

MINORITIES IN HIGHER EDUCATION: THEIR STATUS  
AND DISPARITIES IN STUDENT AND FACULTY  
REPRESENTATION

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Educational Leadership and Policy Analysis

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by  
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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

MINORITIES IN HIGHER EDUCATION: THEIR STATUS AND DISPARITIES IN  
STUDENT AND FACULTY REPRESENTATION

presented by Shatomi N. Luster a candidate for the degree of doctor of education and hereby certify that, in their opinion, is worthy of acceptance.

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## DEDICATION

I dedicate my dissertation work to the community, as I feel an obligation to make a positive impact for the greater good.

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## **ABSTRACT**

This manuscript is a qualitative design, which studied diversity disparity in high education that relates to faculty and the student body. The setting dwells within the University of Missouri system, more specifically, this study concentrates on two campuses; the University of Missouri-Columbia and University of Missouri-Kansas City. The research identified the attributes of an effective change agent leader, policy and the impact it has on culture and organizational settings, and understandings of the importance of organizational value in relation to diversity and gender identification. The conceptual frameworks that guided this study were cultural competency, critical race theory, and transformational leadership (Cross, 1989; Gooden & Norman-Major; Northouse, 2013). The reoccurring research themes were: policy, leadership, and core organizational values. The conclusions suggested from this inquiry are transformational leaders should embrace and encourage differences and show empathy. Furthermore, a leader includes attributes of an actionable change agent. The data also supported the notion of inclusive policy and trust within the higher education system that creates organizational value.

**SECTION ONE:**  
**INTRODUCTION TO THE DISSERTATION-IN-PRACTICE**

## **Introduction to the Background of the Study**

Research suggests matriculation is affected by financial aid, academic preparation, and the way in which colleges and universities recruit, retain, and academically confer for secondary educational systems (John, 1986; Association of American Colleges and Universities, 2016; Pew Research, 2016). The focus of this research was concentrated on diversity and inclusion of minority student and faculty populations and gender identity; within the University of Missouri higher education system and the diversity disparity of student and faculty representation. For the purpose of this study the primary investigator focused on two campuses within the suggested university system, the University of Missouri-Columbia (MU) and University of Missouri Kansas City of Missouri (UMKC). Furthermore, the study began from a historical perspective in the context of the nation's demographic change, illustrated through present day disproportionality of diversity and the associated plight that has impacted American history (Phillips, 2016). Falherty (2015) believed the present-day disparity for people of color cultivates a fragmented culture that lacks diversity for post-secondary educational institutions. While universities are conduits for student academics, self and professional development, general life skills, the distribution of degrees, and workforce transitions; most institutions lack diversity which does not emulate the population of most communities (Crowson, Mitchell, & Shipps, 2011). This shift to majority minority was explored from a national, state, and county lens, more specifically the state of Missouri and Boone and Jackson County, illustrating over the past few years the increase in a diverse population throughout the United States and Missouri.

The United States of America has 321,418,820 citizens, from this foundational populace: the Caucasian population total is 247,784,609 (77% of the total United States population), the Hispanic (ethnicity) Latino/a race population is 56,592,793 (18% of the total United States population), African American population is 42,632,530 (13% of the total United States population), American Indian and Alaska Native is 4,010,885 (1.24% of the total United States population), Asian is 17,982,195 (6% of the total United States population), Native Hawaiian and Other Pacific Islander is 760,190 (.24% of the total United States population), and a race of two or more is 8,248,411(3% of total United States population) (United States Census Bureau, 2016). Narrative from the United States Census Bureau (2016), indicated that Asian and Latino American populations have both grown by 43%. African American populations have increased by 12.3%, while White American populations have increased by 5.3%.

Arguably, there are a disproportionate number of students and faculty that are not included within the framework of higher education institutions. Many researchers attributed this disparity of diversity to universities' leadership, diversity policy, and/or articulation agreements (Christy & Williamson, 1992; Crownson, Mitchell, & Shipps, 2011; Daun-Barnett, Moronski-Chapman, & St. John, 2013). The Association of American Colleges and Universities (2015) offered an equity-minded context, arguing the national, state, and regional shift in population and demographics may require an astute policy awareness for faculty and students of color that will close the gap of misrepresentation.

With the significant population change relating to diversity throughout America, it is important that the post-secondary education student population systems reflect

society (Antonio, Chang, & Milem, 2005). While national education data suggests a gradual increase in minority students that enroll into post-secondary education, it also reflects lower attainment rates for degreed programs (Hardy & Springs, 2013). Ford (1998) focused on underrepresented minorities in higher education and attributes this issue to traditional policies, procedures, and personnel practices. Practices and cultures within these higher educational institutions have not changed since inception, resulting in dated policy that is not modified to reflect constant societal changes (Crowson, Mitchell, & Shipps, 2011).

Parallel to the United States general population, the enrollment percentages of students of color in public and secondary school registration has increased as well. This statistic further outlines the importance of valuing diversity in the higher education system and the possible implications of policy and articulation agreements that are not modified (Association of American Colleges & Universities, 2015).

The concentration of this study focused on the underrepresentation of diversity for the student body and faculty within a higher educational setting. The researcher emphasized the persistence to recruitment, retention, and the inclusion of diversity as core organizational values. Within this section, the analyzation of population and the suggested frameworks were the fundamental concepts rendered.

### **Statement of the Problem**

Diversity and inclusion are ongoing challenges throughout America (Phillips, 2016), which affects communities, the private and public sectors, and general interactions and communication amongst individuals (Lopez, 2014). Nationally statisticians predict that, demographically, the minority is becoming the majority (Phillips). However,

minorities continue to be disproportionately underrepresented in most aspects of society. Higher education is one of those areas of misrepresentation for people of color through the student body, leadership, faculty, and administration (Brown-Glaude, 2009).

Antonio, Chang, and Milem (2005) argued achieving diversity is challenging. Consequently, diversity must be incorporated systematically in a multidimensional way that realizes the importance and benefits of a diverse climate as it relates to student success (Antonio, Chang, & Milem, 2005; Dow, Erguner-Tekinalp, Middleton, Stadler & Williams, 2011). However, higher education policies and articulation agreements are often contributing factors to the lack of diversity within universities (Mitchell, Crownson, Shipps, 2011). Duan-Barnett and Moronski-Chapman (2013) noted these policies and agreements affect student access and influence the demographic composition in higher University of Missouri system education settings. Most educational policies and agreements have not been modified or executed effectively to reflect positive change, rather they are creating a disadvantage for people of a diverse environment (Mitchell, Crownson, Shipps, 2011). Therefore, it is possible policy changes could positively influence diversity by creating a systematic structure that concentrates on student and faculty recruitment, retention, and organizational value.

Establishing a holistic approach on student and faculty recruitment, retention, and organizational value that is integrated within the structure and mission of the University of Missouri system provides an onset of inclusion which will develop a long-term outcome of sustainability. An institution cannot be one dimensional when addressing such a systematic structure; it takes a multidisciplinary approach to find a solution to diversity policies, minority matriculation, retention, graduation rates, and organizational

value (John, 1986; Gaetano & Espana, 2010; Tzanakis, 2011). Consequently, policy change begins with social interaction, rationalization, historical and general understanding, and research (St. John, Dauan-Barnett, & Moronski-Chapman, 2013).

### **Purpose of the Study**

The purpose of this research study was to investigate the policy and procedures regarding diversity in higher education institutions and how these policies and procedures of the institutions contributes to the lack of diversity within the student and faculty population. Specifically, the researcher investigated the university's leadership behaviors, policies, and procedures to examine if those behaviors and procedures contribute to what it means to practice and implement an inclusive diverse environment. Furthermore, the researcher examined the persistence to recruitment, retention, and organizational value across the University setting.

The lens of cultural competence, critical race, and transformational leadership theory served as the conceptual framework throughout the analysis. While this research focused on racial diversity to include gender identity, it specifically examined the recruitment, retention, and organizational value; understanding the impact to an inclusive academia environment as viewed through leadership behaviors, policies, and procedures.

### **Research Questions**

In this study, the following research questions guided the analysis to better understand the effects of diversity in a post-secondary environment.

1. How does the use of transformational leadership by higher education administration enhance the development of an inclusive learning environment?

2. How does policy within a higher education institution impact the minority student and faculty body by demonstrating a persistence to recruitment, retention, and organizational value?
3. What policy or procedures are currently in place at higher education institutions to promote diversity and cultural competency?
4. What effective recruitment and retention strategies is higher education leadership exercising for minority students and faculty?
5. How does cultural competency impact post-secondary learning environments as it relates to persistence to recruitment, retention, and organizational value?
6. How does critical race theory impact the embedded academia culture as it relates to persistence to recruitment, retention, and organizational value?

### **Conceptual/Theoretical Framework(s)**

Three conceptual frameworks were represented within this research study: cultural competency, critical race theory, and transformational leadership. The tenets justify the usage for each theory. This summary will focus on the framework, comparable theories, and the associated tenets.

#### **Cultural Competency**

Cultural competency is associated to the general and mental health industry and is the human behavior that incorporates communication, action, beliefs, thoughts and values of ethnicity, ethnic background, religious beliefs and social values (Gooden & Norman-Major, 2012). Cultural competence is action oriented through the capacity to effectively function and generate change (Gooden & Norman-Major, 2012). There are seven tenets of cultural competency: learning, acknowledge, awareness, knowledge, engage and

integrate, revise and refine, and cultural competent (Cross, 1989; Gooden & Norman-Major).

Cultural competency can be defined literally, theoretically, and from an educational leadership perspective (Gooden & Norman-Major, 2012). Cross (1989) one of the founders of cultural competency defined this conceptual framework as, a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or profession and enable that system, agency, or profession to work effectively in cross-cultural situations. (pg. 17)

As previously stated, culture is the human behavior that incorporates communication, action, beliefs, thoughts and values of ethnicity, ethnic background, religious beliefs, and social values (Gooden & Norman-Major, 2012). And competence is action oriented by having the capacity to effectively function and generate change (Gooden & Norman-Major).

### **Critical Race Theory**

Critical race theory (CRT) is the second conceptual framework utilized within this study. During examination of the literature CRT was contrasted with critical social and Latino critical race theory. Hiraldo (2010) noted critical race theory (CRT) is an analytical framework stemming from the field of critical legal studies that address the racial inequalities in society” (p.53). Three tenets frame this principle: ordinariness/essentialism, concept of interest convergence, and intersectionality/social construct (Decuir & Dixson, 2004; Hiraldo).

Critical race theory (CRT) was first used as an analytical framework to assess inequity in education during the 1990’s (Decuir & Dixson, 2004; Ladson-Billings & Tate,

1995). Since then, scholars have used CRT as a framework to further analyze and critique educational research and practice (Ladson-Billings, 2005). According to Gordon (1990), CRT originated from the critical legal studies (CLS) movement, which failed to address the “effects of race and racism in United States jurisprudence” (DeCuir & Dixson, 2004, p. 26). In 1994, critical race theory (CRT) was used to assess inequity in education (Decuir & Dixson, 2004; Ladson-Billings & Tate). Scholars have further used CRT as a framework to analyze and critique educational research and practice (Ladson-Billings, 2005). Thus, CRT analyzes the role of race and racism in perpetuating social disparities between dominant and marginalized racial groups (DeCuir & Dixson; Ladson-Billings; Ladson-Billings & Tate, 1995). CRT’s purpose is to unearth what is taken for granted when analyzing race and privilege, as well as the profound patterns of exclusion that exist in American society (Parker & Villalpando, 2007).

### **Transformational Leadership**

Transformational leadership is the last conceptual framework utilized in this inquiry. Northouse (2013) expressed transformational leadership as a process of transforming people. “The theory involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them” (Northouse, p. 185). Significant attributes of transformational leadership contain: the initiation, follow-through, and changes that are influenced within an organization through this theory (Northouse, 2013). Northouse (2013) stated, “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 5). As a result, leadership development is viewed as an activity that molds a potential leader.

Transformation leadership results in empowerment, nurturing, improved vision, and an emphasis on values, needs, and morals (Northouse, 2013). A transformational leader incorporates the characteristics of a cultural and servant leader, however emphasizing the strengths needed to ensure change in not only policy regarding diversity but environmental culture. Consequently, transformational is the conceptual leadership focus of this study, as this style is recognized as a change agent (Northouse, 2013). Change, empathy, vision, and empowerment is needed to encourage and increase diversity with the student and faculty population to have an impact on policy within the higher education system (Sosik & Jung, 2010). To invoke such needed change transformational leaders are associated with five behavioral traits: idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration, and idealized attributes (Dennison, Gosling, & Martuarano, 2003).

The three conceptual frameworks aligned with the proposed purpose of this research study. The provided demographic data for the populace highlighted the core problem of the shifting population related to minority majority and gives value to diversity reasoning. Further, cultural competency empowers others through cultural learning, while CRT tells the story for people of color. Lastly, transformational leadership is the style required to implement change. For the offered frameworks, these concepts solidify the focus of this study.

### **Design of the Study**

The researcher utilized the conceptual frameworks of cultural competency, critical race theory, and transformational leadership within a qualitative research design that examined the diversity disparity of students and faculty within a higher education setting

(Creswell, 2009; Gooden & Norman-Major, 2012; Hiraldo, 2010; Merriam, 2009). Therefore, the goal of critical inquiry is to challenge, transform, critique and empower; which aligns with the social, political, and cultural context (Merriam, 2009) of this study. The data collected within this inquiry generated from a student focus group (see Appendix B), fifteen faculty interviews (see Appendix A), an open-ended online survey administered to students (see Appendix D), and document reviews (see Appendix C); provided the researcher qualitative data (Creswell, 2009) that examined the diversity climate within the setting of a higher education realm , allowing triangulation of the data to enhance the strength of this study (Creswell, 2009). Creswell (2009), explained triangulation as data validation through the collection of evidence; it provides a perspective from various individuals, cases studies, and methods of data collection. Therefore, the intent of this qualitative research was to establish the perspective of those directly affected by procedures, policy, and diversity in a higher education setting.

Phenomenological is one form of appropriate qualitative methods utilized for this study (Creswell, 2009; Merriam, 2009). More specifically, a focus group, interviews, and document review are the method combinations to understand the perspective that motivates this research study (Creswell; Merriam). Identifying the human experiences as described by the participants allows the researcher to capture the studied phenomenon (Creswell).

Diversity is often categorized as a lived experience; therefore, phenomenological research marks the essence of this philosophy (Creswell, 2009; Merriam, 2009; Phillips, 2016). Phenomenological approach includes studying a small number of subjects to better understand patterns and relationships of meaning (Creswell, 2009). Most

importantly, using a phenomenological approach allows the researcher to evaluate her own experiences to understand those that participated within the study (Creswell, 2009). Phenomenological research is the ideal qualitative design, as it coincides with the researcher being a person of color and with the triangulation of the human participants. Additionally, researchers conduct qualitative research with the goal to obtain and acknowledge the human condition (Roller & Lavrakas, 2015) within a specific setting. Consequently, studying the behavior as it occurs naturally within a setting (Kellydubose, 2015) will allow for the natural progression of this study.

### **Setting**

The setting for this inquiry is the University of Missouri (MU) system. The inquiry primarily focused on the University of Missouri-Columbia and the University of Missouri-Kansas City. Firstly, MU Columbia was utilized for the study of research by the principle investigator, as it is the flagship university within a four-campus system i.e. University of Missouri- Kansas City, Missouri University Science and Technology, and University of Missouri- Saint Louis. The University of Missouri-Kansas City was also included as the second setting due to the urban environment of the institution, for the purpose of study.

The University of Missouri, Columbia owes its existence to 900 citizens of Boone County who, in 1839, pledged \$117,921 in cash and land to win the bid to locate the new state university in Columbia (University of Missouri, 2015). This investment in the promise of a better future for all through public higher education made MU Columbia the first public university west of the Mississippi River (University of Missouri, 2015). Growth came to MU once it was awarded the land grant university status in 1870

(University of Missouri, 2015). The mission of MU is to provide all Missourians the benefits of a world-class research university.

In 2015, according to the University of Missouri-Columbia (2016) data, the student body totaled 35,448. Relating to gender identity, females are 54% of the student population and the remaining 46% establishes the male demographics. Races other than white/non-Hispanic signify 8,074 of the student community in 2015 (University of Missouri, 2016). The 22.78% representation of minority student enrollment is attributed to the recruitment approach for the university (University of Missouri, 2015).

Specifically, the recruitment strategies for the student body have many areas of focus however there are three primary components that are tactically prioritized: Federal Trade Commissioned feeder approaches, initiated staff activities, and transfer recruitment (University of Missouri).

The University of Missouri's (MU) Institutional Research and Quality Improvement (2016) data center highlighted faculty demographics with the faculty total for tenured, on-tenured-track, and non-tenured track was 1,973. Gender identity resulted in 59% of women and 41% of men; however, men dominate administration roles at 64%. The African American faculty included a total of 55 individuals, which was 2.79% of the faculty population. Between 2010 and 2015 the African American faculty increased by 25%. The 2015 White faculty total was 1,476 or 74.81% of the total faculty population of which there was a decrease in growth of .677% between 2010 and 2015. The 2015 Asian faculty was 259, representing 13.13% of the total faculty population, which was a 19.91% increase in faculty representation. The American Indian/Alaska Native faculty population was 3, a .152% of the faculty population, representing a decrease in growth by

.333%. The Native Hawaiian and Other Pacific Islander was a total of 3, .152% of the total faculty body and they increased in growth by 2%. The nonresident alien total 92, 4.66% of the faculty population. Two or more races total 7, .354% of the faculty body with a growth of 133% (in 2010 there were 3 people on staff). The Hispanic faculty was 64, 3.24% of the faculty body, representing a 25.49% growth of the Hispanic faculty between 2010 and 2015. This data revealed that the faculty body was not reflective of the student body, the county, state or national demographics (United States Census Bureau, 2016).

The University of Missouri-Kansas City (MU-Kansas City), the second campus examined in this study, was founded in 1929, in the Kansas City, Missouri metropolitan area. Shortly after, William Volker, a philanthropist and businessman donated 40.8 acres to the university. The university, community leaders, organizations, and area schools collaborated for expansion purposes, that added more divisions, programs, and majors (University of Missouri - Kansas City, 2016).

The University of Missouri – Kansas City (UMKC), Comprehensive Enrollment Report (2016) outlines the demographics of their student base. While gender identity is a vital to diversity the university provides this statistic in its simplest form, male and female. UMKC current serves a student base of 16,944, of this base, 56% (9,478) of the students are female and the remaining 44% (7,466) are males. The racial profile includes 40% for people of color (6,740) and the remaining 60% (10,204) are Caucasian. Within the racial make-up, African Americans (1,779), Hispanics/Latino (1,170), and Non-Resident International (1,442) are the majority minority within the UMKC student base that is primarily Caucasian (University of Missouri – Kansas City, 2016).

The University of Missouri conducted a diversity, equity, and inclusion audit in 2016, the outcomes found for the University of Missouri-Kansas City, women are 62% of the gender identity demographic. The remaining 38% are attributed to the male population. However, 57% of men are in administrative roles leaving the remain 43% to women. Furthermore, the Caucasian outlook for administration and faculty was 55%. People of color contributes 34% of the administration and faculty demographics. The remaining 11% are International/Non-U.S. Born. The employment dataset is not reflective of the UMKC student population nor does it mirror the growth of the nation, state, or county.

Within the setting, the selection of the participants will be purposive, formed through the student body, faculty, and document review (Merriam, 2009). Some participants will derive from the urban core of Greater Kansas City, Missouri metropolitan area, in affiliation with UMKC that is specific to the research study. Additionally, participants to the study will also stem from Columbia, Missouri, affiliated with the flagship university, MU-Columbia. Moreover, for this study, urban core is defined as highly populated student areas in comparison to rural locations. Representation of participants will develop in the form of one focus group from the University of Missouri-Columbia, online surveys from both represented higher education institutions, interviews from both MU-Columbia and UMKC, and document reviews. Purposive or purposeful sampling was utilized for this study to select the unit of analysis (Merriam, 2009). Additionally, purposeful sampling includes information-rich cases for the study (Merriam, 2009). Moreover, information-rich, centers on issues of vital importance (Merriam, 2009).

To ensure the validation of study and the integrity of the data, an established focus group, interviews, and online survey stratification, were selected from the student and faculty population representing a diverse background within the University of Missouri system and the two universities that were the focus of this study. Further, participating students required current enrollment, a commencement status, or participated within the MU system in their academic career, segmented to the affiliated universities for this study. Moreover, this varied perspective provides a specific outlook of experience from various views. Lastly, faculty selection included current or former employment within the university system. This criterion-based selection establishes the essential attributes of the study (Merriam, 2009).

### **Focus Group**

Merriam (2009), described focus groups as a sample size of five to ten participants, while Krueger and Casey (2009) suggested focus groups are also typically composed of 5-10 people, however, the size can range from as few as four to as many as twelve in a setting conducive to their environment. A focus group was implemented for this study that included students from the University of Missouri-Columbia; the goal was to obtain 5-12 participants of the student body (see Appendix B). The administered focus group included 5 participants. The demographic disposition was: 1 transgender of mixed race (Hispanic and Black), 2 males, one mixed race (Asian and White), the other White, 2 females, one mixed race (Black and White), and the other lesbian and white. The focus group took place in an environment conducive to an office setting and lasted an average of 60 minutes. The students selected for this focus group were of diverse backgrounds and genders. This allowed a perspective and voice that was reflective of the national

demographic climate however interpreted from a university student viewpoint. The focus was “understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (Merriam, 2009, p.5).

“Focus groups work when participants feel comfortable, respected, and free to give their opinion without being judged. The intent of the focus group was to promote self-disclosure among participants” (Krueger & Casey, 2009, p. 4). This was accomplished during the principle researchers allotted time with the subjects. It was important to the researcher that a focus group was composed of participants who represent the focus of the study. For the purpose of this study, the focus was defined as students of color and gender identity within the university academic system (see Appendix B). Participants were informed of these common factors at the beginning of the discussion (Krueger & Casey, 2009). Lastly, the focus group was audio recorded to ensure accuracy in research transcription.

### **Interviews**

Individual interviews with higher education faculty were also incorporated to provide a one-on-one perspective that was not influenced by others (Creswell, 2009). Again, the faculty focus was specific to the University of Missouri-Columbia and University of Missouri-Kansas City. The interviews utilized a highly-structured continuum (Merriam), with the questions semi structured and administered verbally to the subjects (see Appendix A). Interviews allowed the researcher to interpret the interviewees’ environmental perspective (Merriam). An interview protocol was administered that comprised of twenty-two questions that were consistent in wording and implementation (Merriam, 2009). The principal investigator targeted 17 faculty

participants. Fifteen subjects participated within the interview protocol. The gender identity consisted of 7 males, 6 females, and 2 gender neutral participants. The racial demographics were, 6 African Americans, 1 African, 2 Hispanics, and 6 Caucasians. Targeted for this study were four administrators, they not only provided a diversity perspective and the importance of an effective leader but relayed insight regarding student and faculty policy development, evaluation, and implementation. Further, the remaining interviewees were faculty, creating dialogue for the policy implemented by administration, insight on effective leadership, and diversity perceptions. The gained data outlined how recruitment and retention policies and type of leadership were pertinent to inclusion of diversity for both students and faculty as disseminated throughout the universities organizational structure as valuable (see Appendix A).

### **Surveys**

An online open ended survey tool was administered to a random clustered sample size of two hundred student participants that represented diversity within the setting. Of the distributed two hundred surveys, one hundred subjects responded. The subjects gender identity was 62% female and 38% male. The racial significance was 49% people of color and 51% white. The education level included a combination of doctorate (11%), masters (26%), bachelor (32%), and some college (31%). The preferred method of data collection was administered to ensure ease of access, turn-around, and the advantages of population from a small to large body of individuals (Creswell, 2009). Cross-sectional data collection through randomization was administered through an internet portal. Multistage (clustering) sampling by stratification targeted an audience in the metropolitan area of Kansas City, Missouri and the university flagship of Columbia, Missouri. All

participants attended the University of Missouri system. The median completion time was seventeen minutes and thirty-eight seconds. Access to the survey was twenty-four hours a day seven days a week. This sequential discovery enhanced data findings. The online setting utilized for various devices included: iOS Phone/Tablet – 25.9%, Android Phone/Tablet – 10.3%, Windows Desktop/Laptop – 50%, MacOS Desktop/Laptop – 12.1% and Other – 1.7%. Cross-sectional stratification allowed for the researcher to further triangulate the qualitative research.

### **Document Review**

Document mining is a third major resource in qualitative research (Merriam, 2009), documents related to diversity and policy were utilized for this study (see Appendix C). The researcher utilized document review to compliment and further triangulate the data gathered by a student focus group, faculty interviews (Creswell, 2009; Merriam, 2009) and an open ended survey. Document mining allowed the researcher to gather data from a nonreactive grounded context (Merriam, 2009). Discovering insight relevant to the research problem through document analysis allowed for understanding and possibly uncover a meaning that was not other wised surmised through personal perspectives (Merriam, 2009).

### **Data Analysis**

The data analysis process involved consolidation, reducing, and interpreting all forms of the phenomenological method (Merriam, 2009) and data sources. The researcher interpreted the data through transcribing all responses and coding through grasping common themes. Next the researcher consolidated all the provided data through organizing interview dates, times, and locations (Merriam, 2009). Lastly, reducing of the

data was conducted through evaluating concrete bits of data and abstract concepts (Merriam, 2009), established by the researcher through reasoning, description, and interpretation that resulted in emerging themes.

### **Focus Group**

Prior to administering data collection, the researcher obtained permission from the University of Missouri IRB to contact the participants of the study (see Appendix H) (Creswell, 2009). Prior to the actual data collection, in the attempt to obtain information-rich data the researcher established a good rapport and ensured a welcoming atmosphere prior to the hour dialogue (Creswell, 2009).

For the purpose of this study transcripts and field notes were utilized in conjunction with the questions that guided the research (Creswell, 2009; Merriam, 2009). The system to manage the data involved coding (see Appendix B) and a combination of single letters, numbers, and/or colors by the researcher (See Appendix B). Open ended coding through category construction was first administered (see Appendix B). The grouping of the open codes was completed by analytical coding (Merriam, 2009). Analytical coding was determined through reflection and interpretation of meaning (Merriam, 2009) by the researcher. This process allowed the researcher to obtain recurring patterns and regularities within the exploration of study (Creswell, 2009; Merriam, 2009).

