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**Faculty Cultural Competency Preparedness for Multicultural
Higher Education Classrooms in Public Institutions Where Faculty
is not Representative of the Student Demographics: A Systematic
Qualitative Review**

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Faculty Cultural Competency Preparedness for Multicultural Higher Education Classrooms in
Public Institutions Where Faculty is not Representative of the Student Demographics:
A Systematic Qualitative Review

Rajani Lata

A dissertation submitted in partial fulfillment of the requirements for the degree of

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2023

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ABSTRACT

Public higher education institutions (HEIs) are responsible for ensuring that all students achieve their educational goals with respect and dignity. Faculty cultural competency preparedness is an essential professional development measure that HEI leaders can take to provide ongoing support to faculty not representative of the student demographic in their knowledge and understanding of working with diverse student groups. This study examined the literature on faculty diversity preparedness relevant to campus diversity initiatives and the presence of elements of critical andragogy, such as critical self-reflection, reflexivity, and life-long learner mindset in faculty professional development material and faculty's reflection of such PD programs. This study, which explored the published research on faculty cultural competency professional development in the US over the last 20 years, found that while diversity-related professional development opportunities are available to faculty, it is either voluntary and requires faculty to do it on their own time, is a few hours or half day event without follow up, or it conflicts with multiple other priorities such as teaching or research. Additionally, a significant discovery was the limitations and barriers faculty face in pursuing professional development related to DEI and fear of backlash for pursuing their interest in DEI-related PD when the other departmental members were focused on different topics on what to teach versus how to teach. Teaching and learning are lifelong efforts to stay relevant, and faculty also need a sense of connection and belonging to prevent burnout. Future research should focus on a wide-scale data-driven initiative for faculty DEI PD.

Keywords: faculty professional development, cultural competency, professional development, critical andragogy, higher education, faculty development, diversity, equity, DEI

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Dedication

In memory of the late bell hooks.

My first professor who introduced me to critical thinking: Tonia St. Germain, J.D.

My Mother, Sukhda, for naming me Rajani after her grade school teacher, inspired to make me educated like her- What do you think, Ma?

To every woman who dreams of living to her highest potential and transforming her life through education, self-mastery, and faith. I am because of all of you.

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CHAPTER 1

INTRODUCTION

As a place for teaching and learning, higher education institutions (HEIs) primary goal is to educate students to graduate (Giroux, 1988; Kerr & Kerr, 2001; Zulkefli, Miskon, Hashim, Alias, Abdullah, Ahmad, Ali, & Maarof, 2015). In order to instruct, the institutions need quality and culturally competent (Chun & Evans, 2016) faculty and eager students (Kruse, 2018); failure for either group to effectively interact where both parties do not feel their needs are met will lead to dissatisfaction (Chang, Witt, Jones, Hakuta, 2003). According to a 2019 report by the Council of Higher Education Accreditation (CHEA), the quality of education and faculty more recently also encompasses “how well higher education institutions address vital social issues such as diversity and equity” (CHEA, 2019, p.6)

Faculty plays a vital part in the university’s functioning (Chang et al., 2003; Spear et al., 2018). They create and teach curricula, conduct research that develops the body of knowledge, and establish criteria that govern many campus norms (Park & Denson, 2009). While the faculty may be subject matter experts, “many have never taken a course or studied theories” on teaching (Mundy, Kupczynski, Salgado, 2012, p.2). Furthermore, from an organizational leadership perspective, faculty are included in the pool that serves as the source for department heads, deans, and college presidents (Park et al., 2009).

Even though higher education in the United States has attained an overall image of significance and distinction, the American academic campus has become a source of controversy, mainly due to institutions’ inability to address racial relations (Park et al., 2009; Thelin, 2011; Woicke, 2020; Clemons, 2021). According to the 2016 ASHE Higher Education

Report, most educational institutions have struggled to establish comprehensive and purposeful ways to address cultural competency in the curriculum and co-curricular activities resulting from “the lack of a clear definitional framework that clarifies the meaning and implications for educational practice of such competence” (Chun & Evans, 2016, p. 7).

Race has always been controversial in America, and nowhere is this more evident than on college campuses. One of the most notable was the events that took place in 2015 at the University of Missouri, where a group of African American students successfully organized a walkout to protest the institutional racism that persisted throughout the college administration, leading to the resignation of the university president and campus chancellor (Trachtenberg, 2018). In addition, in November of 2021, Seattle University’s men’s basketball coach, Jim Hayford, was put on administrative leave and later resigned after the players reported his use of racial slurs (Hanson, 2021). More recently, in 2022, law students from the University of Pennsylvania were urging the termination of Amy Wax, their law professor, for hate speech; however, Wax’s job is protected due to tenure ship, but she is not eligible to teach core classes (ABC News, 2022). Racial discrimination at HEIs shows that college campuses are becoming increasingly diverse, resulting from the growing diversity in the U.S., leading to a greater need for “promoting greater equity in higher education” (CHEA, 2019, p. 9).

Today, the United States is more diverse than ever before and headed towards a population with no racial majority in the United States by 2045 (Hutchins, Goldstein-Hode, 2019; U.S. Census, 2021; Bahrapour & Mellnik, 2021). Additionally, college campuses are significantly promoting and recruiting nationals worldwide to globalize their campuses (Gopal, 2011). Nevertheless, higher education leadership and faculty preparedness to engage a diverse workplace and student body is an increasing problem for educational institutions due to the

growing dimensions of diversity in educational spaces (Park et al., 2009). In light of this, there is a greater need for faculty, whose primary role has been to educate students, to gain the competencies needed to teach in an increasingly multicultural world.

Watty (2006) argues that the caliber of a university's teaching and research faculty and the rapport they maintain with their student body is among the most critical factors in determining the institution's overall standing. An educational institution that aspires to fulfill its mission of educating all of its students to live in a multicultural society must ensure that all of its students are exposed to the extensive range of viewpoints offered not only by members of various ethnic groups but also by various individuals within the same ethnic group whose life experiences vary significantly from one another; only then will the institution be able to fulfill its mission (Chang et al., 2003). This is important because students need to feel like their needs are met for them to learn effectively, and recognizing and understanding their identities and experiences are pivotal.

Consequently, pressure is put on HEI (Chun & Evans, 2016) leaders to provide conditions in which faculty are presented with training in equitable teaching approaches, which are then put into effect in classrooms to accommodate all learners (Brown, 2004; Costino, 2018; Kruse, 2018). According to Kruse (2018), collective ownership and accountability for cultural competence engagement go hand in hand. There is a strong correlation between the increasing emphasis faculty members place on student achievement and the greater personal responsibility they feel for their role in helping students succeed on campus (Kruse, 2018).

Faculty education has been a popular technique for resolving issues in the educational system (Spear & da Costa, 2018) since faculty interact with students regularly (Park & Denson, 2009; Costino, 2018; Kruse, 2018). Costino (2018) asserts that teacher-student relationships are

the “single most significant” determinant of student achievements (pp. 117- 118). However, there appears to be a lack of cultural competency in higher education, leading to a “disconnection between institutional policy and faculty commitment” (Brown, 2004, p. 21), evident in the unrest on college campuses. For example, Kruse et al. (2018) state that the “recent news reports detailing incidents of racism, protests, and upheaval on campuses across the U.K., Europe, and [the] U.S. make it clear that institutions of higher learning have found themselves unprepared and floundering” (p.734). This leads to a critical question: Are higher education leaders effectively prepared to work with the increasingly diverse student body?

Issues related to cultural competency and multiculturalism on higher education campuses are familiar problems. In the early 1990s’ bell hooks warned us about the reality of classroom experience for BIPOC students and the importance of radical actions that challenged students to think critically instead of accepting their education from a white-centric perspective— which did not support their lived experience. Hooks (1994) states that multiculturalism compels faculty to recognize the narrow boundaries that have shaped how knowledge is shared in the classroom. She explains, “It forces us all to recognize our complicity in accepting and perpetuating biases of any kind” (Hooks, 1994, p. 44).

To teach a diverse group of students, higher education institutions need to hire and retain multicultural faculty (Ramdeholl, 2020) and ensure that the current faculty are culturally competent (Kruse, 2018). Aside from benefiting students, faculty training can be an effective workplace tool for inclusivity, which according to the ASHE Higher Education report, is currently put at risk by administrators driving diversity efforts without consulting with faculty (Chun & Evans, 2016). A more diverse campus climate can lead to a more productive and effective workplace, as employees can share their unique perspectives and experiences. In

addition, a more diverse campus can also help to attract and retain top talent (Hutchins et al., 2019). While there has been a noticeable increase in the number of students from underrepresented groups, many faculty members are still white people who were born in the United States (Gleditsch & Berg, 2017).

According to National Center for Education Statistics (NCES), in the Fall of 2020, 74 percent of full-time faculty were White— 39 percent were white males, and 35 percent were white females (NCES, 2022). This data suggests that in an era when student population and staff employees are becoming more diverse, faculty throughout the country remain primarily white; it also indicates the lack of faculty of color. Therefore, HEIs need to educate faculty on combating their biases that can lead to marginalization and alienation from their colleagues and BIPOC students in their classrooms (Chun & Evans, 2016).

Cultural competency professional development standards for university faculty have yet to be discovered. On the one hand, the ASHE Higher Education report by Chun and Evans (2016) recommends “enlisting faculty leadership in addressing diversity competence within the curriculum...and provide comprehensive professional development offering in diversity competence for” faculty (pp. 135-136); it also states that most DEI related topics are ad hoc (p.50) and “piecemeal and often redundant activities” (p. 20). A Google search for cultural competency for higher education professors will yield more results for healthcare and nursing faculty than for physics, English, and math teachers.

Most web searches on cultural competence in higher education show results for teaching students, leading one to assume that faculty know how to be culturally competent, are infallible and do not have biases and stereotypes that can lead to discrimination. Unfortunately, colleges and universities fail to build cultural competency abilities that can be maintained after students

enter professional practice, and the gap between skill theory and practice persists (Burnell & Schnackenberg, 2015). According to the ASHE Higher Education report by Chun and Evans (2016), HEIs need to diversify the faculty and provide all faculty with professional development that builds their cultural competency skills and effective communication capabilities to mitigate the adverse effects of this gap in praxis. In the following section, I briefly shared the history of predominately white HE institutions and how they have evolved. I also discussed the history of cultural competency and faculty views on DEI.

Background of the Problem

Understanding American higher education history is essential to creating change. The history of exclusion in American higher education further complicates accepting well-planned and implemented multicultural training (Giroux, 1988; Kruse, 2018). America's predominantly white colleges and universities started opening their doors to women and people of color more than 150 years ago (Maruyama & Moreno, 2000). Due to political, societal, and organizational pressures, HEIs and faculty have been responding to changing demographics for decades (Giroux, 1988). In recent years, however, there has been a growing recognition of the importance of teachers as agents of change, capable of self-actualization and helping their students to develop the critical thinking skills they need to participate fully in democracy (Giroux, 1988; Hooks, 1989, 1994; Shor, 1980; Obidah, 2000; Abraham, 2014; Kruse, 2017; Clemons, 2021). As a result, there has been an increasing emphasis on faculty professional development and on providing teachers with the resources they need to succeed in their workplaces and classrooms; cultural competency is one of those practices that can support how faculty engage and interact with students and colleagues that are different from them (Chun & Evans, 2016). As the racial composition on college and university campuses changes to reflect greater diversity (Kruse,

2018; Woicke, 2020), it is essential to determine how the higher education leadership can promote faculty preparedness through an intensive and culturally competent effort for diversity, equity, and inclusion on campus (Kruse, 2018).

Attention to multicultural learning broadens the meaning of personal, social, and moral development and enhances the ability of colleges and universities to fulfill their diversity goals (Maruyama & Moreno, 2000). The university leaders are working to create safe spaces like multicultural or diversity centers (Weed, 2016) and require diversity training for students (Kruse, 2018). However, they need to prioritize ongoing faculty training to stay relevant to student-focused engaged teaching instead of only being subject matter experts in required college courses (Kruse, 2018), implying that safe space is not enough—classrooms should be safe spaces too.

Cultural Competency Through the Lens of Transformative Worldview

Multicultural training or cultural competency training is also known by a multitude of other names, more recently including “Anti or Implicit Bias training,” “Cultural Responsiveness training” (Woicke, 2020), and “equity talk and equity walk” (McNair, 2020). It is derived from critical theory, which seeks to explain and interpret social phenomena and to change them; critical theorists believe that much of human behavior is shaped by structures and institutions that are unjust and oppressive (Abraham, 2014). Critical theory is situated under the philosophical assumptions of the transformative worldview – an approach to looking at the world through the lens which seeks to address power imbalance for those in the margins of our society (Creswell & Creswell, 2020). Therefore, it can be construed that through cultural competency education, the transformative worldview, while having as many names as the researchers

studying the topic, the core message is respect for all human beings and finding ways to teach liberation from oppression.

Kruse (2018) states there are five significant elements of cultural competency that higher educational institutions should adapt to and embrace, including “shared knowledge,” “professional learning at all levels of the organization,” “inclusive instruction methods,” “integration with other campus initiatives,” and “inclusivity of diversity foci” (p.739). In an educational setting, as a microcosm of society, diversity preparedness for inclusive instruction would imply a level of cultural competency and faculty’s social and cultural awareness attuned to the classroom setup, discourse, and participant engagement. In addition, evidence shows that students’ satisfaction levels correlate with how much teachers include various racial and ethnic viewpoints in their teaching methods (Milem, 2003).

Faculty Views on Diversity Preparedness

Maruyama & Moreno’s (2000) survey findings suggest that the educational benefits of diversity in the classroom are still primarily seen as a favor for enhancing the worldview of white students. This is evident in the finding that “faculty members strongly believe that racially and ethnically diverse classrooms enrich the educational experience of white students” (Maruyama & Moreno, 2000, p. 4). It can be construed that even though faculty members see the value in diversity for all students, there is still a perception that white students will benefit more from the exposure. This may be likely due to the continued systemic inequality and oppression that people of color face in society. By increasing diversity in the classroom, institutions can begin to challenge these oppressive systems and create a more equitable and just world for everyone.

Moreover, faculty who believe that the content and curriculum are designed for the White audience may not attempt to change their classroom and continue to teach from a white-centric perspective (Maruyama et al., 2000). For example, a study by Ladson-Billings (1995) found that when teachers do not value the home culture or experiences of their students of color, those students are more likely to underperform and have lower grades, suggesting that for all students to benefit from a culturally responsive education, it is essential for faculty members to be aware of their own potential biases and to make an effort to design a multiculturally inclusive curriculum.

Critical Andragogy Through the Lens of Transformative Worldview

This dissertation research was situated on the experiences at Higher education institutions (HEIs). Therefore, any reference to students implied anyone over 18 years of age enrolled or employed at those institutions. As a result, any reference to faculty preparedness and teaching and learning of adult students used the term andragogy in this research, even though much of the literature used the term pedagogy when referring to teaching. This was discussed in detail in the literature review section in Chapter 2. Briefly, however, Knowles (1973) states that pedagogy is teaching and learning for children, and andragogy is the teaching and learning of adults. Scholars now refer to the practice of instructing adults as “andragogy” because of Knowles’ work (Summerlin et al., 2020; Clemons, 2021). Therefore, since this dissertation focused on faculty preparedness in Higher education institutions, I used the term andragogy in my research. Andragogy then suggests that all learners, regardless of identity, deserve respect, are internally motivated and self-directed when provided chances for autonomy and goal setting, and are highly engaged when learning experiences are practical and meaningful (Summerlin et al., 2020). Andragogy expects faculty to provide all students with the same level of treatment

(Clemons, 2021). However, from the beginning of this chapter, I have provided evidence that this is not the case in higher education institutions.

Statement of the Problem

With a long history of efforts to eliminate unequal treatment of people based on their race, gender, ethnicity, or social position, the United States has distinguished itself as a multicultural society moving towards a majority non-white, multi-ethnic, and multi-racial society within the next several years (McGhee, 2019; LaBier, 2021; Jensen et al., 2021). In an institution of higher education, diversity is multidimensional- comprising of structural diversity (institutional policies and procedures set to have a diverse student body), classroom diversity (diversity of content and teaching approaches), and informal interactional diversity (classroom interactions, discussions, and considerations for different worldviews (Gurin, 1999). If faculty members consider diversity unimportant or irrelevant to teaching and learning, they may overlook it in their classrooms (Maruyama et al., 2000). Too often, diversity training can be misunderstood as being part of a leader's (or faculty's) personal agenda or being driven by self-interest instead of a necessity for the institution (Kruse, 2018). With a multitude of training targeting student preparation for the world outside of the higher education context, the lack of faculty preparedness for the students falls to the side because it is commonly assumed that teachers, by the nature of their academic preparation, have the necessary training to teach all students (Maruyama et al., 2000). However, faculty preparedness is an ongoing process (hooks, 1994). To teach in a way that gives students agency, faculty must be invested in their own growth and development through a process of self-actualization (hooks, 1994).

According to Kruse, 2018, research shows that institutional diversity training is student-centered, leaving the impression that faculty “are already capable of leading culturally

appropriate discussions and acting in culturally competent ways” (p.736). Developing robust and efficient professional learning in cultural competency has several potential benefits for educational institutions like colleges and universities (Kruse, 2018). Additionally, faculty preparedness is the right thing to shine a light on for higher education institutions to recruit a diverse group of students and faculty, showing that these institutions are concerned for the andragogical development of all future leaders and thereby continue to remain viable organizations (Maruyama & Moreno, 2000; Kruse, 2018).

Kruse (2018) states that increased responsibility for performance, including instructional expertise, increased personal commitment to the job, and the promotion of a climate of inquiry and acceptance that results in greater organizational effectiveness are among the benefits of cultural competency. It would imply that when these same faculty apply for competitive positions in the administration, their knowledge, cultural competency, and global awareness will put the institutions on the global map for recruiting, retaining, and graduating diverse student populations.

In summary, there is a problem in public HEIs where the faculty is not representative of the student demographics (Chun & Evans, 2016). Despite an increase in the number of diverse students and efforts to diversify faculty to mirror the growing multicultural student population better, these HEIs still struggle to effectively meet the needs of diverse students (Chun & Evans, 2016). This problem which has long existed (hooks, 1994, Park et al., 2009; Thelin, 2011; Woicke, 2020; Clemons, 2021), persists and also (Park et al., 2009; Thelin, 2011; Woicke, 2020; Clemons, 2021) negatively affects campus morale and lack of effective engagement between faculty and students.

While diversity training has been one way to enhance faculty cultural competence and increase engagement for racial diversity, it fails to create an effective loop of follow-up and follow-through because most diversity trainings are for institutional compliance purposes and is therefore constrained by budget, time, and multiple priorities (Chun & Evans, 2016). The need for ongoing faculty professional development opportunities to increase cultural competency is a potential cause of this issue. A systematic review of the literature on faculty professional development related to cultural competency may shed light on what types of resources, opportunities, and barriers faculty face.

Purpose of the Study

Educational institutions with robust professional learning programs on cultural competence and diversity training may promote faculty efficacy, leading to student persistence and success, satisfaction with educational services, and joint accountability for all students' academic achievements (Kruse, 2018). Faculty professional development training can help instructors become aware of conscious and unconscious discriminatory practices in the [workplace] and classroom and unlearn harmful ideas and habits (Spear et al., 2018). Faculty members who appreciate heterogeneity as an educational resource, incorporate diversity-related curriculum in their courses, use active learning methods, and establish an equitable, inclusive classroom climate improve educational outcomes in multicultural classrooms (Maruyama et al., 2000). In particular, a rise in faculty and staff dedicated to this activity occurs when they perceive their effort has generated significant individual and shared organizational results (Kruse, 2018). It is widely accepted that a sense of belonging is essential for student success in higher education. Furthermore, faculty plays a vital role in fostering students' sense of belonging. According to the ASHE report compiled by Chun and Evans (2016), multicultural

classrooms are becoming increasingly common in HEIs, requiring faculty to be prepared to teach diverse student populations and interact with diverse colleagues. Despite this need, many HEIs lack robust faculty professional development programs for faculty growth to prepare them for a diverse campus; for example, in the ASHE report, Chun and Evans (2016) state that some in the higher education community downplay the importance of cultural competency, leading to half-hearted attempts to incorporate it into various parts of the curriculum and campus life. The purpose of this research study was three-part: 1) To investigate what literature exists on faculty preparedness for diversity, multiculturalism, and cultural competency in higher education classrooms; 2) to examine the relationship between faculty preparedness and campus diversity efforts; and 3) to find if there is existing literature on the presence of critical andragogy and cultural competency in faculty professional development.

