available for faculty that promote diversity?

00:23:24 Speaker 1

I think that I'm going to have to say, I hate to say I mean, but I don't. I don't really see any… I'm not involved with the next Gen or any of those other things. Some of our other faculty are involved with next Gen and so I would think that that may be kind of use itself a little bit sometimes to minorities or to a more diverse population, but I don't see anything solid I have to say none that actually supports the faculty.

00:26:03 Speaker 2

Describe what programs work best within the institution that promote diversity for faculty and students.

00:26:16 Speaker 2

We're asking the real tough questions out here. That's a that's a real tough question. I see that effort is they're putting forth some effort in our student success center and some of the staff and those that are working in student success, I think they're making… Maybe a slight effort, but I don't think that it's solid and I'll tell you why. It seems to me like they don't have a clear plan of

what needs to be done when they need to address those kinds of things with, and I think that students are being misled as it relates to culture, race, diversity, those kinds of things... I think they're being misled because it seems like the student success focus is that there are things that happen to students.

00:31:27 Speaker 2

So then with that, what facilitative support for faculty diversity do you think The Grad school should provide and discuss during their meetings?

00:31:39 Speaker 1

Well, we have got to look more at faculty promotion and retention. I mean, we've got to look at faculty promotion and retention and I feel like if I'm not sure I work a little bit on the ad hoc piece of that, but I think that they we've got to look at faculty promotion retention, it usually is on the back burner and faculty Council, it's not usually the first, you know, thing that's discussed... It does have solid leadership and it doesn't have solid leadership and so if it's to have a positive effect, it's got to have solid membership, solid leadership and the leadership for that particular grouping should become a little bit you know to be put more in the forefront. But the leadership, to me, has to come from top down.

00:35:40 Speaker 2

So what support does The Grad School provide faculty specific to understanding and promoting diversity?

00:35:56 Speaker 1

It's not very clear. That's fine, but that's I mean it's not for me, it's not very clear. And that and that's completely fine… I have to be honest and say I don't feel supported feel supported as a faculty member even if I want to make some changes in my curriculum, we don't feel supported and there's get to make the change in our curriculum... I don't feel supported, and I don't feel I don't see anything going in the direction I want to see.

00:37:34 Speaker 2

What resources are available to faculty that support individual well-being promotion and retention within the institution?

00:37:43 Speaker 1

The only thing that I've seen is I've seen it more for the students, you know, than it is, you know, for faculty... So, student success, our student success center, put forth a good effort to, you know,

provide support for students. But our support is supposed to come out of this is just my expectation that it will come out of our faculty council, and it should come... We actually have a committee that's a faculty promotion and retention committee once again and so I don't see, I don't know if it's anything... I don't consider the diversity board as being the end all be all for faculty to feel supported as it relates to diversity, I just don't, I don't see that as being the end be all.

00:42:40 Speaker 2

What do you think are the facilitative and obstructive experiences of faculty and how are they considered during institutional planning?

00:42:52 Speaker 1

A lot of I know you could have answered this earlier, but I know a little bit, but I look because a lot of what we're seeing now is we have our Faculty Council and at this particular point, there are changes even with that and so and them wanting to restructure it, pull it away totally and us not have a voice at all... So many, many faculty members of all diverse, you know, races and populations feel that they are not, you know, being heard. And so, I don't see it. I can't see it. It doesn't exist and I don't. I don't feel support.

00:46:25 Speaker 2

Explain how The Grad School faculty are representative of the students they serve.

00:46:34 Speaker 1

In different Colleges, we see more representation of the students that we serve at times and for our college I would say it's closer to that than the others... Students are able to see themselves in me and believe me, it helps so much when we are creating relationships and developing relationships and teaching our students, it really helps them to be able to be honest, enough to come to us and discuss things that may relate to, you know, diversity or feelings of not being heard or not seeing you know people that look like you... For the university, I think they have some work. But, but that's just for me looking on the outside because I don't teach anything in the other colleges.

00:49:53 Speaker 2

Thank you for your time and willingness to participate in this interview.

Appendix H

Trustworthiness

Establishing trustworthiness was an important part of this study to maintain that the findings were both accurate and able to be duplicated. Through the lens of Lincoln and Guba (1985) measures were taken to assure a rigorous and quality research study. Trustworthiness was established through credibility, transferability, dependability, and confirmability.

Credibility

I achieved credibility through triangulation, and member-checking.

Triangulation

In this study, I undertook triangulation of qualitative methods, data collection methods, sources, and theories to explore the perceptions of diverse full-time faculty at the Graduate School. The methods included a survey, an interview, and a focus group. Data collection methods triangulation was achieved through using the data collected from the three instruments.

Member Checking

Being from a diverse background, and working at the institution, gave me an insider's connection with my participants. I was able to immediately check the meaning of the participants' words during the interviews thanks to this perspective, which Rossman and Rallis (2016) argue can be advantageous for researchers. This immediate member checking was crucial because during the interviews, I confirmed some concepts by asking questions from different perspectives to make sure I captured the essence of an experience. Following the transcription, I discussed some data points with the participants to make sure I appropriately captured their success stories, which may also be used as member checking (Lincoln & Guba, 1985). I gave all

participants a copy of their transcript for additional member checking, and they checked it for accuracy.

Transferability

The responses used to describe the experiences of the faculty participants created a detailed picture of what The Graduate School looks like when recruiting and retaining a diverse faculty. The similarity of participant testimony from the different faculty supports all the identified themes making the results applicable to the institutions faculty as a whole.

Dependability

Dependability demonstrates that the results are reliable and repeatable (Lincoln & Guba, 1985). My methods are thoroughly described so that a similar study might be conducted. Additionally, this study may be duplicated for any higher education institution because the explanations of the methodology I used to conduct this study are clear and supported by the literature. These processes were carefully examined by my committee, which determined that they were sufficient to show that I had mastered the method as I had intended.

Confirmability

According to Lincoln & Guba (1985), confirmability is a measure of neutrality or the extent to which a study's conclusions are influenced by the participants rather than the researcher's motivation, prejudice, or interest. I used strategies to guarantee the validity of this study. In order to openly follow my processes, raw data, analyzed data, and the final report as needed, I first developed a thorough audit trail. Second, I used the aspects of triangulation that were previously mentioned.

Appendix I

Research Questions

Research Question 1

How effective are the experiences faculty face during the recruitment/hiring process at their institution?

Research Question 2

How do institutions of higher education support recruitment of diverse faculty?

Research Question 3

What are the overall facilitative experiences of faculty?

Sub Questions

What are the overall obstructive experiences of faculty?

How are these experiences considered during institutional planning?

Grounded Theory Research Question:

How does CRT help identify and uncover racism and help identify equity issues in higher education institutions?