### **Interviews**

The sorting categories within the interview data was established through naming (Merriam, 2009). Naming is obtained through analyzing more than one interview and field notes (Merriam, 2009). The researcher utilized transcripts with consistent

categories, properties, and reflections (Merriam, 2009). This resulted in the data analysis including three phases of coding: open, axial, and selective that concentrated on tagging the data, relating categories, and developing a proposition (Merriam, 2009). Axial coding is the process of grouping open codes (Merriam, 2009). Moreover, axial coding is also referred to as analytical coding, it allowed the researcher to reflect and interpret meaning of the codes (Merriam).

### **Surveys**

Interpretation of the open-ended survey data through recording and transcribing allowed for reoccurring themes, word repetition, and non-bias results. Again, the data analysis included three phases of coding: open, axial, and selective that concentrated on tagging the data, relating categories, and developing a proposition (Merriam, 2009).

### **Document Review**

Content analysis and analytic induction was used for document analysis (Merriam, 2009). This allowed for simultaneous coding of data and categories that incorporate relevant information not only obtained through documentation but through focus groups and interviews allowing for triangulation (Creswell, 2009; Merriam). Additionally, the inductive technique allowed variables guided by the study to emerge from the content analysis (see Appendix C).

### **Significance of the Study**

Historically the access to education, more specifically post-secondary education for minority groups have not been promising (Mitchell, Crowson, & Shipps, 2011). Conducting this study contributed to the exploration for the need to change policy and procedures that will result in increased diversity for the student and the faculty population

in higher education (Creswell, 2009) with an emphasis on the persistence to recruitment, retention, an organizational value.

This inquiry contributed to other research through the examination of a university response to diversity through that the lens of cultural competency, critical race theory and transformational leadership (St. John, Daun-Barnett & Monronski-Chapman, 2013). As a result of the data analysis various findings will contribute to the implications within institutions if diversity and policy are ignored or not appropriately represented (Phillips, 2016) as they relate to diversity.

Contributions to existing literature focusing on the impacts of cultural competency to post-secondary education for organizational policy change, recruitment, retention, and organizational value (Association of American Colleges and Universities, 2015) should also be a result of this inquiry. Additionally, enhancing an understanding of critical race and how leadership behaviors and policies aids in the learning environment, and encourages personal/professional growth (Kahneman, Lovallo & Sibony, 2011; Levi, 2014). These contributions will allow for a narrative that outlines impact and perspective of those individuals that are directly effected through limited access to higher education (St. John, Daun-Barnett & Monronski-Chapman, 2013).

### **Summary**

Achieving equity and equality through policy and diversity is the nucleus of this study (Falherty, 2015). Leadership behavior, procedures, and policy are strong contributors as to why higher education institutions lack in the area of diversity student and faculty representation (St. John, Daun-Barnett & Monronski-Chapman, 2013).

Furthermore, the study revealed the importance of change relating to race, privilege, and access (Phillips, 2016).

If American higher educational institutions reflect a more diverse environment, it would be expected that our communities in which we live, work, and play would indeed reflect positive outcomes (Association of American Colleges and Universities, 2015).

Enhancing the recruitment and attainment process for minorities through transformational leadership, cultural competency and critical race theory suggest a higher level of inclusionary environments in our higher education settings. (Gallegos, Tindall, & Gallegos, 2008).

**SECTION TWO:**  
**PRACTITIONER SETTING FOR THE STUDY**

## **Introduction**

Realizing the valuable capacity of an organization considers the impact to leadership, policy, and organizational structure that augments a lateral diversification strategy (Bolman & Deal, 2008; Daun-Barnett, Moronski-Chapman, & St. John, 2013; Northouse, 2013). Moreover, involving an augmented strategy for the University of Missouri contributes to the enhancement of organizational change. Similarly, to evaluate the misrepresentation of diversity within higher education, from both the student body and faculty perspective, requires a non-traditional leader to employ a transformational organization (Bolman & Deal; Northouse). Gill (2010), inferred change and creating an organizational culture of learning only occurs through ongoing self-evaluation. Making highly visible dramatic changes, Gill affirmed that as symbolic and substantial; provides change through a complacent culture to transform to a diverse value added organizational structure. Furthermore, concentration on traits of restructuring a post-secondary atmosphere involving leadership and value within an organization will be the pinnacle of effective demographic change for student academic enhancement, faculty worth, and organizational meaning (Bolman & Deal; Gill; Northouse).

For the purpose of this study, the researcher focused on a university with a non-profit status. In 2010, nonprofits accounted for 9.2% of all wages and salaries paid in the United States. Likewise, the state of Missouri reflected 6,869 public charities that reported assets totaling \$60,070,171,259 (<http://www.nccs.urban.org>). Additionally, due to the large reach of nonprofit organizations, the expectations from sponsors and the procurement of acute business acumen needed to effectively operate an organization is drawing more attention to the scrutiny of tax exempt environments (Bolman & Deal, 2008; Gill, 2010; & Northouse, 2013;). Therefore, accountability, organizational

behavior, and expectations, will require a cultural and policy change due to the historical bureaucracy (Gill; Phillip, 2016).

Since the 1950's, "institutions were self-governing, with decisions made by members who often delegated power to governing boards. Most importantly, they had no owners or stockholders" (Herman, 2005, p. 5). This could influence or drive a particular agenda and changing the dynamics of traditional business practices required a paradigm shift (Shafritz, Ott, & Jang, 2005). The suggested model that most nonprofits govern in the past and the present mirrors the higher education institutions. This reiterates of the disproportionality of diversity and the need for policy change due to history (Association of American Colleges and Universities, 2015) requires an organizational restructure (Bolman & Deal, 2008; Daun-Barnett, Moronski-Chapman, & St. John, 2013) of post-secondary cultures.

Restructuring or reengineering any organization is a logical, but high-risk response (Bardach, 2012; Gill, 2010) and in the short term, it invariably produces confusion, resistance, and even a decline in success (Bolman & Deal, 2008; Crowson, Mitchel, & Shipps, 2011). Conversely, success depends on how well the new model aligns with the environment, task, and technology (Bolman & Deal, 2008, p.97).

Restructuring, reevaluating, and reengineering policy is the basis of this research regarding diversity in higher education. Crowson, Mitchell, and Shipps (2011) argued though policymakers define problems and devise remedies, they are rarely the ultimate problem solvers. Instead, staff and organizations have the problem and obligations to resolve it. (p. 64) Restructuring, reevaluation, and reengineering requires transformational leadership (Northouse, 2013).

## **History of Higher Education Organizations**

Most post-secondary educational institutions are nonprofit organizations more specifically, land grant institutions (Bruner, Jacobs, Kennison, & Simpson, 2012; Gill, 2011). This study contributes in a piece of history related to a nineteenth century innovation of land grant universities (Schuh, 1986) and the construct of interest convergence regarding the misrepresentation of diversity, policy, the student body, and faculty (Bruner, Jacobs, Kennison, & Simpson; Gill, & Schuh). The proposed research highlighted information augmented to the University of Missouri system, with an emphasis on the University of Missouri-Columbia and University of Missouri-Kansas City relating to land grant universities, the Morrill Act, and the universities inception.

The developed concept of land grant academia afforded education to the masses of agriculture and mechanical arts (Schuh, 1986). The converge was not only meant for academia purposes but also to extend knowledge to communities (Phillips, 2016). Conceptually this mechanism continued throughout post-secondary academics and rural communities. However, this argued organizational culture through a human resources frame that penetrated the social system of land grant universities influenced by policy (PewResearch Center, 2013; Schuh).

In combination with the universities land grant status, history confirms the symbolic and humanistic structural of organizational culture through policy related to the First Morrill Act of 1862 (Bolman & Deal, 2008; Christy & Williamson, 1992). The Morrill Act is a part of the history for the University of Missouri; Christy and Williamson indicated “the intent of this act [Morrill Act of 1862] was to provide all citizens of America access to institutions of higher learning (p.1).” While this seemed to be an

equitable mandate, it displayed otherwise, as slavery formally continued until 1865 (Christy & Williamson; Lopez, 2014; Phillips). The importance of this reflective timeline helps to form the core of the organizational structure, character, and symbolism (Phillips) of this post-secondary institution during this era and beyond. The Second Morrill Act of 1890 was commonly referred to as the act for Historically Black Colleges and Universities (Christy & Williamson), and resulted in a much different focus for the higher education institutions that included a separate but *equal* mentality (Holland, 2016; PewResearch Center, 2013).

Moreover, this history, for example, delineated that the University of Missouri and Lincoln University operate under a *separate-but-equal* policy (Christy & Williamson, 1992; Holland, 2016; Pew Research Center, 2013). The aesthetics for higher education specific to Lincoln University versus the University of Missouri as an example of how a symbolic culture and structural framework was formed. Essentially, behavior was recognized due to an executed policy such as the first and second Morrill Act. In addition, historically the civil war and slavery molded the current organizational structure of this higher education institution (Botstein, 1997; Johnson, 2006; Lopez, 2014; Phillips, 2016).

The University of Missouri (MU) system is the focus of this inquiry. Founded in 1839, 900 citizens pledged cash and land to win a bid for the state public university within Columbia, Missouri (University of Missouri, 2015). The first course taught in 1849 was civil engineering. The college of education follow suite in 1849 (University of Missouri, 2015). The pinnacle of growth was 1870 when MU was awarded land-grant status, which formed the College of Agriculture and Mechanics Arts (University of

Missouri). Since the growth, emerged many degrees of study, the school of law, medicine, college of human environmental sciences, school of nursing, college of business, and interdisciplinary graduate school (University of Missouri). Currently MU houses 35,000 students, an estimate of 13,000 faculty and staff, and 267,000 alumni (University of Missouri). The symbolic and structural concepts of MU have established the organizational acumen however; academia dedicated to changing a diverse milieu has a potential to reframe the universities infrastructure (Bolman & Deal, 2008; Botstein, 1997; Johnson, 2006; Lopez, 2014; Phillips, 2016). Additionally, the University of Missouri-Kansas City (MU-Kansas City) was founded 1929, in the current Kansas City, Missouri metropolitan area. Shortly after, William Volker, a philanthropist and businessman donated 40.8 acres to the university. The university, community leaders, organizations, and area schools partnered for expansion purposes, that added more divisions, programs, and majors (University of Missouri System, 2016).

### **Organizational Analysis**

When creating, shaping, and building upon a learning culture, addressing the human resource, structural environment and policy is essential (Bolman & Deal, 2008; Crowson, Mitchell, & Shipps, 2011; Jang, Ott, & Shafritz, 2005). Reframing organizations as suggested by Bolman and Deal (2008) greatly impacts the forward movement of a work environment and leadership (Heifetz & Laurie, 2011). Human resource and structure are intricate pieces of the nonprofit sector (Gill, 2010). Bolman and Deal (2008) human resource frame focuses heavily on the relationship between people and organizations explaining the importance of understanding what people and organizations do to each other. A part of human relationships is to address the need

(Jang, Ott, & Shafritz, 2005) of individuals within the organization. An aspect of this inquiry focused on the impact to the student body and faculty within this institution as it related to diversity and representation of student and faculty population.

Bolman and Deal (2008) focused on basic human resource strategies and their principle of practice. These principles focused on the importance of human capital, empowerment, diversity, and organizational investment: building and implementing a strategy requires a shared philosophy to manage the organization (Jang, Ott, & Shafritz, 2005). Practices and analyzes of systems should be established to realize this frame. Furthermore, the human resource framework analyzed by the academic environment concedes people and organizations need each other to grow talent, ideas, and energy that reciprocates salaries, career, opportunities, and an established learning milieu (Bolman & Deal). Researchers would argue that land grant universities contributed to the divide of the human resource aspect of diversity (Bolman & Deal; PewResearch Center, 2013; Schuh, 1986). One of the most influential theories of organizational culture and human resources is Maslow's hierarchy of needs, revealing people are motivated by a variety of wants, some more essential than others (Bolman & Deal, 2008). The needed want of this study is diversity, optimistically driving a behavior of recruitment, retention, and organizational value for people of color (Bolman & Deal; Bruner, Jacobs, Kennison, & Simpson, 2012; Gill, 2011 & Schuh). However, with the disproportionality of diversity as represented within the student and faculty population, the concept of "need" is controversial (Bolman & Deal, 2008).

Second, an organization should know what they want with employees, target the right individuals, and be selective (Bolman & Deal, 2008; Crowson, Mitchell, & Shipps,

2011; Jang, Ott, & Shafritz, 2005). By enhancing the diversity within the student and faculty population the outcomes of the institution can be enhanced (Bolman & Deal, 2008; Crowson, Mitchell, & Shipps, 2011; Jang, Ott, & Shafritz, 2005).

Third, to maintain a *happy* workforce one should put in the effort to make the work environment feel valued through rewards, promoting within, job security, and sharing the wealth (Bolman & Deal; Gill, 2010). Fourth, invest in individuals through learning and creative development opportunities. Fifth, create an atmosphere of empowerment that includes support, autonomy, information sharing, and team collaboration (Bolman & Deal; Gill). Sixth, diversity is key. It is necessary to ensure management accountability and communicate the organizational expectations regarding the policy for diversity (Bolman & Deal; Crowson, Mitchell, & Shipps; Jang, Ott, & Shafritz; Gill).

Another frame in which to analyze higher education organizations is through the structural framework. Structural changes have occurred within the MU system as the diversity need has increased, resulting in organizational requirements of a more sophisticated and costlier coordination strategy (Bierema & Merriam, 2014; Gill, 2010; Northouse, 2013). Within the structural changes comes the necessary rules, policies, and procedures needed to be augmented by lateral strategies (Bolman & Deal, 2008, p.73). During changing times, most organizations start with a simple structure change but often fail to evolve (Davenport, 2009). Other times actionable evolution does not take place because restructuring is challenging (Davenport). As Bolman and Deal (2008), suggested environment shifts, technology changes, organizational growth, and leadership contingency plans are implemented during times of change.

The pressures that are attributed to structural dilemmas include stagnation, impulsiveness, or lost in hierarchical structure (Davenport, 2009). However, taking a bottom-up approach within communities engages the importance of a collaborative voice (Gill, 2010). Salamon (2012) argued:

Community participation depends on the existence of social networks and the capacity of local nonprofits to engage residents. Citizen engagement hinges upon the ability of citizens to participate in the needs assessment and decision making processes. It also relies on the expected returns that such participation would bring. To the extent that people do not think that their voices are being heard or that their efforts could lead to any significant changes, they will have limited incentives to join, organize, and participate in community based organizations. (p.669)

Within the analysis of the University of Missouri organization the researcher conceptually ran the parallel between human resources frame (Bolman & Deal, 2008), structural frame (Bolman & Deal), and policy. Policy creates behavior, molds character, and builds a lasting presence (Crowson, Mitchell, & Shipps, 2011) within an organization. Many would argue the definition of policy, is to simply create compliance, consistency, to provide improvement, and manage risk (Duan-Barnett, Moronski-Chapman, & St. John, 2013). While there is truth in this definition the impact of policy is greater than the implications. The Morrill Act is an example of an established policy with a significant impact that molded an organization(s), society, and the culture (Duan-Barnett, Moronski-Chapman, & St. John; Crowson, Mitchell, & Shipps) and this policy continues to contribute to the social framework that substantiates the University of Missouri system.

Consequently, Eiser (1996) acknowledged a relationship between political identity and social construct through a state of sovereignty. Eiser considered, "Sovereignty" as a political entity externally recognizing a right to exercise final authority over its affairs. Even though we recognize the importance of both the internal and external dimensions of sovereignty (where "internal" refers to the existence of some ultimate authority over a particular domain and "external" refers to the recognition of that authority by others). (p. 5)

This social construct of sovereignty ignites the moral policy compass of the Morrill Act compared to the impacts of the lack of diversity in the workplace and the student population (Bruner, Jacobs, Kennison, & Simpson, 2012).

Within the analysis of this organization Bardach (2012) provided the path to policy, "the analytic work in problem solving generally proceeds in a certain direction, from defining the problem at the beginning to making a decision and explaining it at the end" (p.1). Policy is the backbone of change and is needed to move policymakers and policy itself forward. As Northouse (2013) illustrated, "management was created as a way to reduce chaos in organizations, to make them run more effectively and efficiently" (p. 12).

Similarly, Beland (2010), focused on social policy and its meaning as an institutionalized response to social and economic problems, ranging from economic insecurity to inequality and poverty. Beland further noted key differences exist between policy areas and between types of social programs. (p.9)

Subsequently, Bardach (2012) focused on an eight-step process. The eight steps area policy analysis guide pragmatically approaches on how too effectively understand or create a policy.

Define the problem: the first problem definition is a crucial step, it gives you both a reason for doing all the work necessary to complete the project and a sense of direction for your evidence-gathering activity. It often—but not always—helps to think in terms of deficit and excess: make evaluative and quantify if possible.

(p.1)

Assemble some evidence: all your time doing a policy analysis is spent on two activities: thinking and hustling data that can be turned into evidence. Economize on your data collection activities. The key to economizing is this: try to collect only those data that can be turned into “information” that, in turn, can be converted into “evidence” that has some bearing on your problem. (p. 11)

Construct the alternatives: understand policy options, alternative courses of action, or alternative strategies of intervention to solve or mitigate the problem. Specifying alternatives does not necessarily signify that the policy options are mutually exclusive. Policy analysts use the term alternative ambiguously: sometimes it means one choice that implies fore-going another, and sometimes it means simply one more policy action that might help to solve or mitigate a problem perhaps in conjunction with alternatives. (p.16)

Select the criteria: it helps to think of any policy story as having two interconnected but separable plotlines, the analytic and the evaluative. The first is all about facts and disinterested projections of consequences whereas the second is all about value judgments.

Project the Outcomes: for each of the alternatives on your current list, project all the outcomes (or impacts) that you or other interested parties might reasonably care about.

Confront the Trade-offs: it sometimes happens that one of the policy alternatives under consideration is expected to predict a better outcome than any of the other alternatives with regard to every single evaluation criterion. (p. 63)

Decide: decide what to do, based on your analysis. If one finds this decision difficult or troublesome, the reason may be that you have not clarified the trade-offs sufficiently, or that you have not thought about the probability of serious implementation problems emerging (or not emerging), or that a crucial cost estimate is still too fuzzy and uncertain, or that you have not approximated carefully enough the elasticity of some important demand curve and so on. (p. 69)

Tell your Story: after many iterations of some or all of the steps recommended, principally, redefining your problem, re-conceptualizing your alternatives reconsidering your criteria, reassessing your projections, reevaluating the trade-offs-you are ready to tell your story to some audience. (p. 70)

Similarly, Northouse (2013), noted, transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them (p. 185). The implications of this inquiry are to influence change in policy. This change will occur, by not only understanding how the United States and regional demographics are changing, but also through the consideration as to why diversity inclusion is vital within higher education establishments including human

resource and structural environments (Association of American Colleges and Universities, 2015; Phillip, 2016).

### **Leadership Theory and Practice – Transformational**

Leadership has been studied from both a qualitative and quantitative perspective; initially establishing a simplistic foundation and definition to readers and scholars alike (Martinuzzi, 2009). However, through continued research methods it was discovered that leadership is more complex and sophisticated than scholars originally believed (Northouse, 2013). Northouse stated, “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 5). In turn, leadership development is activity that molds a potential leader. The four major themes that will drive this research: the magnitude of transformational leadership; the contribution of human resource and structural behavior to organizational analysis and creating a bottom-up mentality that outlines the eight-fold path to policy (Bardach, 2012; Bierema & Meriam, 2014; Boleman & Deal, 2008; Frick & Sipe, 2009; Martinuzzi, 2009; Northouse). Bardach (2012) eightfold path mirrors that of the eight-phase process of a transformational leader. The eightfold also required definition of a problem which is equal to the self-examination defined in the eight phases. Assembling evidence provided by the eightfold is related to the critical assessment. The eightfold continued with constructing the alternatives, selecting the criteria, projecting the outcomes, confronting the trade-off, deciding and then telling your story (Bardach). All of these continue to mirror the process of transformation: recognize others have come before the process, exploring options, plan of action, gain knowledge, and establish confidence (Bardach; Northouse). Recognizing the similarities justifies the impact to policy and how a

transformational leader transforms not only the shared goal but also the policy set forth (Bardach).

Notably, as our environment evolves, technology changes, and family dynamics shift, “nonprofit organizations have become key players (i.e. leaders) in the social economic development of communities (Gill, 2010; Martinuzzi, 2009). Gill stated, nonprofits fill service gaps that are not being addressed by local government and private business” (p. 1). Broadening the definition of a leader outside of the traditional realm of money, power, and privilege fares essential to the nonprofit more specifically, the post-secondary climate. Johnson (2006) discussed this very idea when he described “privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they have done or failed to do” (p. 21). Privilege should not define a leader in a traditional or nonprofit environment. One of the important factors of leaders within a educational atmosphere is to combat the idea of privilege and define fair (Gill, 2010; Martinuzzi, 2009).

Due to the gap and increased need for nonprofits and nongovernment organizations, they quickly find themselves required to produce more human services, advocacy, or output with minimal resources (Bolman & Deal, 2008; Crowson, Mitchell, & Shipps, 2011). As Gill (2010) stated, “The inconspicuous nonprofit, content with stable funding, stable staff, and fixed goals, is a thing of the past” (p.12). With limited resources, but higher demand for service these factors will require a transformative mindset for educational institutions. Furthermore, requiring the business model to focus astutely on learning cultures through strong leadership competency, organization structure and bottom-up policy (Bardach, 2012; Gill).

Northouse (2013) defined this transforming leadership style as an inclusive approach that can be used to describe a wide range of leadership, from very specific attempts to influence followers on a personal level, to very broad attempts of influencing whole organizations or entire cultures. Although the transformational leader plays a pivotal role in precipitating change, followers and leaders are inextricably bound together in the transformation process (pg. 186).

Transformational leaders require characteristics that will transform a nonprofit to greater heights (Drucker, 2011; Gill, 2010; Northouse, 2013). For instance, Northouse suggested four factors that will allow leaders to meet the high expectations of internal and external clientele by influence, inspiration, intellect, and consideration.

Leaders that implement transformational leadership within an organization create prosperity, growth and well-being to individuals served, communities, and organizational culture (Nelson, 2008). Mobilizing an organization to adapt its behaviors in order to thrive in new business environments is critical (Heifetz & Laurie, 1997). Integrating these transformational factors within an organization has the potential to positively influence societal cause. Rooke and Torvert (2005) further presented seven types of transformations of leaders, six of which specifically apply to the public sector: opportunist, diplomat, expert achiever, individualist, strategist, and alchemist.

Northouse (2013) stated, a transformational leader raises awareness of a specific issue, which provide constituents and followers to embrace the moral identities, emotion, and produce moral action and change. Raising the awareness of misrepresentation for people of color in relation to the student and faculty body within higher education will hopefully create action and change in policy that will disrupt the norm.

## **Tenets of Transformational Leaders**

Idealized behavior is living ones ideal (Dennison, Gosling, & Martuarano, 2003) and references the most important values and beliefs of the transformational leader. Focusing on the self-motivation, idealized behavior is what drives said leader. Purpose is a strong pillar that builds on the moral and ethical decisions established by the transformation (Dennison, Gosling, & Martuarano). Champing new possibilities demonstrate an explorative manner attributing to the willingness to change (Dennison, Gosling, & Martuarano) as demonstrated by the transformational leader.

Inspirational motivation requires the leader to be influential. The community or followers have a shared vision or goal and believes in the individual leading the vision (Dennison, Gosling, & Martuarano, 2003). The transformational leader demonstrating Inspirational motivation takes the lead on controversial issues and is optimistic about the future (Dennison, Gosling, & Martuarano).

Intellectual stimulation, is similar to other leadership theories in which intelligence is an important attribute of a leader (Dennison, Gosling, & Martuarano, 2003). However, intellect is not only established through self, it is set forth through others. Leaders understand in order to be intellectually sound they must receive input and action from others encouraging reexamination to a traditional problem (Dennison, Gosling, & Martuarano) and transforming possibilities.

Individualized consideration is the development of others (Bruner, Jacobs, Kennison & Simpson, 2012). The development of others builds continuity through the next generation, allowing camaraderie between the leader and the group (Botstein, 1997; Dennison, Gosling, & Martuarano, 2003). Promoting self-development, the leader not

only transforms situations, goals, and visions, but also individuals (Bruner, Jacobs, Kennison & Simpson; Bowman, 2015; Dennison, Gosling, & Martuarano) within the organization.

Idealized attributes are defined by all leadership theories through trust, faith, and respect (Dennison, Gosling, & Martuarano, 2003) and a leader cannot transform others without these behavioral traits. Establishment of these traits is two-fold, one, through the leaders' self-confidence, competence and power (Dennison, Gosling, & Martuarano), and the other through the personal sacrifices for others and building respect through overcoming obstacles (Dennison, Gosling, & Martuarano).

Transformational leaders will experience dilemmas in a shared goal or vision with the community (Dennison, Gosling, & Martuarano, 2003; Northouse, 2013), and can effectively navigate the disorientation resulting in an effective transformation. Suggested are eight phases that a transformational leader should consider to reassure success and confidence within the goal and the followers (Dennison, Gosling, & Martuarano; Northouse). When exploring challenges, a leader must self-examine (Northouse). This is the process in which the leader is trying to ascertain a different approach through self-awareness, what can I do differently (Kouzes & Posner, 1995; Martinuzzi, 2009; Northouse)? Once this examination is authenticated, the leader should conduct a critical assessment of assumptions (Dennison, Gosling, & Martuarano, 2003; Northouse). This assumes various scenarios of best practices and new ideas. Acknowledging what was conducted in the past and the possibilities of the future (Dennison, Gosling, & Martuarano; Northouse). Recognizing that others have gone through a similar process is the third phase. The next phase is exploring options, once one has completed the forming

and storming process; it is recommended that one should comprehend viable options (Kouzes & Posner, 1995; Martinuzzi; Northouse). These options are then follow-through with a plan. A plan of action is needed so all continuants absorb and empathize with the next phase (Kouzes & Posner, 1995; Martinuzzi; Northouse). Once the plan is established then the leader identifies the skills needed. This includes training, certifications, or any other skills needed to fulfill the plan (Dennison, Gosling, & Martuarano; Northouse). Lastly, as reiterated many times, the transformational leader builds confidence (Dennison, Gosling, & Martuarano; Northouse). From these eight process phases builds seven types of transformative leaders (Dennison, Gosling, & Martuarano; Northouse).