Research Question

The following research questions guided this dissertation study:

1. What does the research literature show as it relates to faculty cultural competency preparedness to teach in an institution where faculty is not representative of the student demographics?
 - a. In what way does faculty preparedness support the HEI's diversity initiative?
 - b. How are critical andragogy practices observed in faculty cultural competency preparedness?

Theoretical Framework

The theoretical framework that guided this dissertation research is the transformative worldview (Creswell & Creswell, 2020) and critical andragogy derived from critical theory

(Abraham, 2014; Childs, 2017). The research questions sought to consider the works of Paulo Freire, Henry Giroux, Ira Shor, and bell hooks related to the transformative worldview discussed by Creswell and Creswell (2020). The transformative paradigm is characterized by its focus on the experiences of marginalized groups (Mertens, 1999; Creswell & Creswell, 2020). The critical theory considers teaching and learning as a political act to emancipate participants from oppression by liberating their minds so they can choose to live with freedom from oppression as identified through the works of Freire (1984), Giroux (1989), Shor (1980,1992), hooks (1989, 1994), and Clemons (2021). According to Mertens (1999), researchers who work within the transformative paradigm consciously analyze power relationships and seek to link inquiry results to action that addresses social inequity and justice.

Transformative Worldview

According to Creswell and Creswell (2020), while lacking a unified body of literature, a transformative worldview comprises critical theorists and participatory action researchers, including members of communities historically on society's margins. Mertens (1999) suggests that by recognizing a dichotomy between a researcher and the researched, the transformative paradigm establishes itself as choosing to see the researched as having agency. It begins with the premise that the research subjects are not lab rats but rather agents of change in their environment, and if they had the same resources and opportunities, they would not be suffering. Mertens (2010) argues that critical self-reflection is instrumental in both teaching and researching to situate oneself in how one views the world, which for this research was key to understanding the role of faculty, their worldview, and their ability to engage with knowledge, material, and people in the HEIs.

Critical Theory

Abraham (2014) explains that a theory is considered “critical” if it not only seeks to explain, understand, and interpret society but also if it seeks to change and “liberate human beings from circumstances that enslave them” (p.3). As a result of the Frankfurt School’s influence on critical theory in the previous two centuries, scholars began to question capitalism and social inequality (Abraham, 2014). The book *Pedagogy of the Oppressed*, written by Paulo Freire, is largely credited for bringing international attention to the subfield of critical thought known as critical pedagogy (Kincheloe, 2007). Since then, other notable theorists, including Henry Giroux, Ira Shor, and bell hooks, have contributed to the topic.

Abraham (2014) states that critical pedagogy goes beyond the surface meaning. Critical teachers understand their responsibilities to prepare the learners “for more than the profession” they will practice, says Abraham (2014), thus equipping them with the ability to alter their society (p. 5). According to Abraham (2014), Freire (1984), Shor (1980), Giroux (1989), and hooks (1989, 1994) have contributed to the development of critical pedagogy, which aims to address inequities in our society by empowering minorities who are disenfranchised and struggle to live a just and balanced existence.

Overview of Methods

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) reference retrieval process guided this research. The four stages: 1. identification, 2. screening, 3. eligibility, and 4. inclusion, were employed.

The researcher utilized EBSCO, ERIC, JSTOR, ProQuest, and ProQuest Dissertation & Theses Global as the primary databases. In addition, the researcher also conducted manual

searches on the following journals and publications: Journal of Diversity in Higher Education, Diverse Issues in Higher Education, and American Educational Research Journal. The resulting findings were compiled in the RefWorks search folder, followed by removing duplicates. Data was collected using qualitative methodology and extracted using a template (Appendix A). Data analysis was informed by the work of Creswell and Creswell (2020), including Memoing to preserve initial reactions to the data and collating thematic findings.

Significance of the Study

Multiple circumstances combine to make this study issue topical and significant at the micro, mezzo, and macro level. These include the increasing diversity in the United States, requiring that every American has the resources to pursue their American dreams. In addition, it requires a collective understanding and mutual respect for the diverse population's different experiences and lived realities. Faculty preparedness for teaching in multicultural classrooms can be a significant step in HEIs actions (Chun & Evans, 2016) toward achieving sound campus diversity. It may allow culturally competent faculty to be active change agents influencing their work and students' lives simultaneously (Chun & Evans, 2016). Furthermore, teaching and learning can be a lifelong process of evolution and greater understanding of one another; recognizing this can signify that faculty can also learn from their peers, students, and environment instead of falsely believing that education and learning are one-way streets. Finally, this research study focused on faculty teaching in HEI settings because they teach adult students who are closer to joining the workforce and therefore becoming contributing members of society; thus, understanding how the educational system, the educational administrators, and the faculty can effectively contribute to their lives is crucial to improving higher education equity.

The researcher hoped that the findings of this study would inform HEI leaders and faculty about the importance of consistent, ongoing professional development and cultural competency training required to teach any subject matter, thereby manifesting future faculty development to further the DEI initiatives in HEIs. The resulting data can also advance research on the underlying actions that lead to inclusive workplace and classroom practices.

Background of the Researcher

Notably, in qualitative research, the researcher's function as the principal data-collecting instrument demands the identification of personal values, preconceptions, and preferences from the commencement of the study, since the researcher is the primary data collector (Creswell & Creswell, 2020). The researcher plays a vital role in interpreting qualitative research; therefore, it was impossible to be completely unbiased or objective. As a researcher, I contributed to this study by drawing on my personal experience, socio-political awareness, immigrant identity, international student experience, and professional experience working with adult learners. I learned about the importance of equity in higher education via my student experiences.

My background of 23 years in higher education as a student and researcher, and more recently as a published author of a book on Self Mastery, influenced my view of faculty professional development, critical self-reflection, and lifelong learner mindset critical for teaching and learning. In addition, my experiences as an ethical researcher ensured my objectivity throughout the dissertation process.

Limitations and Delimitations

This study had limitations and delimitations.

Limitations

The limitations of this research outside of the researcher's control included:

- This study used a systematic qualitative review with keywords to determine viable research articles. Therefore, I may have limited results due to misclassifying or overlooking articles that use another verbiage for cultural competency.
- The study focused on Public HEIs setting in post-secondary education with faculty who teach in classrooms.

Delimitations

Research articles utilized various terms other than cultural competency, limiting the search results. In addition, a restriction imposed by the duration of 20 years also applied. Finally, in contrast to a case study or narrative research, the lack of student and educator participants in the study restricted the findings to existing data.

Definitions of Terms

Andragogy: Pedagogy is a misnomer when applying it to teaching adult learners; however, it is a widely used word to explain teaching both children and adults; as Knowles (1973) articulates, “so literally, pedagogy means the art and science of teaching children. So, to speak of “the pedagogy of adult education” is a contradiction in terms (p.42). In this research, the researcher used the word andragogy when explaining adult learners and when other studies also used that

word. However, because the term pedagogy is used in most existing research, the researcher also used the word pedagogy. Still, the intention was that it refers to adult learners only.

Cultural Competency: Winters (2020) defines cultural competency as learning to recognize cultural differences in oneself and other cultures and utilize critical thinking, decision-making, and peacebuilding. According to Reiche, Bird, Mendenhall, & Osland (2017), being culturally competent means being aware of other cultures and respecting differences.

Critical Andragogy: Critical pedagogy for adults.

Critical Pedagogy: Paulo Freire was the pioneer of critical pedagogy (hooks, 1994; Hayes, 2016; Burnett, 2020), which is the term used to explain the praxis that “questions the status quo in the name of social justice” (Freire, 1984, p.186). According to Hayes (2016), Freire “used critical pedagogy as a dialectical and dialogical tool to raise consciousness and empower marginalized peoples to understand that oppressive forces are not part of the natural order of things, but rather the result of historical and socially constructed human forces that can be changed. At its core, critical pedagogy seeks to critique social power dynamics and social inequities at an institutional and societal level by way of identifying root causes.” To this end, “critical pedagogy focuses on transforming social inequality and empowering those without power” (Philpot, 2015, p.431).

Critical Praxis: Critical Andragogy in Action

Diversity: The term Diversity is highly related to racial diversity in North America, and this association is not surprising due to the regular flow of refugees and immigrants into the United States, the most recent being the arrival of 23,876 at-risk Afghans in 2021 (Wilkie, 2021). A person’s diversity is described as the multitude of individual distinctions and similarities that

exist among persons, according to Wellner (quoted in Washington, 2008). As a result, different aspects of human existence, such as racial group, age, creed, nationality, ethnic origin, religion, and sexual preference, can be classified as diversity.

According to Gardenswartz and Rowe (1994), diversification comprises four distinct layers that can be peeled back to disclose its essence. Depending on the four types, there are four layers of diversity: organizational factors, public dimensions, internal features, and personal characteristics. This study focused on three dimensions: internal, external, and personality.

Internal diversity results from circumstances that no one has any control over, such as being born into a family or community. To name a few: ethnicity, physical and mental attributes associated with a person's age, place of birth, and national origin; racial or ethnic origin; gender; and sexual orientation. **External diversity**— To indicate things that are not qualities that a person was born with, one can use the term “external diversity.” Personal ambitions, schooling, style, nationality, spiritual beliefs, area of residence, familial status, relationship status, and life circumstances are just a few of the many variables to consider. Finally, **personality** is defined as a person's traits and consistent attributes that determine particular uniformity in how that individual interacts in every specific circumstance and throughout one's life (Winstanley, 2006).

Faculty: In this research, the term faculty is used in addition to the words teacher and instructor to identify those responsible for teaching students in HEI settings.

Equity: Is ensuring that everyone has equal access to opportunity. According to Castro (2015), educational equity entails the responsibility to ensure that historically and currently disenfranchised and minoritized persons should have the right access to the resources they need to be successful. Espinoza (2007) explains that equity refers to fairness or justice when giving people education or other benefits, while equality usually refers to treating everyone equally by

claiming that everyone is born equal. In simple terms, this implies that instead of everyone equally receiving pencils for writing which is equality, equity means those students without papers and erasers will also receive what they are lacking in addition to the pencils so they can be successful.

Inclusion: According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009), inclusion is the process of meeting the diverse needs of all children, youth, and adults by increasing their participation in educational activities, reducing and eliminating educational exclusion, and increasing access to educational opportunities. In terms of education inclusion implies having the right to fully participate in the learning process and being able to find learning opportunities irrespective of one's internal and external diversity and personal identity.

Racism: An integrated and institutionalized system of oppression— one that makes use of socially created categories of race and the ideologies latent in them, as well as different socio-economic structures—is employed to sustain the dominant culture's privileged standing (Yu, 2020). Racism operates on numerous levels simultaneously, including the institutional, cultural, interpersonal, and individual layers of society (Funk, Varghese, & Zuniga, 2018).

Summary

Public higher education institutions (HEIs) are responsible for ensuring that all students achieve their educational goals (Chun & Evans, 2016). However, research shows that faculty behaviors that alienate diverse student groups can contribute to campus unrest. Therefore, faculty cultural competency preparedness is an essential professional development technique that HEI leaders (Chun & Evans, 2016) can take to provide ongoing support to faculty not representative of the student demographic in their knowledge and understanding of working with diverse

student groups as the United States is becoming increasingly diverse. This chapter gave background to why it was essential to explore what research on faculty cultural competency professional development over the last 20 years exists and why it is crucial to focus on faculty professional development.

CHAPTER 2

LITERATURE REVIEW

Introduction

Chapter two is a literature review pertinent to this research study. The literature selected was based on the theoretical framework utilized for this study and included Transformative Worldview (Creswell & Creswell, 2020) and Critical Andragogy (Abraham, 2014; Childs, 2017; Clemons, 2021); both are rooted in Critical Theory (Creswell & Creswell, 2020; Mertens, 1999; Romm, 2015; Clemons, 2021). Together these theories provide a framework for the research on faculty preparedness in HEI settings for increasingly diverse classrooms. The researcher aimed to identify faculty professional development for cultural competency as a crucial factor in HEI initiatives for campus diversity. The research literature was organized as follows: 1) the history of education and the historical role of faculty in American society, 2) the faculty's perspective on their role amidst the increasing diversity in HEIs, and 3) the review of literature on the theoretical frameworks that guided this research.

This research was on faculty cultural competency professional development in public institutions where faculty is not representative of the student demographics for ensuring that faculty are culturally competent in their workplace and for teaching in diverse classrooms (Chang et al., 2003; Spear et al., 2018). In the ASHE Higher Education Report, Chun and Evans (2016) argue that cultural competence is “one of the most critical skills...for careers and citizenship in a diverse global society” (p.7). While some HEIs have been able to create inclusive “campus environments,” most institutions “have struggled to develop integrated and intentional approaches to addressing cultural competence” because of a lack of a “definitional framework that clarifies the meaning and implication for the practice of such competence” (Chun & Evans,

2016, p.7). This implies that HEIs individually are taking responsibility for how they view cultural competency in their respective institutional environments and interpreting accreditation obligations to reimagine how diversity, equity, and inclusion laws apply to their institutions. It also implies that DEI initiatives may vary per institution statewide and regionally due to the historical past of race and education within the different parts of the United States.

Prospective university professors invest time in learning what to teach but are rarely prepared for how to teach (Behar-Horenstein, Garvan, Catalanotto, Su, & Feng, 2016). This results in a lack of preparation for the social skills needed to interact and engage with students, leaving their prospective employers—the universities to take up the mantle of facilitating these competencies (Kruse et al., 2018). It can be construed that since faculty are recruited, hired, and evaluated by these institutions, it is incumbent on them to ensure that faculty have the necessary training and cultural competencies to work effectively with the increasingly diverse organization. It also implies that being a subject matter expert does not equal to being culturally competent. By providing the necessary professional development support, HEIs can play a critical role in ensuring that faculty are culturally competent and prepared to work in a multicultural environment (Chun & Evans, 2016). Giroux (1988) asserts that teachers lack an understanding of people's intellectual, moral, social, and economic life, which results in them being unable to effectively prepare students for citizenship. He further proposes that teachers must be educated in these areas to provide students with the knowledge and skills they need to participate in society (Giroux, 1988).

History of Diversity and the Role of Faculty in the US

Before 1900, a significant gap existed in access to higher education based on racial classification (Kruse et al., 2018). In addition, American education has always been closely tied

to the country's political and social goals; in the early years, schools were established primarily to teach people the basic skills they would need to be productive citizens (Giroux, 1988). While the immigrant movement of the 1920s and the civil rights movement of the 1960s served to bring multiculturalism and liberatory education to educational institutions, they were still embedded in oppressive and discriminatory practices of the U.S. to produce domestic workers instead of leaders who could think critically for their freedom (Giroux, 1988). In addition, the rise of industry in the 19th century led to a greater emphasis on vocational education, as schools sought to prepare students for the jobs that were becoming available in the factories and mills (Giroux, 1988). In the 20th century, education became increasingly linked with the needs of the labor market, as businesses looked to schools to provide them with a skilled workforce (Giroux, 1988). On the other hand, the primary goal of liberatory education is to develop conscious, critical individuals who can think for themselves and take action against oppressive forces in society (Freire, 1984). Although at the same time, there have been some attempts to create more liberatory forms of education, such as the influence of critical theory, rooted in the works of Freire and bell hooks (Kincheloe, 2007; Abraham, 2014; Childs, 2017); Clemons, 2021) they have not been widely adopted within U.S. educational institutions. As such, it is clear that there is still much work to be done to create genuinely liberatory educational practices within the U.S.

The view of education as a tool for achieving specific political and economic goals has profoundly impacted the role of teachers in American society (Giroux, 1988). Historically, teachers have been seen as gatekeepers of knowledge, responsible for transmitting the values and beliefs of the dominant culture to their students (Freire, 1984; Giroux, 1988; Hooks, 1989, 1984). This view was reflected in how teachers were trained and licensed (Giroux, 1988). In recent years, however, there has been a growing recognition of the importance of faculty as agents of

change, capable of self-actualization and helping their students to develop the critical thinking skills they need to participate fully in democracy (Giroux, 1988; Hooks, 1989, 1994; Shor, 1980; Obidah, 2000; Abraham, 2014; Kruse et al., 2018; Clemons, 2021). As a result, there has been an increasing emphasis on faculty professional development and providing faculty with the resources they need to succeed in their classrooms.

Lipsitz (2018) argues that from colonial times to the present, intentional, and deliberate actions have institutionalized group identification in the United States to establish economic advantages for European Americans through a possessive investment in their whiteness. As a result, it can be argued that the country's founding beliefs established and continue to perpetuate attitudes and practices consistent with white supremacy ideology (McGhee, 2019). Some examples of the historical heritage existing in educational institutions in the U.S. today are "paintings of old white guys sitting in high-backed chairs, wearing academic gowns" displayed in important university administration buildings (Thelin, 2011, p. xi). This display of the history, in one way, pays respect to the educational leaders of the past but also stands there as reminders of the un-diverse leadership and the history of the racial divide, which further perpetuates the gap between those who feel resembled and belonging at the institution versus those who do not.

According to Thelin (2011), colleges in the South adhered to racial isolation due to a mix of institutional history and state regulation. Even in the Northeast, where racial segregation was not required by law, enrolling a black student in a traditionally white college was unprecedented (Thelin, 2011). America's predominantly white colleges and universities started opening their doors to women and people of color more than 150 years ago (Maruyama & Moreno, 2000). According to Maruyama et al. (2000), when white institutions initially extended out to students and staff of color, they assumed that BIPOC students would be the significant benefactors of the

conventional education the schools provided. However, as time passed, White faculty realized that they had just as much to learn as they had to teach and that their historical audience White Americans, also obtained unanticipated benefits from education in a heterogeneous setting (Maruyama et al., 2000). However, for far too long, these initiatives to promote inclusiveness were seen as little more than an extension of the educational privileges most white men enjoyed (Maruyama et al., 2000). This suggests that knowledge was equality driven instead of equity proportionate to students' access to resources, upbringing, and other nuanced limitations preventing knowledge retention and success. As the racial composition on college and university campuses changes to reflect greater diversity (Kruse et al., 2018; Woicke, 2020), it is essential to determine how the higher education leadership can increase BIPOC students feeling of belonging and inclusion through an intensive and culturally competent effort of faculty training for diversity, equity, and inclusion on campus (Kruse et al., 2018).

Additionally, systemic racism still hurts people of color and puts Whites in the best societal positions (Cabrera et al., 2016). One example of how systemic racism occurs in educational settings is when faculty teach a curriculum that emphasizes a dominant group's history in a classroom with the minority group present, and the perspective of events is skewed toward the dominant race (Tatum, 2018; Woicke, 2020). BIPOC students taught from a white-centric, privileged perspective take on the identities created for them (Kirk & Okazawa-Rey, 2018; Woicke, 2020). This suggests that these students (also BIPOC students) turned into faculty may also teach what and how they were taught (Breunig, 2009). University leaders are working to create safe spaces like multicultural or diversity centers (Weed, 2016) and require diversity training for students (Kruse et al., 2018). However, they must prioritize ongoing faculty

professional development to stay relevant in student-focused engaged teaching instead of only being subject matter experts in required college courses (Kruse et al., 2018).

Summerlin and Ponder (2020) state that teacher education programs are packed with white, middle-class individuals vying for desirable classroom teaching positions nationally. The backgrounds of these candidates resemble that of the uniform faculty in schools across the United States, which disproportionately represents the student populations they serve. Antonio's research in 2002 (Park, 2019) shows that professors of color were ten percent more likely than White faculty to emphasize community service; furthermore, because of the opportunity to effect social change, professors of color were fourteen percent more likely to pursue an academic profession. This implies that White faculty may not be aware of the needs of multicultural students, further emphasizing the need for diversity readiness for faculty. To strengthen institutional diversity initiatives and foster a more equitable educational learning space, instructors with diverse adult students can use their diversity preparedness to engage in critical dialogue (Freire, 1984; hooks, 1989, 1994; Breunig, 2009; Kruse et al., 2018). Therefore, with a standardized syllabus and lessons to cover, the need to have culturally competent discourse in the classroom is essential to create an atmosphere where students from all backgrounds find a sense of belonging to bring their whole selves into the classroom (Freire, 1984; hooks, 1989, 1994; Breunig, 2009).

Many aspects of education reflect societal divides, from curriculum and literature to expectations and beliefs of teachers and students to instructional methods and relationships between students and teachers (Nieto, 2009); it has existed in the history of this country through overt events such as colonialism, slavery, and Orientalism (Dunbar-Ortiz, 2018; Funk, Varghese, & Zuniga, 2018; Lipsitz, 2018; Smith, 2018; Tatum, 2018; Takaki, 2018). Moreover, research

shows that societal divides still exist today in clandestine systemic inequalities that cause microaggression, marginality, and oppression (Sue, 2018), including cultural imperialism, which involves the universalization of a dominant group's experience in culture and its establishment as the norm (Young, 2018), including but not limited to the textbooks used in school lacking authors of color (Tatum, 2018), and lack of representation of people of color in media and stereotypical images targeting people of color (Tatum, 2018).

There are many ways to combat the lack of representation in education (Chun & Evans, 2016). For example, suppose faculty receive mandatory diversity preparedness and work on their cultural competency; in that case, they could address this academic gap by inviting students into critical discussions about issues that arise from a multicultural perspective or without regard for different cultures (Chun and Evans, 2016). However, what we practice and how we determine whether these workshops have been worthwhile depends solely upon how individuals perceive them; this is known as the emphasis on faculty's own self-actualization through cultural competency training (hooks, 1994, Hutchins, Goldstein-Hode, 2019) via transformative learning practices (Clemons, 2021). Austin and Bartunek (2006) explain that when the new knowledge does not suit the individual's worldview, the new information is deemed irrelevant by the individual and ignored. In some cases, this is due to a lack of familiarity with accepted techniques of legitimate knowledge validation, while in other cases, it is due to an unfamiliar theoretical tradition (Austin et al., 2006); or in the case of faculty who teach in multicultural classrooms, their realities at home and in society may differ from the students they teach. This implies that information must first be understood to be then transmitted to others for it to be accepted and utilized—thereby emphasizing the importance of contextual teaching in faculty preparation for multicultural higher education spaces.

Traditional faculty training called the “banking” concept of education, requires that “knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider knowing nothing” (Freire, 1984, p. 58); while research shows that delivery of knowledge without context and relevancy is a disservice to students and the HEI at large because it leaves BIPOC students desiring a sense of connection and belonging with the material, and their peers & faculty (hooks, 1994; Tatum, 2018). Furthermore, as a result of pedagogical and andrological research into the complexities of teaching adult students, we now understand that education is a two-way exchange that is beneficial to everyone who participates in exchanging ideas and points of view in a classroom setting (Freire, 1984; hooks, 1989, 1994; Maruyama et al., 2000; Clemons, 2021). This suggests that assessing faculty views of diversity at the institutional and instructional levels is pertinent.

Faculty Views on Diversity Preparedness

Students, administrative staff, university presidents, and trustees come and go, but faculty who have been granted tenure are there to stay (Park et al., 2009). While getting more faculty of color in higher education will increase diversity and multiculturalism (Park et al., 2009). At the same time, preparing current faculty for a diverse classroom is equally, if not more, crucial to teaching students who are different from them (Kruse et al., 2018). Therefore, understanding faculty perspectives on diversity preparedness will enhance campus diversity initiatives. In the event that faculty members see diversity as either unimportant or irrelevant to teaching and learning (Ladson-Billings, 1995), they are likely to overlook it in their classrooms, which means that students are likely to get little benefit from diversity (Maruyama et al., 2000). It also implies that those faculty may not seek to address and engage in workplace diversity as well. According to Park et al. (2009), over ninety percent of faculty members concur that racial diversity

improves the educational experience for all students. However, while a lot is written about the benefits of having multicultural students, less literature is available on the faculty's urgency in finding ways to support the learning of those diverse students to create a symbiotic relationship. On the other hand, admission policies aimed at achieving a diverse student population have been challenged by some people and organizations on the grounds that they favor students of color and discriminate against specific white candidates (Maruyama et al., 2000), indicating that diversity efforts can be controversial.

Furthermore, the study done by Maruyama & Moreno (2000) showed that a percentage of faculty believe that diversity "has lowered the quality of the institution;" "has lowered the quality of the students;" "impedes discussion of substantive issues;" and "creates tension and arguments" (p.15). Maruyama et al. (2000) also found that Senior academics (in experience and position) were less favorable about diversity and less inclined to address it. Park et al. (2009) argue that the likelihood of faculty members believing that their institution respect diversity was much lower when they were active in ethnic/racial issues, and more politically liberal faculty members were less likely to think that diversity had a negative impact.

According to Milem (2003), faculty emphasis on diversity in courses has favorable benefits on racial understanding and overall college happiness. He also explains that there is a correlation between levels of contentment and the degree to which instructors incorporate diverse perspectives into their teaching practices. Kruse et al. (2018) argue that when teachers have more say and control over how their students and colleagues learn, they are more satisfied and engaged in their work. Conversely, teachers report dissatisfaction when their capacity to affect results is restricted, goal agreement is limited, and leadership is indifferent to their concerns (Kruse et al., 2018).

HEI Responsiveness to Diversity Efforts and Students

If there is still a question of why faculty need cultural competency preparedness, studies show that students of color do not feel a sense of belonging in higher education settings. Therefore, they must constantly examine their environment, adjust to policies and guidelines, and seek out integration pathways in a society that was not designed with their success in mind to begin with (Velasquez, 1999; Weed, 2016; Museus, Yi & Saelua, 2017; Rainey, Dancy, Mickelson, Sterns, & Moller, 2018; Hussain & Jones, 2019). BIPOC students are more likely to experience feelings of alienation or misrepresentation on campus when immersed in a culture built on and regularly tailored to their White peers (Weed, 2016). This suggests that there is a pressing need for investigation into faculty preparation for teaching in multicultural classrooms, including their diversity and cultural competency training (Kruse et al., 2018). The impact on BIPOC students and students, in general, needs to be a priority as the universities are looking for faculty training on diversity because classroom spaces can either fester or foster students' sense of community, self-identity, and belonging (hooks, 1994; Tatum, 2018). Kruse et al. (2018) assert that most diversity training targets student development, which is a concern because the approach assumes that faculty are already aware of how to be culturally competent. This is not the case because BIPOC students are telling a different story. For example, Harwood (cited in Kruse et al., 2018) states that students of color often describe being asked to represent their race during classroom conversations, hearing remarks about the criminality of particular groups of individuals or having to endure expressions of skepticism whenever a student of color makes an intellectual statement.

The problem is not that HEIs have not reacted to the shifting conflicts they encounter (Chun and Evans, 2016); the problem is that their responses have been haphazard and inefficient

(Kruse et al., 2018). To combat the issue of inequity, university leaders are creating safe spaces for students to find refuge (Weed, 2016). Specifically, multicultural centers are emerging as a one size fits all approach to addressing the increasing number of BIPOC students; however, their staff often do not know who their students are (Weed, 2016). In response to creating multicultural spaces for BIPOC students, Weed (2016) explains that a common theme in academic literature is that students of color on college campuses often feel ignored or unappreciated by their White peers. Bourke (2010) states there is a common misconception that all students of color are either first-generation, all-star athletes, or academically unqualified to attend a primarily white university. Additionally, BIPOC students were frequently the only students of color in their classrooms, prompting white students and teachers to look to them for representation of the racial group (Bourke, 2010; Weed, 2016). If this is the case, imagine a multicultural classroom and students' discomfort in a classroom they must regularly visit and interact in. This discomfort needs to be addressed by the HEI leaders so the faculty is culturally competent for their diverse workplace and classrooms.

What is Cultural Competency, and Why is it Important?

According to Winters (2020), Cultural competency is a process that involves becoming aware of the cultural differences between oneself and others. It also includes learning how to navigate those differences to problem-solve, make decisions, and resolve conflicts. It requires curiosity, an open mind, and a willingness to reflect on one's own assumptions and biases (Winters, 2020). Winters (2020) further adds that cultural competency is a continuous learning process. In organizational training, cultural competency is known by an array of other names, including "Anti or Implicit Bias training," "Cultural Responsiveness training" (Woicke, 2020), and "equity talk and equity walk" (McNair, 2020). Kruse et al. (2018) state that cultural

competency comprises five significant elements that higher educational institutions should adapt to and embrace. These include shared knowledge, professional learning at all levels of the organization, inclusive instruction methods, integration with other campus initiatives, and inclusivity of diversity foci (Kruse et al., 2018).

While HEIs seem to be committed to increasing students' cultural competency and go as far as creating special multicultural studies coursework, some departments even go as far as "making a few cosmetic changes to the curriculum by including a multicultural module" as their commitment to diversity (Brown, 2004, p.25). However, student displeasure and campus walkouts mentioned in Chapter 1 show that those attempts did not improve student satisfaction. Perhaps one reason could be that the faculty's cultural competency development is missing from the conversation (Brown, 2004; Kruse et al., 2018). Kruse et al. (2018) argue that the increased sense of responsibility for performance and commitment to the work among faculty that cultural competency promotes has been theorized to improve student educational outcomes. Faculty who are more aware of and sensitive to their students' cultural backgrounds are more likely to be effective teachers (Kruse et al., 2018). Additionally, a climate of inquiry and acceptance that cultural competency creates can lead to greater organizational effectiveness (Kruse et al., 2018). It can be construed that when all members of an organization feel that they can discuss issues openly and respectfully, the organization can function more efficiently.

Organizational Leadership, Cultural Competency, and Other Sectors of Industry

Organizational leaders across industries in the United States are investing resources in ensuring their staff is culturally competent through consorted efforts towards DEI training (Carter & Johnson, 2022). According to Orme (2022) for MarketWatch, Corporate America made a "\$50 Billion promise" to advance DEI efforts. Some of those efforts are after the fact that

the employees' mistreatment of customers; for example, in 2018, Starbucks closed its 8000 stores for a day-long diversity training (Starbucks, 2018) after a video of employees discriminating against two people of color started circulating online, causing an uproar in the community. Such trainings have persisted in organizations, including HEIs, to address incidents of discrimination. Perhaps a proactive stance will be better than waiting to train after an incident.

Theoretical Framework

Transformative Worldview and Critical Theory

According to Mertens (cited in Creswell and Creswell, 2020), the transformative paradigm allows academics to take their disciplines into new territory by combining it with activism that can lead directly toward social change goals such as reducing poverty or racial equality. According to Romm (2015), Mertens' central prominence in the transformative paradigm is the emphasis on the oppressed, marginalized, and disenfranchised, much similar to the work of Freire 1984; Giroux, 1989; Shor, 1980, 1992; hooks, 1989, 1994; and Clemons, 2021; as such, the researcher always starts with a problem to study: "empowerment, inequality, oppression, domination, suppression, and alienation" (Creswell & Creswell, 2020, p. 28). The transformative worldview consists of the work of critical theorists who acknowledge the power structure and oppression (Creswell & Creswell, 2020), participatory action researchers (Creswell & Creswell, 2020) who seeks to address real problems and engage with people who are facing problem not only to resolve their situations but also to empower them to become change agents for "transforming practice participants, organizations...and society" (Herr & Anderson, 2015, p.9).

Critical Theory and Critical Andragogy

In the last two hundred years, critical theory gained prominence amongst researchers as connected with Frankfurt School, where theorists and researchers started challenging capitalism and social inequalities (Abraham, 2014). Clemons (2021) states that “Critical theory challenges the social and cultural beliefs usually assumed or self-evident by questioning the ideological foundations of common beliefs” (p. 12). In the case of this dissertation research, the common belief can be construed as faculty already know what they need to teach in classrooms, so they do not need any training, or that HEIs already have enough diversity training to recruit and retain diverse students and faculty.

According to Clemons (2021), the theoretical framework for comprehending andragogy—the study of adults, their learning and education process, and insight into teaching adult learners (Knowles, Holton, & Swanson, 2015)—is critical theory, critical pedagogy critical multiculturalism, and transformative learning. Critical Pedagogy is a branch of critical theory that gained international acknowledgment through Freire’s book *Pedagogy of the Oppressed* (Kincheloe, 2007, p.12). In the U.S., W.E.B. Du Bois is credited for his position on the importance of transformative education for empowerment, which he termed “double consciousness.” If people are subjugated, they must learn about those who try to rule them (Kincheloe, 2007). Since then, other prominent thinkers, including Henry Giroux, Ira Shor, and bell hooks, have added to the field. Abraham (2014) explains critical pedagogy, in its broadest sense, as the process of thinking about, negotiating, and transforming the relationship between classroom instruction, scholarship (including research), school structure (including institutional structure), and social and material relations in the larger public, nation, and political entity. This means that what happens inside and outside of the classroom cannot be separated and isolated;

each must inform the other so that participants can confront and engage in real-life situations instead of ideals disconnected from one's reality.

While critical andragogy/pedagogy is the best definition for transformative education, faculty have used other names to describe education and learning that is transformative. These different names include but are not limited to emancipatory education (Freire, 1984), education as a practice of freedom (Freire, 1984; hooks, 1994), feminist pedagogy (hooks 1989, 1994), liberatory education (Freire, 1984; hooks, 1994), education for critical and social consciousness (Freire, 1984; hooks, 1989, 1994), transgressive teaching (hooks, 1994), empowering education (Shor, 1992), disruptive pedagogy (hooks, 1994; Mills, 1997), relational pedagogy/education (Arendale & Poch, 2007), social justice education (Adams & Zuniga, 2018; Bell, 2018), and most recently, equity talk and equity walk (McNair, 2020).

Critical Andragogy

Critical andragogy is a theory that encompasses andragogical understandings of how adults learn, how critical education embraces the nuances of teaching marginalized and oppressed adults, and adults' expectations in the classroom, as well as the transformative nature of education that emancipates learners from restrictive social norms that limit their potential in society (Clemon, 2021). To this end, critical andragogy then stands as an open arms invitation to faculty and students alike to unravel, dialogically, what is messy, inconclusive, embedded in the fabric of American society through historical incidents such as colonialism, slavery, and the arrival of refugees and immigrants, that have formed and shaped BIPOC identities and continuously at work as silent reminders to such people of their place in society by explicit and implicit discrimination (Philpot, 2015; Proietti, 2015; Tatum, 2018; Breunig, 2019). This implies that teachers-as-students also need the space to discourse and engage through classroom

interaction to deepen their cultural competency and self-actualization. According to Guilherme (2017), “To speak critically about educational, social, philosophical issues, is a cornerstone of critical” (p.3) andragogy. Therefore, faculty training for diversity and cultural competency training should seek to transform the participants’ worldview so they can situate themselves in the overt historical and present-day covert ways of classroom curriculum and interactions that impact BIPOC students negatively and influence the bottom line of the HEIs.

Abraham (2014) states, “The critical teacher understands her/his responsibility of preparing the pupil/student for more than the profession she/he is going to exercise. She/he equips them with the capacity to transform their society” (p. 5). This means that critical teachers will not stand by as injustice occurs in their classroom; they will work to change the narrative so all their students can resonate with the lessons. It can also be said that a critical teacher recognizes that there are many power dynamics in the microcosm of their classroom. Therefore, they are consistently engaged, vigilant, and aware so all students feel psychological safety and a sense of belonging. Like Abraham (2014), Freire (1994), Shor (1980), Giroux (1989, and hooks (1989, 1994)) have furthered the work on critical pedagogy to disrupt the imbalance of power between the haves and have-nots that lead to inequalities in our society whereby disenfranchised minorities struggle to live a just and balanced life.

According to Soto (2020), “Critical pedagogy is difficult to implement because it challenges many of the taken-for-granted assumptions about schools- that they teach [students] to think, that they are relevant to daily life experiences of all students, and they provide equal opportunity to all. Critical pedagogy is about using real-life experience as a basis for learning, as a basis for empowering students, and as a basis for thinking about social justice” (p. XI). This can be construed as many faculty members cannot separate what they know from what they must

teach when it comes to teaching using the lens of critical pedagogy because one's own experience impacts what one teaches. Critical pedagogy seeks to engage students and pedagogues in deconstructing written and perceived knowledge using dialogue for a mutual understanding that applies to all participants' lived experiences, which can then empower participants for a better life (hooks, 1989, 1994; Soto, 2020).

The researchers argue that critical pedagogy is not about what you teach. Instead, it is about how one teaches because "critical pedagogy is...not a homogenous set of ideas, nor a method" (Philpot, 2015, p. 431). According to Soto (2020), "Critical Pedagogy can reaffirm education as empowering, liberating, and capable of driving social transformation (p. 2). It can be interpreted that critical pedagogy requires a new lens/frame or way of seeing nuances in the society that one may have thought of as a way of life, albeit a distorted view and feeling empowered to challenge the past accepted reality instead of accepting it at face value. It is, therefore, vital that faculty embrace critical pedagogy in all aspects of education so that all students can critically think about the labels impressed on them outside of the classroom and ways to dismantle those labels, co-create knowledge with the faculty and fellow students to recreate their identities in the way that fast tracks them to the pursuit of the American dream instead of graduating and re-living the identities that have been impressed upon them due to their race, class, gender, ability, and a myriad of other identities that create limitations to fulfilling the American dream.

Hooks (1994) argues that teaching with everyone in mind requires that if instructors want to educate in a way that gives students more agency over their lives, they need to be actively devoted to a process of self-actualization that is beneficial to themselves and their well-being. For diversity readiness, this might include reflecting on their own student experience,

prejudices, and assumptions to understand their own ways of thinking and reimagining their paradigm for an inclusive classroom experience. Kruse et al. (2018) argue that professional learning is more successful when participants learn about other cultures and examine their own prejudices and false views. This is because diverse groups are more likely to critically examine their preconceptions if they have few shared assumptions (Maruyama & Moreno, 2000).

Therefore, being culturally competent allows students and instructors to open their minds and learn from the experiences of others. This prepares them to deal with varied populations and to educate with respect for everyone (Kruse et al., 2018). Consequently, cultural competence is an essential skill for academics to possess.

In her book *Teaching to Transgress: Education as the Practice of Freedom*, hooks (1994) makes a case for faculty to worry about their own inner well-being. Hooks (1994) asserts that the absence of a requirement that instructors be self-actualized leads to professors who are not concerned with inner well-being and are intimidated by student demand for inclusive and liberatory education. Hooks (1994) also asserts that “If professors are wounded, damaged individuals, and people who are not self-actualized, then they will seek asylum in the academy rather than seek to make the academy a place of challenge, dialectical interchange, and growth” (p.165). In other words, if universities only require that their faculty be subject matter experts and do not require them to be self-actualized people, then some instructors will not be interested in teaching in liberating and inclusive ways for all students. This may be a problem because it implies that those professors are not adequately preparing their students for the real world, which is increasingly diverse and complex. To address this issue, educational institutions should tailor their training with teachers in mind instead of using a one-size-fits-all approach that is required for the entire university, including administration, faculty, students, and staff (Kruse et al., 2018;

Woicke, 2020). By taking this approach, universities can ensure that all instructors are subject matter experts and self-actualized people committed to liberatory education (Woicke, 2020). For example, lectures, films, problem-solving simulations, role-playing, experimental activities, and debate may be used in diversity training (Kruse et al., 2018) with particular attention to different adult learning methods and the need for discourse. However, it is preferable for faculty to actively participate in creating answers to complicated problems rather than passively listening to a lecture (Kruse et al., 2018). Consequently, one discovers an entirely new way of being, thinking, acting, feeling, and creating with other people (Woicke, 2020).

Summary

This chapter provided a brief literature review that informed the study questions and context. The researcher explored the literature on the historical role of faculty in historically white public universities, the changing role of faculty in response to the changing demography, the faculty's perception of the increasing diversity, and the urgency for HEIs to cater to the needs of the increasing diversity. The next chapter discussed the study methodology.

CHAPTER 3

METHODOLOGY

Introduction

As previously discussed, higher education institution (HEI) leaders who work to combat disparity and further the diversity, equity, and inclusion (DEI) initiatives cannot ignore the role of faculty and their responsibility in the classroom (Chun & Evans, 2016). Faculty play a significant role in campus life and are not immune to the influence of societal norms (Chang et al., 2003; Spear et al., 2018). Unfortunately, there has been less focus on cultural competency preparedness designed for faculty (Brown, 2004). As a result, many faculty members are underprepared for the increasing diversity. By placing more emphasis on cultural competency, higher education leaders can help to ensure that faculty are better prepared for their workplace and to teach in multicultural classrooms. Furthermore, by 2045, there will be no racial majority in the United States (Hutchins, Goldstein-Hode, 2019; U.S. Census, 2021; Bahrapour & Mellnik, 2021). The United States is moving towards a diverse community and workforce, implying that diversity, equity, and inclusion in education and, most significantly, in HEIs are crucial to ensuring an equitable society (Chun and Evans, 2016).

This chapter explained the methodology utilized in this study and provided an overview of the qualitative research method. Finding a suitable research methodology is essential to getting the answers the researcher seeks. Unfortunately, there is a lack of data on current university requirements for faculty professional development of cultural competency and multicultural preparedness. Therefore, it was essential for the researcher to first study the landscape and determine what type of research material already existed. Furthermore, the

researcher was also looking for evidence of the usage of critical andragogy praxis in faculty cultural competency development.

This research study sought to explore the following research questions:

1. What does the research literature show as it relates to faculty cultural competency preparedness to teach in an institution where faculty is not representative of the student demographics?

a. In what way does faculty preparedness support the HEI's diversity initiative?

b. How are critical andragogy practices observed in faculty cultural competency preparedness?