Seven characteristics of transformational leaders were presented by Rooke and Torvert (2005), six specifically apply to the public sector. Opportunist is explored as the first characteristic. The leaders within this category was characterized through mistrust, ego centrism, and manipulative. Opportunists is a title that reflects their tendency to focus on personal wins and see the world and other people as opportunities that are exploited (Rooke & Torvert; Northouse, 2013). Additionally, a diplomat establishes the world around him in a more benign way than the opportunist, this reasoning has negative repercussions if the leader is within a senior manager hierarchy (Rooke & Torvert). While the diplomate has loyalty towards serving constituents, they seek to please higher-status colleagues while avoiding conflict. The largest category, expert achiever, accounted for 38% of all professions in the studied sample (Rooke & Torvert). Expert achievers try to exercise control by perfecting their knowledge, both personally and professionally (Rooke & Torvert). Aware of possible conflict, individualist balance their

principles and actions, through the implemented values of the organization (Rooke & Torvert). Individualist ignore rules personally regarded as irrelevant, which often makes them a source of irritation to both colleagues and bosses (Rooke & Torvert). Strategist causes organizational and personal change. Highly collaborative strategist focused on pragmatic vision and effective initiatives that challenges existing organizational assumptions (Rooke & Torvert). Lastly, alchemist spawns' social transformation by reinventing organizations. (p. 141)

### **Transformational Leadership Summary**

Leaders that implement transformational leadership within an organization create prosperity, growth and well-being to individuals served, communities, and organizational culture (Nelson, 2008). Mobilizing an organization to adapt its behaviors in order to thrive in new business environments is critical (Heifetz & Laurie, 1997). Integrating these transformational factors within an organization has the potential to positively influence societal cause (Drucker 2011; Gill, 2010; Northouse, 2013).

Northouse (2013) stated, transformational leadership raises awareness of a specific issue, which allows constituents and followers to embrace the moral identities, emotion, and produce moral action and change. Raising the awareness of misrepresentation for people of color in relation to the student and faculty body within higher education will hopefully create action and change in policy that will disrupt the norm. Transformational leadership was the selected conceptual framework of this study. Requiring subordinates to recognize needed change relating to diversity disparity. Changing the demographics of diversity within the higher education setting is

conceptualized through vision that guides, inspiration that leads and guidelines that insinuate change through a transformational leader (Gill, 2010; Northouse).

### **Implications of Practice**

An organizational learning culture valuing diversity will result in a high-performance and sustainable organization (Bolman & Deal, 2008). The method for developing this kind of culture is evaluation, not in the traditional sense of a separate project designed to comply with program accountability expectations of funders and boards but rather continuous individual, team, organization, and community feedback and reflection that results in organizational change (Bolman & Deal; Gill, 2010, p. xi; Northouse, 2013) relating to the challenges of diversity in higher education organizations. The need for continuous learning is impacted by the policies developed within the work atmosphere in addition to diversity disparity (Gill). Establishing a paradigm shift in leadership, cultural competency and critical race theory predicates an enhanced learning environment of diversity inclusion (Bolman & Deal; Crowson, Mitchell, & Shipps, 2011; Delgado & Stefancic, 2012; Northouse; Phillips, 2016).

### **Summary**

Educational institutions and non-profits should be considered conduits to learning cultures, their constant interaction within the communities and internal clientele warrants the responsibility placed on these civic organizations (Gill, 2010; Crowson, Mitchell, & Shipps, 2011; Northouse, 2013). With the University of Missouri as a nonprofit, land grant recipient, and a subject of the study, it is essential to know the impact that this institution had on society regarding diversity (Association of American Colleges and Universities, 2015; University of Missouri, 2016) beginning with the identification of the

land grant system, precisely how the Morrill Act of 1862 and 1890 impacted policy and diversity (Christy & Williamson, 1992).

An argument has been made regarding how inconsistent or lacking policy and the lack of leadership within higher education has created an environment whereby there is an underrepresentation of people of color within the education system, through the student body and faculty, as it compares to diversity within the nation (Association of American Colleges & Universities, 2015; Bruner, Jacobs, Kennison, & Simpson, 2012; Phillips, 2016;). This can be partially attributed to the separate but equal policy the educational system was using when both Morrill Acts of 1862 and 1890 were administered (Christy & Williamson, 1992).

Gill (2010) stated by focusing on cultural learning an atmosphere of strong policy valuing diversity can be created. However, there is a need for a leadership style that transforms the organization through policy, structures, and human resources valuing diversity (Crowson, Mitchell, & Shipps, 2012). Established leadership is essential in order to create a learning culture, impact the human resource frame, and create effective policy (Bierema & Merriam, 2014; Bolman & Deal, 2008; Gill; Northouse, 2013).

Implementing action and impacting change through this research study, the researcher suggested a transformational leader style (Northouse, 2013). A transformational leader helps facilitate an individual's thought process, allowing them to experience a different perspective (Bolman & Deal, 2008; Bierema & Merriam, 2014; Northouse). These perspectives will then hopefully lead to change in policy, direction, and impact (Bardach, 2012; Crowson, Mitchell, & Shipps, 2012; Jang, Ott, & Shafritz, 2005). The primary goal of this study was to examine leadership behavior and policies

and procedures relating to the misrepresentation for people of color within the student body and faculty and better understand how university settings can be changed to a more inclusive environment that will help enhance diversity persistence to recruitment, retention and organizational value.

**SECTION THREE:**  
**SCHOLARLY REVIEW FOR THE STUDY**

The researcher focused on a study examining the general population of diversity to begin the exploration of issues impacting the recruitment and retention of diversity attributed to the student body and faculty within the higher education setting. The higher education setting is defined as the University of Missouri System, more specifically the University of Missouri-Columbia and the University of Missouri-Kansas City. Further, certain research pertained to the organizational values of the institution and the impact of policy analysis (Brown-Glade, 2009; Phillips, 2016) predicated on those values. As the research commenced, this emphasis compelled further analysis of three conceptual frameworks that resonated throughout the exploration of study: cultural competence, critical race theory (CRT), and transformational leadership.

Cultural competency revealed the importance of not only understanding and analyzing culture but the validity of cultural submersion (Gooden & Norman-Major, 2012) in a higher education setting. Cultural competence submersion implies diversity integration that incorporates thought, communication, and action (Gooden & Norman-Major). Next, CRT proved to be invaluable through the acknowledgement of racial disparity (Phillips, 2016). More importantly, CRT allowed a voice for the minority and articulates the chronicle (Delgado & Stefancic, 2012) of their experiences. Many underrepresented groups (people of color), extract that “their” history, current situation, and/or future are being: dismissed, personal gain is obtained by a privileged group or person, the narrative is untold, or the regurgitated narrative by a privileged group reveals the truth was omitted (Brown-Glade, 2009; Delgado & Stefancic; Phillips). Finally, examining the higher education leaders’ behavior through transformational leadership theory proved to be useful in the researchers’ analysis (Northouse, 2013).

The review of related literature then delved into specific realms that supported the need for this research to enhance the existing canon. Many consistent themes arose regarding persistence to education through recruitment and retention that offered further research. Analysis of these themes were perceived as vital given the change in basic assumptions of the population demographics and effective academic preparedness within a higher education institution. Subsequently, the review of related literature investigated the research regarding the power of identity development as a learner and the perceived notions among all cultures. Included was the literature regarding both negative and positive perceptions of the education profession relegated to status, power, and opportunity. In addition, other obstacles that may impede students of a diverse nature from considering education as a viable and attractive career option. The review also explored the ethnic and cultural implications of forming an identity, and whether or not the representation of diversity positively impacts change. The chapter concluded with an examination of the study and the effects that theory and education reciprocates on the greater good.

### **Demographic/Population Overview**

This research study examined student and faculty perceptions within an urban setting of the University of Missouri higher education system and the disparity of student and faculty representation. Beginning the study from a historical perspective is the context of the nation's demographic change, illustrated through present day disproportionality of diversity and the associated plight that has impacted American history (Phillips, 2016). Falherty (2015) suggested the present-day disparity of people of color and gender identity cultivates a fragmented culture that lacks diversity for post-secondary educational institutions. While universities are conduits for student academics,

self and professional development, general life skills, the distribution of degrees, and workforce transitions; most institutions lack diversity which does not emulate the population of most communities (Crowson, Mitchell, & Shipps, 2011). The shift to majority minority was explored from a national and a state perspective via the literature review. This data analyzes will focus on the increase in racial population throughout and Missouri and specifically Jackson County.

In July of 2015, the state of Missouri had a population of 6,083,672; in April 2010, the population was 5,988,927 (United States Census Bureau, 2016). This is a 2% growth in population. From the 2% growth between 2010 and 2015 the disposition reflected particular similarities in diversity equivalent to the national data. The White population had a 1% growth. The population of the White community in 2015 was 5,069,110, which was 83% of the total state population. The Hispanic (ethnicity) Latino/a race increased by 17%. The 2015 population of the Latino/a community was 247,567; 4.1% of the state population. African Americans grew by 3% and the population in 2015 was 718,518. The African American community was 12% of the state population. American Indian and Alaska Native increased by 9%, with a 2015 population of 33,499; which was .55% of the total state population. Asian growth was 21%, with a 2015 population of 121,406. The Asian community was 2% of the state population. Native Hawaiian and Other Pacific Islander grew at 23% and had a 2015 population of 8,857. The Native Hawaiian and Other Pacific Islander was .15% of the state population. Individuals and families with two or more races grew by 18%, with a 2015 population of 132,282; which was 2.17% of the state population (United States Census Bureau, 2016).

The data reveals there were significant growth in communities of color, while the White population did not show the same growth.

Geographically, the state of Missouri has two major urban areas, Kansas City, Missouri and St. Louis, Missouri (United States Census Bureau, 2016). The remaining areas are deemed rural. The urban area will be referenced as Jackson county, which represents Kansas City, Missouri and was one of the two campus studies, the University of Missouri- Kansas City. Understanding the racial climate of the metropolitan (urban) county versus rural within a state that outlines where the growth in diversity is generated (World Urbanization Prospects, 2014).

In July of 2015, the United States Census Bureau (2016), reflected a total population of 687,623, for Jackson county, an increase of 2% from April 2010. Of which, from 2010 to 2015, the White population of 483,648 (2015) had 2% growth and represented 70% of the county. The Hispanic (ethnicity) Latino/a race increased by 9% with a 2015 population of 61,466. The Hispanic community was 8.93% of the 2015 population. African Americans grew by 1% and had a population of 164,767 and was 23.96% of the county population. American Indian and Alaska Native decreased by 1% with a population of 4,204 with .611% representing the population. Asian growth was 15%, with a population of 12,780 and was 1.86% of the population. Native Hawaiian and Other Pacific Islander grew at 9% and had a population of 1,969 of which represented .286% of the population. Families and individuals with two or more races grew by 13% with a population of 20,255; which represented 2.95% of the county population.

Year after year, both nationally and within the state of Missouri, the population consistently reflected a change in racial make-up that includes more diversity (US Census Bureau, 2016). However, the student body and faculty of the University of Missouri (MU) are not representative of these changing demographics (University of Missouri, 2016) within the state of Missouri.

According to the University of Missouri (2016), the student body profile by ethnicity: 75.9% White, 7.2% African American, 3.4% Hispanic or Latino, 0.0% other or Native Hawaiian, Asian 2.2%, 2.7% multiple race, 0.2% American Indian/Alaska Native, 1.3% not specified and 7.1% international. In comparison to census data for the national, state and county records, from 2010 to 2015, the University of Missouri reflected the following diversity shifts: Hispanic (ethnicity) Latino/a race increased by 1%, African Americans grew by 2.2%, the American Indian/Alaska Native has decreased 50%, and the Asian community decreased by .1% (University of Missouri, 2015). While the shifts seem somewhat comparable to the state and county numbers the disparity in the demographic illustrated by percentage is not comparable. Meaning, the headcount number associated to each race does not appropriately reflect national, state, and county populations.

The University of Missouri's (MU) Institutional Research and Quality Improvement (2016) data center highlighted faculty demographics. In 2015, the faculty total for tenured, on-tenured-track, and non-tenured track was 1,973. African American faculty was a total of 55, which was 2.79% of the faculty population. Between 2010 and 2015 the African American faculty increased by 25%. The 2015 White faculty was (1,476) 74.81% of the total faculty population. Of which there was a decrease in growth

of .677% between 2010 and 2015. The 2015 Asian faculty was 259, representing 13.13% of the total faculty population. Between 2010 and 2015 there was a 19.91% increase in faculty representation. The American Indian/Alaska Native faculty population was 3, a .152% of the faculty population. Between 2010 and 2015 there was a decrease in growth by .333%. The Native Hawaiian and Other Pacific Islander was a total of 3, .152% of the total faculty body and they increased in growth by 2%. The nonresident alien total 92, 4.66% of the faculty population. Two or more races total 7, .354% of the faculty body with a growth of 133% (in 2010 there were 3 people on staff). The Hispanic faculty was 64, 3.24% of the faculty body, representing a 25.49% growth of the Hispanic faculty between 2010 and 2015. This data revealed that the faculty body is not reflective of the student body, the county, state or national demographics.

The disparity of diversity is noteworthy (Phillips, 2016), as diversifying universities through faculty recruitment, student recruitment strategies, and specific efforts towards demographic minority attainment could provide positive outcomes for educational institutions and the student body (Egan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016). Furthermore, diversifying student populations to reflect the changing demographics within the United States could provide a positive balance in the learning environment, enhance persistence to recruitment, retention, and increase organizational value (Association of American Colleges and Universities 2015) for minorities. Worthington (2014) suggested allowing minimal diversity is a disservice to educational institutions, the student body, and the served communities.

## **Reasons for Minority Misrepresentation**

Lack of diversity and inclusion are ongoing problems throughout America (Phillips, 2016). The lack of diversity affects communities, the private and public sectors, and general interactions and communication amongst individuals (Lopez, 2014). It is proven nationally, and demographically, that the minority is becoming the majority (Brown-Glaude, 2009; Lopez; Phillips). However, minorities and gender identities continue to be disproportionately underrepresented in most aspects of society and especially higher education populations are reflective of those areas of misrepresentation for people of color through the student body, leadership, faculty, and administration (Brown-Glaude).

This point is highlighted by Antonio, Chang, and Milem (2005), who argued achieving diversity is challenging. Diversity must be incorporated systematically in a multidimensional way that realizes the importance and benefits of a racial climate as it relates to student success (Antonio, Chang, & Milem, 2005; Dow, Erguner-Tekinalp, Middleton, Stadler & Williams, 2011). However, higher education policies and agreements are often contributing factors to the lack of diversity within universities (Mitchell, Crownson, Shipps, 2011). Duan-Barnett and Moronski-Chapman (2013) suggested that these policies and agreements affect student access and influence the demographic composition in higher education settings. Ford (1998) focused on underrepresented minorities in higher education and attributes this issue to traditional policies, procedures, and personnel practices. Practices and cultures within these higher educational institutions have not changed since inception, resulting in dated policy that is

not modified to reflect constant societal changes creating a disadvantage for people of color and gender identities (Crownsen, Mitchell, & Shipps).

It is possible that policy changes could positively influence diversity through a systematic structure that concentrates on student and faculty recruitment, retention, and organizational value. The following research review reflects the most recent student recruitment data reflected through The University of Missouri's (MU) Institutional Research and Quality Improvement (2016) data center and the three-focused student body recruitment strategies provided by the universities Alumni Chapter and staff. The recruitment policies and strategies for faculty is highlighted through the educational systems' strategic vision and established guidelines. Retention data for the university's student body was retrieved through the Institutional Research and Quality Improvement data center and the retention strategies for university faculty acquired through MU policy were reviewed as well.

### **Student Recruitment**

In 2015, according to the University of Missouri (2016) data, the student body totaled 35,448. Races other than white/non-Hispanic signify 8,074 of the student community in 2015 (University of Missouri). The 22.78% representation of minority student enrollment is attributed to the recruitment approach for the university. Specifically, the recruitment strategies for the student body have many areas of focus however there are three primary components that are tactically prioritized: Federal Trade Commissioned feeder approaches, initiated staff activities and transfer recruitment (University of Missouri).

## **Federal Trade Commissioned Feeder Approach**

Federal Trade Commissioned Feeder is defined as a place or area authorized and protected by the Federal Trade Commission from which many or most students transition to a higher educational institution; in this case, the educational institution is the University of Missouri (Federal Trade Commission, 2016; University of Missouri, 2016). One of the components in recruiting for MU was understanding geographically where students are relocating from to attend the university (University of Missouri, 2010). MU concentrated on three feeder components of states, cities, and high schools. This section will feature those mechanisms.

The university outlines fifteen feeder states that generate the most student attendance. For the purpose of this study the focus will be on the top three. The universities top three feeder states are Missouri, Illinois, and Texas (University of Missouri, 2016). The one state that generates the student majority, Missouri. It is important to highlight the state of Missouri within the feeder states; as previously specified the state of Missouri had a significant demographic shift relating to race between 2010 and 2015 that would highlight the importance of diversity within the student body and faculty of the educational system. However, somehow, the state recruitment strategy continues to retain majority white demographics according to the Institutional Research and Quality Improvement (2016) data center.

The university delineates five of the largest feeder counties that mold the freshman class at MU. The largest feeder counties comprise of St. Louis, St. Charles, Jackson, Clay, Boone, and Cole County. All of the counties are located in the state of Missouri (MO). The county of Jackson was previously highlighted as a county with

cultural diversity growth and representation. However, the university recruitment strategy does not reflect that of a diverse cultural community; reiterating most the student body is of a white race, recruited from a community this is dominantly white.

The university targeted fifty top feeder high schools (University of Missouri, 2010). For the purposes of this study the researcher will focus on the top five high schools that fed into the MU educational system. The top five feeder high schools are Rock Bridge (Columbia, MO; Boone County), Hickman (Columbia, MO; Boone County), Lafayette (Ballwin, MO; St. Louis County), Marquette (Chesterfield, MO; St. Louis County), and Jefferson City Senior (Jefferson City, MO; Cole County). The associated city and county of the top five high schools are not in the top two urban core counties of the state of Missouri, St. Louis and one of the locations of this study, Jackson county. Urban core for the purpose of this study is defined as highly populated area, more diverse than rural communities. Analyzing this small data set as it relates to race indicates the demographic concentration of each county and city that was not previously articulated. Boone county was 82.25% White (US Census Bureau, 2016). Cole county was 84.21% White (US Census Bureau, 2016). Ballwin, MO, in 2000, was 93.39% White and in 2010 was 89.3% White (US Census Bureau, 2000 & 2010). Chesterfield, MO, 2000, was 92.30% White and in 2010 was 86.5% White (US Census Bureau, 2000 & 2010). All of which exceed the percentages of national and state data sets of the White race (US Census Bureau, 2000, 2010, & 2016). The high school feeder strategy automatically omits diversity for the university student body, as it is excluding the most highly populated counties related to race.

## **Student Recruitment Activities**

The University of Missouri (2010) defines recruitment activities as an action that initiates student matriculation to the university educational system. There is a plethora of activities that occur throughout a school year. Direct mail and email is the marketing event that provides the university to reach more individuals and families without the in-person touch point. The university defines the direct mail or email messages as: application packets, admission letters, residential life housing, honors view book, holiday cards, “we want you” letter for minorities, day at Mizzou postcards, parent postcards and that is to name a few (University of Missouri, 2010).

The other activities are classified as events. This allows the staff to interact with potential prospects and families that are considering the university as their educational institution of study. The events comprise of college fair workshops, campus visits/events (meet Mizzou Days, Black & Gold days, and scholar’s nights), off campus travel to high schools and counselor relations. Campus visits are prioritized as the primary activity of focus (University of Missouri, 2016).

The university also targets perspective students through state specific initiatives, database management, and student or staff initiation. State specific initiatives targeted specific states that are prioritized through a first and secondary approach. The first tier is to target: Missouri, Illinois, Kansas, and Texas. The second-tier targets: Tulsa, Omaha, Minneapolis, Indiana, and Tennessee (University of Missouri, 2010). Database management recruitment is through purchased searches such as American College Testing (ACT), Scholastics Aptitude Test (SAT), Preliminary ACT test (PLAN), Preliminary SAT (PSAT) and American Placement exams (AP Exams). These are

standardized testing administered to students to achieve college admission. Student or staff initiation was a recruitment strategy that is primarily implemented through high school visits, college fairs, score sender, general inquiries, or campus visits (University of Missouri, 2016).

Lastly, there was transfer recruitment. The transfer recruitment activity is based on articulation agreements (University of Missouri, 2016). Articulation agreements are defined as formal documents that exist between post-secondary institutions; normally a trade school or community college and a university (Association of American Colleges and Universities, 2015). The University of Missouri has articulation agreements with fifteen colleges: Crowder, East Central, Jefferson, Johnson County Community College, Mineral Area, Missouri State University-West Plains, Moberly Area Community College/Mizzou Connections program, North Central Missouri College, Ozarks Technical Community College, Southwestern Illinois, St. Charles Community College, State Fair Community College, and Three Rivers Community College (University of Missouri, 2016). This relationship is maintained through MU by the transfer coordinator, college visits and fairs, and transfer days (University of Missouri).

The recruitment strategy for the University of Missouri system for both Columbia and Kansas City, Missouri, although detailed, omits activities and initiatives that would obtain a continuous minority student base. The feeder strategy omits areas and locations that are highly populated majority minority. The activity strategy does not take into consideration that the implemented activities automatically neglect people of color based on how names are obtained. For example, the purchased searches for standardized testing. It has been proven continuously that standardize testing is a low indicator of a

student's success (Ripin, 2016). The American Physical Society (2016), also references many research studies that women and underrepresented minorities typically score significantly lower than men, White and Asian students. This is an indicator that the purchased searches for recruitment could automatically disqualify students of color from ever receiving communication or being a part of the universities outreach recruitment strategy.

### **Faculty Recruitment**

The University of Missouri system has created a *Recruitment and Selection Guidelines and Procedures* document that is published within the Online Academic Recruitment and Selections (OARS) system (University of Missouri, 2016). The guideline is specifically for faculty and academic administration positions and for recruiting purposes. Through document analysis the researcher will highlight expectations given to hiring prospects and the direction provided in the efforts of recruiting a diverse faculty.

One of the first pages within the OARS (2016) document, more specifically page three provides the prospect with a point of view.

Striving for a diverse faculty does not mean and should not be construed to mean that the quality of the workforce will be diminished. Nor does it mean that the University is bound to an inflexible quota system at the expense of quality. Rather, it must be recognized that quality comes in many forms. The quality of the University workforce is enhanced through expansion of the applicant pool and by the inclusion in the workforce of persons with backgrounds previously under-represented in the academic community (OARS, 2016 p. 3).

This prospective begins the recruitment statement and strategy for the faculty of color or of a gender specific background. It establishes the tone for a diverse community. It is then quickly followed by another OARS statement relating to people of color. OARS (2016) continued by stating the relative paragraph for people of a diverse backgrounds, the hiring manager, and the interviewing committee.

Qualifications or criteria given consideration in the hiring process may include education, training, experience, skills, aptitudes, and general ability, as well as qualities such as motivation, ability to work with others, etc. However, all selection criteria must be verifiably job-related (i.e., verifiably necessary and relevant to the safe and effective performance of the job) and must be applied consistently to all applicants. Hiring decisions must be made without regard to race, gender, marital status, pregnancy, sexual orientation, religion, age, national origin, disability, or other prohibited factor (OARS, 2016, p. 3).

One of the purposes of policies and procedures is to create uniformity (Daune-Barnett, St. John, & Moronski-Chapman, 2013). The policy or procedure proposes that the same strategy is utilized throughout the organization (Crowson, Mitchell, & Shipps, 2011). Often through organizational development, once a plan is established and implemented, it is a requirement to follow all aspects of the guidelines (Brown & Cooper, 2011). The OARS (2016) recruitment plan contains the following statement.

The recruitment methods and job criteria are entered in OARS by hyperlinking offline documents to the OARS system. (The Methods form and Recruitment form can be found at) The Methods form requests information concerning the efforts that the Search and Screening Committee intends to take to actively recruit

applicants. It is beneficial for the Committee and the department chair, unit director, dean, or other person who is authorized to make the initial hiring decision to discuss their hiring strategy prior to completing the Methods form and to ensure that the hiring criteria are understood. Departments with identified diversity goals may need to take additional (i.e., more than the usual) steps to identify and recruit applicants. The Methods form and Recruitment form can be found at <http://ipfd.missouri.edu/forms/oarsforms.edu> (OARS, 2016 p. 5).

While there is a recruitment strategy for the MU faculty resulting in a non-structured strategy for a diverse faculty, there is also a MU Strategic Operation Plan (MUSOP). MUSOP is a document that shapes the strategic vision output for the organization holistically. This document was created in 2013 allocated for the next five years (University of Missouri, 2016). Within the MUSOP plan (2013) a recruitment plan for faculty is noted.

We will use a targeted approach to hire top producing senior-level faculty (defined as nationally recognized in Academic Analytics as in the upper quintile of all faculty in the field, or membership in the National Academies or equivalent measure). These strategic hires must enhance an already strong discipline or interdisciplinary program, such as those related to Mizzou Advantage. We anticipate that these highly-regarded faculty will be attracted if we can also make cluster hires of junior faculty in cognate areas to enhance their research and teaching. Over a 5-year period, we are targeting 10-20 senior hires with 5-10 cognate hires per senior hire. National data suggests that the most highly productive faculty (top quintile) generate 40-50% of the research funding and

scholarship. Hiring these faculties will increase our stature and, therefore, the quality of our programs (MUSOP, 2013, p. 15).

There are two documents, OARS and MUSOP that are potentially in conflict with each other. The OARS has minimal action (but some) related to recruitment of a diverse faculty community. The MUSOP is primarily focused on research funding, scholarships, and to hire the top producing senior level faculty and no mention of diversity. To achieve diversity within a higher education setting the core organizational values and policies must align with persistence and executed expectations (Daune-Barnett, St. John, & Moronski-Chapman, 2013).

### **Student Retention**

Student retention is measured through graduation rates and is noted in the MUSOP (2013). However, there is not a policy in place to ensure appropriate execution of student retention, more specifically as it relates to the diverse student body. In 2014, the Institutional Research and Quality Improvement (2016) system provided information related to the number of students recruited by race and in-turn it outlined the degree awarded.

In 2014, for example, the recruited MU-Columbia student population reflected: 27,073 White, 2,553 African American, 1,165 Hispanic or Latino, 15 other or Native Hawaiian, Asian 798, 886 multiple race, 69 American Indian/Alaska Native, 465 not specified and 2,417 international (University of Missouri, 2016). In 2014, the bachelor's degree awarded through the student population reflected: 4,766 White, 332 African American, 149 Hispanic or Latino, 2 other or Native Hawaiian, Asian 145, 81 multiple race, 27 American Indian/Alaska Native, 99 not specified and 168 international

(University of Missouri, 2016). The retention for minority students was 13.22% as compared to 17.70% of the White population.

### **Faculty Retention**

Faculty retention is stated in the MUSOP (2013) and alludes to retention being measured through salary and tenure. However, no data were found to attest to minority faculty retention. Currently the policies and procedures for retaining faculty of color is unknown. Intentionality to enhance diversity should be pursued to augment educational awareness within higher education administration, the student body, structure, and policy (Haring-Smith, 2012).

Intentionality to retain faculty of color displays organizational value. The value is formed through cultural competency, the commitment to community through the acknowledgment of United States demographic population growth, and the commitment to organizational change (Gooden & Norman-Major, 2012; Haring-Smith, 2012). Diversity recruitment efforts are indicative to success (Haring-Smith, 2012), meaning the diminishment of frustration, discrimination, and invisibility characteristics seemingly reduce high attrition for faculty of color (Gooden & Norman-Major, 2012; Haring-Smith, 2012; Phillip, 2016). Improving retention for faculty of color provides a cyclical for student of color matriculation, addressed within this study (Gooden & Norman-Major, 2012; Haring-Smith, 2012; Phillip, 2016).

### **Theoretical Framework**

Three theoretical frameworks are the nucleus of this study and are related to underrepresentation of minorities, gender demographics and related policy within higher education: critical competence (Gaetano & Espana, 2010), critical theory (Delgado &

Stefancic, 2006), and leadership theory (Northhouse, 2013). While these three theoretical frameworks will be the focus of this study, the exploration of alternative theories will deliver a perspective on why the preferred conceptual frameworks were designated for this study.

### **Cultural Competence**

The two competence theories considered for this study were cultural competence in general health care and the mental health industry. The researcher will first explore cultural competence in general health care.

#### **Cultural Competence in General Health Care**

Cultural competency theory derived from the health-care industry (Emami, Gerrish, & Jirwe, 2006; Gooden & Norman-Major, 2012). Researchers from the Center for Health Equity Research and Promotion (CHERP) focused on the health-care environment and found that there were specific disparities related to public policies, programs, and initiatives (Gooden & Norman-Major). Diseases, and other risk adverse health conditions plagued specific groups and populations (Gooden & Norman-Major, 2012). Researchers discovered it was closely related to the lack of cultural competence awareness within the staff and leadership of the health-care organizations (Emami, Gerrish, & Jirwe, 2006; Gooden & Norman-Major). The four factors that led to the disparities were: social and environmental, system and policy, individual, and provider factors (Gooden & Norman-Major).

The evaluated social factors included many aspects originating with racial or gender segregation within and outside of the communities (Gooden & Norman-Major, 2012). Segregation did not allow other communities to better understand each other

contextually and their belief systems (Emami, Gerrish, & Jirwe, 2006; Gooden & Norman-Major). In addition to segregation, the disparities outlined a lack of social cohesion, the sense of unity and belonging amongst specific cultures, race, and groups was sparring (Gooden & Norman-Major). Homogenous encompassed cultures and the surrounding circumstances were not inviting to others of a different race (Emami, Gerrish, & Jirwe; Gooden & Norman-Major). There was also an income disparity (Gooden & Norman-Major, 2012). Specific groups did not have the monetary means for health-care assistance (Emami, Gerrish, & Jirwe, 2006; Gooden & Norman-Major). Lastly, minorities were more subjective to environmental impact. This involved working in contaminated and unsafe communities (Gooden & Norman-Major).

Gooden and Norman-Major (2012), also highlighted the system and the associated policy. The system is defined as the insurance companies, the public health system, Medicare, Medicaid and the Veteran Administration (Gooden & Norman-Major). The insurance companies affect consumers or specific groups through cost which in-turn limited access (Emami, Gerrish, & Jirwe, 2006; Gooden & Norman-Major). The public health system focused on the associated structure that may be a hindrance or a benefit depending on the individual and/or families associated demographic group (Emami, Gerrish, & Jirwe; Gooden & Norman-Major). For example, if you are a family of a certain demographic and means, access to the health system might be easily accessible. On the contrary, if your demographic included English as a second language or you were one with low means, system access may not be as effortless. Medicare, Medicaid, and the Veteran Administration are a few policies that have created a disparity related to access, knowledge, and understanding of the system considering monetary stance,

demographics, or social alliance (Emami, Gerrish, & Jirwe, 2006; Gooden & Norman-Major).

The third disparity factor was individual (Gooden & Norman-Major, 2012). Individual highlights genetic differences associated to race, ethnicity, and groups but not to exclude religion and culture. Individual potentially prevented an individual or family from seeking a specific treatment from an illness due to their beliefs and/or culture (Gooden & Norman-Major). The fourth and final factor is provider factor. Simply, this refers to the knowledge, communication and attitude that is needed towards cultural competence within the treatment staff, nurses and, doctors (Gooden & Norman-Major).

Once the disparities were identified by the research team from CHERP, the National Standards for Culturally and Linguistically Appropriate Services (CLAS) provided three recommendations of resolve. These recommendations consisted of: culturally competent care, language access services, and organizational support for cultural competence (Gooden & Norman-Major, 2012). These standards were put in place to encourage health-care organizations to be more culturally aware, establish best practices, and have a more inclusive culturally responsive health-care environment (Gooden & Norman-Major).

Gooden and Norman-Major (2012) defined the three recommendations of culturally competent care first primarily emphasizing personnel and their sensitivity of knowledge, understanding, skill, abilities, and awareness of other cultures (Gooden & Norman-Major). With these traits personnel are encouraged to execute a sense of cultural understanding, focused on respecting others that do not resemble like backgrounds, social economic status, or religious/spiritual beliefs. Language access services is the second

recommendation. These services were mandated by the federal government and supported by Title VI of the Civil Rights Act of 1964 (Gooden & Norman-Major). Language access ensure those with limited English have access to assistive services ensuring that the client has a meaningful health-care experience (Gooden & Norman-Major). Effective communication is key to understanding a health crisis. Language barriers were one of many primary concerns in the health industry that needed immediate resolution. Lastly, organizational support suggests that the health-care environment become a culturally proficient environment (Gooden & Norman-Major). What this means is organizations should develop, execute, and promote strategies with a strategic plan and shared vision necessitating accountability of leadership and staff (doctors, nurses, and support staff).

To conclude, cultural competence in general health-care was one of the theoretical frameworks reviewed for this inquiry but will not be the focus of the study because it procured a narrowly focused individualistic position and was exclusive to the health-care industry. Though this theory takes into consideration individuals and families, it does not outline the breath of an organization holistically (Gooden & Norman-Major, 2012).

### **Cultural Competence and Mental Health Industry**

Cultural competence and the mental industry was another theoretical framework considered for this research study. The bases for this theory is comparative to that of the general health-care industry. This is a practice specific to health and considers a systematic approach to better administer cultural competence for the community served (Gooden & Norman-Major, 2012; Hunt, 2007). Often mental health is a consultant or group of individuals, therefore, within this description mental health employees will be

referenced as individual workers. There are five outlined elements for individual workers within the mental health industry (Hunt). These elements for individual workers are considered and highly suggested for integration into this industry.

The first element introduced is awareness and acceptance. Awareness and acceptance of differences is being knowledgeable and aware of societal differences (Hunt). This requires the worker to become culturally aware and ensure personal humility through learning and interacting with cultures outside of self (Gooden & Norman-Major, 2012; Hunt). Having a non-judgmental attitude is imperative to this trait (Hunt). These basic tenets mold the next element, awareness of own cultural values.

Awareness of own cultural values requires that workers become self-aware (Hunt, 2007). This self-awareness is established through reflection and self-evaluation (Hunt). Through self-awareness, reflection, and self-evaluation it requires an individual to compare their values to community values (Cross, 1989; Hunt). This comparison is then referred to by Cross as the “dynamic difference” (Hunt).

Understanding and managing for the dynamics of difference, the third element, is a combination of finding perspective. This perspective is identifying one’s own culture, comparing that to the organizational culture, and being aware of how these values and perspectives collide with the person and community served (Cross, 1989; Hunt, 2007). Cross defined it as the interaction that happens when people from different cultures meet and have some type of interaction. While this element is self-reflection it also integrates, and encourages interaction with someone of a different demographic or culture.

Development of cultural knowledge is the fourth element. This requires a worker to get to know their community (Cross, 1989; Hunt 2007). This is not completed through

self-bias or understanding i.e. history books or the internet, but rather submerging one's self in the community that will be served (Hunt). It is important to develop cultural knowledge through the people in the community and real circumstances (Cross; Hunt).

Lastly, the ability to adapt practice to fit the cultural context of the client/family. The last element incorporates the first four elements (Hunt, 2007). It requires the worker to self-reflect, research, understand, neglect self-bias, and have a call to action. The mental health worker considers empathy and applies the differences to the client in which they are adhering.

Cultural competency in the mental health industry was considered for this research study and while the characteristics are noteworthy, the breath of research and knowledge in this theory is minimal. Because this theory is narrow in subject matter, industry, and employee specificity through capacity it will not be considered for this study, which leads to cultural competency (Gooden & Norman-Major, 2012).

### **Cultural Competency**

Cultural competency can be defined literally, theoretically, and from an educational leadership perspective (Gooden & Norman-Major, 2012). Cross (1989) defined this conceptual framework as, "a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or profession and enable that system, agency or profession to work effectively in cross-cultural situations" (pg. 17).

Culture is the human behavior that incorporates communication, action, beliefs, thoughts and values of ethnicity, ethnic background, religious beliefs and social values (Gooden & Norman-Major, 2012). While competence is, action oriented by having the capacity to effectively function and generate change (Gooden & Norman-Major).

Klump (2005) noted, “cultural competence is based on commitment to social justice and equity. Referring to integrated patterns of human behavior that include language, thoughts, communication, actions, customs, beliefs, values, and norms of racial ethnic, religious, or social groups” (p.2). In addition, this theory potentially integrates policy within the theoretical perspective. From theory to educational practice, cultural competence has value for educational leaders, students, and faculty.

From an educational leadership perspective, cultural competence is defined by several authors congruently and all of the meanings have a place in education. Milem, Chang, and Antonio (2012) highlighted:

If leaders are to help students achieve the educational benefits of diversity, they must pay close attention to the broad campus climate. Although bringing together individuals from diverse backgrounds and experiences is an important first step in providing students with opportunities to learn from diversity, it cannot be the only step. Diverse learning environments provide unique opportunities for and challenges to learning and teaching that must be addressed. (p. 13-14)

Diller and Moule (2005) suggested:

cultural competency entails, the ability to successfully teach students who come from different cultures other than their own. It entails mastering certain personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. (p. 1)

The paradox of bringing diverse communities into a learning environment requires thoughtful consideration. The two definitions provided by Milem, Change, and Antonio

(2012) and Diller and Moule (2005) required a formula for integration. Integration not only occurs through gathering other cultures together but through awareness, understanding and learning cross-cultures.

The Oregon State Action for Educational Leadership Project (SAELP) reviewed many definitions and established a compilation of cultural competence in the education leadership sphere: 1). based on a commitment to social justice and equity. 2). similar to Cross's (1989) definition that culture refers to human behavior involving language, thoughts, communication, actions, customs, beliefs, values, and norms of racial, ethnic, religious, or social groups. 3). cultural competence is a developmental process occurring at various levels within time that is sustainable. These definitions recognized that most individuals begin with specific biases, and accepting multiple views is a daunting choice and task and in order to achieve multiple viewpoints all aspects of cultural competency; must be considered.

### **Cultural Competence Cycle**

Understanding cultural competence is valuable in establishing thoughtfulness and retooling an organization on how to produce a culturally competent organization or environment (Gooden & Norman-Major, 2012). There is a model of seven evolving attributes that a culturally competent organization exhibits and executes (Gooden & Norman-Major), that include: learning, acknowledge, awareness, knowledge, engage and integrate, revise and refine.

The attribute of learning occurs when an organization desires diversity they provide opportunities to learn about other cultures. This can be demonstrated through hiring staff or faculty of a diverse background or submerging others in communities that are not

homogeneous to that of the organization trying to enhance and obtain diversity (Gooden & Norman-Major). The attribute of acknowledge is created when an organization acknowledges with pride the profound effect of culture. Through this acknowledgment displays the importance of program and delivery outcomes (Gooden & Norman-Major). Recognizing the cultural differences and acceptance (Gooden & Norman-Major) is the awareness attribute. The knowledge attribute is displayed through a reiteration of the learning attribute and by recognizing the importance of understanding other cultures (Gooden & Norman-Major). The engaging and integrating attribute is recognized when an organization desires and acquires culture through engaging and integrating all involved aspects of the business environment. If engagement does not happen it weakens the purpose of cultural competency (Gooden & Norman-Major). Revision and refinement often occurs within organizations through a policy that is implemented, however the mission, vision, and value of the working environment must be in alignment for this to happen. The revision and refinement stage provides for policy and product change relating to service delivery, skill, and practice to align with the mission, vision, and value of the organization (Gooden & Norman-Major). The resultant culturally competent staff establishes diverse environment that further integrates the resources and training mechanisms that will develop culturally competent professionals, leadership, and service providers who are actively involved within this process (Gooden & Norman-Major). For these attributes to be established the personnel must be open and willing to make personal and professional changes that adapt to a more inclusive environment.

Once the business model is established and executed then three specific attributes follow. The attributes can be defined in three distinctive areas: cultural awareness,

knowledge, and skills (Gooden & Norman-Major, 2012). These factors provide the organizations to work cross-functionally and culturally when establishing, developing and executing a diverse community (Gooden & Norman-Major). The three areas require adoption by administration as they disseminate this culturally competence knowledge and skills to the entire organization through a top down bottom-up approach, finally creating a new business/educational culture (Brown-Glaude, 2009; Gooden & Norman-Major; Northouse, 2013).

### **Cultural Competency Summary**

Cultural competence is one of the conceptual frameworks of this study. It requires individuals and organizations to have a defined set of values and principles, demonstrated behaviors, attitudes, policies, and structures that enable them to work effectively in a cross-cultural manner (Diller & Moule, 2005). Establishing these attributes and characteristics within an educational setting enhances the value of the organization, the people, and the organizational outcome (Diller & Moule; Gooden & Norman-Major, 2012).

Furthermore, Diller and Moule (2005) implied it also requires leaders to demonstrate the capacity to value diversity, engage in self-reflection, facilitate effectively the dynamics of difference, acquire and institutionalize cultural knowledge. The leaders should support actions that foster equity of opportunity and services and advocate the above attributes in all aspects of leadership, policymaking, and practice while systematically involving all key stakeholders and communities. (Diller & Moule, 2005, p. 3)

Cultural competency is an effective learning tool and when implemented succinctly it evolves individuals and organizations (Diller & Moule, 2005; Gooden & Norman-Major, 2012). Consequently, the conceptual framework of cultural competency helps illustrate the importance of effective communication, intervention, and outcomes in a multicultural environment (Gallegos, Tindall, & Gallegos, 2008).

### **Lack of Cultural Competence**

Many try to understand the reasons as to why cultural competency is not embraced or implemented with organizations. Cross (1989) suggested that the disparities for student and faculty of color in a higher education environment is caused by a cycle of three cultural characteristics that include cultural destructiveness, cultural incapacity, and cultural denial/indifference.

Cultural destructiveness begins with privilege (Coleman & Pellitteri, 2013) and is demonstrated when a person or organization, alike, consciously uses power to destroy cultures that do not mirror my own. In a privilege environment, there is often a superiority message that is communicate to outside cultures, implying the value of other cultures are diminished and not welcomed. Coleman and Pellitteri argued that this privilege harms other cultures are deemed appropriate, deserving, justified, and acceptable (Coleman & Pellitteri), however it leads to cultural incapacity.

Cultural incapacity suggests subconsciously a group is simply taking care of their own (Coleman & Pellitteri, 2013). This is attributed to homogeneousness as the group is comfortable with what they have always known, who they have always helped, and maintaining the status quo (Coleman & Pellitteri). However, if “the group” is the

dominate culture it creates an institutional and systematic bias (Coleman & Pellitteri), in a form of denial and indifference.

Cultural denial/indifference takes the stance of “all people are the same” (Coleman & Pellitteri, 2013) which results in culture and differences being suppressed. Furthermore, there is disregard for the benefits and strengths of difference and culture (Coleman & Pellitteri). It also entails that policies, opportunity, access, and achievements are fair (Coleman & Pellitteri) and suggests all an individual should do is pull oneself up by their own boot straps and make it work. This cultural indifference is blatant denial and refutes consideration of privilege and access assumed or given to specified groups (Coleman & Pellitteri).

These characteristics of cultural destructiveness, cultural incapacity, and cultural denial/indifference help define the cause for color disparity and misrepresentation within organizations, more specifically educational institutions (Coleman & Pellitteri, 2013). While some of these behaviors are unintentional, it still does not minimize the impact. Coleman and Pellitteri suggested organizations should eventually graduate to: cultural pre-competence, transcending into cultural competence and finally excels to cultural proficiency. This is achieved through the suggested cycle of seven (learning, acknowledge, awareness, knowledge, engage and integrate, revise and refine) demonstrated by Gooden and Norman-Major (2012).

### **Cultural Competence Efforts by Higher Education Leadership**

Again, the recent change in demographics highlight the importance as to why higher education leadership should encourage transformation in cultural awareness (Gooden & Norman-Major, 2012). However, change will not occur if it is not integrated

in to policy, goals, mission, or the vision of said higher educational institution. Gooden and Norman-Major suggested strategies that integrate cultural competency. Culture is often defined and cultural competency justified through data gathering by leadership (Gooden & Norman-Major).

Intentional data gathering is a strength and weakness of most institutions and public administrators (Gooden & Norman-Major, 2012). While most organizations know and possibly analyze their changing demographics, the intentionality of integrating the needed services to ensure an effective inclusive functioning environment is at most lacking (Gooden & Norman-Major). Actively engaging all stakeholders to develop a diverse policy through recruiting diverse backgrounds builds the ground work for change (Gooden & Norman-Major) within the organization.

Gooden and Norman-Major (2012) also suggested that leadership should engage in a revision of the organizations' vision, mission and policy. This revision should include the mission statement, strategic plans, handbooks, policies and procedures reflecting that of a diverse and inclusive environment (Cross, 1989; Gooden & Norman-Major; Northouse, 2013). Therefore, the integration should not only take place, but be embraced by the student body, faculty, leadership, community collaborations, the communication stream, curriculum, research projects, technology, marketing, and theory into practice (Brown-Glaude, 2009; Gooden & Norman-Major). While not the only premise of this research study cultural competency will begin the foundation of the remaining conceptual frameworks of critical race theory and transitional leadership.

## **Critical Theory**

### **Critical Social Theory**

A conceptual framework considered within this research was critical race theory (CRT). This theory was deemed important because, despite the substantial impact race has in generating inequities in society and educational institutions (Ladson-Billings & Tate, 1995). However, prior to exploring critical race theory, it is important to first highlight other theories comparable to critical race theory such as critical social theory and Latino critical race theory that were first considered but rejected for this inquiry.

In its broad sense, critical social theory stems from critical theory and was created in 1923 and is associated with the University of Frankfurt (Buschman & Lackie, 2010). Critical social theory generates a challenge to organizational structures (Lackie & Bushchman). Lackie and Bushchman also believed there is a strong relationship of critical social theory that directly correlates to the structure of critical theory.

### **Tenets of Critical Social Theory**

Critical social theory focuses on three structural concepts of ideology, symbolism, and communication (Thompson, 2013). When analyzed through a deeper lens critical, is defined by ideology and social is defined through symbolism. (Thompson). Within this section each concept of critical social theory will be defined through its practicality.

Thompson (2013) argued this theory should be analyzed beginning with the term *critical*. The critical component of this theory provides insight to the ambiguity of its meaning through ideology and is strongly related to the historical, political, and societal agenda through the critical lens of ideology (Thompson). This ideology was formulated through a system of thoughts, beliefs, and symbolism that pertains to social action and

political practice (Thompson, 2013). In theory, Thompson suggested that there is a movement that not only defines but outlines ideology through 'isms' – conservatism, communism, Reaganism, Thatcherism, Stalinism, and Marxism.

In understanding how critical and ideology correlate, Thompson (2013) argued this is critical to the conception of ideology meaning, and it is essential not to dismiss the negative connotation of the theory. Understanding that the negativity was formed through history, binds the ideology and morphs to the question of critique (Thompson). Basically, ideology was based on history which created systematic beliefs established through political agendas and social action (Thompson).

Seeking to refocus this concept, Thompson (2013) explained that the modification of the theory now includes the meaning of power and group think by the privilege. He suggests this ideology is established to maintain relations of power and sustainability (Thompson) and stabilizes societal stereotypes and binds together group think (Thompson, 2013). However, there is currently little research to justify societal group-think, however there is a relationship of privileged and domination through ideology (Thompson) described as a form of symbolism.

Symbolism, the next area of focus, is socially categorized (Thompson, 2013) within this theory. Thompson (2013), referred to this as social uses of symbolic forms, that have established and sustained the domination of the social construct (Thompson, 2013). Thus, the rationale of defining social in a symbolic nature highlights the issue of power.

In relation to power and dominance, characteristics of social contexts in our daily lives are valued through: home, workplace, classroom, and peer groups (Thompson,

2013). As individuals are immersed in the characteristics of their own social behavior a link of cultural superiority has occurred that puts a value of *things* and if these things cannot be attained or are not attainable by all individuals, then human devaluation is accepted (Thompson). Mass communication by the privilege is one vehicle in which this process is systematically supported and manipulated (Thompson).

Specifically, critical social theory is a framework that focuses on group think (ideology), symbolism, and manipulative mass communication. While each of these elements are important aspects of society this concept does not allow for a foundation specific to educational institutions. This theory provided the substance surrounding diversity disparity but does not suggest or provide adequate theory to practice and a substantiated resolute. Consequently, this theory was rejected as a conceptual framework for this inquiry.

### **Critical Latino Theory**

Similar to other ethnic groups the Latina/o scholars recognized the disparity of equality, education, social economics, and classes compared to their white counterparts (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). From a focus of the Latina/o community specifically on race, gender, ethnicity, and poverty and how these attributes effected language, culture, and social-legal actions in the United States (Valdes) the Critical Latino Theory was created, often referred to as LatCrit (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes).

This theory, LatCit, is primarily utilized to prioritize social categories, i.e. race, gender, class, and sexuality, not only as social constructs but as categories that effect actual people (Fernandez, 2002). One highlight of this framework is that it tells a story

(Fernandez; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). Not only does this theory focus on the basis of storytelling of historical content, and the policies in place it provides the spectators to obtain the breath, context, and understanding of a marginalized group (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes).

### **Tenets of LatCrit Theory**

There are four factors illustrated within LatCrit Theory (Fernandez, 2002). First, the methodological function allows an individual to reflect. This reflection is from a perspective of personal experiences (Fernandez) and provides an insight of experience to others that may not otherwise be obtained (Valdes, 2012).

The second factor accesses and creates a platform for a marginalized individual to have a voice that narrates their experience (Fernandez, 2002). This access and narration is normally in a *safe place* of expression (Fernandez; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012) and is generally shared with a captive audience of a different demographic (or possibly the same) (Fernandez).

The third factor creates a counter to the traditional story-telling (Fernandez, 2012). The counter provides the feeling, emotion, and truthfulness to dominate the original story. Creating objectivity, allows the viewer or participant to formulate an option of what is being told rather than what is being forced (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). The counter acknowledges thoughtfulness within the story being told.

Lastly, story-telling raises awareness (Fernandez, 2002) that can be empowering and transforming (Fernandez; Valdes, 2012). Creating a cause for social action and raising the conscious level of an individual or group by providing a perspective that was

inherently unknown (Fernandez; Valdes). Story-telling builds a strong foundation for LatCrit relating to personal testimonies (Fernandez; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes). These testimonies then create a critical lens that positions the definition for Critical Latina/o Theory holistically (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012).

The critical Latina/o lens is composed of four actionable lens. The first lens is the production of interdisciplinary knowledge. (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). This requires creating a new knowledge base that fosters others to cross boundaries that may have never been crossed. The classroom is where most of the knowledge is constructed, organized, and demonstrated (Fernandez, 2002). Interdisciplinary actions require integration, toleration, cultural competence and curriculum modification (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). Knowledge is all encompassing, it adapts to more than one group, and is facilitated through diversity (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012).

The advancement of substantive social transformation is two of the four actionable lens (Fernandez, 2002; Valdes, 2012) and results in a demographic paradigm shift. The social transformation allows the disenfranchised to create and develop better conditions and acknowledges the characterized inequalities, ultimately requiring a transformation for the better (Fernandez; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes). This transformation focuses on the marginalized and transitions to characteristics of dignity, equality, and social justice for all (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes). This transformation would cultivate changes within policy,

economic discourse, and the advancement of human rights (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes).

The expansion and connection of struggles is the third basis of Critical Latina/o theory (Fernandez, 2002; Valdes, 2012). This acknowledges the world in which we live, acknowledging the past, learning from it, and creating solutions for the future (Fernandez; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes). It connects the struggles through respect and inclusion (Fernandez) and through connectedness it establishes a shift in thinking that transitions and establishes new organizational values and procedures (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes).

The most important lens is the cultivation of community and coalition. This requires a repositioning of structure, access, and integration through coalitions built on a shared focus, purpose, and a collection of solidarity (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). Community is established through respecting differences, acknowledging historical oppression and challenging current forms of oppression (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes). Additionally, there is a commitment to self-critique (Fernandez; Gonzalez, Reyes, Torres, & Venator; Valdes) when putting LatCrit theory into practice.