Research Studies Eligibility Criteria

Procedures

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) reference retrieval process guided this search. The four stages: 1. identification, 2. screening, 3. eligibility, and 4. inclusion, were utilized. Each of these elements and how they shaped the eligibility criteria of this research was addressed in this chapter.

Search Strategies

The initial identification stage involved the usage of advanced search features by applying a keyword search in databases such as EBSCO, ERIC, JSTOR, and ProQuest. In addition, ProQuest Dissertation and Theses Global were also utilized to explore published doctoral dissertations. Three main categories were used for the search to ensure that the results mirrored the research questions, specifically setting and participation. The first category was

setting: the US public universities; the second category was: peer-reviewed articles that discussed faculty professional development in the last 20 years; and the third category utilized different keywords such as diversity training, multicultural training, and anti-bias training. The keywords were entered for each of the three categories, and the publication date limit was set from 2002-2022. In addition, the criteria filter for language was set to English, and the article source was set to peer reviewed.

Timing

I selected 20 years between 2002- 2022 to ensure that the articles were recent and addressed the current diversity issues. This choice also allowed for a look at the progression of faculty development in this area of research.

Credibility

Only peer-reviewed studies and approved/published doctoral dissertations were eligible for inclusion in this study due to their academic credibility and adherence to suitable research standards. Not eligible were conference articles, master's theses, and unpublished studies.

Information Sources

This study utilized various information sources, specifically: EBSCO, ERIC, JSTOR, and ProQuest, were primary information sources. In addition, the researcher also searched individual database collections of the following journals and publications: Review of Higher Education and Journal of Diversity in Higher Education.

Study Selection

All studies that came up during the search were added to the project database using the citation management software ProQuest RefWorks. Then, every reference was automatically assigned its unique reference ID and filed in a folder corresponding to the search engine or publication collection from which it was initially retrieved. Once all the research references were available in the search folders, the first stage in the search procedure was to eliminate any duplicate references so as not to interfere with the counting or sorting process.

The second phase in the selection procedure was a cursory examination of the research titles to determine their applicability. In the third step, I reviewed the study abstracts adhering to PRISMA's criteria for the screening stage. Following the abstract review, all references were sorted into new folders marked eligible and ineligible—the fourth step of the selection procedure involved locating the entire text of each reference. Finally, the fifth step was to perform a comprehensive review of the complete text of each reference using PRISMA's eligibility criteria.

Data Collection Process

I used two key tools: (1) a reference notes template, in which I summarized all the primary parts of the study, and (2) a synthesis matrix, which featured columns for each of the primary elements of the research study.

To provide an evidence-based, in-depth research thought, I gave precedence to direct quotes over interpretive summaries, made citations wherever required, and noted page numbers.

Risk of Bias

Each individual interprets, experiences, and responds to events in light of their own biography or experiences, which vary according to gender, time and location, cultural, political, religious, and professional backgrounds (Corbin, 2016). I recognize that my educational journey in the American educational system as an international student, an immigrant, and a first-generation college student influenced the data interpretation process.

Academically, I am adequately positioned to study and analyze the topic of this paper due to my interest in DEI, training, and social justice. My academic credentials include having a Doctoral Candidacy in Educational and Organizational Leadership and Learning (EOLL) in (2021) and a master's degree in education (2014). My interest in the role of faculty in co-creating knowledge and the topic of critical andragogy led me to publish my first paper in 2015 on Feminist Pedagogy in University Classroom, which the United Nations Women Training Center has used for Gender and Equality Training. I have also trained adults in the medical industry for over ten years.

In qualitative research, the role of the researcher as the primary data collector requires unbiased data gathering and interpretation (Creswell & Creswell, 2020). To this end, I ensured that memo writing occurred on the same day as the data collection to prevent loss of initial interpretation. I was also descriptive about the data and the interpretation, ensuring that my interpretation was specified separately from the results where necessary. In addition, one of the advantages of a thematic dissertation in the EOLL program is the collaborative nature of the research team. Therefore, I utilized a combination of peer reviewers, personal objectivity, and stated researcher interpretations and opinions.

Instruments

Prior to data collection, a matrix was used to effectively describe, classify, and organize all included studies (see Appendix A). The matrix followed a standard format and included all components often found in social and behavioral science research. If a component was to be excluded from the study, the corresponding column box was left vacant.

Qualitative Data Analysis

There are various realities in life, and gathering and evaluating data necessitates capturing and considering all these different viewpoints (Corbin, 2016). At the same time, in qualitative research, the role of the researcher as the primary data collector requires unbiased data gathering and interpretation (Creswell & Creswell, 2020). To this end, the researcher ensured that memo writing occurred on the same day as the data collection to prevent loss of initial interpretation. In addition, the researcher was also descriptive about the data and the interpretation, ensuring that the researcher's interpretation was specified separately from the results where necessary.

Summary

This chapter presented the methodology of this systematic review. The methodology and the study eligibility criteria enabled the researcher to conduct a thorough search of the existing research literature. Data collection and analysis used only qualitative methods and underwent several cycles to ensure accuracy and quality. The next chapter explored the findings of the study.

CHAPTER 4

FINDINGS

Introduction

As discussed in the previous chapter, this systemic review examined the published literature over the past two decades regarding HEIs' efforts in faculty cultural competency preparedness to teach in public universities. The research questions were:

1. What does the research literature show as it relates to faculty cultural competency preparedness to teach in an institution where faculty is not representative of the student demographics?
 - a. In what way does faculty preparedness support the HEI's diversity initiative?
 - b. How are critical andragogy practices observed in faculty cultural competency preparedness?

This chapter outlined the study's result and reviewed the study retrieval process and the resulting data for each of the four PRISMA stages of the process, including the summary of individual studies used for the research. Afterward, each included research was synthesized, and the emerging thematic results of the systematic review were provided.

Study Retrieval Process

This study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) retrieval process, as shown in Figure 1. The PRISMA process involved four states: (1) identification, (2) screening, (3) eligibility, and (4) inclusion. The identification process involved database searches of EBSCO, ERIC, JSTOR, ProQuest, and ProQuest

Dissertation & Theses Global for doctoral theses that have yet to be included in the databases utilized for this study. The researcher also conducted manual searches on the following journals and publications: Journal of Diversity in Higher Education, Diverse Issues in Higher Education, and American Educational Research Journal. This resulted in 138 references that the researcher compiled into the RefWorks Search Folder. The last step within the identification stage was to remove five duplicate references, which brought the total number to 133 by the end of this stage.

For the exclusion criteria screening, the researcher reviewed the abstracts of all 133 references to look for studies that could be disqualified from inclusion. This resulted in 62 studies being disqualified primarily from theoretical articles lacking population sampling. All the remaining 71 studies were carried into the third stage, eligibility.

The third stage involved reading the full texts of 71 studies. At this stage, the researcher sought the exclusion criteria as the type of population sampling. The primary reason for the disqualification at this stage was studies that focused on students' cultural competency instead of faculty professional development and cultural competency. Out of the 71 studies at this stage, 49 were disqualified after a review of the entire research article, and the remaining 22 articles were utilized for this systematic review. (See Figure 4.1).

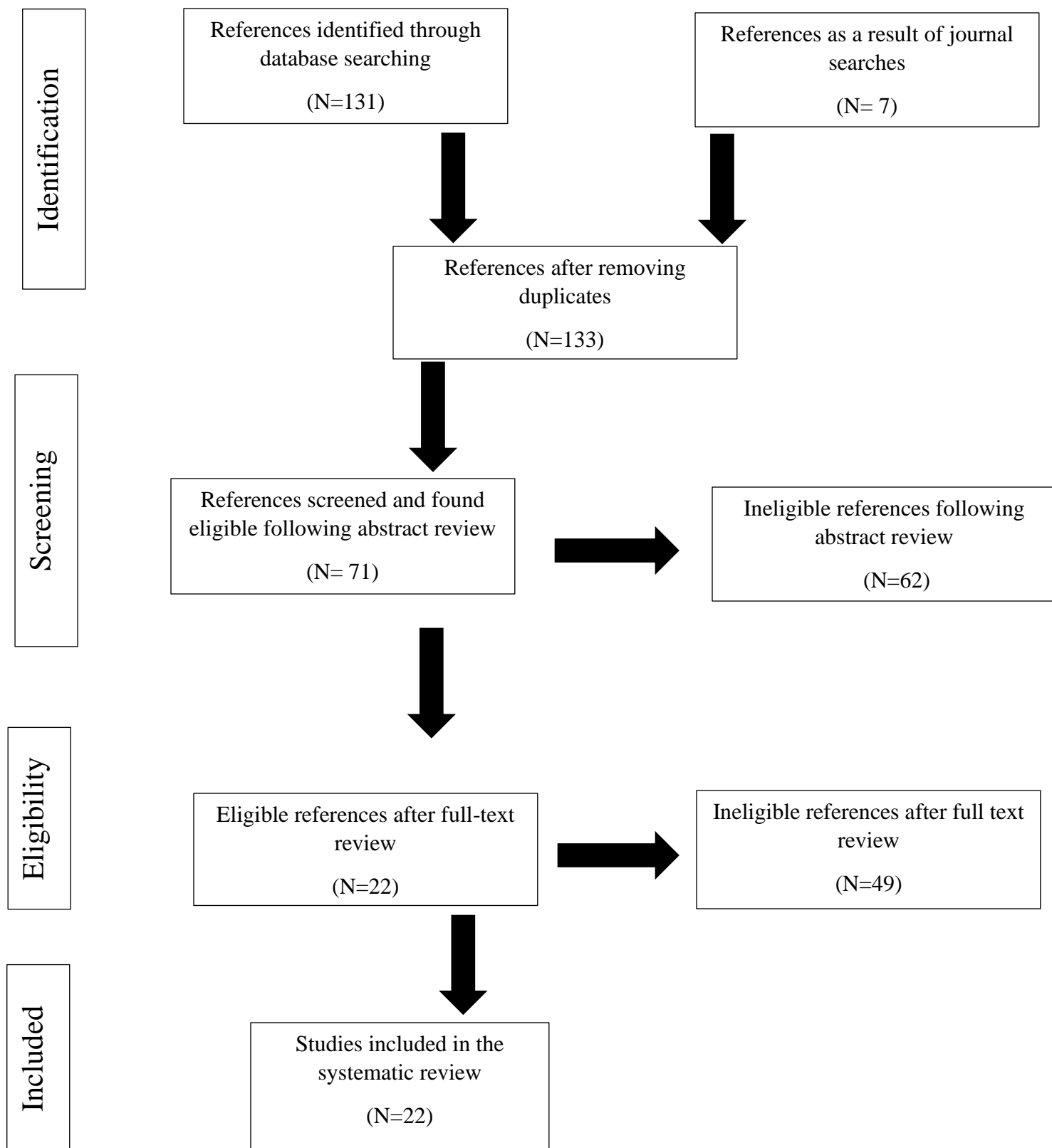


Figure 4.1. PRISMA flow diagram of study eligibility. Inspired by The PRISMA 2009

Inclusion Characteristics

A cursory examination of the 22 included papers revealed the role and perspective of faculty professional development in higher education institutions and the emphasis on cultural competency in its broadest sense in faculty professional development. The primary characteristics were: the shifting forms of faculty professional development in response to changing student demographics and the need for change-relevant instruction; the faculty's desire for professional development for student-relevant teaching and faculty seeking a sense of belonging through community and collaboration; and faculty discussing barriers to professional development due to a feeling of lack of agency in their departmental and their institution due to their organizational culture.

Individual Study Summaries

This section summarizes each of the 22 research articles; an overview of the significant issues for each article is listed in Appendix B (Table 4.1).

Baldwin & Chang (2007) explored the premise that collaborating with one another is an excellent method to optimize the impact of institutional investments in faculty professional development and an effective vehicle to foster learning and professional growth among academics. The authors examined the collaborative activities supported by the Andrew W. Mellon Foundation through its Faculty Career Enhancement (FCE) grant program. The research involved 23 colleges participating in Mellon Foundation's Faculty Career Enhancement Program. Participants from eleven colleges were interviewed about the activities of FCE participants, project outcomes, and collaborative approaches to faculty development. The authors found that collaboration to promote professors' learning and professional development can

benefit individual faculty members and their institutions. Collaborations included co-mentoring to support new and seasoned faculty in teaching, research, and service with shared goals beneficial to involved parties. Additionally, the researchers discovered that many FCE colleges used a portion of the grant to create intellectual communities on their campuses to enable faculty to come together for “intellectual discourse) (Baldwin & Chang, 2007, p.29).

The research uncovered that FCE resulted in both tangible (publications, course revisions, curriculum enhancements) and intangible (sense of belonging, mutual support, exchanging ideas, learning together, and sense of the community) outcomes. Additionally, the research revealed that participants should consider common interests and goals when choosing partners for collaboration and be flexible if the partnership does not work as expected. In the process, the colleges learned valuable lessons on collaborating effectively. The insights they gained can help other colleges and universities that wish to support faculty at all stages of academic life. The researchers suggest that creating conditions that encourage faculty collaboration is essential for higher education institutions to innovate and adapt in a time of rapid and continuous change.

Benbow & Lee (2019) investigated the relationships between organizational and positional educator characteristics and advantageous teaching-focused social ties between faculty social networks and professional development. The researchers sought answers to two questions: 1) What faculty conditions are associated with developing beneficial teaching-focused social networks? (2) How do faculty members perceive various conditions influencing the development of beneficial teaching-focused social networks in their daily lives?

The findings included: faculty careers often are small, close-knit teaching-focused social networks; on the positive, these ties are strong, and on the negative such networks reduce access

to new information and knowledge of less important complex information not necessary for teaching-focused info. Also, the teaching experience increased classroom confidence but also limited advice-seeking behavior and limited professional development through networking. Finally, teaching-focused discussions were unimpactful due to the belief that you are either a good teacher or not.

The researchers also found that putting the onus on faculty to do the outreach networking and other departmental and classroom expectations will lead to burnout and lack of attendance at those events—the weight of faculty responsibilities equals time spent on teaching-focused social interactions. Benbow & Lee (2019) found that 4-year institutions gave less opportunity for faculty teaching-focused discussions to include diverse organizations and businesses for real-world scenarios resulting in less new information and perspectives compared to 2-year colleges—such as industry standards, organizational culture, diversity standards, and requirements, leading to more faculty and theoretical experience and less practical information for students while Faculty at 2-year colleges engage in more diverse teaching-focused discussions than those at 4-year institutions. The researchers suggest that Administrators should actively promote teaching-focused social ties among faculty and align departmental professional development opportunities with faculty experience, research, and service commitments. Moreover, future research should expand faculty samples, examine robust tie measures and test the association between network patterns and aspects of professional practice.

Blickenstaff, Wolf, Falk, and Foltz (2015) conducted this research to describe faculty members' perceptions concerning quality indicators of undergraduate education. For example, researchers used survey research at the University of Idaho's College of Agriculture to describe faculty perceptions of valuable graduate skills, perceived levels of competence and importance

of teaching areas, and barriers to improving teaching. This was done to identify ways in which teaching could be improved. For example, the researchers found that faculty reported high levels of competence in traditional teaching methods but identified student engagement and critical thinking as the most important aspects of teaching, suggesting the need for “faculty professional development training.”

In addition, the survey revealed that the areas of instruction requiring the most professional growth are student engagement and increasing reading and writing skills. Faculty members evaluated themselves as more proficient at teaching than at actively involving students or employing technology for course management. Little emphasis was also placed on technology in education and teaching in multicultural contexts. The faculty in this survey judged teaching to be undervalued relative to research, despite a more significant proportion of teaching-focused faculty appointments. The poll also revealed that faculty members have little interest in participating in professional development because there is insufficient funding available from departments for professors to participate in professional development activities that enhance classroom instruction.

Blickenstaff, Wolf, Falk, and Foltz (2015) argue that the land-grant community must commit to a road of educational reform to boost academic rigor, promote higher learning, and improve teaching in agriculture and life science colleges. They also state that research is needed to solve problems like inadequate funding and inadequate support for undergraduate programs that deliver quality education. Finally, the researchers concluded the study by suggesting that further research is needed to determine the best methods for assessing and improving pedagogical practices for improving teaching practices.

Bouwma-Gearhart (2011) investigated the motives of science and engineering faculty at a large research university to engage in teaching professional development. The researcher found that faculty members engaged in teaching professional development due to extrinsic reasons, primarily a diminished professional ego and a desire better to align their teaching identities with their researcher identities. In addition, participants appreciated TPD because it provided a secure setting in which challenging things could be discussed without the risk of feeling exposed or receiving criticism.

Finally, it was felt that longer TPD sessions provided beneficial possibilities for attempting new approaches and gaining trust with other participants. The participants in the study were motivated to participate in TPD by their desire to interact with other people interested in improving their teaching, developing their teaching competency, and expanding their autonomy concerning their teaching and teaching identities. Additionally, professional development opportunities satisfied the need for social relationships related to teaching.

The researcher proposed that a culture shift is required for faculty to recognize their need for relatedness, competency, and autonomy in teaching and that once involved in TPD, faculty must be given the opportunity to reflect on improvements in their teaching practice and be encouraged and aided in efforts to bring their teaching practice in line with other professional practices because by internalizing the values and practices of TPD activities, faculty can improve their teaching practice.

Butters and Gann (2022) investigated the professional development needs of US online adjunct educators. They asked: RQ1. How do online adjunct faculty characterize pedagogical obstacles that affect teaching? RQ2: What professional development do online instructors need to overcome these challenges? Six of 21 individuals were interviewed after completing a 6-

question Qualtrics questionnaire. The authors state that professional development is vital for helping college professors, including online adjuncts, learn about new techniques, technologies, and teaching methods that can be used in the classroom. Professional development can cover many different parts of a faculty member's duties and responsibilities, such as how they relate to the institution's mission and goals. Flexible, self-paced programs for professional development can help teachers use what they learn right away in their classes and share it with their peers. Professional development for online adjunct professors should be diverse and flexible to meet the needs of instructors with different levels of experience, backgrounds, and levels of involvement in online environments.

Findings indicate that online adjunct professors receive little professional development and require additional training in course preparation, technology awareness, resource access, and communication interaction. Professors expressed difficulty teaching courses in which they lacked adequate education or training. According to the requirements of their university, they were compelled to teach subjects unrelated to their specializations. This caused unreasonable hardship and anxiety due to insufficient prior notice and preparation time. Many echoed this perspective, expressing ambivalence about instructing courses outside their area of competence. One respondent stated that it is essential for adjunct lecturers to be current on the issues to comprehend students' problems. Participants suggested providing essential materials such as textbooks, professional development for student engagement and interaction approaches, and training for students with special needs prior to the start of class. Almost all respondents indicated that promoting effective communication was vital to their success as online adjunct professors. The researchers suggest that stakeholders might benefit from further training

provided by their employing institution or through self-initiated means, as well as training on specific LMS requirements and ensuring online faculty have access to required course resources.

According to Chen, Tutwiler, and Jackson (2021), organizations have been actively pursuing efforts to diversify their workforces through participating in diversity training programs. However, there is evidence that they are ineffective in changing attitudes or behaviors to address the lack of diversity in geoscience departments. To reduce the shortcomings of diversity training, mixed-reality simulation technology was used to teach geoscientists how to create more inclusive departments. In addition, the researchers recruited 29 geoscience professors from 27 different colleges in the United States as participants in an intervention program that lasted one year and focused on teaching them about diversity, equity, and inclusion.

In addition to allowing participants to practice particular abilities through mixed-reality simulations, the program also included an intensive three-day workshop and three journal clubs. The intervention used technology to create authentic situations where participants actively promoted diversity, equity, and inclusion. The researchers observed that self and collective efficacy rose sharply from preintervention to 5 months after beginning. However, both declined by the 1-year mark in which only self-efficacy remained credibly higher than preintervention. In addition, the participants became more confident in identifying and confronting others about microaggressions and explicitly prejudicial behaviors.

Chen, Tutwiler, and Jackson (2021) state that to ensure successful departmental climate changes, individuals must feel capable of identifying and calling out prejudicial behaviors and acting as allies for those whose contributions are devalued; however, it is possible that participants overestimated their department's desire to advance goals in diversity, equity, and inclusion observing the decline in the self-efficacy it is possible that GeoDES participants were

not gatekeepers, which explains the retreat back to baseline levels in collective efficacy at the 1-year mark. Despite being the majority in geosciences, White geoscientists who participated in GeoDES reported lower confidence than faculty of color in identifying and calling out prejudicial behaviors. Full or Distinguished Professors reported lower collective efficacy than Associate Professors, suggesting they do not feel they have more influence.