Similarly, critical Latina/o theory (LatCrit) is closely related to critical race theory (CRT) as LatCrit was founded on the premise of CRT (Fernandez, 2002; Gonzalez, Reyes, Torres, & Venator, 2009; Valdes, 2012). LitCrit scholars have been calling attention to issues such as immigration, language rights, culture and other social justice issues that run parallel to other groups of color (Delgado & Stefancic, 2012). This theory, however will not be the focus of this study because its' focus is too narrow

relating only to the Latina/o community and the researchers' area of focus is the inclusion of all demographics, thus omitting the LitCrit theory as a conceptual framework for this inquiry.

### **Critical Race Theory**

Noted by Hiraldo (2010), Critical Race Theory (CRT) is an analytical framework stemming from the field of critical legal studies that address the racial inequalities in society" (p.53). Critical Race Theory (CRT) was used as an analytical framework to assess inequity in education during the 1990's (Decuir & Dixson, 2004; Ladson-Billings & Tate,1995). Since then, scholars have used CRT as a framework to further analyze and critique educational research and practice (Ladson-Billings, 2005). According to Gordon (1990), CRT originated from the critical legal studies (CLS) movement, which failed to address the "effects of race and racism in U.S. jurisprudence" (DeCuir & Dixson, 2004, p. 26). In 1994, critical race theory (CRT) was first used as an analytical framework to assess inequity in education (Decuir & Dixson, 2004; Ladson-Billings & Tate, 1995). Since then, scholars have used CRT as a framework to further analyze and critique educational research and practice (Ladson-Billings, 2005). As a result, CRT analyzes the role of race and racism in perpetuating social disparities between dominant and marginalized racial groups (DeCuir & Dixson; Ladson-Billings; Ladson-Billings & Tate, 1995). CRT's purpose is to unearth what is taken for granted when analyzing race and privilege, as well as the profound patterns of exclusion that exist in American society (Parker & Villalpando, 2007).

A study was conducted by Dow, Erguner-Tekinalp, Middleton, Stadler, and Williams (2011) regarding the relationship between racial identity development and

multicultural counseling competency. Eighty-seven incoming doctoral students—65 European American and 22 people of color—completed a battery test. The purpose of the study was to investigate the relationship between multicultural counseling competency and racial identity development in European American counselors and counselors of color. The multicultural view focused on the attitudes, beliefs and personal bias that may affect the awareness of how counselors perceive, understanding the world view, historical and current impacts and influences, and how this may negatively impact service rendered, skills needed to work with others that do not look like themselves and the interaction with the opposite race (Dow, Erguner-Tekinalp, Middleton Stradler, & Williams, 2011). This study can be viewed a conduit of critical race theory and cultural competency. While it was not a study on a general student body in an educational atmosphere it provided an outlook on self-perception and how a large body of like thinkers (group think) can negatively (or positively) impact an environment (Kahneman, Lovallo & Sibony, 2011; Levi, 2014). This is the reality of critical race theory; it is a derivative of people (Hirald, 2010).

### **Tenets of Critical Race Theory**

From this study generated a notion of the three basic tenets of Critical Race Theory (CRT) (Delgado & Stefancic, 2012). The first tenet is recognized as ordinariness or essentialism. The second is the concept of interest convergence. The third, is referred to as social construct or intersectionality. Many CRT theorists would agree that these tenets are the “usual way that society does business (Delgado & Stefancic).

Ordinariness/essentialism, the first featured tenet, describes this notion of acknowledgement. Racism cannot possibly be addressed because it does not exist

(Delgado & Stefancic, 2012). Color-blindness is the premise of this CRT feature, we all should be treated equally because we are all equal (Delgado & Stefancic). The rules for everyone should be consistent and only blatant and outwardly displays of discrimination should render a swift and different action. However, this omits the subtler forms of discrimination, standardized testing, mortgage qualifications, or the misrepresentation of minority faculty/student body remised (Delgado & Stefancic).

The concept of interest convergence is the second tenet. Convergence or material determinism suggest personal advancement for personal gain (Delgado & Stefancic, 2012). For white elites or the working class may have little motivation to eradicate racism, unless there is a benefit for self or others involved. Delgado and Stefancic inserted the example of Brown versus the Board of Education. During this trial simultaneously the United States was communing international partnerships and alliances, however, implementation of equal but separate was difficult for the United States to administer when we had significant struggles of our own pertaining to discrimination and diversity (Delgado & Stefancic).

Intersectionality or social construct is the last tenet (Delgado & Stefancic, 2012). This tenet suggests a group-think mentality with race is viewed as product of social thought and relation that can be discarded, manipulated, or treated as a societal event when convenient (Delgado & Stefancic). Race is not conferred as individual, with individualistic ideas, intelligence and behaviors but rather is categorized and judged by the color of ones' skin, hair type, physique, and certain physical traits (Delgado & Stefancic). Often in intersectionality, the individual is ignored and treated as a stereotypical class (Delgado & Stefancic).

The three tenets: ordinariness/essentialism, concept of interest convergence, and intersectionality/social construct is the backbone of Critical Race Theory (Delgado & Stefancic, 2012). It tells the story as to why people of color are treated in a particular matter. It also provides an outlet of understanding with the hopes of change (Delgado & Stefancic). Recognizing these tenets in higher education will recognize the consequences of the lack of diversity.

Therefore, CRT can demonstrate an important role when higher education institutions work toward becoming more diverse and inclusive (Delgado & Stefancic, 2012). For example, in a predominantly white institution (PWI) simply working toward increasing the number of students of color enrolled, is an insufficient goal, if institutional change is a priority (Bardach, 2012). Examining the campus climate efforts for competence in awareness, conversion, social construct and inclusiveness will help to understand the value for diversity within the student body, staff, faculty, and administrators (Gooden & Norman-Major, 2012). Furthermore, the various tenets of CRT can be used to uncover the ingrained societal disparities that support a system of privilege and oppression (Delgado & Stefancic) within a higher education organization.

Lastly, counter-storytelling is a component assisting in uncovering the societal disparities within critical race theory. CRT's framework of counter-storytelling is a framework that legitimizes the racial and subordinate experiences of marginalized groups (DeCuir & Dixson, 2004; Ladson-Billings; Parker & Villalpando, 2007). DeCuir and Dixson stated counter-stories are resources that both expose and critique the dominant (male, white, heterosexual) ideology, which perpetuates racial stereotypes. Counter-stories are personal, composite stories, or narratives of people of color (Delgado Bernal

& Villalpando, 2002) allowing individuals to formulate an opinion and the opportunity of retaining personal view points.

Critical race theory was established by this researcher as the conceptual framework of this study because the permanence of racism implies that racism is controlled by social, political, and economic realms of society (DeCuir & Dixson, 2004). Whiteness as property focuses on privilege including the right of possession, the right to use and enjoyment, the right to disposition, and the right of exclusion (Decuir & Dixson; Ladson –Billings & Tate, 1995; Ladson-Billings, 1998). Understanding CRT and its focus on marginalized groups and inclusivity is essential within the inquiry of recruitment, retention, and organizational values.

### **Leadership Theory**

The third theoretical framework examined within this study was leadership theory. Leadership is important in an organizational setting, within self, and for the long-term development of people (Kouzes & Posner, 1995). When considering diversity and the misrepresentation of minorities in some higher education environments, coupled with the importance of policy change, it requires a solid leader to do extraordinary things. Extraordinary is defined by: challenging the process, having a shared vision, igniting action within others, leading by example and encouraging the heart (Kouzers & Posner). Three leadership theories were considered for this study: servant, cultural, and transformational leadership. Each of these theories will be presented and discussed within the framework of this research study and a specific conceptual framework will be presented. The researcher will begin with leadership theory holistically and the impact to

higher education. Furthermore, the three leadership theories considered for this study will be offered.

### **Tenets of Leadership Theory**

Leadership is defined by Northouse (2013), as a process that concedes individual influence towards a group of persons to achieve a common goal. The definition of leadership can be established in four different components (Northouse). The leadership tenants include: process, influence, groups, and common goals. All of which will be defined within the text. Process, is a transaction that occurs between the leader and the followers (Northouse). It does not imply however that the process is one way. In fact, the process is a conversation (Northouse) inferring it is not a top-down bottom-up command, but and interactive action that takes place between leadership and constituents (Kouzes & Posner, 1995; Northouse). Utilizing leadership as a process permits access to all involved constituents (Kouzes & Posner; Northouse).

Influence, impacts a leaders' ability to change an organization or individuals alike (Kouzes & Posner, 1995). This acknowledges how a leader affects its people (Northouse, 2013) and dictates an outcome (Northouse). Without influence, positive paradigm shifts are not withstanding (Kouzes & Posner; Northouse).

Groups, can be defined as a small, community impact, large groups, or an organization and most leaders influence groups (Northouse). The influence of a leader involves a common goal, process, or purpose (Kouzes & Posner, 1995; Northouse). Groups can also be referenced as followers, as they determine the success of the leader and the common goal (Kouzes & Posner; Northouse).

Goal, is defined as (Northouse, 2013) a leader trying to achieve something together for the greater good (Kouzers & Posner, 1995; Northouse). Goals cannot be utilized as a standalone focus, but be coupled with (Northouse) mutuality because it requires the leader to work with the group (Kouzers & Posner; Northouse). These mutual and/or common goals established the synergy and the foundation that links the possibilities (Kouzers & Posner; Northouse) within an organization.

To further the definition of leadership theory, Northouse (2013), highlighted research conducted on traits of a leader. Research advocated five major traits that a leader should demonstrate (Northouse) which are: intelligence, self-confidence, determination, integrity, and sociability.

High intelligence, is closely associated to a leader (Northouse, 2013). Intellect is not only defined as knowledge and capabilities but also included communication skill, perception, and reasoning (Northouse). Intellect, however, should not be confused with arrogance. While intelligence is important, a leader should always know how to relate to constituents and/or followers (Kouzers & Posner, 1995; Northouse). Similarly, intelligence can be quite negative if used in a counterproductive way (Northouse).

Leading groups and organizations evokes self-esteem, determination, and assurance that the end goal is achievable (Northouse, 2013). Self-confidence, is the belief in self. and outlines that a difference can be obtained through confidence (Northouse). However, if the leader does not believe in the mission, it will be hard to convince followers to believe as well.

Determination within a leader is vital (Kouzers & Posner, 1995; Northouse, 2013) since there are many pressures and at times discouraging people in the course of trying to

achieve a goal, mission, or expectation. The leader must have the stamina to press on (Northouse) and the determination to get things accomplished through adversity (Northouse).

Integrity within a leader displays quality through honesty and trustworthiness and helps to define a leader (Northouse, 2013). One of those principles is building trust amongst followers (Northouse).

Sociability is the final trait discussed for leaders. This is a relationship building initiative (Northouse, 2013) requiring a leader to be sociable and establish relationships with their followers. This relationship establishment allows the leaders to understand and get to know others (Northouse) and creates a relationship of respect, courteous, and friendly encounters (Northouse).

### **Leadership in Higher Education**

Courson, Goldstein, and Miller (2014), proposed leaders within higher education should establish and shift their current business strategy. Within their inquiry higher education leaders were interviewed and many feel pressures to transform *business as usual* within the higher education system (Courson, Goldstein, & Miller) with added pressure from the government. The government is requiring more involvement as it relates to funding and justifying the cost and value of a higher education (Courson, Goldstein, Miller, 2014). To achieve what matters within higher education, Courson, Goldstein, and Miller put forward future strategies: establish a different approach, create a meaningful strategy and message, embrace technology, recruit strong collaborative leaders, and redefine the board composition.

Accepting the status pro quo within higher education is not sustainable, leaders should shift to a business acumen rather than public sector focus only (Courson, Goldstein, & Miller, 2014). Furthermore, Courson, et al., (2014) argued that higher education leaders need to create a new business model that incorporates a business strategy for a public-sector environment (Courson, Goldstein, & Miller, 2014). For example, integrate traditional education with non-traditional virtual work (Courson, Goldstein, & Miller, 2014), which allows the student or staff more flexibility in their daily life.

Establishing a meaningful strategy and message that provides buy-in and involvement from all parties (Courson, Goldstein, & Miller, 2014) was another finding. While it is important to have a good message and strategy, it is equally important to follow-through (Courson, Goldstein, & Miller, 2014), thus the strategy must be action oriented and sincere to its constituents (Courson, Goldstein, & Miller, 2014).

While technology is constantly changing, it is important to determine and maintain momentum within this atmosphere (Courson, Goldstein, & Miller, 2014) and therefore should be embraced. Technology can leverage institutions positively however, having a corroborated approach will maximize the support for change (Courson, Goldstein, & Miller).

Strong leaders embrace diversity therefore higher education should recruit strong and collaborative leaders through thoughtful strategic models (Courson, Goldstein, & Miller, 2014). Not only should the recruitment strategy incorporate traditional skills such as communication and creativity, but it should also have a real commitment to collaborative and effective change (Courson, Goldstein, & Miller).

Determining how the board takes to a commitment to strategy and governance (Courson, Goldstein, & Miller, 2014) is another essential strategy. While the focus on a business strategy versus a public strategy is the goal, it is important to find the educational institutional balance (Courson, Goldstein, & Miller). The boards' involvement will help evolve new strategy and expectations while maintaining an identity (Courson, Goldstein, & Miller).

Notably, as the higher education environment evolves, technology changes, and family dynamics shift, “nonprofit organizations have become key players (i.e. leaders) in the social economic development of communities (Gill, 2010; Martinuzzi, 2009, p. 1). Gill (2010) stated, “nonprofits fill service gaps that are not being addressed by local government and private business” (p. 1). Broadening the definition of a leader outside of the traditional realm of funding, power, and privilege enhances the nonprofit climate. Johnson (2006) discussed this very idea when he described” privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they have done or failed to do” (p. 21). Privilege should not define a leader in a traditional or nonprofit environment, therefore one of the important factors of leaders within a nonprofit organization is to combat the idea of privilege and define “fair” (Gill).

As Gill (2010) continued, “the inconspicuous nonprofit, content with stable funding, stable staff, and fixed goals, is a thing of the past” (p.12). With limited resources, but higher demand for service these factors will require a transformative mindset for 501(C) (3) organizations. Furthermore, requiring the nonprofit business

model to focus astutely on learning cultures through strong leadership competency, organization structure and bottom-up policy (Bardach, 2012; Gill, 2010).

Northouse (2013) defined this transforming leadership style as an inclusive approach that can be used to describe a wide range of leadership, from very specific attempts to influence followers on a one-to-one level, to very broad attempts to influence whole organizations and even entire cultures. Although the transformational leader plays a pivotal role in precipitating change, followers and leaders are inextricably bound together in the transformation process (pg. 186). Transformational leaders require characteristics that will transform a nonprofit to greater heights (Drucker, 2011; Gill, 2010; Northouse, 2013). For instance, Northouse suggested four factors that will provide leaders to meet the high expectations of internal and external clientele by influence, inspiration, intellect, and consideration. The composition of higher education is changing (Courson, Goldstein, & Miller, 2014). Thus, creating new strategy suggests a different future and the possibility for the need of a different type of leader. Therefore, three specific leadership theories were considered for this inquiry: servant leadership, cultural leadership, and transformational.

### **Servant Leadership**

The phrase servant leadership was coined by Robert K. Greenleaf in *The Servant as Leader*, an essay that he first published in 1970. In that essay, Greenleaf (1970) stated, the servant-leader is servant first... it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead (Greenleaf). Greenleaf, described this leadership theory as a passion to serve, and includes an empathy that a leader takes to ensure the highest needs of the *people* are met. In his original work,

Greenleaf, expressed that the goal of a servant leader is to create healthy organizations through encompassing individual growth and performance. As an end result, the servant leader, as reminded by Greenleaf produces a positive impact on society. The characteristics of a servant leader as noted by most researchers include: communication, collaboration, foresight, systems thinker, moral authority, stewardship and integrity (Sipe & Frick, 2009). These conceptual underpinnings demonstrate the traits of how a servant leader should work with their constituents (Northouse, 2013). The seven tenets provided by Sipe and Frick will be explored through pillars.

### **Tenets of Servant Leadership**

Pillar one is a person of character who integrates ethics, principles and insightfulness (Sipe & Frick, 2009). These traits are expanded through authenticity, omits ego, has a depth spirit and commits to serving beyond self (Sipe & Frick). The core competencies involve integrity, humility and a higher purpose (Sipe & Frick). The moral compass is the conscience (Sipe & Frick).

Pillar two is a servant leader puts people first. This allows the leader to discern the highest need (Sipe & Frick, 2009). These traits focus on seeking first to understand, connected to the needs of others, allows others to grow, and expresses a genuine care (Sipe & Frick). The core competencies involve hear, mentorship, and concern (Sipe & Frick). The moral compass is people as assets (Sipe & Frick).

Pillar three focuses on communication and a skilled communicator listens first (Greenleaf, 1970; Sipe & Frick, 2009). The skilled communicator effectively speaking, listens receptively, honestly, and then influences others (Sipe & Frick). The core

competencies of communication involve empathy, feedback and being persuasive (Sipe & Frick), with the ultimately moral compass is to listen to aspire (Sipe & Frick).

Pillar four is compassionate collaborator, who realizes the end goal cannot be accomplished alone (Sipe & Frick, 2009). The traits of pillar four include: inviting and rewarding others, strives to build communities, relatable to diversity and manages angst effectively (Sipe & Frick). The core competencies provide appreciation, community effectiveness and conflict affluent (Sipe & Frick). The moral compass is “I” cannot achieve success by myself (Greenleaf, 1970; Sipe & Frick).

Pillar five is foresight, which imagines the possibilities (Sipe & Frick, 2009). The traits are accesses intuition, focuses on a shared vision, incorporates creativity, and discerns decision making. The core competencies include: vision, creativity and decisive action and the moral compass is the ability of knowing.

Pillar six is systems thinker who reactions strategically, finds balance, and effectively manages change (Sipe & Frick, 2009). The traits involved within pillar six connected ethical issues, applies analysis and decision making, integrates input, and is aware. The core competencies allow this leader to be comfortable with complexity, adaptable, and considering the greater good (Sipe & Frick). The moral compass is look at the whole and not the sum (Sipe & Frick).

Pillar seven is moral authority which aspires trust, confidence, and quality standards. The traits for pillar seven are for value in authority, empowerment, creates clear and firm boundaries, and has quality standards that are penetrated to and through the followers (Sipe & Frick, 2009). The core competencies include the acceptance and delegation of roles and responsibilities, demonstrates accountability and share power.

While the seven pillars demonstrate core competencies and traits that align with the process of leadership theory; servant leadership lacks action in relation to vigorous change within an established culture. Specifically, servant leader incorporates behavioral attributes needed once change has already been implemented (Hu & Liden, 2011). Thus, within an environment seeking to increase diversity, the resultant change in policy requires a transformation beyond the use of servant leadership. While servant leadership is a needed style in leaders within the higher education system, it does not incorporate the specific skills needed to ensure a paradigm shift in policy, diversity, and the persistence to: recruitment, retention, and core organizational values as investigated within this study.

### **Cultural Leadership**

Northouse (2013) defined culture leadership, “as the learned beliefs, values, rules, norms, symbols, and traditions that are common to a group of people” (p. 384). The transmission of these unique qualities fosters a learning environment (Northouse). Increasing the awareness of diversity through student and faculty relates to culture leadership through ethnocentrism and prejudice (Northouse). Ethnocentrism places one group—ethnic, racial, or cultural—over another, subjectively dismissing other groups. Creating obstacles between groups that do not allow others to understand or respect viewpoints (McDaniel, Porter, Roy, & Samovar, 2013), soon thereafter ensures prejudice (Northouse). Nine dimensional tenets ground cultural leadership. From these tenets’ stem, specific leadership behavior.

### **Tenets of Cultural Leadership**

This section will first address the nine dimensions’ tenets of cultural leadership. These dimensions take the similarities of the beliefs, norms, and practices that are

specific to the cultural theory and involved constituents (Hoppe, 2007). Power distance is the first dimension, the expectation that power is evenly distributed (Hoppe). Uncertainty avoidance, is the second dimension and focuses on the unproductivity factor of the future (Hoppe). It requires and relies on policy to predict the outcome (Hoppe). Humane orientation, the third dimension, acknowledges fairness and encourages positive effects to others (Hoppe). Collectivism institutional, the fourth dimension, encourages collective action (Hoppe). Requiring the institution to exhaust resources for positive institutional practices (Hoppe). Collectivism for in-group, the fifth dimension expresses a sense of pride and cohesiveness within a group or organization (Hoppe). Assertiveness, the sixth dimension, is the degree in which others assert themselves and possibly become aggressive during this transaction (Hoppe). Gender egalitarianism, the seventh dimension is a minimization of gender inequalities (Hoppe). Future orientation, the eighth dimension engages individuals into the future through planning (Hoppe). Performance orientation, the ninth-dimension rewards groups for performance improvements (Hoppe). These traits collectively define the dimensions of cultural leadership and are then predicated from leadership behaviors.

Six leadership behaviors create a cultural leader. They emerge from research by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) (House & Javidan, 2004). GLOBE is a cross culture research initiative, it is here where researchers studied leadership worldwide (House, 2004). From the GLOBE research steamed the six behaviors of: charismatic, team-oriented, participative, humane, autonomous, and self-protective (House & Javidan). Charismatic leaders demonstrate the power of influence (House & Javidan). Team-oriented builds community based on a common purpose

(House & Javidan). Participative involves others in the decision-making process (House & Javidan). Humane oriented reintegrates the importance of support. Autonomous is the uniqueness of being an independent yet grounded individual (House & Javidan). Self-protective ensures the safety of the leader and the group (House & Javidan). These six traits define the behaviors of a cultural leader. As all-encompassing and important that these dimensions and behaviors are cultural leadership will not be the focus of this study.

While culture and leadership (cultural leadership) provides insight to why diversity is lacking in some higher education settings it is also a conduit to a resistance to change (Ponterotto, Pedersen & Utsey, 2006). This conceptual framework would not fare well to effecting policy change for diversity and the persistence to recruiting and retention due to the characteristics involved in culture leadership that might limit adjustments to policy and diversity.

### **Leadership Theory and Practice – Transformational**

Expressed by Northouse (2013), transformational leadership is a process that, “transforms people. It involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them” (p. 185). Significant attributes of transformational leadership are the initiation, follow-through, and the changes that are influenced within an organization through this theory (Northouse, 2013). The result of this process is empowerment, nurturing, improved vision, and an emphasis on values, needs, and morals. A transformational leader incorporates the characteristics of a cultural and servant leader, however emphasizing the strengths needed to ensure change in policy regarding diversity. Transformational is the conceptual leadership focus of this study, as this style is recognized as a change agent (Northouse, 2013). Change, empathy, vision,

and empowerment is needed to encourage an increase diversity with the student and faculty population and to have an impact on policy within the higher education system (Sosik & Jung, 2010). To invoke such needed change transformational leaders are associated with five behavioral traits: idealized behaviors, inspirational motivation, intellectual stimulation, individualized consideration, and idealized attributes (Dennison, Gosling, & Martuarano, 2003).

### **Tenets of Transformational Leaders**

Idealized behavior is living ones ideal (Dennison, Gosling, & Martuarano, 2003) and references the most important values and beliefs of the transformational leader. Focusing on the self-motivation, idealized behavior is what drives a leader. Purpose is a strong pillar that builds on the moral and ethical decisions established by the transformation (Dennison, Gosling, & Martuarano). Champing new possibilities demonstrate an explorative manner attributing to the willingness to change (Dennison, Gosling, & Martuarano) as demonstrated by the transformational leader.

Inspirational motivation (Dennison, Gosling, & Martuarano, 2003 requires the leader to be influential. The community or followers have a shared vision or goal and believes in the individual leading the vision (Dennison, Gosling, & Martuarano). The transformational leader demonstrating Inspirational motivation takes the lead on controversial issues and is optimistic about the future (Dennison, Gosling, & Martuarano).

Intellectual stimulation, is similar to other leadership theories in which intelligence is an important attribute of a leader (Dennison, Gosling, & Martuarano, 2003). However, intellect is not only established through self, it is set forth through

others (Dennison, Gosling, & Martuarano). Leaders understand in order to be intellectually sound they must receive input and action from others encouraging reexamination to a traditional problem (Dennison, Gosling, & Martuarano) and transforming possibilities.

Individualized consideration is the development of others (Dennison, Gosling, & Martuarano, 2003). The development of others builds continuity through the next generation, allowing camaraderie between the leader and the group (Dennison, Gosling, & Martuarano). Promoting self-development, the leader not only transforms situations, goals, and visions, but also individuals (Dennison, Gosling, & Martuarano) within the organization.

Idealized attributes are defined by all leadership theories through trust, faith, and respect (Dennison, Gosling, & Martuarano, 2003) and a leader cannot transform others without these behavioral traits. Establishment of these traits is two-fold, one, through the leaders' self-confidence, competence and power, and the other through the personal sacrifices for others and building respect through overcoming obstacles (Dennison, Gosling, & Martuarano).

Transformational leaders will experience dilemmas in a shared goal or vision with the community (Dennison, Gosling, & Martuarano, 2003; Northouse, 2013), and can effectively navigate the disorientation resulting in an effective transformation. Suggested are eight phases that a transformational leader should consider reassuring success and confidence within the goal and the followers (Dennison, Gosling, & Martuarano; Northouse). When exploring challenges, a leader must self-examine (Northouse). This is the process in which the leader is trying to ascertain a different approach through self-

awareness, what can I do differently (Kouzes & Posner, 1995; Martinuzzi, 2009; Northouse)? Once this examination is authenticated, the leader should conduct a critical assessment of assumptions (Dennison, Gosling, & Martuarano; Northouse). This assumes various scenarios of best practices and new ideas. Acknowledging what was conducted in the past and the possibilities of the future (Dennison, Gosling, & Martuarano; Northouse). Recognizing that others have gone through a similar process is the third phase. The next phase is exploring options, once one has completed the forming and storming process; it is recommended that one should comprehend viable options (Kouzes & Posner; Martinuzzi; Northouse). These options are then follow-through with a plan. A plan of action is needed so all continuants absorb and empathize with the next phase (Kouzes & Posner; Martinuzzi; Northouse). Once the plan is established then the leader identifies the skills needed. This includes training, certifications, or any other skills needed to fulfill the plan (Dennison, Gosling, & Martuarano; Northouse). Lastly, as reiterated many times, the transformational leader builds confidence (Dennison, Gosling, & Martuarano; Northouse). From these eight process phases builds seven types of transformative leaders (Dennison, Gosling, & Martuarano; Northouse).

Seven characteristics of transformational leaders were presented by Rooke and Torvert (2005), six specifically apply to the public sector (Rooke & Torvert). Opportunist is explored as the first characteristic. The leaders within this category was characterized through mistrust, ego centrism, and manipulative. Opportunists is a title that reflects their tendency to focus on personal wins and see the world and other people as opportunities that are exploited (Rooke & Torvert; Northouse, 2013). Additionally, a diplomat establishes the world around him in a more benign way than the opportunist,

this reasoning has negative repercussions if the leader is within a senior manager hierarchy (Rooke & Torvert). While the diplomate has loyalty towards serving constituents, they seek to please higher-status colleagues while avoiding conflict. The largest category, expert achiever, accounted for 38% of all professions in the studied sample (Rooke & Torvert). Expert achievers try to exercise control by perfecting their knowledge, both personally and professionally (Rooke & Torvert). Aware of possible conflict, individualist balance their principles and actions, through the implemented values of the organization (Rooke & Torvert). Individualist ignore rules personally regarded as irrelevant, which often makes them a source of irritation to both colleagues and bosses (Rooke & Torvert). Strategist causes organizational and personal change. Highly collaborative strategist focused on pragmatic vision and effective initiatives that challenges existing organizational assumptions (Rooke & Torvert). Lastly, alchemist spawns' social transformation by reinventing organizations. (p. 141)

### **Eightfold versus Eight Processes**

When analyzing the purpose of this research study; the persistence to diversity recruitment, retention to faculty and staff and organizational value; its realized through human resources and structural behavior of the need to examine the eight folds of policy (Bardach, 2012). Bardach eightfold path mirrors that of the eight-phase process of a transformational leader. The eightfold also required definition of a problem which is equal to the self-examination defined in the eight phases. Assembling evidence provided by the eightfold is related to the critical assessment. The eightfold continued with constructing the alternatives, selecting the criteria, projecting the outcomes, confronting the trade-off, deciding and then telling your story (Bardach). All of these continue to

mirror the process of transformation: recognize others have come before the process, exploring options, plan of action, gain knowledge, and establish confidence (Bardach; Northouse, 2009). Recognizing the similarities justifies the impact to policy and how a transformational leader transforms not only the shared goal but also the policy set forth (Bardach).

### **Transformational Leadership Summary**

Leaders that implement transformational leadership within an organization create prosperity, growth and well-being to individuals served, communities, and organizational culture (Nelson, 2008). Mobilizing an organization to adapt its behaviors in order to thrive in new business environments is critical (Heifetz & Laurie, 1997). Integrating these transformational factors within an organization has the potential to positively influence societal cause (Drucker 2011; Gill, 2010; Northouse, 2013).

As stated by Northouse (2013), transformational leadership raises awareness of a specific issue, which provides constituents and followers to embrace the moral identities, emotion, and produce moral action and change. Raising the awareness of misrepresentation for people of color in relation to the student and faculty body within higher education will hopefully create action and change in policy that will disrupt the norm. Transformational leadership was the selected conceptual framework of this study. Requiring subordinates to recognize needed change relating to diversity disparity. Changing the demographics of diversity within the higher education setting is conceptualized through vision that guides, inspiration that leads and guidelines that insinuate change through a transformational leader (Gill, 2010; Northouse).

## **Summary**

The concentration of this study focuses on the misrepresentation of diversity and gender identity for the student body and faculty within a higher educational setting. The researcher will emphasize the persistence to recruitment, retention, and the inclusion of diversity as a core organizational value. The investigative study will be confirmed through data gathering and theory. Within this chapter the analyzation of population and the suggested frameworks were the fundamental concepts rendered. The summary will provide an overview of the studied content.

### **Demographic Shifts**

Population and the demographic shift began this study as it was addressed to affirm a progressive demographic shift from a national, state, and local perspective. The results provided by the Census Bureau (2016) data verified the demographic shift. Narrative from the United States Census Bureau, indicated Asian and Latino American populations have both grown by 43%. African American populations have increased by 12.3%, while White American populations have increased by 5.3%. The data was then filtered to the state level. There was significant growth in communities of color. The data reflected that although the white population was figuratively quantifiable; the growth in the state population was through minorities. Lastly, there was analysis from the local level. For the purpose of this study local is defined by counties. The demographic shift mirrored that of the national and state stage. Once the population was addressed through the various stages, the shift was focused on the University of Missouri system for both the Columbia and Kansas City, Missouri campuses, for faculty and staff.

The University of Missouri's (MU) Institutional Research and Quality Improvement (2016) data center highlighted student and faculty demographics. While the shifts seem somewhat comparable to the state and county numbers the disparity in the demographic illustration by percentage is not comparable. Meaning, the headcount number associated to each race does not appropriately reflect national, state, and county numbers and percentages. Disparities can be attributed to gender identity, policy, feeder schools associated with the university, recruitment strategies, and articulation agreements and follow-through. The population growth compared to lack of growth in faculty and staff diversity demonstrates concern towards disparity and misrepresentation.

### **Conceptual Frameworks**

Three conceptual frameworks were examined: cultural competency, critical race theory, and transformational leadership. The tenets justify the usage for each theory. This summary will focus on the framework, comparable theories, and the associated tenants. Beginning with cultural competency.

Cultural competency was associated to the general and mental health industry. Cultural competency was the human behavior that incorporates communication, action, beliefs, thoughts and values of ethnicity, ethnic background, religious beliefs and social values (Gooden & Norman-Major, 2012). Cultural competence is action oriented through the capacity to effectively function and generate change (Gooden & Norman-Major). There are seven tenants of cultural competency: learning, acknowledge, awareness, knowledge, engage and integrate, revise and refine, and cultural competent.

Critical race theory was the second theory. Contrasted with critical social and Latino critical race theory. Noted by Hiraldo (2010), critical race theory (CRT) is an

analytical framework stemming from the field of critical legal studies that address the racial inequalities in society” (p.53). Three tenets frame this principle: ordinariness/essentialism, concept of interest convergence, and intersectionality/social construct.

Transformational leadership is the final framework. It rivaled with servant and cultural leadership. Expressed by Northouse (2013), transformational leadership is a process that transforms people. It involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. (p. 185) Significant attributes of transformational leadership are the initiation, follow-through, and changes that are influenced within an organization through this theory (Northouse).

The data and all three theories aligned with the proposed purpose of research study. The population data outlined the core problem and gives value to diversity reasoning. Cultural competency empowers others through cultural learning, while CRT tells the story of people of color. Finally, transformational leadership is the style required to implement change.

## **Gaps**

Gaps within this research study was realized through the framework of cultural competency, the university of study, and personal bias of the researcher. Cultural competency is primarily recognized within the healthcare industry (Diller & Moule, 2005; Gooden & Norman-Major, 2012). While the healthcare setting can establish the foundations of this study within a culturally astute environment it is not reflective of the educational field. Furthermore, research specific to educational institutions relating to cultural competency allows for a more substantiated research study. The university of

study is associated with an added gap towards the research. The University of Missouri system is the only higher education institution utilized for this study. Therefore, the perspective will be limited, as it is not comparable to other universities that potentially reflect the national, state, and county change in diversity demographics. Lastly, the personal bias of the researcher. The researcher is a person of color, ensuring personal biases are omitted due to the researcher's experiences as a woman of color (both professional and personal) is fundamentally essential and shall not alter the validity of this study.

### **Importance of Study**

The purpose of this study was to increase value of diversity within the higher education system by understanding how to create a student and faculty population that is representative of the general population of people of color. If the value of diversity is realized it can then be cultivated through the conceptual frameworks of cultural competency, critical race theory, and transformational leadership. Once cultivated the persistence to recruitment, retention, and organizational value in policy relating to people of color is achieved. Once achieved, a new educational learning environment is established and enriched.

**SECTION FOUR:**  
**CONTRIBUTION TO PRACTICE**

## **Results**

### **Rationale for this Contribution Type**

The University of Missouri is currently experiencing a climate of cultural change and understanding (University of Missouri, 2015). The purpose of this investigation was to propose a strategic understanding of diversity relations within the University of Missouri system. This was further examined through the lens of cultural competency, critical race theory, and transformational leadership (Coleman & Pellitteri, 2013; Delgado & Stefancic, 2012; Northouse, 2013). Furthermore, the understanding of this data should establish a basis on the importance of recruitment, retention, and organizational value for the student and faculty body (Phillips, 2016; Williamson, 1992). The resultant data should present opportunities to strengthen departmental, institutional, and organizational purpose (Hawthorn, Huse, & McDavid, 2013) within the educational institution.

The participants from this inquiry were generated from the University of Missouri-Columbia (MU) and University of Missouri-Kansas City. Data collection was administered through faculty interviews, a student focus group, and an online open-ended student survey. The implemented data collection format allowed for triangulation.

Sequential data analysis began with fifteen individual interviews conducted with faculty of the University of Missouri system at both Columbia and the metropolitan area of Kansas City, Missouri. Each participant interview required a minimum twenty-four hour advanced notice. Advanced scheduling allowed reviewing of the consent form and administered research questions. An allotted time of an hour was provided for each participant to substantiate and interpret the discussion. Each interview consisted of various settings: office space, conference call, and/or skype for business. The principal

investigator targeted 17 faculty participants. Of the 17 participants, 15 subjects participated within the interview protocol. The gender identity consisted of 7 males, 6 females, and 2 gender neutral participants. The racial demographics were, 6 African Americans, 1 African, 2 Hispanics, and 6 Caucasians. Targeted for this study were four administrators, that not only provided a diversity perspective and the importance of an effective leader dialogue but relayed insight regarding student and faculty policy development, evaluation, and implementation. Further, the remaining faculty interviewees, created dialogue for the policy implemented by administration, insight on effective leadership, and diversity perceptions. Provided in Table 1 and 2 is an overview of each interviewed participant.

Table 1 *Description of Administration Interview Participants*

<b>Participant</b>	<b>Gender</b>	<b>Race</b>	<b>Role in Organization</b>	<b>Campus</b>
1	Female	Caucasian	Assistant Vice Chancellor	MU-Columbia
2	Gender Neutral	Caucasian	Associate Professor & Associate Dir.	MU-Columbia
3	Male	African American	Faculty Director of Academic Support and Mentoring	UMKC
4	Male	Caucasian	Vice Chancellor	MU-Columbia

*Note:* N=4 interview participants

Table 2 *Description of Faculty Interview Participants*

<b>Participant</b>	<b>Gender</b>	<b>Race</b>	<b>Role in Organization</b>	<b>Campus</b>
1	Female	Caucasian	Secretary	MU-Columbia
2	Female	African	Specialist	MU-Columbia
3	Gender Neutral	Caucasian	Coordinator	MU-Columbia
4	Male	African American	Research Associate	UMKC
5	Female	African American	VP of Region	MU-Columbia
6	Female	African American	Coordinator	MU-Columbia
7	Female	African American	Coordinator	MU-Columbia
8	Male	Hispanic	Specialist	MU-Columbia
9	Male	Caucasian	HR Specialist (Retired)	UMKC/MU-Columbia
10	Male	Hispanic	Sr. Research Associate	UMKC
11	Male	African American	Retired 25 Years – Currently an Adjunct Instructor	UMKC

*Note:* N=11 interview participants

One focus group was conducted to validate the concurrent triangulation approach. Each participant was given a five-day notice to omit scheduling conflicts and allow review of the consent and research question documentation. An allotted time of two

hours was provided to ensure accurate data collection. A classic analysis strategy was utilized to categorize results and themes.

The focus group setting was conducted in a conference room. There were two rectangular shaped tables wedged together to form one larger table. There was a telephone in the center of the table, as there was one participant that could not attend in person. Five individuals were placed around the table, 2 men, 1 transgender, and 2 women. A Microsoft computer was placed in front of the facilitator, in addition to a Logitech recording device to capture the participants' responses. There was the aroma of food, as lunch was provided during the hour-long focus group session.

A focus group was implemented for this study that included students from the University of Missouri-Columbia; the goal was to obtain 5-12 participants of the student body (see Appendix B). The administered focus group included 5 participants. The demographic disposition was: 1 transgender of mixed race (Hispanic and Black), 2 males, one mixed race (Asian and White), the other White, 2 females, one mixed race (Black and White), and the other lesbian and white. The focus group took place in an environment conducive to an office setting and lasted an average of 60 minutes. The students selected for this focus group were of diverse backgrounds, race, and genders. This allowed a perspective and voice that was reflective of the national demographic climate however interpreted from a university student viewpoint. The participants are outlined in Table 3.

Table 3 *Description of Focus Group Participants*

<b>Participant</b>	<b>Gender</b>	<b>Race</b>	<b>Class Standing</b>
1	Transgender	Hispanic/Black	Sophomore
2	Male	Asian/White	Freshman
3	Female	Black/White	Freshman
4	Lesbian	White	Sophomore
5	Male	White	Freshman

*Note:* N = 5 focus group participants

Additionally, an online survey tool was administered to a sample size of two hundred participants. The preferred data type collection was administered to ensure access, turn-around, and the advantages of a larger population sample size. Cross-sectional data collection randomization was administered through an internet portal. Multistage (clustering) sampling by stratification, targeted the two participating campuses. The median completion time was seventeen minutes and thirty-eight seconds. Access to the survey was twenty-four hours a day and seven days a week. The online setting utilized various devices that included: iOS Phone/Tablet – 25.9%, Android Phone/Tablet – 10.3%, Windows Desktop/Laptop – 50%, MacOS Desktop/Laptop – 12.1% and Other – 1.7%.

The online open ended survey tool was administered through snowballing to a random clustered sample size of two hundred student participants. Of the distributed two hundred surveys, one hundred subjects responded. The subjects gender identity was 62% female and 38% male. The racial significance was 51% people of color and 49% white. The education level included a combination of doctorate (11%), masters (26%), bachelor

(32%), and some college (31%). The preferred method of data collection was administered to ensure ease of access, turn-around, and the advantages of population from a small to large body of individuals (Creswell, 2009). Participant demographics are outlined in Table 4.

Table 4 *Description of Survey Participants*

	<b>Gender</b>	<b>Race</b>	<b>Education</b>
<b>Percentage</b>	62% Female 38% Male	51% People of Color 49% White	11% Doctorate 26% Masters 31% Some College

*Note:* N = 100 survey participants

Concurrent triangulation is concluded through a qualitative method of document analysis. Content analysis and analytic induction is the technique model for this study (Merriam, 2009). This allowed for simultaneous coding of data and categories that incorporate relevant information not only obtained through documentation but through a focus group, in person interviews, and online surveys allowing for triangulation (Creswell, 2009 & Merriam, 2009). Additionally, the inductive technique allowed variables guided by the study to emerge from the content analysis (see Appendix C).

Document review assisted in the retrieval and the manipulation of the studies data set (Creswell, 2009 & Merriam, 2009). The University of Missouri system (MU) has created a *Recruitment and Selection Guidelines and Procedures* document that is published within the Online Academic Recruitment and Selections (OARS) system (University of Missouri, 2016). The guideline is specifically for faculty and academic administration positions and for recruiting purposes. While there is a recruitment

strategy for faculty resulting in a non-structured strategy for a diverse faculty, there is also a MU Strategic Operation Plan (MUSOP). MUSOP is a document that shapes the strategic vision output for the organization holistically. This document was created in 2013 allocated for the next five years (University of Missouri, 2016).

The presented information required data analysis procedures. A series of steps allowed the principle investigator to effectively review the qualitative data. Outlined in Table 5 are the final steps of the data collection.

Table 5 *Description of Documents Reviewed*

<b>Document Reviewed</b>	<b>Document Title</b>	<b>Business Unit Authorized</b>
September 2016	Recruitment and Selection Guidelines and Procedures: Online Academic Recruitment and Selections (OARS)	University of Missouri System, Human Resources, and Board of Curators, 2016
September 2016	MU Strategic Operations Plan (MUSOP)	MU President approved through 2013 to 2018

### **Summary of Results for Qualitative Analysis**

Data analysis interpretation was determined through various coding efforts. Variables were established through techniques that related the research questions and the survey instruments (Creswell, 2009). Open coding allowed for reoccurring themes to surface as word and phrase repetition allowed for analysis continuity. Identifying relevancy to the study benefited the open coding procedure. Axial coding allowed for relationship management of data, refining categories for the researcher.

## **Summary of the Themes Derived from Analysis**

Recording and transcribing, followed by data analysis provided the qualitative examination of this study. Interpretation of the data through recording and transcribing allowed for reoccurring themes, word repetition and non-bias results. Diversity disparity in higher education allowed participants to formulate an opinion resulting in common response threads. Cross-sectional stratification allowed for the researcher to effectively analyze the research. The reoccurring themes that emerged were: *transformational leadership that includes attributes of an actionable change agent, a focus on inclusive policy, and a higher education institution that should value diversity.*

## **Answering the Research Questions**

### **Research Question One**

*How does the use of transformational leadership by higher education administration enhance the development of an inclusive learning environment?*

Many faculty interview respondents expressed traits of what they hoped for in a leader, such as personal experience in diverse settings, a person open to differences, and a change agent. The consensus of faculty, focused on personal experience and implementation of change within the higher education institution. Leadership was often defined by the subjects but participants did not acknowledge that these traits currently existed in the workforce/educational setting. For example, faculty defined, "... a leader who has demonstrated experience in working across different diverse groups and diverse populations, a leader who is open to carrying and setting up opportunities for people from all different backgrounds, that have a voice, create a voice. A leader who demonstrates by

example in terms of hiring, in terms of promotion, in terms of retention. All those things.”

Additionally, administration stated, “... maturity is a part of it, and I'm not talking about age. I'm talking about maturity of leadership. I think leaders ... I'm a believer, that leaders need to keep growing, and I will tell you I'm still growing in this area of leadership. I think as you mature as a leader, as you mature in responsibility, as you mature in what's expected of you, then you have a greater responsibility to take care of those that are under your charge, or within your scope of responsibility... understands that within an organizational structure, if your people thrive you will.”

Students suggested that leaders simply change, “Sweeping systematic and structural changes over time that are very small, because change in its most healthy form I believe occurs gradually. Dedicated to education of the student body, to prepare them for life in a profession and as a citizen. A leader of any large body of individuals should be well learned in several areas of life, fairness, and openness.”

However, the evaluated responses, did not express that current leadership demonstrates their desired outcome. Thus, illustrating that there is something lacking. Faculty, administration, and students all voiced that university leadership should do more to promote, exercise through policy, and implement the importance of diversity. Understanding this voice begins with leadership and more specifically a transformational leader who is not afraid of change, inclusivity, and understanding.

## **Research Question Two**

*How does policy within a higher education institution impact the minority student and faculty body by demonstrating a persistence to recruitment, retention, and organizational value?*

Responses collected strongly suggest that both students and faculty of color and of Caucasian decent, were not aware of specific policy nor did they feel that it was a goal or priority of the university until the recent events that occurred on the University of Missouri Columbia campus. It was also expressed that if policy inclusion was a priority leadership would involve the people, groups, and cultures directly affected. Students and faculty expressed, that policy was a quota that needed to be “hit.”

A white faculty member stated, “I feel like ... it's so hard for me to put into words. I feel like it's talked about, but it's not. I feel like it's brushed off and glazed over.”

Another faculty member of color expressed, “... I wouldn't say that the opportunities aren't there, I just think that, I feel like I have to create those opportunities for myself, and there's others who don't go through the same challenges that I have to go through to do it.”

A student of color “...institutions simply meet their quotas, for having a specific number of non-white students and faculty.”

A focus group participant suggested, “I've seen that there's a lot of diverse clubs on my college, but they're all ... They're not terribly inclusive. We have a LGBT club that use to be the Gay Straight Alliance, but now it's just called the LGBT club. Then other things like we have a club that's for Latina women. That's all really good to find your

people. There's also not a lot of inter-mixing however, it's like they want diversity but they still want it separate.”

The perspective from an administrative is slightly different. While they are aware of policy they feel more can be done. Administration often expressed business unit goals are established and some policy is in place however an overarching expectation of effective implementation for the university needs more work.

Administrator’s stated, “They have set goals and expectations for academic units, they have not reached down into other departments like our center, which is not an academic entity, that could fall under psychology, that would fall under criminology or anything like that. So, I think that there are some policies that are being set, that are in place but needs to be reevaluated.”

The data suggest a slight disconnect between leadership, faculty, and students and the value towards diversity and policy. Through the interpretation of data, it is hard to translate the question literally, as many of the participants were not aware of policy that promoted inclusivity. Therefore, the default for policy was minimal to zero impact towards diversity for faculty and the student body.

### **Research Question Three**

*What policy or procedures are currently in place at higher education institutions to promote diversity and cultural competency?*

Leadership is aware of policy but feels that more can be done. Most stated similar sentiments, “They actually developed a diversity plan, they present it to us, they talk about the number of minority students, they talk about retention, they talk about

recruitment, they talk about graduation. All those kinds of things. I think the structures and the policies are in place now, the ability to enforce that is different.”

Faculty did not articulate specific policy, rather trainings, committees and/or felt policy inclusion was not effectively administered. “I know that we have to go through trainings every year. I also know that not everybody actually pays attention to the trainings. I feel like they do ... I think MU does try to do a good job of going through the technical requirements. I don't know that it necessarily has the same follow through. I feel like there could be more that could be done.”

Another faculty member expressed, “I think there's very little there. I think it all depends on your particular unit, your particular supervisor. As a system, as a whole, I think that they are doing some work in the issues related to culture, competency, culture, diversity, particularly the University of Missouri Kansas City, I can speak for that one. The chancellor has a diversity committee, they have set measurements, outcomes and expectations...”

Students are primarily aware of events, clubs on campus, resources, and federally mandated diversity quotas (in their opinion) for the university. However, the student body participants did not mention specific diversity policy. A student states, “I believe counseling is available...” Another, “the Multicultural Office had programs and individuals that could help...tutors, academic counseling.”

Through data evaluation it appears that communication, assessment, and implementation is a factor relating to policy in the University of Missouri system. While there may be diversity policy within the higher education system, many are unaware.

Rather they are more aware of events, programs, and projects in relation to diversity, cultural competency, and policy.

#### **Research Question Four**

*What effective recruitment and retention strategies is higher education leadership exercising for minority students and faculty?*

The consensus qualitatively was, minimum to no strategies were executed for both students and faculty specific to recruitment or retention. Most of the faculty and student body were motivated to become a part of the university system for personal reasons. Responses collected through qualitative data analysis have a reoccurring voice of: Self-Motivation, Family/Friends/Tradition, Lack of Growth (retention) and cost. Only one respondent was actively recruited to their position and the subject was a white male administrator.

For example, a student responded, “Well, I actually ... I wanted to start working on my master’s degree, and so I was looking for a university position just with any kind of academic institution just to get experience in that field. And there happened to be the position I applied for with University of Missouri. And I honestly didn't think I was going to even get a call back, but I did, and it was the only interview ... I had applied for...”

Some students focused on the impact that high schools and community colleges had on their higher education career, “I was not recruited personally. I didn't have anybody who came to our high school and was like, "Yeah, come to this school or that, it was just kind of an option that was consistently there.”

Family and expenses played a vital role in the selection, “I actually wanted to move to a different University for my doctorate degree but I stayed because it was truly

the only place I knew well enough at the time, and moving with a young family, with little resources was to overwhelming.”

Relating to retention a previous faculty member expressed, “Okay, I’ll tell you the truth, at the end, I felt like there wasn’t any growth within the university for me. I love working for the university but I needed to have a moment to grow.”

Most participants were not actively recruited. The interviewee’s that left the university were not retained and felt that there was not room for growth. Consequently, of the participants that attended the university as a student, or apart of the faculty body, were motivated through recruitment by family, cost, or other personal motives.

### **Research Question Five**

*How does cultural competency impact post-secondary learning environments as it relates to persistence to recruitment, retention, and organizational value?*

The outlook for cultural competency was understanding the meaning and personal investment of diversity, inclusivity, and the belief systems of colorblindness. Responses collected through qualitative data analysis had a reoccurring subtheme of: *diversity understanding/definitions, inclusivity vs. actions, and colorblindness.*

Many felt that diversity and the lack of, had impact on cultural competency within the university system. “I think of people from different backgrounds, I think of issues related to gender, race, ethnicity, culture, religion, sexual preferences. And so, I look at diversity as just people being and presenting who they are and feeling comfortable with being and doing.”

Faculty simply stated, “cultural competency allows people of diverse backgrounds to really achieve all they can be within the culture that they work or play in.”

Students voiced, “I would define diversity as fractures in homogeneity, because a society that has a single unifying culture, regular ideas, no differences between people, that's not human. That's unrealistic and that's not diverse. Diversity comes when there is a majority and there are fractures of that, when there are differences, when there are other cultures being introduced, when there are other ideas being discussed amongst people. That's diversity, cultural competency, and inclusion.”

Inclusivity also established a meaning within the research question voiced by faculty, “I would say making efforts to ensure that everyone has an opportunity to succeed in their setting. The University mirrors my definition, however, the action towards these efforts, are lacking. I just feel like there's still a long way to go.”

Many expressed that being colorblind is not beneficial. A white, gender neutral faculty member suggested, “Admittedly because of the way I was raised I used to think that, and in recent years I've come to realize that that does more harm than it does good. When you do that, you erase the experiences of people, it denies them that they have these experiences in the first place and that there is a problem. It's like while trying to do a good thing, you're actually kind of erasing this huge problem.”

Administration voiced, “I think the statement of colorblindness is well intended, but I don't agree with it, because I don't think that's giving diversity ... I think it's almost like saying it doesn't exist to me, when you say colorblind. I think diversity does exist, and what we have to do is embrace that and encourage it to reveal itself in different ways. That's what makes us who we are. I don't want to be colorblind, and say, "well, I'm going to treat everybody the same." The mere fact that somebody would say that tells me that they probably have a way to go.”

Students also agreed with faculty and administration, “When it comes to equal rights, yes. But different cultures should be respected and celebrated.”

“I don't care if people say they are "color-blind", but I don't believe it unless that person is blind & deaf. One does notice skin color, eyes, accents, etc. whether "they" admit it or not.”

“It's naive. People look different on the outside and that's ok...”

When recognized, cultural competency has an impact to the university setting. All participants felt that culture, diversity, and inclusion has a place in education. Understanding that it adds value to learning, professional and personal growth, and business strategies. The issue that is a common thread is *action*. While many see the value, there are not many who feel that the action behind the well-intended definition is enough.