Researchers discovered that even with caveats, there was a year-long impact on faculty members' confidence in their ability to respond favorably to diversity, equity, and inclusion. In addition, it was demonstrated that elevating one's sense of personal efficacy might affect one's outlook on the value of teamwork in achieving departmental diversity, equity, and inclusion targets. Finally, institutional progress on DEI may be taught using mixed-reality simulations that combine AI with human conversational intuition.

Dooley, Edgar, Dobbins, Mackay, and Davis (2019) did an evaluative research study to determine the attitudes and competencies of faculty across three universities collaborating on an interdisciplinary online course. This assessment aimed to determine the professional development opportunities needed for this faculty team. The objectives of this study were to determine instructors' attitudes toward (a) creating online instructional materials without specific asynchronous training, (b) collaborating across institutions and interdisciplinary content, and (c) developing case studies as a teaching tool after participating in a team-taught course. The researchers interviewed nine faculty members (with a wide range of teaching experience—3-34 years) using an open-ended protocol, with some familiar & some new material included.

The researchers discovered that: faculty took the initiative to create their own learning experiences, with just-in-time learning and intrinsic motivation. Reflection on professional growth aided personal career development and project implementation. Key changes the project

lead team identified to improve future course delivery include increased interaction between course developers, introducing thematic areas to instructors, assessing other modules in the context area, periodic web conferencing, revising content, creating opening videos for each module, and linkages across modules. In addition, case studies promoted new teaching approaches and boosted student involvement. In order to strengthen the faculty community involved in the project, the researchers suggested doing a longitudinal evaluation of the grant team over four years, with brief interview assessments added to projects involving multiple universities. They also imply that more rigorous evaluation and assessment tools for educators are required to boost student motivation and achievement.

Estes (2022) investigated professional development, such as one aimed at strengthening instructors' knowledge and implementation of Differentiated Instruction (DI), with the potential to equip instructors in higher education with instructional tools to support all learners. Estes utilized a single qualitative case study to examine teachers' and students' experiences with DI use in a higher education course. The population sample comprised one Communication Science and Disorders (CSD) Faculty with a Doctorate and 15 years of employment and three students.

The study revealed that DI implementation in higher education has the potential to yield positive results, such as improved student learning outcomes, more meaningful instruction, and a more inclusive learning environment. The findings also support the use of professional development as an effective means for transmitting information related to DI. Additionally, it demonstrated how an instructor's use of DI in teaching was perceived positively by students.

According to the study, DI can improve higher education instructor teaching practices, increase student knowledge and performance of studied information, decrease course remediation, and increase graduation rates. According to the researcher, future research should

analyze variations between smaller and larger institutions when applying DI, investigate teacher sustainability of DI methods, investigate student retention/remediation rates, and require university instructors to study andragogy.

The research of Goldstein Hode, Behm-Morawitz, and Hay (2018) was founded on the premise that faculty and staff must develop cultural competence in order to work with diverse student bodies and to prepare students for the global workforce, and that online learning interventions have the potential to provide meaningful diversity and inclusion education. However, the efficacy of such seminars was questionable. The project's objective was to evaluate the efficacy of a fully online diversity course aimed at helping academics and staff achieve cultural competence. The investigators designed a four-week instructor-led web course. Using a pretest-posttest approach, they examined the effectiveness of Diversity 101 in boosting participants' cultural competency over 15 months with a total of 162 participants. One hundred eight individuals completed both the pre-test and post-test. Participants were emailed a post-test online survey and a completion certificate.

The study results showed that the people who participated in it learned more about diversity, became more open to other cultures, and became more aware of their social privileges. However, the course's effectiveness depended on where the students came from and how comfortable they were with computer-mediated communication. The study filled in some gaps in the research on evaluating diversity interventions and added to what we know about how an online platform could help people learn cultural competence skills. Intrinsic motivation and cognitive presence were significant predictors of behavior and attitude, which affected how well online learning worked. The results of Diversity 101 support a definition of privilege that looks at how it affects different groups.

According to Goldstein Hode et al. (2018), evidence suggests that an online diversity course is an efficient way to foster workplace cultural competency. To better understand the difference between the effects of mandatory and voluntary diversity education initiatives, future studies should use a control group design in which participants are randomly assigned to receive either in-person or a hybrid of in-person and online instruction based on the same curriculum.

Hahn and Lester's (2012) research explored the needs and preferences of full-time faculty in the Association for Library and Information Science Education (ALISE) for professional development and continuing education. Their research questions were: 1. What professional development activities/support mechanisms are available in their schools and universities? 2. Which topic areas in professional development are available to them in their schools and universities? 3. Which topic areas in professional development are most important to them? 4. Which organizational providers of professional development activities do they consider to be most important? 5. Which modes of delivery do they prefer? 6. What major inhibitors prevent their participation in professional development activities? Their population sample was 301 faculty members.

Significant discrepancies were observed between typical library schools and School Caucuses members, and time and money were considered the most significant barriers to expanding staff. In addition, formal mentoring programs exist in less than two-thirds of schools, and research mentors are available to less than half of respondents; this raises questions about the lack of faculty support, and even when there is a formal mentoring program, its structure is not adequately supported in terms of training, evaluation, or rewards. For professional development activities, face-to-face modalities are favored over web-based or digital delivery, despite time and money being the major obstacles. Finally, the fact that fifty percent of respondents were

unaware of the duration of mentorships demonstrates that formal mentoring programs lack clarity and discipline. Informal mentoring appears to occur in many schools, but it is a two-way street that requires initiative and persistence to be fruitful. Researchers state that Schools accredited by American Library Association (ALA) must maintain a curriculum that leads to commitment to ongoing professional growth. Faculty and administrators should take the recommendations from the data regarding professional development options for ALISE faculty.

Hakkola, Ruben, McDonnell, Herakova, Buchanan, and Robbie (2021) investigated how equity-minded Communities of Practice (CoP) participation affected faculty understanding and mobilization of equity at a public university in the Northeastern United States, presuming that CoPs are effective models for institutional change in higher education. Communities of Practice (CoPs) are groups of individuals that share a common interest and engage in regular contact on this subject. These communities must have three primary elements: the domain, the community, and the practice. The domain represents the region of shared interest. The community aspect involves individuals routinely communicating on this topic, and the practice entails shared resources and information and formal and informal discussions. CoPs enable participants to engage in meaningful dialogues around a common goal while acquiring knowledge and enhancing skills. The population sample for this research was a group of 12 fixed-term and tenure-track faculty members who teach in higher education.

The researchers discovered that through discussions, participants addressed individual, institutional, and systemic inequities and that participation in the CoP provided participants with the opportunity to discuss their complacent and problematic practices and to identify ways in which they could address their biases and privileges, alter their thinking, and implement equity. Participants struggled to reconcile their convictions to equity with participating in an oppressive

academic system. The stories and experiences recounted by the participants appeared to correspond with established hegemonic norms. The CoP provided a supportive environment for critical inquiry, the exchange of advice, and the transformation of relationships to expand knowledge and action on equity. Researchers suggest that institutions can encourage the formation of communities of practice by providing the time, resources, and incentives necessary for participation.

Harris (2020) examined Higher Education and Student Affairs (HESA) faculty members who teach student development theory (SDT) to gain insight into how socialization affects faculty members' ability to impart specific skills, knowledge, and norms into their teaching and to investigate how graduate students become faculty and practitioners who can either maintain or change the culture they were socialized in. The population sample consisted of 18 faculty members from various career phases and institutions. Eligible participants were tenured/tenure-track and non-tenure-track teachers in a US graduate HESA preparation program who had taught an introduction to SDT course within the previous three years.

The researcher observed that Participants perceived they were required to follow organizational norms, attitudes, and behaviors (e.g., use of The Book and SDT theories) to be recognized as good HESA master's program attendees. Participants introduced to SDTs more than two decades ago frequently identified as white and venerated foundational tenets. In contrast, participants who had studied SDT more recently were more hesitant to consider particular theories to be fundamental. Participants criticized foundational theories as "tired and outdated" and not indicative of the current condition of higher education. The faculty's assertion that "I Taught as I was Taught" represented an important finding: Socialized to Build an Affirmation Culture.

Harris (2020) advises that scholars investigate related research problems in other HESA courses like higher education history. In addition, future researchers should look at how graduate students' socialization into organizational culture is comparable to or different from their undergraduate studies. Moreover, anticipatory and organizational socialization tendencies among HESA graduate students who go on to become faculty should be studied using a longitudinal research methodology. Finally, opportunities for socialization to shape and sustain an organization's culture in a way that advances its stated aims should be the focus of academic inquiry and professional practice.

According to Hudson (2020), many educators do not receive diversity training that would qualify them to teach in a multicultural setting. Mandatory diversity training is not as good as the training that people choose to do on their own prerogative, and neither is half or 1-day training much effective, explains Hudson (2020). She argues that one-week to several-month-long diversity training programs for faculty positively affected higher education by making faculty more aware of multiculturalism, which they used to improve their courses. Hudson's (2020) study tried to answer two questions. 1) From your own point of view, what is it like to take part in a comprehensive training program for faculty on diversity? 2) From a group assessment point of view, does faculty participation in a comprehensive diversity program have a long-term positive effect on how they teach? Hudson (2020) examined "Teaching Inclusion and Diversity Everywhere" (TIDE)—a diversity training program for faculty at a university. For this study, 16 faculty members volunteered to take part in the study. Most of them were white, but there were a few people of color. Their teaching experience was very different; they taught a wide range of classes and belonged to 10 different academic departments at the university.

The study found that the TIDE program made people more aware of discrimination both on and off campus. Long-term gains were more likely from a thorough five-month diversity training program than a two-hour session. The training showed how inequality hurts the health, safety, and educational success of college students from disadvantaged backgrounds, and the participants' enthusiasm made the training results even better. Faculty participants were also asked to rethink their roles as teachers to create an environment where everyone could learn, and they were given tools to help them do so. The researcher suggested that faculty at predominantly White institutions may believe they do not need diversity training; however, they must expand their awareness of diversity and inclusion. Additionally, colleges and universities have an ethical imperative to offer diversity training to their faculty to promote a positive environment for all students; because we live in a global environment, every member of the teaching staff must be ready to manage sensitive conversations concerning diversity issues should they come up during class.

Lian (2014) looked into two facets of educator growth: what drives educators to engage in Faculty Professional Development (FPD) and how much educators value and benefit from FPD initiatives. Faculty participating in FPD activities report less job burnout, a greater sense of community, and improved instructional methods and pedagogy, technology skills, and knowledge (Lian, 2014). Eight hundred and ninety-two faculty members from the California State University system campuses were included in the study.

Faculty motivation increased with off-campus FPD participation, while the perceived value and usefulness of FDP activities increased with both online and off-campus FDP participation. The research confirms there is a disconnect between FPD programs and faculty requirements. There is a significant positive correlation between faculty motivation, value, and

perceived utility, and faculty perceptions of FPD vary across faculty career phases. Several factors, such as personal interest in the subject matter, the opportunity to learn something new, the quality of the speaker, the value of the material presented, the quality of the connections made, and the need to remain up to date, inspire faculty to take part in FPD activities. Faculty members can take more ownership of faculty professional development (FPD) by learning from student evaluations of their performance.

The study suggests that FPD providers could benefit from a deeper understanding of faculty members' wants, needs, and perspectives on the value and use of FPD if they conducted a faculty need assessment. There is a need for more research into the correlations between faculty demographics and the FPD scales, as well as interviews with FPD providers/coordinators and administrators to better understand their perspectives on the topic. FPD activities should be planned with faculty input, and data should be used to inform FPD decisions. FPD initiatives need the backing of policymakers. Lastly, institutions need to foster collaboration to boost the efficiency of FPD initiatives.

Luther's (2021) study investigated how undergraduate education academics engaged culturally diverse students and identified the professional development needs of these faculty members to engage culturally diverse students. According to Luther (2021), while public schools are mandated to provide cultural competency training to educators, there is no such policy mandating cultural competency training for higher education faculty. Consequently, the research addressed the following questions: 1. How do undergraduate education faculty engage culturally diverse students? 2. What are the professional development needs of undergraduate IHEs faculty members to engage culturally diverse students? The study participants were five undergraduate education faculty members.

Luther (2021) discovered that implicit biases and cultural disparities make it difficult for faculty members in higher education to engage with students from varied cultural backgrounds. Building relationships with the student, employing various materials, technologies, and visual methods, and participating in formal and informal professional development are all effective engagement strategies. In addition, professional development should include analyzing the demographics of the region, building a culture of lifelong learning, and fostering a global perspective.

The purpose of the focus group conducted by McHatton, Keller, Shircliffe, and Zalaquett (2009) was to learn how COEDU faculty infuse diversity into their curricula and courses, to identify factors that facilitate or hinder infusing diversity into COEDU courses; and to determine what supports are needed to enhance faculty efforts. Almost one-third of the full-time instructional faculty at COEDU (52 out of 162) participated in the focus groups. In each case, they were required to consider their own perspectives, those of their respective departments, and the perspective of the entire institution.

Researchers discovered that educators valued initiatives taken at the university level to advance diversity, such as recruitment and the efforts of the diversity committee. On the other hand, many questioned whether they would be willing to carry out diversity efforts at the classroom level. Faculty members with tenure reported feeling vulnerable in the face of possible adverse student ratings. Faculty members of color often felt they had to play the subject matter expert role because of their backgrounds.

McHatton et al. (2009) said that a developmental approach to delivering content could reduce repetition, make teacher candidates more culturally aware, and make them more responsive. Faculty can be helped by professional development opportunities related to diversity,

chances to talk with each other, and mentoring by more experienced faculty. Research shows that the findings are essential for other colleges and universities. Additionally, when adding diversity to courses, using multiple factors to evaluate student evaluations could make tenured faculty less worried. Findings from one university suggest that diversity infusion is essential for other colleges and universities. Furthermore, giving time for purposeful integration of diversity can reduce redundancy and make people more aware of and sensitive to other cultures.

Njoku and Baker (2019) examined how faculty in an online graduate course on cultural competence in Public Health Practice tried to teach and evaluate education about health disparities. Their population sample comprised 12 students who filled out pre- and post-surveys. In this research, Public Health faculty made MPH courses for a new program and took an 8-week online course to prepare for online teaching. When the faculty got to campus, they attended a workshop to plan and organize course development. They also mapped out program curricula, chose assessment methods, and implemented instructional design. In addition, faculty members participated in professional development programs, such as making classrooms open to everyone, using active learning, and understanding privilege, power, and identity in teaching. Finally, the faculty used what they learned from the learning community to give students assignments that looked at the effects of health disparities and gave a presentation at a regional conference based on this workshop.

Faculty also received training from outside the university in the form of an intensive summer workshop that was meant to get more researchers interested in studying health disparities. In an online graduate public health course at a rural university that was part of a new program, a professor used group discussions, case studies, interactive lectures, and multimedia to teach about health disparities. The goal was to increase student motivation and satisfaction, so

the assessment methods matched the course's learning goals. At events like new faculty orientation, a best practices day for health professions, a conference on aging, and a regional diversity-guided education conference, faculty shared what they had learned from professional development programs with the rest of the university and the wider community. Students and full-time workers between the ages of 25 and 44 and those who worked full-time showed statistically significant increases in survey items from before to after the survey.

According to the study's authors, integrating community-based participatory research and academic service learning into curricula effectively increases students' awareness of and involvement in their local communities and helps them better understand and appreciate the importance of context in shaping health outcomes. Collaborations with other health-related and non-health-related fields should also be considered to pool resources, create shared course materials and group projects, and bring together a wide range of interested parties. In addition, midway through the semester, formative assessments of student learning experiences should be carried out to reveal any problems.

Oleson and Hora (2014) conducted a study to confirm that the adage "teachers teach the way they were taught" is accurate. Insinuating that faculty members who entered the professoriate directly from graduate school and received mentoring from faculty "trainers" lack pedagogical expertise. The population sample for this study comprised 53 science, technology, engineering, and mathematics faculty at three research institutions.

The researchers found that teachers teach based on a collection of experiences gained through teaching, their own experiences as students learning from educators they later learn to mimic, their experience as researchers, and lessons learned from non-academic jobs. According to 46 respondents, their teaching knowledge was derived from personal experience, thoughts on

assessments, professional development, and interactions with other teachers. - Eighteen faculty members reported that various forms of professional development contributed to their teaching knowledge base. The findings also indicated that faculty, whether new to the field or seasoned professionals, base their teaching style on their experience as an instructor, researcher, or student or how they learn themselves, and faculty rely on past experiences to inform their teaching; consequently, professional development activities should build upon this prior knowledge.

The researchers recommend that instead of evaluating the faculty's lack of pedagogical expertise when determining how to teach, the institution should employ professional development to build upon the faculty's existing experience. Moreover, while this was within the STEM subject, future research should question whether it would be the same in other fields. Finally, in lieu of a one-size-fits-all formal training, research should address the importance of implicit knowledge in faculty PD.

According to Rodriguez, Ciftci, Howell, Kokini, Wright, and Nikalje (2021), most cultural awareness professional development options (e.g., webinars) entail passive listening with limited participation. In addition, these events typically do not involve follow-up professional development support (Rodriguez et al., 2021). This absence of participation requires people to interpret what they hear into self-reflection and transformative practice, which is frequently difficult. Rodriguez et al., 2021 established longitudinal, professional development research with academics from nine colleges at an R-1 institution to assist in overcoming this gap. This project's emphasis on initiating transformative action was a distinctive feature. The sample population comprised 23 faculty members from an R-1 university who participated in critical cultural awareness workshops.

According to the study, institutions that want to foster a welcoming environment for people of all backgrounds would benefit from investing in faculty-led, culture-shifting professional development programs. Across the dimensions of affirmation, sharing resources, awareness, and knowledge, three cohorts reported high levels of participation in a mutually supportive community of practice. Many attendees remarked on the workshop's palpable air of mutual respect and support. The study indicated that teachers had difficulty coping with these structural disparities. For example, facilitators and participants in Cohort II could share their understandings of essential themes after one male participant admitted he had never heard the phrase "white privilege" before. After the exercises, Cohort II participants discussed how they might apply similar tactics to other cultural awareness-raising efforts.

The researchers' study brought attention to the profound historical and ideological roots of systematic racism in the United States. In addition, the initiative resulted in significant relationships between facilitators and participants, which allowed individuals to pursue their own transformative projects. However, participants encountered substantial obstacles, and some withdrew from the initiative, underlining the need for additional research and the reduction/elimination of hurdles to similar endeavors.

Schirmer and Lockman (2022) undertook a research project to discover whether online faculty members engage in culturally responsive teaching practices. Their population sample consisted of 12 professors teaching an undergraduate general education course offered entirely online and mandatory for the first few terms of enrollment. The research revealed that each educator utilized at least one method of culturally responsive pedagogy in their classrooms. However, none of the professors displayed all of the culturally responsive teaching practices that are expected of them. All the instructors engaged in some practice that was not culturally

appropriate. The instructors engaged in activities such as offering examples from various cultural backgrounds and demonstrating an interest in the cultural backgrounds of their learners. Because of the practical ramifications, it is necessary to have discussion prompts that include culturally appropriate referents and for faculty members to have more open dialogues about the benefits of culturally responsive teaching. According to the study's findings, there is a demand for additional research on culturally responsive teaching in online learning and faculty professional development centered on culturally responsive teaching.

Talbert and Edwin (2007) state that few current and new faculty are being prepared to work in diverse situations and address diversity issues. In addition, faculty engagement in diversity workshops and seminars is limited. However, 75% of university agricultural education programs encouraged diversity-related statements in correspondences, publications, and when discussing teacher education (Talbert et al., 2007). For their study, the researchers recruited 86 teacher education programs in agricultural education at postsecondary institutions within the United States.

The study's findings showed that most agricultural education programs do not engage their faculty in mandatory/optional workshops regarding diversity, raising the question of their diversity commitment level. However, most universities provide optional diversity workshops for both new and current faculty and encourage consideration for diversity when discussing teacher education topics or issues. The findings also showed that 26.5% of programs have faculty members who researched ethnicity/race topics and 20% on special needs learners, but the scale is minimal, with less than a third engaging in each area.

The researchers suggested that the American Association for Agricultural Education emphasize an institutional context of diversity in university agricultural education programs by

encouraging and supporting diversity through in-service training and by including a commitment to the educational value of diversity in the mission and goals. Also, faculty should be encouraged to use diversity as a teaching tool by working with partners from different parts of the community and lining up diversity outcomes with program goals and state and national standards. Furthermore, agricultural education programs encourage diversity-related statements in letters and publications, but less than one-fourth of respondents require new faculty to attend a workshop on diversity. Besides that, Talbert et al. (2007) say that professional associations should emphasize the institutional context of diversity by encouraging and supporting diversity initiatives. For example, they should create coordinator positions, include diversity in job descriptions, train graduate teaching assistants, make diversity courses, and give faculty time to add or make diversity courses.