### **Research Question Six**

*How does critical race theory impact the embedded academia culture as it relates to persistence to recruitment, retention, and organizational value?*

The responses focused on the effects of stereotypes, trust, and societal issues. Most, administrators, students, and faculty have been stereotyped, lost trust and feels the pressure of society, no matter the color. The consensus is society impacts the way people think, act, and effects the outcome or final result(s). Trust is lost when stereotypes are displayed and values are lessoned.

For example, stereotypes effect trust and perception, a faculty member expressed, “I applied for a position at UMKC. Looking at my name you would think I'd be a Caucasian lady. There was another lady that was supposed to be interviewed with me, her

name was something different. It sounded like it was more ethnic than a Caucasian name. When it was time for me to have my interview at UMKC, the lady came out and asked for Katie. Instead of her standing in the general area, she walked towards the Caucasian lady thinking her name was Katie, it was not.”

A student responded, “In the realm of academics, I was always asked by people (mostly white people) during introductory sentiments, if I played sports at the institution. As to say, that I can't be there simply for academic reasons and no other reason than sports.”

Administration sheds light on societal pressures and the impact to critical race theory, “It used to be that you would have things like the march that you talked about... There was the women's march, and a week later there was right to life marches, and you see all that happen, all sides of the spectrum. What I find extraordinarily interesting about that is: then what? Nothing's really happened. That's what frustrates people. There was a day in this country where that demonstration, that outpouring of frustration or energy around an idea would move the needle, and in today's world is it does not move the needle. What it does, it actually has the opposite effect often times, and that is to cause further division....”

Critical Race Theory, for the university participants, highlighted stereotypes and societal pressure. It highlighted how one can be discourage when treated a specific way or when the majority voice is rendered but nothing is done. The opportunity lies, per the participants of the study, in actionable change.

## **Artifacts**

The University of Missouri has created a *Recruitment and Selection Guidelines and Procedures* document that is published within the Online Academic Recruitment and Selections (OARS) system (University of Missouri, 2016). The guideline is specifically for faculty and academic administration positions and for recruiting purposes. Through document analysis the researcher will highlight expectations given to hiring prospects and the direction provided in the efforts of recruiting a diverse faculty.

One of the first pages within the OARS (2016) document, more specifically page three provides the prospect with a point of view. This perspective begins the recruitment statement and strategy for the faculty of color or of a culturally different background. It establishes the tone for a diverse community. It is then quickly followed by another OARS statement relating to people of color. OARS (2016) continued by stating the relative paragraph for people of diverse backgrounds, the hiring manager, and the interviewing committee. Hiring decisions must be made without regard to race, gender, marital status, pregnancy, sexual orientation, religion, age, national origin, disability, or other prohibited factor (OARS, 2016, p. 3).

One of the purposes of policies and procedures is to create uniformity (Daune-Barnett, St. John, & Moronski-Chapman, 2013). The policy or procedure proposes that the same strategy is utilized throughout the organization (Crownsion, Mitchell, & Shipps, 2011). Often through organizational development, once a plan is established and implemented, it is a requirement to follow all aspects of the guidelines (Brown & Cooper, 2011).

While there is a recruitment strategy for the MU faculty resulting in a non-structured strategy for a diverse faculty, there is also a MU Strategic Operation Plan (MUSOP). MUSOP is a document that shapes the strategic vision output for the organization holistically. This document was created in 2013 allocated for the next five years (University of Missouri, 2016). Within the MUSOP plan (2013) a recruitment plan for faculty is noted.

This study found that participants were not aware or at the minimum could not completely articulate the artifacts that assisted with guiding the strategic direction of the University of Missouri system. The administrations understanding, “I think that there are some policies in place relative to ... you know, like we have to qualify the applicant pool through our, and when I say qualify our title 9 office has to go through and look at all of the applicants and a certain percentage of them have to represent whatever measures of diversity they put in place and that takes place and that happens, but I think that, I think we have to expand our measures of qualifications, expand our measures of ... even with regard to our students we have to expand what we deem as measures of intelligence.”

Other administrators suggest, “Policy is written intention. Policy is really just words and unless that is evident in activity, in behaviors and attitude, it's just words. So, in order for policy to have an impact, it has to be modeled. I would say, if it's not modeled, the impact is little to none. However, if it's modeled well and it's evident, then policy becomes reality. I think we have a lot of resources. I think we have a lot of policies. I don't know that we have [safe] places.”

Contrary to administrators' faculty expressed, “Well, again there aren't any real policies there but ... well I won't say that. I will say that whatever policies are there, they are not inviting to people of color and what I found is, I had to keep fighting the system

that kept saying, no you can't do that. No, you can't be a part. No, you can't have that. So, if I weren't a fighter, just kind of kept pushing saying no I want in, I want in, I wouldn't be here today and that's the system.”

The researchers' assessment is, generically implemented policy or the omission of policy, however the action, suggested at best is minimal. Data suggested that while there may be policy in place; many are unfamiliar with the documentation that exist and believe that minimal action is taken to substantiate an effective impact.

### **Reflection of Conceptual/Theoretical Framework**

This study focused on diversity disparity in relation to the student body and faculty of color in higher education, more specifically, the University of Missouri system that highlighted both the University of Missouri-Columbia and University of Missouri-Kansas City. A qualitative study focused on the University of Missouri faculty both past and present. In addition, data collection targeted students associated with the University of Missouri system and the two highlighted campuses. The central frameworks of cultural competency, critical race theory, and transformational leadership molded the findings of the study.

As previously articulated, many researchers attributed this disparity of color to universities' leadership, diversity policy, and/or articulation agreements (Christy & Williamson, 1992; Crownson, Mitchell, & Shipps, 2011; Daun-Barnett, Moronski-Chapman, & St. John, 2013). The Association of American Colleges and Universities (2015) offered an equity-minded context, arguing the national, state, and regional shift in population and demographics, that require an astute policy awareness for faculty and students of color that will close the gap of misrepresentation.

Suggestively, this study provides an individualistic stance through interviews and survey input, in addition, a perspective through facilitated focus group sessions. Common themes included a transformational (actionable) change agent leader, policy inclusivity, organizational value towards diversity. The frameworks of cultural competency, critical race theory and transformational leadership provided substance as to why diversity disparity occurs and the next steps to reconciliation.

## **Discussion**

### **Qualitative discussion**

The study revealed a perspective through the lens of the University of Missouri system, specific to the faculty and the student body, both past and present, of MU-Columbia and UMKC. Qualitatively the research suggests why diversity disparity exist. Furthermore, providing a perspective of the three frameworks within this study: cultural competency, critical race theory, and transformational leadership.

Qualitatively, interviews and a focus group disclosed the importance of cultural competency (often defined through diversity), and organizational value through leadership. More specifically, how an effective transformational leader can become a positive change agent for a community. Faculty noted, “I think diversity is becoming a thing that people talk a lot about and so it's easy to ... for everyone else to begin to really understand that diversity is good business. Because everyone that we serve, the companies, corporations, agencies, if you're serving diverse populations, people are going to come and want services from agencies that look like them. However, I believe that as they're doing that, my experiences and my own observations are, it's like tokenism.”

Another faculty member contributes, “, I came to the United States about 10 years ago, I come from a pretty diverse country in terms of different cultures, different languages, just generally different socio-economic levels of people, yeah we're different. People are just different but we don't have a big racial divide, so coming to America, my experience has been different in different places. I would describe it, you can see it verses where I came from, you really can't tell people racially because we all look the same but here you can very quickly see when you come into a university, you can see, Oh!”

With respect to each participants’ ideology on cultural competency, their outlook on leadership coincides. References were leadership should be inclusive, “An inclusive leader develops an inclusive environment. And the inclusivity is a leader ... I mean, creating an environment where everyone; their skill sets, and who they are and where they come from. What more can we do, to include people no matter where you’re from?”

Another subject shares her outlook on immersion, “I think the type of leader that would drive inclusivity is a person who has had experience, not somebody who read about it, but somebody who has made an effort. If it is part of leadership training, they should go through the different cultures, even if it's a month of immersion into a culture and learning, listening to humans at a human level. Strip yourselves with the robes of being a leader and don't go there in a suit, just be with the people. Learn why the problems exist in the first place so that you can be able to help...”

The comments outline the characteristics of inclusivity and transformation. The essence of a transformational leader is understanding the attributes of change to transformation. As stated previously, the suggested leadership framework requires

empathy, embraces and encourages differences, have the willingness to be a change agent, and the fortitude of being open to the value of others.

The basis of the critical race theory framework exposed stereotypes, not only in the form of racial inequalities but also in the form of gender, sexuality, and socioeconomic status. There were 100 participants in the survey and various levels of education, age and socioeconomic status, 82% expressed being stereotyped in some form by someone or a group of individuals. Additionally, another 82% submerged themselves in another culture. However, 18% that did not experience another culture or never been stereotyped were either a white male or female. Which reflects the dominate culture in leadership positions (United States Census Bureau, 2016). More over when evaluating recruitment for both faculty and students .85% were actively recruited to a university.

### **Artifact discussion**

The findings suggest that the efforts are minimal in recruiting a diverse faculty and student body regarding the artifacts for the university in relation to the research topic. There are two documents, OARS and MUSOP that are potentially in conflict with each other. The OARS has minimal action (but some) related to recruitment of a diverse faculty community. The MUSOP is primarily focused on research funding, scholarships, and to hire the top producing senior level faculty and no mention of diversity. To achieve diversity within a higher education setting the core organizational values and polices must align with persistence and executed expectations (Daune-Barnett, St. John, & Moronski-Chapman, 2013).

## **Student Retention**

Student retention is measured through graduation rates and is noted in the MUSOP (2013). However, there is not a policy in place to ensure appropriate execution of student retention, more specifically, as it relates to increasing diversity for the student body. In 2014, the Institutional Research and Quality Improvement (2016) system provided information related to the number of students recruited by race and in-turn it outlined the degree awarded.

For example, in 2014, the recruited MU student population reflected: 27,073 White, 2,553 African American, 1,165 Hispanic or Latino, 15 other or Native Hawaiian, Asian 798, 886 multiple race, 69 American Indian/Alaska Native, 465 not specified and 2,417 international (University of Missouri, 2016). In 2014, the bachelor's degree awarded through the student population reflected: 4,766 White, 332 African American, 149 Hispanic or Latino, 2 other or Native Hawaiian, Asian 145, 81 multiple race, 27 American Indian/Alaska Native, 99 not specified and 168 international (University of Missouri, 2016). The retention for minority students was 13.22% as compared to 17.70% of the White population.

## **Faculty Retention**

Faculty retention is stated in the MUSOP (2013) and alludes to retention being measured through salary and tenure. However, no data was found to attest to minority faculty retention. Currently the policies and procedures for retaining faculty of color is unknown. Intentionality to enhance diversity should be pursued to augment educational awareness within higher education administration, the student body, structure, and policy (Haring-Smith, 2012).

Intentionality to retain faculty of color displays organizational value. The value is formed through cultural competency, the commitment to community through the acknowledgment of the United States demographic population growth, and the commitment to organizational change (Gooden & Norman-Major, 2012; Haring-Smith, 2012). Diversity recruitment efforts are indicative to success (Haring-Smith, 2012), meaning the diminishment of frustration, discrimination, and invisibility characteristics seemingly reduce high attrition for faculty of color (Gooden & Norman-Major, 2012; Haring-Smith, 2012; Phillip, 2016). Improving retention for faculty of color provides a cyclical for the student of color matriculation, addressed within this study (Gooden & Norman-Major, 2012; Haring-Smith, 2012; Phillip, 2016).

### **Summary**

Qualitative research analysis allowed the principal researcher to obtain information that divulges rationale on the dichotomy of disparity. This rationale allowed for reoccurring themes within the findings: *transformational leadership that includes attributes of an actionable change agent, a focus on inclusive policy, and a higher education institution that should value diversity*. While these were the themes, there was also an outlier that voiced the importance of *trust*.

The subjects questioned how one would continue to trust the education system. Some participants suggested, “oh I don't trust it. I don't trust it to be fair at grabbing people who are non-white and really helping them to be a part of experiencing all that the university must offer. I think that if, left up to where it is, there would basically be very little outreach to minorities or poor people even... It's kind of sad. Anyway, that's what I believe.”

Subjects of Caucasian decent expressed themselves differently, for example, “I mean I do trust the atmosphere, but I feel like for me, I realize that I have a lot of privilege, and people don't, and it's really hard for me to think about ... I don't know that that's necessarily everyone's experience. I haven't run into any problems, but I mean I'm a white woman so there might not have been many things for me to run into in the first place, I don't necessarily have the same issues that other people would have. I don't have to worry about trust, other than being a woman.”

Information obtained through the University of Missouri-Columbia and University of Missouri-Kansas City provided an insight on how many view diversity disparity and trust. The research questions revealed the importance and role of leadership, policy, and organizational value. While it is important to identify the key factors it is equally important to have actionable change that effectively impacts recruitment, retention, and value.

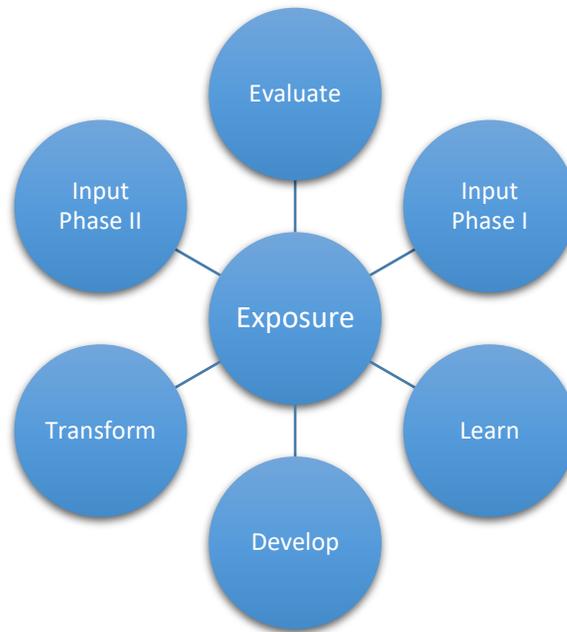
### **Recommendation**

Research evaluation revealed transformational leaders should embrace and encourage differences and show empathy. Furthermore, a leader should be willing to be an actionable open-minded change agent. The data also supported the notion of actionable policy, inclusivity, and trust within the higher education system. The recommendations will provision the concerns derived from the data analysis; suggesting resolutions that involve leadership, faculty, the student body, and policy.

#### **Recommendation One**

Through data outcomes addressing diversity disparity requires that of a transformational leader. All recommendations will involve a process cycle (figure 1)

created by the researcher for the purpose of the study to encourage actionable advancement. This process flow was created through the findings of this research initiative. Exposure, begins the process cycle allowing all involved parties to experience someone and/or something. The exposure involves human subjects (student body, faculty, and leadership). Once exposed the human subjects evaluate the process to better understand, analyze, and gauge the exposure. Within the study, inclusiveness was consistently mentioned; inclusivity determined the *input phase I* portion of the cycle. Initial input would identify preliminary findings and understandings. Next, learning is the process of digestion. Allowing all human subjects to learn from the initial exposure, evaluation, and input. Development is the fifth phase that requires an action plan of key learnings. Furthermore, the transformation phase implements actionable change. The final phase of the cyclical process is input phase II. Input II involves reevaluation and communication, which is key within any program, process, or study.



*Figure 1.* Process cycle. Focused on the development of leadership, student body, and faculty.

## **Recommendation Two**

### **Option One**

The researcher suggests all policy related to recruitment is reviewed. Leadership must first understand the current policy implemented by the University of Missouri system. Once policy is reviewed, leadership must understand why policy implementation occurred. A four-year policy frequency of review is recommended. During this process, feedback should be obtained to include diverse representation from all layers of the university. This would ensure trust and inclusivity is established through cohesive association. Process implementation should be delivered through the diverse decision policy panel.

## **Option Two**

This option involves recruitment and retention for faculty and the student body. It is suggested that intentionality is utilized in the recruitment strategy that will provoke natural retention transition.

### **Student Body Recruitment:**

- University of Missouri to establish a feeder high school relationship in both rural AND urban areas. Current feeder schools are primarily in rural areas.
- Include middle schools within the higher education feeder school cycle, this provides students with more college preparation.
- Ensure feeder middle and high schools provide college preparatory classes, counseling, and mentoring opportunities.
- Ensure the partner feeder school(s) have relationships with community colleges, to include articulation agreements with the University of Missouri system.
- Create a tracking database that ensures and measures the matriculation status and success of all involved students.
- Establish an intervention program with resources for preventative measures or crisis adherence for the students or family participation.

This plan builds a foundation for students and prepares them for a college career allowing more success for retention due to the attributed preliminary work invested in the student at the middle to high school level.

### **Faculty Recruitment/Internship Program:**

Establish a standardized practice for recruitment efforts that suggests the incorporation of partnerships with diverse companies/organizations that allows for a

larger reach of potential prospects. After a diverse standardized recruitment outreach program is established, then the onboarding process should be evaluated for retention growth purposes. Consistent feedback within the study often realized that the subjects of color felt that there was no room for growth.

- During the onboarding process allow the employee to explore their career path.
- Establish career expectations, measurable outcomes, and accountability path.
- Once expectations are established and met the employee has the option to explore an internship, allowing the faculty member to better understand the opportunity for career growth.
- This internship would be a one year appointment. Exposing the employee to various business units, networking opportunities with leadership, and the potential to transition and grow into a different career opportunity.

This plan has the potential to address stagnation of faculty and regaining trust in the system through better understanding the business. This also provides natural progression of organization value, recruitment, and outreach. Allowing the faculty member to interact and get to know human subjects that may not have been encountered due to the existing business cultural environment.

### **Recommendation Three**

The third recommendation includes modifying the onboarding process for students and faculty.

#### **Option One**

Student onboarding would align with orientation. The initial orientation will include diversity and inclusion. Through the lens of understanding, students will

recognize resources related to diversity. Resources would include assistive technology, multicultural centers, LGBTQ community, faith base community and other resources that embrace differences. Utilizing a system that is currently underutilized.

Faculty onboarding would require engaging within community activity and on campus resources that involves cultural competency. This incorporation is suggested to coincide with job responsibility. Furthermore, this would require familiarity of diversity and inclusion policy and continued adult learning opportunities within higher education.

### **Limitations to Study**

While the study obtained a substantial number of participants and respondents it lacked a more diverse perspective from Native Americans, Asians, and Hispanics. Giving a voice to a demographic that is not often heard is essential.

Furthermore, the researcher, being a person of color potentially interpreted the data from personal experiences of discourse and ideology. Being a part of an historically marginalized group created a lens of better understanding perspectives for participants of color. This understanding allowed for a more fluid dialogue with people of color. Conversely, the dialogue of participants that were not of the same racial background may not have been as fluid and open to the principal investigator.

### **Summary**

The provided recommendations incorporate the outcomes of the data collection. The frameworks coincide with the presented data, recommendations, and the understanding of diversity disparity. While there are limitations to the study of the research, the sample size provides a strong foundation to an understanding not otherwise obtained.

**SECTION FIVE:**  
**CONTRIBUTION TO SCHOLARSHIP**

Department of Educational Leadership and Policy Analysis  
University of Missouri  
Columbia, Missouri

March 2017

Debbie Allen, Editor  
Journal of Extension

Dear Ms. Allen,

Enclosed is a manuscript entitled: *Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation*. This article is being submitted for exclusive consideration for publication within the *Journal of Extension*. The significance of this paper provides a perspective on diversity disparity within a higher education setting relating to a land-grant university. In addition, the impacts surround leadership, faculty, the student body, and organizational value in a higher education setting. As such, this should be of interest to your readership, it suggests leadership, policy, and framework recommendations that tailor to emerging and contemporary issues affecting your base of professionals and adult educators. Further, this body of work is a qualitative study including participants that responded in the form of a focus group, individual interviews, or an open-ended online survey research design.

Please consider this submission as it aligns with the journal sections, article category and requirements.

Enclosed: The principal investigator included CV information.

Regards,

Shatomi Luster, Ed. D.  
Extension Specialist  
University of Missouri Extension

**Title**  
**Minorities in Higher Education: Their Status and Disparities in Student and  
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**Abstract**

This manuscript is a qualitative design which studied diversity disparity in high education that relates to faculty and the student body. The setting dwells within the University of Missouri system, more specifically, this study concentrates on two campuses; the University of Missouri-Columbia and University of Missouri-Kansas City. The principle investigator identified the attributes of an effective change agent leader, policy and the impact it has on culture and organizational settings, and understanding the importance of organizational value in relation to diversity and gender identification. The conceptual frameworks that guided this study were cultural competency, critical race theory, and transformational leadership (Cross, 1989; Gooden & Norman-Major; Northouse, 2013). The reoccurring research themes were: policy, leadership, and core organizational values. The conclusions suggested from this inquiry are transformational leaders should embrace and encourage differences and show empathy. Furthermore, a leader includes attributes of an actionable change agent. The data also supported the notion of inclusive policy and trust within the higher education system that creates organizational value.

*Keywords:* Diversity, leadership, culture competency, higher education, and race.

## **Introduction**

The focus of this research is concentrated on diversity relating to the student and faculty populations within the University of Missouri higher education system, more specifically, the University of Missouri-Columbia and University of Missouri-Kansas City. Furthermore, the study begins from a historical perspective in the context of the nation's demographic change, illustrated through present day disproportionality of diversity and the associated plight that has impacted American history (Phillips, 2016). Falherty (2015) believes the present-day disparity for people of color cultivates a fragmented culture that lacks diversity for post-secondary educational institutions. While universities are conduits for student academics, self and professional development, general life skills, the distribution of degrees, and workforce transitions; most institutions lack diversity, which does not emulate the population of most communities (Crowson, Mitchell, & Shipps, 2011). This shift to majority minority will be explored from a national, state, and county lens, more specifically the state of Missouri and the county of Jackson, illustrating over the past few years the increase in racial population throughout the United States and Missouri.

The United States of America has 321,418,820 citizens, from this foundation populace: The White population total is 247,784,609 (77% of the total United States population), the Hispanic (ethnicity) Latino/a race population is 56,592,793 (18% of the total United States population), African American population is 42,632,530 (13% of the total United States population), American Indian and Alaska Native is 4,010,885 (1.24% of the total United States population), Asian is 17,982,195 (6% of the total United States population), Native Hawaiian and Other Pacific Islander is 760,190 (.24% of the total

United States population), and a race of two or more is 8,248,411(3% of total United States population) (United States Census Bureau, 2016). Narrative from the United States Census Bureau (2016), indicated that Asian and Latino American populations have both grown by 43%. African American populations have increased by 12.3%, while White American populations have increased by 5.3%.

Arguably, there are a disproportionate number of students and faculty that are not included within the framework of higher education institutions. Many researchers attributed this disparity of color and gender identity to universities' leadership, diversity policy, and/or articulation agreements (Christy & Williamson, 1992; Crownson, Mitchell, & Shipp, 2011; Daun-Barnett, Moronski-Chapman, & St. John, 2013). The Association of American Colleges and Universities (2015) offered an equity-minded context, arguing the national, state, and regional shift in population and demographics may require an astute policy awareness for faculty and students of color that will close the gap of misrepresentation.

### **Conceptual/Theoretical Framework(s)**

Three conceptual frameworks were represented within this research study: cultural competency, critical race theory, and transformational leadership. The tenets justify the usage for each theory. This summary will focus on the framework, comparable theories, and the associated tenets.

The data and all three conceptual frameworks aligned with the proposed purpose of this research study. The provided demographic data for the populace highlighted the core problem of the shifting population related to minority majority and gives value to diversity reasoning. Further, cultural competency empowers others through cultural

learning, while CRT tells the story for people of color. Lastly, transformational leadership is the style required to implement change. For the offered frameworks, these concepts solidify the principles of this study.

### **Scholarly Review for the Study**

The researcher focused on a study that is examining the general population of people of color to begin the exploration of issues impacting the recruitment and retention of diversity related to students and faculty within the higher education setting. Further, certain research pertained to the organizational values of the institution and the impact of policy analysis (Brown-Glade, 2009; Phillips, 2016) predicated on those values. As the research commenced, this emphasis compelled further analysis of three conceptual frameworks that resonated throughout the exploration of study: cultural competence, critical race theory (CRT), and transformational leadership.

Cultural competency revealed the importance of not only understanding and analyzing culture but the validity of cultural submersion (Gooden & Norman-Major, 2012) in a higher education setting. Cultural competence submersion implies diversity integration that incorporates thought, communication, and action (Gooden & Norman-Major). Next, CRT proved to be invaluable through the acknowledgement of racial disparity (Phillips, 2016). More importantly, CRT allowed a voice for the minority and articulates the chronicle (Delgado & Stefancic, 2012) of their experiences. Many underrepresented groups (people of color), extract that “their” history, current situation, and/or future are being: dismissed, personal gain is obtained by a privileged group or person, the narrative is untold, or the regurgitated narrative by a privileged group reveals the truth was omitted (Brown-Glade, 2009; Delgado & Stefancic; Phillips). Finally,

examining the higher education leaders' behavior through transformational leadership theory proved to be useful in the researchers' analysis (Northouse, 2013).

### **Methods**

In this study the following research questions guided the analysis to better understand the effects of diversity in a post-secondary environment.

1. How does the use of transformational leadership by higher education administration enhance the development of an inclusive learning environment?
2. How does policy within a higher education institution impact the minority student and faculty body by demonstrating a persistence to recruitment, retention, and organizational value?
3. What policy or procedures are currently in place at higher education institutions to promote diversity and cultural competency?
4. What effective recruitment and retention strategies is higher education leadership exercising for minority students and faculty?
5. How does cultural competency impact post-secondary learning environments as it relates to persistence to recruitment, retention, and organizational value?
6. How does critical race theory impact the embedded academia culture as it relates to persistence to recruitment, retention, and organizational value?

### **Qualitative Analysis**

Guided through the critical inquiry lens (Creswell, 2009) this design will be implemented using faculty interviews (see Appendix A), a student focus group (see Appendix B), student open-ended online survey, and document reviews (see Appendix C) allowing triangulation to enhance the strength of this study (Creswell, 2009). Creswell,

explained triangulation as data validation through the collection of evidence; it provides a perspective from various individuals, cases studies, and methods of data collection. The intent of this qualitative research is to establish the perspective of those directly affected by procedures, policy, and diversity in a higher education setting.

Recording and transcribing outlined the qualitative analysis of this study. Interpretation of the data was through recording and transcribing, allowing for reoccurring themes, word repetition and non-bias results. Diversity disparity in higher education allowed participants to formulate an opinion resulting in common response threads. Cross-sectional stratification allowed for the researcher to effectively analyze the research. The instrument utilized demonstrated validity, reliability, and effective multistage. The reoccurring themes involved leadership being a change agent, policy inclusivity, and the value of diversity in organizations.

### **Participants**

The participants of this study and the data collected were generated from the University of Missouri-Columbia and the University of Missouri-Kansas City. In addition, the general population is defined as a graduated or currently enrolled student body. Faculty included both past and present employment. For this research distribution, all appropriate stakeholders were debriefed regarding the tenets of study. Total participation included: 15 individual interviews, 5 participants within a focus group, and 100 survey participants.

### **Results**

Through qualitative research it allowed the principal researcher to obtain information that divulges some rationale on disparity. There was significant learning

regarding trust in leadership, the educational system, and progress for diversity. The question was asked, “How do you or do you trust the educational system?” The general response from faculty interviews of color explained the ruminations, “Oh I don't trust it. I don't trust it to be fair at grabbing people who are non-white and really helping them to be a part of experiencing all that the University has to offer. I think that if left up to where it is, there would basically be very little outreach to minorities or poor people even... It's kind of sad. Anyway, that's what I believe.”

Consequently, those of a non-color status generated the following response, “I mean I do trust the atmosphere, but I feel like for me, I realize that I have a lot of privilege, and people don't, and it's really hard for me to think about ... I don't know that that's necessarily everyone's experience. I haven't run into any problems, but I mean I'm a white woman so there might not have been many things for me to run into in the first place, I don't necessarily have the same issues that other people would have. I don't have to worry about trust, other than being a woman.” The consensus of the student body was “I think that there's a lot of people that don't believe in the process.”

## **Discussion**

### **Qualitative Discussion**

This research revealed a perspective through the lens of University of Missouri faculty and the student body, both past and present. Qualitatively the research suggests why diversity disparity exist. Furthermore, providing a perspective of the three frameworks within this study: cultural competency, critical race theory, and transformational leadership.

Qualitatively, interviews and a focus group disclosed the importance of cultural competency (often defined through diversity), and organizational value through

leadership. More specifically, how an effective transformational leader can become a positive change for a community. Faculty noted, “I think diversity is becoming a thing that people talk a lot about and so it's easy to ... For everyone else to begin to really understand that diversity is good business. However, I believe that as they're doing that, my experiences and my own observations are, it's like tokenism.”

Understanding diversity through an international lens also warranted a perspective. “I came to the United States about 10 years ago, I come from a pretty diverse country in terms of different cultures, different languages, just generally different socio-economic levels of people, yeah we're different. People are just different but we don't have a big racial divide, so coming to America, my experience has been different in different places. I would describe it...you can see it, verses where I came from, you really can't tell people racially because we all look the same but here you can very quickly see when you come into a university, you can see, Oh!”

With respect to the various segmented quotes of ideology on cultural competency and critical race theory, their outlook coincides. This perspective provides similar experiences of persons of color that are from two different cultures (international and American).

The basis of critical race theory framework exposed stereotypes, not only in the form of racial inequalities but also in the form of gender, sexuality, and socioeconomic status. CRT was largely expressed through the participants of the survey. Of the respondents that outlined various levels of education, gender and race, 82% of the participants expressed being stereotyped in some form by someone or a group of individuals. Notably, however, 18% that did not experience another culture or never

been stereotyped were either white males or white females. Interestingly, white males and females reflect the dominate culture in leadership positions (United States Census Bureau, 2016). More over when evaluating recruitment for both faculty and students, .85% were actively recruited to the university. The data set demonstrates and explains who is constantly being effected by diversity disparity.

The research also focused on leadership, one quote references that leadership should create this ideal of inclusivity, “An inclusive leader develops an inclusive environment. And the inclusivity is a leader ... I mean, that environment is one where everyone, their skill sets, and who they are and where they come from, finding ways to say, hey, here's where we are. What can we do more of, to include people no matter where you're from?” Participants of the study outlined the characteristics of inclusivity and transformation. The essence of a transformational leader is understanding the attributes of change to transformation. As stated previously, the suggested leadership framework requires empathy, embraces, and encourages differences, creates a change agent mentality, and has the fortitude of being open to the value of others.

### **Conclusion**

Research evaluation revealed transformational leaders should embrace and encourage differences and show empathy. Furthermore, a leader should be willing to be an open-minded change agent. The data also supported the notion of actionable policy, inclusivity, and trust within the higher education system to create organizational value.

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**SECTION SIX:**  
**SCHOLARLY PRACTITIONER REFLECTION**

## **Introductions**

The dissertation process has engaged and enhanced three domains of learning and knowledge specific to my educational journey. This journey has impacted me as a leader within the community and my professional career. Bloom's (1956) taxonomy diagrams highlight the three domains of my personal impact as cognitive, affective, and psychomotor.

Cognitive is the development of intellectual skills. This domain began with my academic work which developed my personal growth and my dissertation topic. It required me to create a meaningful document that personally challenged me, the status quo, scholars, and participants of the study. This challenge and academic development required a change in basic assumptions that soon invoked the question, how can I affect effective change through my academic intellect.

Affective, is defined as approach. Since my dissertation topic is one of a sensitive nature it required me to consider the emotions, feelings, and attitudes of all that were involved. This motivation changed my continued appreciation and learning for others personal opinions, perspectives, and experiences. It allowed me to demonstrate sensitivity and become more forward thinking.

Psychomotor is physical movement and coordination. This domain specifically sums up the data collection process. Allowing my actions i.e. physical movement to meet people from a physical and mental stance. Furthermore, this coordination, invoked interviews, strategic questioning, a focus group, surveys, and opinions. This movement and coordination allowed a view from a different lens.

The dissertation process further molded my leadership ability. Enhancing my cognitive, affective, and psychomotor domains and dimensions. Allowing me to become a better leader that is armed with more knowledge and heighten awareness.

### **Influence as an Educational Leader**

Leadership has been studied from both a qualitative and quantitative perspective; initially establishing a simplistic foundation and definition to readers and scholars alike. However, through continued research methods it was found that leadership is more complex and sophisticated than scholars originally believed (Northouse, 2013). Northouse (2013) stated, “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 5), in turn leadership development is activity that molds a potential leader.

Enhancing my understanding as a leader, through this process and program, prepared me with the skill and knowledge of influence and connectivity for people and organizational value. Conducting this study required empathy, balance, perspective, and self-awareness. Diversity disparity is a stimulating matter however starting dialog built and builds appeal and consideration. This dissertation has molded and required a personal change in basic assumptions through my leadership and policy approach.

Leadership influence also involves policy. This program and dissertation process has taught me the importance of policy and the influence of policy. I have learned that policy is more than documentation. It develops an organization, arouses conversation, affects people and is a platform that hinders or catapults change.

Bardach (2012) provided the path to policy, “the analytic work in problem solving generally proceeds in a certain direction, from defining the problem at the beginning all

the way to making a decision and explaining it at the end” (p.1). Policy is the backbone of change and is needed to help and move policymakers and policy itself forward. Witnessing firsthand how policy affects communities, makes me, a leader, want to implement change that sincerely makes a difference. This is one of the differences between a leader and a manager. A leader influences change or policy and a manager administers the policy change.

### **Influence as a Scholar**

Strengths Quest started the program, reiterating the power of scholars and individuals. To become the best leader, scholar, and individual one must first realize their strengths. This program and process allowed reflection and growth in me as a scholar.

As an African American woman, I have struggled with acceptance, identity, and judgement. My defense mechanism was strength, deflecting from what could be considered hurt, pain, and weakness. Within my dissertation process a couple of things were realized:

1. No matter the color and/or gender, many experience the same emotions.

However a scholar and leader realizes that this builds character and develops the human spirit.

2. Diversity disparity does exist however it is evoked by a select few, and change will occur if we as a people are forthcoming, open, honest, and willing to put forth an effort of change.

My personal struggles have at times hindered my leadership abilities and growth. The dissertation process forced me to understand a perspective outside of my own and

required me to get out of my own way and become a scholar and a champion for the greater good.

### **Conclusion**

The Educational Leadership and Policy program with the University of Missouri has allowed me to understand the importance of putting theory to practice. It has allowed me to recognize my potential as an individual, a scholar, and as a leader within the community that I serve. Adopting the leadership strategies and the understanding of frameworks, outlined in this paper has enhanced my abilities. These aspects have molded my theoretical aspects of various industries, higher education and the influence towards government agencies that contribute to policy and regulatory decisions.

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## APPENDIXES

### Appendix A: Interview Protocol

Interviewer: Researcher

Interviewee: Participant

Setting: University of Missouri System; Kansas City and Columbia, Missouri

Welcome: Introduction and describe reason for the interview.

Confidentiality: Explain that no names will be included in the research. The interview will be audio recorded for later transcription.

Possible Prompts: Can you give me details about that? How do you feel about that? How might that change? What does that look like within the University of Missouri system?

<b>Questioning Route</b>	<b>Interview Questions</b>	<b>Research Questions</b>
Opening	1. Tell me your title and relation to the University of Missouri system.	
Introductory	2. Why did you choose the University of Missouri system for your profession or study?	Q1, Q2, Q3, Q4
	3. What is your job responsibility with the University? What do you do?	Q5, Q6
	4. How do you feel about diversity in American, state, and county in which you live?	Q1, Q5, Q6
Transition	5. What is your general outlook towards diversity?	Q1, Q3, Q4, Q5, Q6
	6. Tell me about a time you submerged yourself within another culture?	Q1, Q2, Q4

	<p>7. Some people believe individuals should be color-blind. How does this statement make you feel when relating this to a university setting?</p> <p>8. Tell me about a time you have been stereotyped?</p>	<p>Q1, Q3, Q4, Q5, Q6</p> <p>Q1, Q3, Q4, Q5, Q6</p>
Key Questions	<p>University Emphasis</p> <p>9. Do you feel diversity is represented well in your current work environment? Why?</p> <p>10. What procedures (to your knowledge) are in place to ensure everyone achieves success?</p> <p>11. What actions exist to support students and faculty who are not being successful? Do you see disparity in historically marginalized groups?</p> <p>12. Is there a support system for students/faculty of color?</p> <p>Collective Efficacy</p> <p>13. How do you define inclusivity?</p> <p>14. Does your definition of inclusivity align with the Universities definition or actions?</p> <p>15. In your opinion, what type of leader develops an inclusive environment?</p> <p>Faculty Trust</p>	<p>Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Q1, Q2, Q3, Q4, Q5</p> <p>Q1, Q2, Q3, Q4, Q5</p> <p>Q2, Q3, Q4, Q5, Q6</p> <p>Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Q2, Q1, Q3</p> <p>Q2, Q3, Q4, Q5, Q6</p> <p>Q1, Q2, Q3, Q4, Q5, Q6</p>

	<p>16. Is there a support system for students/faculty of color?</p> <p>17. Can you talk about policy, what type of impact do you feel it has for a person of color?</p> <p>18. Does faculty feel included within the mission of the university?</p> <p>19. Thinking about inclusivity, how do you trust the educational atmosphere?</p>	<p>Q2, Q3, Q4</p> <p>Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Q1, Q2, Q3, Q4, Q5, Q6</p>
Ending	<p>20. What advice would you give the university to improve diversity/inclusivity within the [academic emphasis, collective efficacy, faculty trust] organization?</p> <p>21. How do you believe change should occur to increase diversity inclusion awareness?</p> <p>22. Is there anything I didn't ask you that you would like to share?</p>	<p>Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Q1, Q2, Q3, Q4, Q5, Q6</p>

## Appendix B: Focus Group Protocol

Moderator: Researcher

Participants: University Students

Setting: University of Missouri system, specific to the University of Missouri-Columbia and University of Missouri Kansas City.

The researcher will act as the facilitator of each focus group. As participants arrive the facilitator will greet each subject and offer refreshments and seating.

**Bold text = Moderator** *Italicized text = field notes, observations*

Welcome: **Welcome, thank you for taking the time this afternoon to join our discussion. I will be moderating our discussion.**

Topic Overview: **I am currently researching a case study of the persistence to recruitment, retention, and organizational value as it relates diversity towards the faculty and the student body of the University of Missouri system i.e. University of Missouri-Columbia and University of Missouri-Kansas City.**

Ground Rules: **There is no right or wrong answer. I expect that you will have different points of view, so feel free to share varying opinions even if it differs from what others have described. We are recording the session in order to ensure accuracy. No names will be used in the report; all comments are confidential. I'm here to ask questions, listen, and make sure everyone has a chance to share.**

Questioning Route	Focus Group Questions	Research Questions
Opening	1. Tell me your relation to the higher education institution(s) that you attended? 2. Tell me your relation to the University of Missouri system. Participant #1-30	
Introductory	3. Why did you choose your current or past higher education institution? 4. What determined your school career? 5. How do you define diversity? 6. How do you define inclusiveness? 7. What is your general outlook towards diversity? 8. How do you feel about diversity at the University you attend or attended? How do you feel diversity effects recruitment, retention, and graduation?	Q4, Q5, Q6  Q1, Q2, Q3, Q4, Q5, Q6       Q1, Q2, Q4, Q5, Q6
Transition	9. What would a visitor to your university or the university you attended see, hear, feel, upon entering the educational climate? 10. Tell me about a time you submerged yourself within another culture? 11. Some people believe individuals should be color-blind. How does this statement make you feel? 12. Tell me about a time you have been stereotyped?	Q1, Q2, Q3, Q4, Q5, Q6  Q1, Q3, Q4, Q5, Q6  Q1, Q2, Q4  Q1, Q3, Q4, Q5, Q6
Key Questions	<b>Collective Efficacy</b> 13. How do or did professors ensure your academic success?	Q2, Q3, Q4

	<p>14. Can you describe the confidence level that the professors at the university have/had in meeting the needs of all students?</p> <p><b>Academic Emphasis</b></p> <p>15. How do/did you achieve your academic goals?</p> <p>16. How does or did diversity play a role in your academic achievement?</p> <p>17. Do or did you feel included within the mission, vision, and value of the university?</p> <p>18. Why did or do you choose to stay with the university you graduated from or intend to graduate from?</p> <p>19. What actions exist to support students and faculty who are not being successful? Do you see disparity in historically marginalized groups?</p> <p><b>Faculty Trust</b></p> <p>20. Share your reaction to the statement: I always feel/felt valued. I never feel alone.</p> <p>21. What policies, procedures, or events are you aware of that promotes diversity recruitment, retention, and graduation?</p> <p>22. What level of commitment does faculty have towards their students of color?</p> <p>23. What type of leader should oversee a University? How does your current leadership compare?</p>	<p>Q2, Q3, Q4, Q5, Q6</p> <p>Q1, Q2, Q3, Q4</p> <p>Q1, Q2, Q3, Q4</p> <p>Q2</p> <p>Q1, Q2, Q5, Q6</p> <p>Q3</p> <p>Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Q1</p>
Ending	<p>24. What advice would you give the university and leadership to improve race relations of the organization?</p>	<p>Q1, Q2, Q3, Q4, Q5, Q6</p>

	<p>25. How do you believe change should occur to increase diversity inclusion an awareness?</p> <p>26. Is there anything I didn't ask you that you would like to share?</p>	<p>Q1, Q2, Q3, Q4, Q5, Q6</p>
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## **Appendix D: Informed Consent from Leader Participant**

### **Title of study:**

A Case Study: Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation within University Systems

### **Principal investigators:**

Shatomi Luster

### **Institute:**

University of Missouri

### **Introduction:**

This is a research study. You are invited to participate in a interview to better the understanding of how diversity is perceived within a higher education environment.

### **Purpose of this research study:**

The purpose of this study is to understand the perception of value towards diversity within higher education. This study will add to research initiatives taking place in post-secondary education providing an understanding through stakeholder perceptions. Second, this study will aid in the gain of knowledge and insight to help generate further discussions about inclusion and its impact. This study will help schools at all levels by providing case study knowledge that will be beneficial to educators as they begin to research and implement the impacts of diversity.

### **Procedures:**

In this study, questions will be posed to each participant regarding perception and value specific to their higher education experience. This will take about hour of your time.

Targeted participants will resonate from a University of Missouri system.

The interviews will be recorded for ease of transcription for the researcher's purpose only.

Subjects will be recruited by the investigator utilizing a snowball sample technique. The subjects will be contacted via telephone or email utilizing the investigators recruitment script. Consent to this study will be provided by the subjects through their voluntary willingness to participate within this study off campus utilizing the snowball technique

through the investigators initial contact via telephone or email. Participants will be involved within the snowball sample and technique study.

Questions related to this study are outlined in the survey protocol. Questions can and will be provided to the subjects prior to the investigation. This will help the subjects understand the basis of the investigation.

**Possible risks or benefits:**

There is no risk involved in this study except your time. However, the results of the study may help to understand the principles of qualitative research.

**Right of refusal to participate and withdrawal:**

You are free to choose to participate in the study. You may also withdraw any time from the study. You may also refuse to answer some or all the questions if you don't feel comfortable with those questions.

**Confidentiality:**

The information provided by you will remain confidential. Nobody except the principal investigator(s) will have access to the provided data. Your name and identity will also not be disclosed at any time.

**Available Sources of Information:**

You may review the data collected from your survey and follow up questions to correct any errors and interpretation of findings. You can receive a copy of the results if you so choose. You may ask any questions or voice concerns relative to the study by contacting Shatomi Luster at [lusters@me.com](mailto:lusters@me.com) or by calling Shatomi Luster at (913) 735-6713. You are also welcome to contact the University of Missouri's Campus Institutional Review Board (IRB) by visiting their website [umcresearchcirb@missouri.edu](mailto:umcresearchcirb@missouri.edu) or calling (573) 882-9585 or my dissertation advisor Dr. Barbara Martin ([bmartin@ucmo.edu](mailto:bmartin@ucmo.edu)). Thank you for taking time to participate in this study. You are voluntarily deciding whether or not to participate in this research study. A copy of the consent form will be provided for you.

I, \_\_\_\_\_, agree to participate in the study *Minorities in Higher Education: Their Status and Disparities in Student and*

*Faculty Representation* within University of Missouri System conducted by Shatomi Luster, doctoral candidate at the University of Missouri-Columbia.

I understand the following:

- My participation is voluntary, and may be withdrawn at any point before culmination of the study.
- My responses will be used for dissertation research and for potential future journal publications.
- My identity will be kept confidential in all phases of the research.

An interview will occur in-person at a mutually agreed upon time, lasting approximately one hour in length. Please keep the consent letter and a copy of the consent form for your records. If you choose to participate in this study, please complete the attached **signed consent form**, seal it in the enclosed envelope, and return to Shatomi Luster as soon as possible. *Please be sure and include contact information so interview plans can be made and communicated to you.*

I have read the material above, and any questions that I have posed have been answered to my satisfaction. I voluntarily agree to participate in this study.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Information:**

Phone \_\_\_\_\_ (circle one) WORK HOME CELL

Best time for

contact: \_\_\_\_\_

E-mail: \_\_\_\_\_

Please return to: Shatomi Luster, 4442 West 159<sup>th</sup> Terrace, Overland Park, Kansas, 66085

Cell Phone: 913.558.5581      Email: lusters@me.com

## **Appendix E: Survey Informed Consent**

### **Title of study:**

A Case Study: Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation within University of Missouri System

### **Principal investigators:**

Shatomi Luster

### **Institute:**

University of Missouri

### **Introduction:**

This is a research study. You are invited to participate in a survey to better the understanding of how diversity is perceived within a higher education environment.

### **Purpose of this research study:**

The purpose of this study is to understand the perception of value towards diversity within higher education. This study will add to research initiatives taking place in post-secondary education providing an understanding through stakeholder perceptions. Second, this study will aid in the gain of knowledge and insight to help generate further discussions about inclusion and its impact. This study will help schools at all levels by providing case study knowledge that will be beneficial to educators as they begin to research and implement the impacts of diversity.

### **Procedures:**

In this study, questions will be posed to each participant via an online survey regarding perception and value specific to their higher education experience. This will take about hour of your time.

Survey: Participants will be asked to spend about 15-30 minutes of your time with the anonymous online survey discussing his or her perceptions of diversity and higher education. Targeted participants will resonate from a University of Missouri system.

These survey's will be recorded for ease of transcription for the researcher's purpose only.

Subjects will be recruited by the investigator utilizing a snowball sample technique. The subjects will be contacted via telephone or email utilizing the investigators recruitment script. Consent to this study will be provided by the subjects through their voluntary

willingness to participate within this study off campus utilizing the snowball technique through the investigators initial contact via telephone or email. Participants will be involved within the snowball sample and technique study.

Questions related to this study are outlined in the survey protocol. Questions can and will be provide to the subjects prior to the investigation. This will help the subjects understand the basis of the investigation.

**Possible risks or benefits:**

There is no risk involved in this study except your time. However, the results of the study may help to understand the principles of qualitative research.

**Right of refusal to participate and withdrawal:**

You are free to choose to participate in the study. You may also withdraw any time from the study. You may also refuse to answer some or all the questions if you don't feel comfortable with those questions.

**Anonymous:**

The information provided by you will remain anonymous. Nobody except the principal investigator(s) will have access to the provided data. Your name and identity will also not be disclosed at any time.

**Available Sources of Information:**

You may review the data collected from your survey and follow up questions to correct any errors and interpretation of findings. You can receive a copy of the results if you so choose. You may ask any questions or voice concerns relative to the study by contacting Shatomi Luster at [lusters@me.com](mailto:lusters@me.com) or by calling Shatomi Luster at (913) 735-6713. You are also welcome to contact the University of Missouri's Campus Institutional Review Board (IRB) by visiting their website [umcresearchcibr@missouri.edu](mailto:umcresearchcibr@missouri.edu) or calling (573) 882-9585 or my dissertation advisor Dr. Barbara Martin ([bmartin@ucmo.edu](mailto:bmartin@ucmo.edu)). Thank you for taking time to participate in this study. You are voluntarily deciding whether to participate in this research study. A copy of the consent form will be provided for you.

I agree to participate in the study, *Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation* within the University of Missouri Systems conducted by Shatomi Luster, doctoral candidate at the University of Missouri-Columbia.

I understand the following:

- My participation is voluntary, and may be withdrawn at any point before culmination of the study.
- My responses will be used for dissertation research and for potential future journal publications.
- My identity will be kept anonymous in all phases of the research.

I have read the material above, and any questions that I have posed have been answered to my satisfaction. I voluntarily agree to participate in this study.

## **Appendix F: Survey Recruitment Script**

Hello, my name Shatomi Luster. I am a doctoral candidate at University of Missouri in the Educational Leadership and Policy Analysis department. I am conducting research on Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation within University of Missouri system. I am inviting you to participate because you have attended and/or been involved in the University of Missouri system.

Participation in this research includes participating in an anonymous online survey about your attitudes toward diversity in higher education, which will take approximately 20 minutes.

If you have any questions or would like to participate in the research, please call 913.558.5581 or email: [lusters@me.com](mailto:lusters@me.com).

## **Appendix G: Recruitment Script**

Hello, my name Shatomi Luster. I am a doctoral candidate at University of Missouri in the Educational Leadership and Policy Analysis department. I am conducting research on Minorities in Higher Education: Their Status and Disparities in Student and Faculty Representation within the University of Missouri system. I am inviting you to participate because you have attended and/or been involved in the University of Missouri system.

Participation in this research includes participating in an anonymous online survey about your attitudes toward diversity in higher education, which will take approximately 20 minutes.

If you have any questions or would like to participate in the research, please call 913.558.5581 or email: [lusters@me.com](mailto:lusters@me.com).

## Appendix H: Recruitment Script



**Institutional Review Board**  
University of Missouri-Columbia

190 Galena Hall; Dc074.00  
Columbia, MO 65212  
573-882-3181  
irb@missouri.edu

February 7, 2017

Principal Investigator: Shatomi Nicole Luster  
Department: Urban West HES

Your Amendment Form to project entitled MINORITIES IN HIGHER EDUCATION: THEIR STATUS AND DISPARITIES IN STUDENT AND FACULTY REPRESENTATION was reviewed and approved by the MU Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2007378
IRB Review Number	223367
Initial Application Approval Date	December 13, 2016
Approval Date	February 07, 2017
IRB Expiration Date	December 13, 2017
Level of Review	Expedited
Project Status	Active - Open to Enrollment
Risk Level	Minimal Risk

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated problems and deviations must be reported to the IRB within 5 business days.
3. All changes must be IRB approved prior to implementation unless they are intended to reduce immediate risk.
4. All recruitment materials and methods must be approved by the IRB prior to being used.
5. The Continuing Review Report (CRR) must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date. If the study is complete, the Completion/Withdrawal Form may be submitted in lieu of the CRR.
6. Maintain all research records for a period of seven years from the project completion date.
7. Utilize the IRB stamped consent documents and other approved research documents located within the document storage section of eCompliance. These documents are highlighted green.

If you are offering subject payments and would like more information about research participant payments, please click here to view the MU Business Policy and Procedure:

[http://bppm.missouri.edu/chapter2/2\\_250.html](http://bppm.missouri.edu/chapter2/2_250.html)

## VITA

Shatomi Luster was born in Kansas City, Missouri to Veodist and Jamie Luster III. She graduated in 1996 from Center Senior High School, in Kansas City, Missouri. In 2004, she received a Bachelor of Arts degree in Business Administration additionally; she earned a Master degree in Business Administration both from Ottawa University. Shatomi continued her education career and obtained a Doctorate in Educational Leadership and Policy Analysis from the University of Missouri – Columbia in 2017.

Currently, Shatomi is a Financial Education Specialist with the University of Missouri (MU) Extension. Utilizing university research and science-based knowledge that engages the community, individuals, and families alike to understand change, solve problems and make informed decisions. She focused on various aspects of financial education to enhance economic development, the constituents of Jackson, Johnson, Cass and Clay counties, tax law, renting and housing initiatives, to name a few. Additionally, Shatomi is the Program Director for Next Step Kansas City.

Shatomi has also traveled abroad to Nairobi, Kenya and Romania on vocational exchanges. These exchanges provided an understanding that emphasized the importance of cultural awareness, educational acumen, and socioeconomic acuteness.

Ms. Luster has over 18 years of experience in the private and non-profit sector. With a parallel passion for youth, Shatomi serves on the executive board of EXCEL (Expanding College for Exceptional Learners) and co-founded GiRL Inc. (Gifted Intelligent Respectable Ladies).