Williams, Hanssen, Rinke, and Kinlaw (2020) assert that professional development support for faculty can help universities improve their cultural and racial competence. Their study shows the results of a model for professional development that was made to help faculty members become more culturally aware. Through surveys given before and after Creating an Inclusive Community (CIC), the study looked at how CIC affected students' cultural competence. The study results showed that instructors discussed race and racism in their classes as part of a comprehensive approach to diversity issues. The CIC faculty were part of a community that helped them feel safe enough to try new things in the classroom. The training was mostly about understanding emotions when talking with others and validating feelings while using silence as a teaching tool. This made learning communities for students more open to everyone. The teachers discussed race and racism throughout the semester as part of a comprehensive and integrated approach to diversity issues. In addition to becoming more skilled,

CIC faculty had access to a supportive community that encouraged them to take risks in their courses. The training emphasized self-awareness, analyzing prejudices, understanding student and staff emotions during challenging discussions, validating sentiments, managing the facilitation process vs. the content, using silence as a teaching tool, and recognizing diversity in communication styles.

The researchers state that instructors need tools to raise awareness and modify curriculum and classrooms. The CIC paradigm fosters interdisciplinary problem-solving, cultural capacity-building, and inclusive practice reflection. This initial study shows that the CIC model affects teachers, curriculum, and students, increasing cultural competency in future education professionals. The researchers recommend race-related information in all courses to equip practitioners to work with diverse populations. However, the findings imply that combining academic information like arithmetic and science procedures with race-related topics may not give enough time to properly build new understandings in all areas; therefore, this content may be better divided for more focused attention. This subject needs more research, and multi-semester student data may help.

Summary

This chapter explored the findings of this systematic review and provided an extensive overview. The retrieval process captured 138 references and resulted in 22 eligible studies. The eligible studies focused on faculty professional development related to DEI, particularly cultural competency preparedness for teaching in multicultural classrooms. The 22 studies suggested long-term competency-building professional development practices for faculty interested in student-relevant teaching and critical self-reflection for transformative teaching and learning to occur in HEIs. The themes included: a). Career Satisfaction and Sense of Belonging—

Professional development related to teaching is necessary for faculty career progression and their emotional & mental health; b). Cultural competency training – as a Diversity Equity and Inclusion (DEI) component is vital for faculty preparation to teach in diverse classrooms; and c). Cultural competency must be included in faculty professional development as an institutional goal. In the next chapter, an analysis, a discussion, and a comparison between the studies' findings and suggested practices are articulated through the lenses of transformative worldview and critical andragogy.

CHAPTER 5

ANALYSIS, DISCUSSION, AND CONCLUSIONS

Introduction

This systematic review aimed to examine the existing literature on faculty professional development readiness for multicultural classrooms in accordance with HEI diversity initiatives over the past two decades. The following research questions guided this study.

1. What does the research literature show as it relates to faculty cultural competency preparedness to teach in an institution where faculty is not representative of the student demographics?
 - a. In what way does faculty preparedness support the HEI's diversity initiative?
 - b. How are critical andragogy practices observed in faculty cultural competency preparedness?

Analysis of the Results

My analysis identified several themes underlying the research on faculty professional development over the last two decades based on the needs of the HEI and the changing demographics in society, and the need to cater to these changes. The 22 (n=22) articles all address that faculty professional development is essential to teaching in HEI classrooms. The thematic findings included a). Career Satisfaction and Sense of Belonging– Professional development related to teaching is necessary for faculty career progression and their emotional & mental health; b). Cultural competency training – as a Diversity Equity and Inclusion (DEI) component is vital for faculty preparation to teach in diverse classrooms; and c). Cultural

competency must be included in faculty professional development as an institutional goal. Based on my review of the 22 articles, Faculty professional development (FPD) opportunities can be broken down into four categories: Formal, Informal, Mandatory, and Voluntary (table 5.1), each of which has consequences on the faculty's desire to participate.

Formal and Mandatory FPD

To ensure that all organization members work toward the same goals as the institution, the institution mandates that all members participate in formalized and required professional development (PD). In most cases, accountability is associated with it by attaching an urgency for completion by a specific date, which the department or the institution tracks. The professional development is on the company's time, and the participants are offered remuneration, certification, or some other kind of reward for completing the PD. Another vital aspect of formal and mandatory PD is that it is half to one-day training without follow-up (Hudson, 2020), which leads to a lack of information retention because the PD is completed to meet the HEI requirement.

Formal and Voluntary FPD

According to the research, formal and voluntary FPD is needed by the HEI, but the institution's leaders delegate to departmental heads the obligation of announcing and monitoring the requirement. This is where the departmental leaders' level of urgency and commitment to the subject of the PD tends to reflect the degree of involvement from their faculty, the level of interest and engagement to share the material and information gained from the participants who attend such FPD and the degree of sense of belonging in the department as a result of attending the FPD. For example, research shows that faculty who volunteer to attend a PD where the

department chair and other faculty are not interested in the topic feel like outsiders or feel they are creating trouble for themselves by becoming involved in creating change around a topic that does not have buy-in from the majority of the department members.

Informal and Mandatory FPD

The research data suggests that informal and mandatory FPD leads to participation where faculty fail to engage to full capacity. In addition, it creates a sense of imbalance between those participants who are present and committed and those that merely attend because it is an expectation from an organizational leader. As a result, faculty feel unsafe sharing their concerns or having a dialogue where participants wait for the training to be over so they can return to their respective jobs.

Informal and Voluntary FPD

Informal and voluntary FPD is typically any activity where space is made available for faculty to attend on company time or primarily on their own time, where interested participants make time to connect and feel they can share their concerns and learn from one another because all attendees come together of their own accord.

The above explanation of the FPD summarized in Table 5.1 can elucidate why there is a lack of attendance from new faculty and faculty of color, as well as interested faculty's lack of connection and a sense of vulnerability to participate in cultural competency-related PD. In addition, (Table 5.2) identifies barriers faculty are confronted with regarding cultural competency FPD. At the same time, there is an awareness of the importance of student-relevant teaching; faculty are divided on how far their responsibility extends due to the competing demands on their time, resources, budget, and teaching versus research priorities.

Additionally, informal voluntary and formal voluntary FPD show faculty display elements of critical andragogy in their learning process, such as: engaging in critical inquiry, reflexivity, and critical self-reflection (Njoku et al., 2019; Hakkola et al., 2021; Schirmer et al., 2022), equity-mindedness, lifelong learners with global mindset willing to make a difference not only in their own lives but the lives of students who enter their classrooms. Furthermore, faculty who volunteer to attend FPD displayed a desire for community, collaboration (Baldwin et al., 2007; Njoku et al., 2019; Williams et al., 2020), and resource sharing. According to the research data, those faculty will attend with a disposition to learn beyond what is offered at the institutional level and come together even informally to learn from each other, connect with other faculty, and try to do research together even if they are from other departments or other institutions (Njoku et al., 2019; Hakkola et al., 2021; Butters et al., 2022; Rodriguez et al., 2021; Lian, 2014).

Table 5.1 Faculty Professional Development (FPD) Opportunity Types and Faculty Desire to Participate in PD

Formal	Informal
<ul style="list-style-type: none"> • Training • Just in Time Training • Workshop • Goal Oriented • Measure and follow-up • visible and invisible evidence • Developing Critical consciousness • Faculty Buy-In <ul style="list-style-type: none"> • Reward Orientation <ul style="list-style-type: none"> • Reward Type • PD Incentive 	<ul style="list-style-type: none"> • Collaboration • Perspective Taking • Sense of Community • Sense of Belonging • Resource Sharing • Transformative Relationship • Low Risk Space for voice • Friendship • Connection • Reflexivity

Mandatory

- Task-Oriented
- Just in Time Training
- Faculty buy-in
- Incentive
 - Reward
 - Certifications
 - Badges
 - Stipend
- Duration and attention span concern
- Attempting to create change without changing self
- extrinsic

Voluntary

- Life-long learning
- Sense of Belonging
- Global Mindset
- Open-mindedness
- Transformation Orientation
- Desire to participate
- Ability to Introspect
- Equity Minded
- Critical Self Reflection
- Reflexivity
- Teaching for critical reflection
- Active Collaboration
- Autonomy
- Motivation
- Intrinsic
- Safe Space

Table 5.2

Barriers to Faculty Professional development

- Lack of departmental support for university offered FPD.
- Lack of interest by fellow faculty in the department for non-subject-related PD, considered wasting time if it is not subject-related.
- Fear of isolation
- Fear of retaliation from students and no support or training initiative from the department on navigating classroom tension
- A feeling of rocking the boat, feeling isolated for asking the question and or trying to encourage change.
- To ensure a sense of belonging within the department, faculty (especially new faculty) feel they have to stay within the departmental culture.
- Espoused values versus exacted values of the departmental culture
- Organizational culture of the HEI
- Departmental Budget
- Lack of Reward or Incentive
- Encouraged to “do it on your time.”

Organizational Benefit of FPD

Collaboration creates Community and a sense of belonging.

Mentoring, co-mentoring, and inverse mentoring creates promote knowledge sharing.

Opportunities to reach organizational goals collectively with less resistance.

Initial Observations

- Faculty interested in FPD want more opportunities to collaborate and connect within their disciplines, inter-disciplines, and with other university's academicians to share, learn, connect, and collaborate so that they can bring the best, relevant student-centered knowledge to their classrooms.
- Not all departments nor faculty are interested in FPD, with some faculty assuming that teaching is a skill; one either has it or does not.
- As a result of academic freedom, many faculty are content teaching with what they were hired to teach in the way they know or have been teaching for years.
- Teacher-centered teaching versus student-centered teaching
- Of the 22 articles – White, Heterosexual Males were fewer participants in FPD in general and even lesser participants in DEI-related FPD.
- New faculty, non-tenure track faculty, and adjunct faculty feel their PD needs are not fulfilled, and they must work harder to feel connected.
- Faculty as adult learners have the exact learning needs as any adult learner.
- Faculty must have a lifelong learning and global mindset to teach in HEI.
- Required best practices for organizational goals and initiatives of HEI cannot be suggested practices for departments to embody because when it is a suggested practice, it goes on the list of things to do and competes for attention due to the other contending departmental requirements due to the lack of budgetary allocations, time, and departmental needs. Furthermore, some faculty are choosing to embrace those best practices. In that case, they do it while fearing repercussions in the form of retaliation

from their departmental heads, other faculty, and negative student evaluation threatening their career and livelihood.

Discussion of the Findings

The discussion was based on my analysis of the thematic findings on faculty cultural competency professional development. Specifically, the thematic findings include a). Career Satisfaction and Sense of Belonging— Professional development related to teaching is necessary for faculty career progression and their emotional & mental health; b). Cultural competency training – as a Diversity Equity and Inclusion (DEI) component is vital for faculty preparation to teach in diverse classrooms; and c). Cultural competency must be included in faculty professional development as an institutional goal.

FPD, Career Satisfaction, and Sense of Belonging

Professional development programs targeting faculty development tend to focus on competing needs implemented by the HEI administration, and according to the 2016 ASHE report, HEIs often struggle to attain cultural competence due to “the lack of a clear definitional framework that clarifies the meaning and implications for the educational practice of such competence” (Chun & Evans, 2016, p. 7). Today, these competing priorities include diversity, technology, mental health, and learning. Nevertheless, due to the lack of budgetary allocations, program needs, and departmental goals, management emphasizes what FPD gets more prioritized, which agenda is selected, and what organizational culture is imbued in the department between the different faculty positions, and thus faculty generally juggle what gets their attention and what gets tabled. Table 5.1 Informal and Voluntary depict how faculty described their need for FPD on their topic of interest, and Formal and Mandatory articulate faculty’s feeling on PD, which they feel a lack of connection to but must attend. Additionally,

Table 5.3 represents the number of articles that demonstrate faculty desire for connection, community, belonging, and engagement to effectively discuss topics of interest which they often have to forgo due to competing priorities or lack of departmental support.

When it comes to the role of faculty, their primary responsibility is divided into teaching or research focus, creating the first level of separation between tenure track, assistant, associate, and adjunct faculty; each group with shifting demands and goal orientations for their career and future growth. All 22 articles (100%) emphasized that faculty professional development (FPD) is a crucial element for student-centered teaching and learning by allowing faculty to “read, think, study, and improve teaching strategies” (Njoku, Baker, 2019, p.18).

Additionally, what may be considered a secondary benefit of FPD, it allows faculty to engage in self-reflection, introspection, and metacognition (Hudson, 2020; Hakkola et al., 2022; McHatton et al., 2009; Oleson et al., 2014; Luther, 2021; Rodriguez et al., 2022). Finally, faculty can also use PD, formal PD in particular (Luther, 2021), for career advancement; for example, Njoku and Baker (2019) found that symposiums provided faculty opportunities for faculty researchers to network, share research ideas, and learn innovative teaching skills.

FPD and Cultural Competency

All 22 articles emphasized that faculty professional development (FPD) is a crucial element for student-centered learning for the diverse groups of students coming to their classroom. 02 of 22 (9.09 %) mention burnout related to the lack of FPD. However, Table 5.2 also shows that faculty desire to participate in FPD impacts how faculty view professional development (PD). Ten of 22 articles (45.45%) maintain that voluntary FPD has far-reaching benefits due to the inherent desire of the participating faculty for transformative change for self

and their students and faculty feeling of autonomy over decisions. While voluntary PD means a lack of attendance (Lian, 2014), it also means that those that attend will participate in lifelong learning to improve themselves and how they teach.

The word “cultural competency,” used for this research, appears in 3 of 22 articles (13.6 %); however, Table 5.3 shows that other words related to DEI, such as diversity training, appear in 7 of 22 articles (31.8 %), equity in 11 of 22 (50%), inclusion in 16 of 22 (72.7 %), and multicultural in 8 of 22 (36.4 %). Similarly, thematic components of cultural competencies, such as oppression, community, and transformative learning, are also identified and categorized in Table 5.3.

Additionally, as noted in Table 5.3 under Oppression Themes, the word fear appeared in 6 of the 22 (27.3%) articles about the perceived concern related to participating in FPD about diversity and concern about departmental and student retaliation for bringing those learnings into classroom lessons. Finally, while cultural competency (with different names as mentioned in Table 5.3 Diversity Themes) appears to be a professional development component and is an offered program for faculty, participation in such training is not well attended for various reasons, time, budget, lack of support of department leaders, and department culture being the most common reasons mentioned in the articles as indicated in Table 5.2.

HEIs can change how they approach PD related to DEI by changing how they approach the training indicated in Table 5.1, such as allowing faculty to feel included in the subject matter to get their buy-in instead of adding mandatory and formal training to their already packed schedule (Chun and Evans, 2016). Furthermore, creating space for faculty to gather for crucial discussions through informal gatherings has many benefits; such spaces permeate a sense of

community and belonging (Table 5.1 Informal) and allow faculty to come to their own reflexivity through connection and sense of safety to come to voice.

Faculty Concerns with FPD Cultural Competency Training- Barriers, Fears, Resistance

One of the recurring diversity-related concerns mentioned in the articles is that the most widespread diversity training is reactive institutional reactions; institutions offer training in response to DEI-related incidents on campus. According to the research articles, most institutions offer half-day training sessions or workshops, which is ineffective (Hahn et al., 2012; Lian, 2014; Goldstein Hode et al., 2018; Hudson, 2020;). Instead, training with a new topic and information or insight must be a long-term event with follow-up and follow-through.

Hudson (2019) shared her experience that comprehensive diversity training is a process in which the learner, through the process of continuous critical thinking, replaces “cultural assumptions...with a new worldview (p.7). Hakkola et al. (2021) add to this by explaining that in their research on Communities of Practice (CoP), participants had space to gather and discuss concerns to “alter their thinking and enact Equity” (p.406). Luther (2021) further explains that professional development needs to be approached with a lifelong learning mentality where the faculty as a learner continues to improve by voluntarily seeking ways to improve one’s practice as an educator.

Despite the growing need at the institutional level for increased cultural competency, the evidence shown by the articles verifies that despite their interest in the topic, many faculty members are interested in the offered DEI training, workshops, and a myriad of online offerings to increase faculty CC acumen. However, they feel unsupported by their department and colleagues. Interested faculty choose to take on the responsibility of learning (voluntary Table

5.1); however, they do not feel reinforced to bring the lessons learned as a discussion or collaboration subject to their colleagues. Furthermore, due to the lack of support from their specific departments and colleagues, faculty feel unsupported in their ideas to bring DEI-related lesson plans into the classroom due to fear of retaliation by students who only want to learn the subject as it has always been taught.

Departmental Barriers

Having an interest in the DEI topic, concerned faculty feel a sense of connection and safety to be in a group with likeminded other faculty; for example, participants in Hakkola et al. (2021) stated that the Community of Practice (CoP) “introduces me to people and potentially allows the formation of friendships” (p.405), and “I thought the community aspect was valuable in that we all had a common interest and passion for teaching with equity” (p.405). While the faculty are knowledgeable on the subject they were hired to teach, the feeling of community and belonging in an environment where the focus is not on what to teach but how to teach allows them to be reflexive and participate in critical self-reflection to improve themselves and adapt their teaching to their students’ needs.

Research participants from McHatton et al. (2009) stated fear of consequences “when addressing certain topics within the diversity umbrella” (p.131) and “new faculty expressed ...apprehension about infusing diversity...as tenure-earning faculty” (p.131). This suggests that their department did not have their back which further implies there is no consistent approach to diversity-related training and development within HEI. Additionally, Schirmer et al. (2022) researched faculties’ culturally responsive teaching and professional development need, which showed there is no standard requirement for teaching in a class, whether online or face-to-face. Therefore, students in different courses for the same subject receive different experiences due to

the educators' apathy or interest in equitable teaching measures such as acknowledging students' experiences, responding to the experiences that show that the instructor is interested in what they have to say, and also presenting themselves as people with culture and experience.

Table 5.3

Diversity Themes	N= 22 Articles
Diversity	20
Culture	19
Cultural	17
Racial	14

Oppression Themes	N= 22 Articles
Bias	13
Discrimination	8
Oppression	8
Fear	6
Microaggression	6
Racism	6
Implicit Bias	5
Prejudice	4
Colorblind	3
Racial Prejudice	2
Prejudice	

Community Themes	N= 22 Articles
Community	19
Inclusion	16
Collaboration	15
Inclusive	12
Empower	11
Equity	11
Multicultural	8
Belonging	5

Transformation Themes	N= 22 Articles
Awareness	14
Transformation	11

Transformative learning	8
Diversity training	7
Cultural Competency	3

The different types of responses educators give to students' online posts in Schirmer et al.'s (2022) research shows that as a result of academic freedom, educators can teach in the way that they most feel comfortable with; however, the students receive mixed outcomes for the same content as a result. McHatton et al. (2009) explain that faculty must collaborate to increase students' cultural knowledge, sensitivity, and competency and discover course material redundancies to provide students with more meaningful experiences. Collaboration or the desire to collaborate is consistent in the research articles (Table 5.3 Community Themes). Collaboration appears consistently in 15 of 22 articles (68%) as the research participants articulate their need for collaborative FPD, and the word community appears in 19 of 22 articles (86%).

Cultural Competency FPD Through the Lens of Transformative Worldview

Mendenhall (2018) asserts that being culturally competent means being aware of other cultures and respecting differences. Winters (2020) describes cultural competence "as a continuous learning process to gain knowledge, skills, and understanding to discern cultural differences in one's own and other cultures and to use in problem-solving, decision making, and conflict resolution (pp. 20–21). Through this research, the elements of cultural competency described by Winters (2020) are reflected in the 22 articles; I have identified them in Table 5.3 as themes, specifically diversity, oppression, community, and transformation.

Navigating faculty development through the transformative worldview lens requires educators, trainers, and participants to recognize that environment plays a significant role in everyone's understanding of culture, and therefore the degree of cultural awareness of an

individual depends on the degree of experiences one has with individuals different than them (Mertens, 1999). According to (Creswell & Creswell, 2020), researchers interested in addressing real problems engage with people facing the problem to empower them to become change agents.

Mertens (1999) explains that transformative worldviews “place central importance on the lives and experiences of marginalized groups (p. 5); to this end, discovering the faculty’s desire to critically examine the increasing diversity and their own identity suggests faculty need to bring social change. They notice the oppression in their workspaces and classrooms. Research shows that many faculty desire to create a collaborative community of educators through reflexive learning leads to transformation, which the likes of Freire (1984), hooks (1989, 1994), and Clemons (2021) refer to as critical andragogy– a desire to transform teaching and learning for adults through self-reflection.

As noted in Table 5.3, I discovered four major themes from the articles reviewed. These themes are Diversity, Oppression, Community, and Transformation. My interpretation of the themes shows a roadmap of how one can transform self and community for social justice. In figure 5.1 I illustrate how the four themes: Diversity, Oppression, Community, and Transformation are related to each other; more specifically, seeing diversity is not the same as addressing diversity or even standing up against oppression or thinking that diversity lends to a productive community, and so there is no transformation. Similarly, knowing what diversity is and seeing oppression does not mean one considers diversity as relevant to the community. Transformation occurs when an individual chooses to understand the value of diversity through critical self-reflection within safety parameters, advocates against oppressive behaviors,

participates in community and collaboration to continue to learn about diversity, and decides to transform themselves and their community.

Figure 5.1 Diversity to Transformation Flow



Therefore, while HEIs may require mandatory and formal FPD (Table 5.1) to show that their institution is DEI compliant, to make a difference that is consistent and timely, the organizational culture must embrace that faculty are under pressure from all sides in their academic careers such as administration, department leaders, their peers, departmental non-faculty staff, and students. In addition, their employment status: tenure vs. non-tenure, teaching loads, and teaching vs. researching roles, put pressure on what they teach and how they teach. Demands on their time, requests for appropriate training from their departmental leaders, and shifting priorities mean they may miss essential training.

On the other hand, if there is required training, institutional leaders must lead those training and not overlook the severity of non-completion by handing the responsibility to departments, which according to my research, leads to a lack of participation in diversity related FPD because faculty is hired to teach the subject matter. So, the understanding is that they have been teaching; they do not need to learn how to teach. Njoku et al. (2019) state that “faculty development programs were instrumental in inspiring and supporting a faculty member’s effort to employ intentional instruction approaches” (p. 32). According to the 2016 ASHE report, “Faculty steeped in an environment driven by disciplinary expertise may perceive cultural competence as a kind of jargon-laden with politically correct overtones” (Chun & Evans, 2016, pp. 7-8). As a result, HEI’s may need to take on the responsibility to align faculty with the

institutional goals irrespective of their knowledge of the content they teach, thereby improving the organizational culture and aligning all individuals to the institutional objectives and ensuring that all students receive the same education with dignity, respect, and sense of belonging so that the students can become the change agents for their community.

Critical Andragogy, FPD, and Cultural Competency

The biggest challenge with the incorporation of critical pedagogy, as discovered by researchers, is that educators “simply floundered and even reverted to the type of pedagogy that they knew best because of having been formally schooled in it” (Ruiz & Fernandez-Balboa, 2005, p.258). For example, research done by Dooley et al. (2019) revealed that when under stress, faculty revert to the teaching style they know, which they were taught as students. Similarly, the research work of Harris (2020) uncovered that several of the research participants stated that they teach the way they were taught. Specifically, one participant stated that “the tenure process and my need to receive good course evaluations constrain some of the ways I teach...” (Harris, 2020, p. 7). Faculty teaching the way they were taught and worrying about veering off the tenure track if they bring their learned PD content into their classrooms was a major worry discovered in the research. Table 5.3 Oppression Theme shows that the word “fear” was brought up by faculty in 6 articles showing that the desire to bring DEI-related changes from PD sessions is not always welcome in their classrooms.

Critical Andragogy Practices Observed in FPD

Table 5.1 Informal and Voluntary lists ways faculty displayed critical andragogy practices in cultural competency preparedness and student-centered teaching and learning. Faculty displayed a desire for lifelong learning and global mindset orientation for their students

and their own growth and evolution as human beings. Research showed that faculty interested in FPD who make the time to attend informal PD and volunteer to create and participate in workshops related to DEI faced backlash. When faculty join the workforce, they learn the workforce culture. As they work their way around the organizational culture and go through their own growth, many faculty members want to bring their own growth through critical self-reflection into their workspace; however, they struggle to find connection and a sense of belonging that often deters them from “rocking the boat.” Harris (2020) discovered that in professoriate graduate students turned faculty go through a process of socialization into the work culture, which they can, as full faculty, “reinforce or disrupt” (p. 15), and through their own evaluation, these faculty go through the critical self-reflection of “who am I” (p.14) which is a vital aspect of critical andragogy– through self-reflection and reflexivity faculty can determine what is acceptable or unacceptable in their workspaces and classrooms. However, faculty may also feel they must stay within the departmental culture, especially new faculty, which inhibits them from participating in PD that the tenured and senior department members are not participating in.

Implications for Practice

This systematic review had a practical focus throughout its entirety– exploring the research on methods and measures of cultural competency professional development happening in HEIs (Chun & Evans, 2016) to prepare faculty for multicultural classrooms in the last 20 years. What I came across, in addition, was the limitations and barriers faculty face to their interest in professional development related to DEI and general professional development for their own growth. Research shows that faculty will continue to fight for what they believe in. Whether they believe diversity efforts make a solid community or if, like participants in Benbow

et al. (2019) opinioned that “one either is a good teacher or not, and discussions do not help one improve instructions” (p. 82). HEIs are responsible for their students and staff (Chun & Evans, 2016); as such, 1) Any FPD related to classroom and workplace relations that organizational leaders and stakeholders deem necessarily needs to be tracked for completion by HEI administration and Human Resources instead of putting the responsibility on departments who have their own responsibilities and demands to fulfill; 2) required training, be it DEI or otherwise, needs to have a follow-up and follow through. Research shows that one-hour, half-day, or one-day training does not lead to long-term benefits because there is a lack of practice and connection (Talbert et al., 2007; McHatton, 2009; Bouwma-Gearhart, 2011; Lian, 2014; Goldstein Hode et al., 2018; Williams et al., 2020; Rodriguez et al., 2021); 3) faculty are human, learning the subject does not mean that they should stop learning in general; new: technology, social media, teaching approaches, and diverse students means they need to keep up with changes, so departments must be held responsible for investing in FPD; 4) faculty can also get burned out without growth opportunities and lack of connection to other faculty whom they can talk to about any topic informally, therefore investing in cross-department and inter-department connections and support faculty in their learning; similarly mentoring and inverse mentoring can allow new and established faculty to learn from each other; 5) every faculty member should have the opportunity for an ambassadorial role to volunteer to participate in campus-offered DEI and other PD and also be supported to bring back the information to share in their departments so that new information can be utilized for student support, instead of some faculty learning to teach with new approaches and some students receiving archaic information due to the faculty member’s classes they attend.

Implications for Future Research

Research in the last 20 years indicates that faculty professional development has evolved as the HEIs focus on the demands of an evolving American society (Chun & Evans, 2016). Likewise, faculty professional development has undergone changes as societal needs have evolved; for example, from teacher-centered PD to student-centered PD to technology-centered PD and to cause-centered PD. Currently, however, FPD is a juggling act due to overwhelming demands between student needs, social justice, and technological advancements; all struggling to be the focal point of attention; at the same time, attempting to mitigate the opposition between faculty and administrators, each with their own constrictions (Chun & Evans, 2016). Nonetheless, a society without the capacity to address the fundamental needs of dignity and respect of its human beings will crumble under the weight of discrimination and oppression, and no amount of technology can fill the void left by disconnection in the human heart.

The very act of choosing a teaching profession is acknowledging a lifelong learner mindset. As a result, continuous learning and improvement for the benefit of one's students and oneself demands ongoing faculty development. Knowing what to teach is excellent because being a subject matter expert increases the opportunity to attain and maintain a job. However, as technological advancement and diaspora connect people globally, there is less tolerance for archaic ways of doing things; for example, where the typewriter was once needed to write, today, one can speak into a document. At the same time, some may still prefer the typewriter, but that is a mere preference and should not be imposed on those who prefer to speak into the document and have the computer automatically type it. Similarly, our educator's preference cannot replace what is required to make a student a better member of society.

As such, faculty professional development, especially regarding cultural competency, is crucial for an increasingly diverse America (Chun & Evans, 2016). Therefore, further research needs to be done on how faculty professional development can embody cultural competency training like any other training. For example, when I started my doctoral program, I received an e-mail saying I was required to participate in an approximately 2-hour sexual harassment training. The e-mail made it clear that if I did not complete the training, my account would be put on hold, and I would not be able to attend class. As a result, students and every institution member undergo mandatory training on sexual harassment, which demonstrates that the school takes this very seriously. Similar training could be offered for diversity efforts so everybody knows that the institution takes diversity, equity, and inclusion seriously.

Nevertheless, that is not the case. Each member of the institution, whether staff, faculty, or student, must bring their best attitude forward, which could also be assumed for the sexual harassment-related efforts- assuming that educated people think before they act. However, it is spelled out instead because there is an innate knowledge that people are humans, and the institution needs to clarify what is tolerable and intolerable in their institutions. Faculty professional development should be an effort taken by the Human Resources Department when faculty members' employment starts. The same effort should continue after the faculty has been hired and is a department member. Future research should focus on a wide-scale data-driven initiative where multiple schools around the US participate, perhaps something that the state can do as a requirement for state institutions to be DEI compliant.

Conclusion

This systematic review of research focuses on cultural competency faculty professional development in the last 20 years. The overarching themes uncovered through this research

include Career Satisfaction and a Sense of Belonging— Professional development related to teaching is necessary for faculty career progression and their emotional & mental health; Cultural competency training – as a Diversity Equity and Inclusion (DEI) component is vital for faculty preparation to teach in diverse classrooms; and Cultural competency must be included in faculty professional development as an institutional goal.

The sub-themes uncovered during the research included elements of diversity and variations in the word choice between institutions and oppression within the faculty community related to professional development needs. Additionally, there was evidence that faculty desired community and collaboration within the faculty groups; they displayed elements of critical andragogy by being reflexive and engaging in introspection to become better educators with a lifelong learning mentality and a desire to be globally oriented.

While academic freedom supports faculty in ownership over how they teach, the institution's overall goal is to serve all students. So, faculty are a medium through which institutions create successful students turned contributors in the community. Therefore, institutional leaders are responsible for preparing faculty to serve a multicultural community. The researcher hopes that this systematic review will serve as a starting point for institutional leaders, stakeholders, and administrators to invest in giving back to faculty as they perform a crucial role in developing future members of society.

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Appendix A**Data Collection Protocol: Matrix**

Author(s)		
Publication Date		
APA Citation		
Title		
Database		
URL		
DOI		
Methods		
Design		
Population		
Sample		
Problem		
Purpose		
Summary of Findings		
Suggested Practice		
Connection to Identified Categories		

Appendix B

Table 4.1.

Overview of key issues

Authors	Purpose	Population Sampling	Findings	Suggested Practices
Baldwin, R. G., Chang, D. A. (2007)	<p>This research focuses on the program's collaborative activities, objectives, outcomes, and benefits, with examples from liberal arts colleges applicable to other colleges. To examine the collaborative activities the FCE program facilitated.</p> <ul style="list-style-type: none"> • Collaborative faculty development is examined through key questions regarding why and how individuals and organizations collaborate, what incentives motivate them, what challenges are encountered, and what advice can be taken from 	<p>23 colleges that participated in Mellon Foundation's Faculty Career Enhancement Program and Participants from 11 colleges were interviewed about the activities of FCE participants, project outcomes, and collaborative approaches to faculty development.</p>	<p>Collaborations to promote professors' learning and professional development can produce lasting benefits for individual faculty members and their institutions.</p> <ul style="list-style-type: none"> • Choose partners wisely, considering common interests and goals. • Build social dynamics through conversation and refreshments. • Monitor progress and assess outcomes regularly. • Be flexible if the partnership does not work as expected. 	<p>In the process, the colleges learned valuable lessons on collaborating effectively. The insights they gained can help other colleges and universities that wish to support faculty at all stages of academic life. Creating conditions encouraging faculty collaboration is an important way for higher education institutions to innovate and adapt in a time of rapid and continuous change.</p>

Authors	Purpose	Population Sampling	Findings	Suggested Practices
	experienced collaborators.			
Benbow, R. J., & Lee, C. (2019)	The research seeks to understand the connection between teacher social networks and professional practice among college faculty worldwide. Two research questions: (1) What faculty conditions are associated with	244 faculty from associate and baccalaureate -level institutions in the US	faculty careers = small, close-knit teaching-focused social networks with strong positive ties. <ul style="list-style-type: none"> On the negative- such networks reduce access to new information and knowledge of less important complex information not necessary for teaching-focused info 	Administrators should actively promote teaching-focused social ties among faculty and align departmental professional development Opportunities with faculty experience, research, and service commitments. -Future research should expand faculty samples, examine robust tie measures, and test the association between network patterns and aspects of professional practice.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
	<p>developing beneficial teaching-focused social networks? (2) How do faculty members perceive various conditions influencing the development of Beneficial teaching-focused social networks in their daily lives?</p>		<ul style="list-style-type: none"> • Teaching experience increased classroom confidence but also limited advice-seeking behavior and limited professional development through networking. • Teaching-focused discussions were unimpactful due to the belief that you are either a good teacher or not. • Preparation to teach = is not only course preparation but also teaching focused discussions • Putting the onus on faculty to do the outreach networking and other departmental and classroom expectations will lead to burnout and lack of attendance at those events. Weight of Faculty responsibilities = time spent on teaching-focused social interactions. • 4-year institutions gave less opportunity for faculty teaching-focused discussions to include diverse organizations and businesses for real-world scenarios resulting in less new information and perspectives compared to 2-year colleges- such as industry standards, organizational culture, 	

Authors	Purpose	Population Sampling	Findings	Suggested Practices
			<p>diversity standards, and requirements, leading to more faculty and theoretical experience and less practical information for students.</p> <ul style="list-style-type: none"> • Faculty at 2-year colleges engage in more diverse teaching-focused discussions than those at 4-year institutions. • Faculty exposure to diverse sources of information and perspectives may indicate that student experiences can vary accordingly. 	
Blickens taff, S. M., Wolf, K. J., Falk, J. M., & Foltz, J. C. (2015)	The purpose of this quantitative research study was to describe faculty perceptions related to quality indicators of undergraduate education.	A researcher-designed questionnaire was used to collect the data. Seventy completed the questionnaire with a response rate of 90.9%.	<ul style="list-style-type: none"> • Faculty reported high levels of competence in traditional teaching methods but identified student engagement and critical thinking as the most important aspects of teaching. • Teaching areas needing the most professional development included student engagement and improving reading and writing abilities. • Lack of time and resources were the top-ranked barriers to improving teaching, according to participants. • Other common themes included a lack of recognition or rewards for teaching and a lack of emphasis on teaching in the promotion and tenure process. • Evaluation of teaching should move away from a competitive process with the aim being student achievement and, 	<ul style="list-style-type: none"> • Professional development opportunities should be offered to help faculty learn best practices for active student learning, technology-based instruction, and multicultural training. • Barriers such as lack of time and resources and lack of promotion of quality undergraduate education need further research to be addressed. • A follow-up study should investigate how to evaluate and improve these teaching areas. • The College of Agricultural and Life Sciences faculty should take action to improve the quality of undergraduate education by addressing student learning, engagement, and reading/writing improvement.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
			ultimately, an improved agricultural industry.	
Bouwman, J. (2011)	This study investigated the motives of science and engineering faculty at a large research university to engage in teaching professional development. Faculty members engaged in teaching professional development due to extrinsic reasons, primarily a diminished professional ego and a desire to	12 science and engineering faculty at one RU who have been voluntarily engaged in TPD to a varying degree	The study found that faculty were motivated to match their teaching identities with their researcher identities. Participants valued TPD due to its safe environment where complex topics could be discussed without feeling vulnerable or criticized. Study participants' motivation to engage in TPD concerned their desires (1) to interact with others interested in improving their teaching, (2) to increase their teaching competence, and (3) to increase their autonomy with respect to their teaching and teaching identities. Seeking Teaching Professional Development to Fulfill Need for Social Relations Concerning Teaching	<ul style="list-style-type: none"> • A culture shift is needed for faculty to recognize their need for relatedness, competency, and autonomy concerning teaching. • Once involved in TPD, faculty must be given the opportunity to reflect on improvements in their teaching practice and be encouraged and aided in attempts to bring their teaching practice in line with other professional practices. • Through internalizing the values and practices of TPD activities, faculty are more likely to keep participating in TPD improvement and encouraging others like them to do the same.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
	better align their teaching identities with their researcher identities.			
Butters, D., & Gann, C. (2022)	The research was conducted to understand the professional development needs of online adjunct professors in the US.	Twenty-one participants completed a 6-question Qualtrics questionnaire, and follow-up interviews were conducted with six respondents.	<ul style="list-style-type: none"> • Results indicate that online adjunct professors receive limited professional development and need more training in course preparation, technology awareness, resource access, and improved communication interaction. • Professors reported difficulty teaching courses in which they were not adequately educated or trained. • They were required to teach subjects unrelated to their specialties due to their institution's needs. • This created undue hardship and stress as they lacked sufficient notification and preparation time. • Interviewees echoed this sentiment, feeling conflicted about teaching courses outside their expertise. • One interviewee advised that staying current on the topics is important for adjunct professors to understand students' concerns. 	<ul style="list-style-type: none"> • Stakeholders would benefit from additional training provided by their employing institution or through self-initiated methods. • Recommendations included providing additional training regarding specific LMS requirements and ensuring online faculty have access to required course materials. • These findings add to existing literature concerning setting up online adjuncts to support student engagement.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
Chen, J. A., Tutwiler, M. S., & Jackson, J. F. L. (2021)	To address the lack of diversity in geoscience departments and reduce the shortcomings of diversity training, a mixed-reality simulation technology was used to teach geoscientists how to create more inclusive departments.	<ul style="list-style-type: none"> • 29 geoscience faculty members from 27 universities in the United States participated in a 1-year intervention program to learn about diversity, equity, and inclusion. • The program used mixed-reality simulations to help participants practice specific skills and included an intensive 3-day workshop and three journal clubs. 	<ul style="list-style-type: none"> • An intervention was designed that took advantage of technology to create authentic situations in which participants actively promoted diversity, equity, and inclusion. • Mobilizing changes in departmental climate must start with ensuring individuals feel capable of identifying and calling out prejudicial behaviors and acting effectively as an ally for those whose voices are devalued. • Results from GeoDES show that participants' self-efficacy to identify and confront prejudicial behaviors had a hand in how confident they were in working collectively toward DEI efforts. • Self-efficacy in managing one's own life directly affects collective efficacy. • Higher-ranked faculty members (Full or Distinguished Professors) reported lower collective efficacy than lower-ranked peers (Associate Professors), suggesting they do not feel they have more influence. <p>Despite limitations, research showed a lasting 1-year effect on faculty members' self-efficacy in responding positively to diversity, equity, and inclusion.</p>	<ul style="list-style-type: none"> • Mixed-reality simulations combining AI and human conversational intuition can potentially teach faculty-specific behaviors to make institutional progress on DEI.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
Dooley, K., Edgar, L. D., Dobbins, C. E., Mackay, W. A., & Davis, T. D. (2019).	This evaluative research study aimed to determine the attitudes and competencies of faculty across three universities collaborating on an interdisciplinary online course. In addition, this assessment aimed to determine the professional development opportunities needed for this faculty team.	Nine faculty members were interviewed using open-ended protocol; some familiar & some new materials were included. The instructors had a wide range of teaching experience (3-34 years).	<ul style="list-style-type: none"> • Faculty took the initiative to develop their learning experiences with just-in-time learning and intrinsic motivation. • Reflection upon professional development helped with personal career development and project implementation. • Introducing case studies encouraged new teaching styles and increased student engagement. 	<ul style="list-style-type: none"> • Recommended to do a longitudinal study of the grant team over four years and brief interview assessments added to multi-university projects to help bolster the faculty community involved with the project. • Effective teaching and evaluation assessments should continue. • Further effective teaching and evaluation assessments are necessary to promote student engagement and learning. • Key changes identified by the project lead team to improve future course delivery include consistency and effectiveness in course delivery, increased interaction between course developers, introducing thematic areas to instructors, assessing other modules in context area, periodic web conferencing, revising content, creating opening videos for each module and linkages across the modules.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
Estes, M. (2022)	<p>Professional development, such as one aimed at strengthening instructors' knowledge and implementation of DI(Differentiated Instruction), has the potential to equip instructors in higher education with instructional tools to support all learners.</p> <p>This qualitative single case study investigated teachers' and students' experiences with DI use in a higher education course.</p>	One CSD Faculty with Doctorate and 15 yr. employment and their three students	<p>Results indicated that DI strategies improved instructor DI awareness and validation of instruction and student appreciation for varied teaching methods reflecting DI principles.</p> <ul style="list-style-type: none"> • Improved instructor awareness and teaching using DI components • Enhanced student perceptions of instruction due to DI utilization • Professional development is an effective means of transmitting information on DI • Study supports positive student learning outcomes from DI methods in higher education • Evidence from this qualitative embedded single case study showed the effectiveness of DI in higher education, specifically related to instructional methods, classrooms with diverse student populations, and improving student learning outcomes. • The study revealed that DI implementation in higher education has the potential to yield positive results such as improved student learning outcomes, more meaningful instruction, and a more inclusive learning environment. • It demonstrated how an instructor's use of DI in teaching was perceived positively by students. • The findings also support using PD as an effective means for transmitting information related to DI. 	<ul style="list-style-type: none"> • The implications are that DI can improve higher education instructor teaching practices, increase student understanding and performance of learned content, decrease remediation rates in courses, and raise degree attainment rates. • Incorporating DI principles in higher education yielded positive perceptions for instructors and students. • Professional development can be a good source for delivering information to improve teaching effectiveness. • Utilization of DI positively impacts improving teaching methods and how students perceive learned material. • Research should examine differences between smaller and larger institutions when implementing DI, investigate instructor sustainability of DI methods, investigate student retention/remediation rates, and require university instructors to study andragogy.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
Goldstein Hode, M., Behm-Morawitz, E., & Hays, A. (2018)	The project aimed to assess the effectiveness of a fully online diversity course designed for faculty and staff to help them develop cultural competence. A 4-week instructor-led web-based course was tested, utilizing the pretest-posttest design, to examine effectiveness in enhancing participants' cultural competence.	One hundred sixty-two participants enrolled in Diversity 101 over 15 months. In addition, 108 participants completed the pretest and posttest measures and were included for analysis. Diversity 101 was a free noncredit-bearing course for all university faculty and staff. At the end of the 4-week course, participants were emailed an online post-test survey and sent a certificate of completion.	<p>Results indicate that participants developed a greater understanding of diversity, increased openness to other cultures, and increased awareness of social privileges. In addition, more culturally competent individuals are also more aware of their deficits and are, therefore, more motivated to take advantage of professional development opportunities.</p> <ul style="list-style-type: none"> • Geographic background and comfort level with computer-mediated communication were found to moderate the course's effectiveness. • The study addressed gaps in the literature regarding the evaluation of diversity interventions and contributed to knowledge about the potential of an online platform for developing cultural competence skills. • Results showed that this online module successfully increased participants' awareness about the value of diversity in higher education contexts, emphasizing that it is relevant to everyone, not just particular groups. • Intrinsic motivation and cognitive presence were important predictors of behavior and attitudes, which influenced the efficacy of online learning. • This approach leads to heightened awareness and empowerment, increased openness to learning about other people and cultures, and a sense of self-efficacy to take action. • Ability to recognize and 	<ul style="list-style-type: none"> • Research supports that an online diversity course effectively promotes cultural competence in faculty and staff. • Future research should include a control group of in-person training and hybrid in-person/online training with the same curriculum. • Individual characteristics must be taken into account when creating customized learning interventions. • Research should focus on expanding knowledge of the impact of mandated versus voluntary diversity education efforts. • Development of reliable scales to measure self-efficacy is necessary to understand if diversity courses impact campus climate. • Research provides insights into the potential effectiveness of an online course for developing cultural competence among university faculty and staff. • Research provides a framework for evaluating cognitive, affective, and behavioral learning to inform research-based practices for designing and facilitating such interventions.

Authors	Purpose	Population Sampling	Findings	Suggested Practices
			<p>address bias & discrimination is a key part of creating inclusive environments.</p> <ul style="list-style-type: none"> • Self-efficacy related to handling issues of diversity & inclusion showed potential for positive effects in the study. • Results indicate that individual characteristics such as geographic background can moderate participants' cultural competence in a diversity course. • Results support previous research that minimal contact with diverse groups growing up impacts attitudes and behaviors towards different groups later in life. • Course content could focus on cognitive learning related to different identity groups for those with less contact with people who are different from themselves. • Those who prefer computer-mediated communication demonstrated greater cognitive and affective learning changes than those who prefer face-to-face communication. • Results suggest that even individuals with previously existing knowledge, awareness, and skills could further develop their competency in important ways. • 81% of participants reported they would recommend the course to others. 	

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Hahn, T. B., & Lester, J. (2012)	To determine professional development needs & preferences of faculty in ALISE (Association for Library and Information Science Education) schools.	Sample 301 Faculty	<p>Findings showed significant differences between traditional library schools & School Caucuses members.</p> <p>Opportunities for development and training are more widespread at the university level than high school level.</p> <ul style="list-style-type: none"> • Major inhibitors for developing faculty were found to be time and money. • Study results to inform the enhancement of professional development activities by schools, universities & associations. • Formal mentoring programs are present in fewer than two-thirds of schools, and research mentors are available to less than half of respondents; this raises questions about the lack of faculty support. • Even when there is a formal mentoring program, its structure is not adequately supported in training, assessment, or rewards. • There is a general climate for developing spontaneous and flexible relationships; however, these require initiative on both sides to be sustained and productive. • Schools are not effectively providing structured support for faculty, particularly untenured faculty. 	<ul style="list-style-type: none"> • Professional development opportunities for LIS faculty are currently not as extensive as desired. • Schools accredited by ALA must maintain a curriculum that leads to commitment to ongoing professional growth. • ALISE Academy can use these findings to develop content for workshops and programs. • Faculty and administrators should take the recommendations from the data regarding professional development options for LIS faculty.

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Hakkola, L., Ruben, M. A., McDonnell, C., Herakova, L. L., Buchanan, R., & Robbie, K. (2021)	<p>Communities of Practice (CoPs) have been deemed successful models for institutional change in higher education.</p> <ul style="list-style-type: none"> This study explored how equity-minded CoP participation impacted faculty understanding & mobilization of equity in a public university in the Northeast US. 	Group of 12 fixed-term and tenure-track faculty members who teach in higher education	<ul style="list-style-type: none"> This study examined how participants of a Community of Practice (CoP) navigated social justice issues in an academic context. Through these discussions, attendees addressed individual, institutional, and systemic inequities. The CoP provided a supportive space for critical inquiry, advice-sharing, and transforming relationships to extend understanding and action regarding equity. <p>CoP allowed participants to talk through actual or potential scenarios.</p> <p>Researchers found that involvement in the CoP allowed participants to talk through their complacent and problematic practices and identify ways to address their biases and privileges, alter their thinking, and enact equity.</p>	<ul style="list-style-type: none"> Study suggests CoP participation helped faculty reflect on equity understanding and practices. Participants experienced a sense of belonging, motivation, and justification to work toward social justice change. Institutions can support CoP development by providing time, resources, and rewards to make participation feasible.
Harris, J. C. (2020)	<p>This study was focused on HESA faculty members who teach SDT (student development theory)</p> <ul style="list-style-type: none"> This study explored HESA faculty members' socialization to the norms, behaviors, and values of SDT courses. It is an 	18 faculty members were recruited for the study	<p>Faculty teach what and how they were taught.</p> <p>Participants felt they needed to follow organizational norms, values, and behaviors (e.g., use of The Book and SDT theories) to be seen as good HESA master's program attendees.</p> <ul style="list-style-type: none"> Participants socialized to SDTs 20+ years ago identified as white and often revered foundational theories. Participants who studied SDT more recently were more skeptical of deeming specific theories foundational. This finding may be 	<ul style="list-style-type: none"> Scholars should explore similar research questions focusing on other HESA courses, such as the history of higher education. Future researchers should compare the similarities and differences across courses and focus on graduate students' experiences with socialization in organizational culture. A longitudinal research design could follow HESA graduate students into faculty positions and examine anticipatory and organizational socialization patterns. Research and practice should focus on possibilities of

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	<p>important contribution to understanding HESA's organizational culture.</p> <ul style="list-style-type: none"> • It provides insight into how socialization influences faculty members' ability to impart specific skills, knowledge, and norms into their teaching. 		<p>contextualized by a professoriate that is increasingly diversifying.</p>	<p>socialization to shift and maintain an organizational culture to meet espoused goals.</p>
<p>Hudson, N. J. (2020)</p>	<p>to discover the educator's perspective on what it is like to participate in a comprehensive diversity training program for faculty and to understand from a collective assessment viewpoint whether participation in a comprehensive diversity program for faculty has a lasting beneficial effect on teaching practices.</p>	<p>Sixteen faculty members who volunteered: mostly white and a few people of color, highly diverse in teaching experience; they included lecturers, tenure-track assistant professors, and tenured professors that teach various courses and are members of 10 different academic departments</p>	<ul style="list-style-type: none"> • The TIDE program increased the participant's awareness of discrimination on campus and in society. • The program provided evidence demonstrating how discrimination impacts the well-being, health, and academic performance of college students with marginalized identities. • Through the program, participants were challenged to rethink their role as educators to create an inclusive learning environment and were given specific teaching strategies. • The effectiveness of the training outcomes was increased by participant willingness and motivation. • A comprehensive 5-month diversity training program was more effective in creating lasting positive benefits than a two-hour workshop (Bezrukova et al., 2016; Samuels, 2014). • Participants had to write 	<ul style="list-style-type: none"> • Faculty at predominantly White institutions may think they do not need diversity training but must expand their awareness of diversity and inclusion. • Diversity includes more than race and ethnicity (e.g., socioeconomic status, gender, sexual orientation, age, religion, mental/physical illness, and disability). • Colleges and universities have an ethical imperative to offer diversity training to faculty to promote a positive environment for all students. • In our multicultural world, all faculty must be prepared to handle sensitive discussions about diversity issues that arise in the classroom.

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		in the university.	assignments, provide peer feedback and submit them via an online educational platform (Dobbin & Kaley, 2016). <ul style="list-style-type: none"> • This level of academic rigor held them accountable for applying what they learned in their courses. 	
Lian, X (2014)	This explanatory mixed methods study aimed to investigate two aspects of faculty development. The first aspect is identifying factors that motivate faculty to participate in FPD activities. The second aspect is evaluating the faculty's perceived value and usefulness of FPD programs.	8,360 faculty asked to participate, with 892 (10.7%) accessing the survey and 770 (9.2%) completing it.	Findings revealed positive associations between off-campus FPD involvement with faculty motivation and online/off-campus FDP with the perceived value/usefulness of FDP activities. <ul style="list-style-type: none"> • The study affirms the mismatch between FPD activities and faculty needs. • Faculty from different career stages perceive FPD differently. • Faculty motivation, value, and perceived usefulness are positively linked. 	<ul style="list-style-type: none"> • Recommendations include the need for campuses to conduct needs assessments, policy creation, collaboration, and further study related to regression findings. • Faculty need assessment may help FPD providers better understand faculty's needs, challenges, and perceptions of the value and usefulness of FPD. • Aligning the goals of FPD with faculty needs is essential to intrinsic motivation among faculty, which leads to increased interest, competence, creativity, and self-esteem.

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Luther, C. (2021)	The purposes of this qualitative case study were to explore how undergraduate education faculty engage culturally diverse students and to discover the professional development needs of those faculty members to engage culturally diverse students.	five undergraduate education faculty members	<ul style="list-style-type: none"> • Undergraduate education faculty must use various materials and methods to engage culturally diverse students. • The importance of formal and informal professional development, such as working with colleagues of different cultural perspectives and seeking current research on engaging culturally diverse students. 	<ul style="list-style-type: none"> • Professional development should involve researching demographic information of the geographical area, cultivating a lifelong learner mindset, and developing a global mindset.
McHatten, P. A., Keller, H., Shircliffe, B., & Zalaquett, C. (2009)	This research aimed to understand how COEDU faculty incorporate diversity into their teaching, discover what factors help or impede this process, and establish what resources would best assist instructors. All three levels (individual, departmental, and institutional) of participants' reflections were solicited.	52 faculty from all eight COEDU departments participated in the focus groups, representing approximately one-third of full-time instructional faculty.	<ul style="list-style-type: none"> • Focus group participants discussed various approaches to infusing diversity in their programs, including dedicated units or lessons and an infusion through teachable moments. • Tenure-earning faculty expressed vulnerability due to potential negative student evaluations. • Faculty of color saw their diversity as a double-edged sword, where they felt pressure to act as experts on specific topics. • Lack of time was cited as an institutional barrier, as there was pressure to cover required material while addressing diversity issues. • Professional development and mentoring can support faculty in infusing diversity into their courses. 	<ul style="list-style-type: none"> • Structured, strategic dialogue between departments would improve efforts to create culturally competent educators. • Findings from one university suggest the relevance of diversity infusion for other institutions of higher education

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Njoku, A., Baker, U. (2019)	The purpose of this paper is to describe faculty efforts to teach and evaluate health disparities-related education in an online graduate course on cultural competence in Public Health Practice	Twelve students completed pre- and post-surveys	<ul style="list-style-type: none"> • Public Health faculty developed MPH courses for a new program and took an 8-week online course to prepare for online teaching. • Upon arrival on campus, faculty attended a workshop to outline and organize course development, mapped program curricula, adopted assessment measures, and implemented instructional design. • Faculty participated in professional development programs, such as creating inclusive classrooms, active learning practice, and understanding privilege, power, and identity in teaching. • Faculty applied insights from the learning community to create student assignments addressing health disparities-related outcomes and delivering a regional conference presentation based on this workshop. • Faculty also received external training in an intensive summer workshop to increase the number of researchers engaged in health disparities research. • Knowledge gained from conferences included information about professional development opportunities for faculty; strategies to reflect on their teaching; e-learning development for remote and distance learning; interactive sessions examining diversity framework for affecting social change; and Junior Faculty Fellows Program providing support for project completion 	<ul style="list-style-type: none"> • Incorporating community-based participatory research and academic service learning can promote student engagement in the community, provide reflection opportunities on contextual factors affecting health, apply course concepts to real-world settings, and enhance cultural competence. • Collaborative efforts with multiple health professions and non-health disciplines should be considered to share resources, develop course content and collective projects, and assemble diverse stakeholders. • Formative assessments of students' learning experiences should be conducted mid-semester to identify concerns.

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			towards activities to enhance their teaching & assessing effect of curriculum content on students' awareness about health disparities.	
Oleson, A., & Hora, M. T (2014)	To verify that the common statement that "faculty teach the way they were taught is true. Implying that faculty who got into professoriate positions right out of graduate school and received mentorship from their faculty "trainers" lack pedagogical training.	53 science, technology, engineering, and mathematics faculty at three research institutions	Faculty teach based on a collection of experiences they gain by teaching, their experiences as students being taught by educators they later learn to emulate, their experience as researchers, and lessons learned from their non-academic roles. - 46 respondents claimed they knew about teaching from their own experiences, reflections on evaluations, professional developments, and interactions with other instructors. - 18 faculty members stated that various forms of PD informed their knowledge base for teaching. Whether new or in the field for years, teachers refer to their teaching style from their experience as an instructor, researcher, and student or (how they learn) faculty rely on past experiences to inform their teaching. - professional development activities should then be to build upon that prior knowledge.	Instead of considering the faculty's lack of pedagogical experience in learning how to teach, the institution should use professional development to build on those experiences. - while this was in the discipline of STEM, would this be the same in other disciplines? Research should consider the role of tacit knowledge in faculty PD instead of one-size-fits-all formal training.

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Rodríguez, A. J., Ciftci, A., Howell, K., Kokini, K., Wright, B., & Nikalje, A. (2021).	<ul style="list-style-type: none"> Professional development opportunities on cultural awareness typically involve passive listening with limited engagement and no follow-up. To address this gap, a professional development study involving nine colleges from an R-1 institution was developed to focus on instigating transformative action. This project is guided by socio-transformative constructivism. 	Twenty-three faculty members from a Research 1 university participated in critical cultural awareness workshops.	<p>Focus group interviews and pre-post surveys identified four themes and five categories for measuring outcomes.</p> <ul style="list-style-type: none"> Faculty-centered, transformative professional development can benefit any organization that creates a culturally inclusive climate. Three cohorts experienced a strong sense of belonging to a supportive community of practice, with the categories of affirmation, sharing resources, awareness, and knowledge. Scholars have noted the power of feeling validated in one's beliefs and experiences. The study aimed to establish an inclusive environment where all participants felt safe and valued. Participants commented on the workshop's strong sense of community and trust. Participants in Cohorts II asked questions and shared interests after activities, such as how to use similar strategies to raise awareness of cultural issues. Feedback from the survey indicated that the exercise on privilege proved eye-opening for participants. One male participant at Cohort II had not heard the term 'white privilege' before, allowing facilitators and participants to share their understandings of key concepts. Facilitators provided reading resources as part of a more responsive professional development approach congruent with the sTc framework. 	<ul style="list-style-type: none"> Faculty-centered, transformative professional development can benefit any organization that creates a culturally inclusive climate. This study contributes to research on scholar activism and provides a model for implementation. This paper draws attention to systemic racism, which is deeply rooted in the historical and ideological fabric of the United States.

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Schirmer, B., & Lockman, A. (2022)	The research was conducted to determine whether online faculty members practice culturally responsive teaching. Moreover, to explore the characteristics of culturally responsive teaching.	12 instructors in a fully online undergraduate general education course required in the first few terms of enrollment	<ul style="list-style-type: none"> • All instructors demonstrated at least one type of culturally responsive teaching. • None of the instructors exhibited all types of culturally responsive teacher behaviors. • Almost all instructors engaged in some form of culturally nonresponsive practice. Practices such as providing examples from different cultural backgrounds and showing interest in students' cultural backgrounds are implemented by instructors. 	Findings indicate a need for further research in culturally responsive teaching in online learning and faculty professional development focusing on culturally responsive teaching. In addition, practical implications suggest the need for discussion prompts incorporating culturally relevant referents and more open discussions among faculty about the value of culturally responsive pedagogy.
Talbert, B. A., & Edwin, J. (2007)	This research aimed to determine the extent to which departments and faculty were addressing diversity issues in their programs and the preparation of new teaching faculty.	The population was 86 teacher education programs in agricultural education at postsecondary institutions within the United States. These included all 1862 and 1890 land grant universities and many state universities with agriculture colleges/departments.	<ul style="list-style-type: none"> • Responding programs require new faculty to participate in diversity workshops (25%) and encourage current and new faculty to use diversity-related statements on correspondences/publications (75%). • Majority of agricultural education programs do not engage their faculty in mandatory/optional workshops regarding diversity, raising the question of commitment level. • A majority of universities provide optional diversity workshops for new and current faculty. • 75% of programs encourage using diversity-related statements in correspondences and publications. • A majority encourage considering diversity when discussing teacher education topics or issues. • Half encourage diversity as a research focus area for faculty. • Agricultural education 	<ul style="list-style-type: none"> • Much more research is needed in diversity as less than a third of universities reported their faculty members are engaged in such research. • To involve faculty members in diversity education, the university or department should create a diversity coordinator position, build diversity into position descriptions for faculty hires, provide diversity training for graduate teaching assistants, and develop undergraduate and/or graduate courses on diversity.

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			programs encourage diversity-related statements in correspondences and publications, but less than one-fourth of respondents require new faculty to attend a workshop on diversity.	

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William S., S. A. Hanssen, D. V., Rinke, C. R., & Kinlaw, C. R. (2020)	Universities can foster faculty cultural and racial competence through professional development support. This study reports the outcomes of a professional development model to improve the cultural competence of faculty members. The study examined the effects of CIC (Creating an Inclusive Community) on student cultural competence via pre-post survey analysis. The study investigated whether integrating race-related content, assessments, and experiences into higher education coursework increases student-reported cultural competence.	FYS 9 students ME 13 students STEM 16 Students pre- and post-assessed their learning in diversity-related activities in traditional college courses.	In particular, the greatest increase in cultural competence was found in the FYS and ME courses. FYS, ME, and STEM instructors participated in CIC workshops to increase their understanding of self, strategies for fostering dialog, and grasp of the growth process. <ul style="list-style-type: none"> • Instructors took a comprehensive approach to diversity issues by incorporating conversations about race and racism into their courses. • CIC faculty benefited from a supportive community which enabled them to take risks in the classroom. • Training focused on understanding emotions when engaging in dialog and validating feelings while using silence as a teaching tool. • Resulting in more inclusive learning communities for students. • The workshops focused on increasing awareness of self, being open to discussing biases, understanding student and faculty emotions during difficult dialogues, validating feelings, managing the facilitation process vs. the content, using silence as a teaching tool, and recognizing differences in communication styles. 	Further investigation is needed to understand better the implications of field experiences and internships in diverse settings. <ul style="list-style-type: none"> • Faculty need tools to create awareness and effect change in their curriculum and classrooms. • The CIC model provides cultural capacity-building for instructors, encourages interdisciplinary problem-solving, and establishes a supportive community for reflection on inclusive practices. The impact of CIC can be evaluated at the faculty, curriculum, and student levels; this initial study provides evidence that the CIC model has a downstream influence on faculty, curriculum, and students, resulting in increased cultural competence for future education professionals. Race-related information is essential for all courses to equip practitioners to work with diverse populations. However, the findings imply that combining academic information like arithmetic and science procedures with race-related topics may not give enough time to properly build new understandings in all areas.