FACULTY PERCEPTIONS OF DIVERSITY AT A HIGHLY SELECTIVE RESEARCH-INTENSIVE UNIVERSITY

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ABSTRACT

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Although many organizations state a commitment to diversity goals in mission statements and other documents, “imperfect execution” leaves a perceived gap between expressed commitment and actual implementation of policies and programs (Bagati, 2007). The purpose of this phenomenological study is to examine an institution’s commitment to diversity from the perspective of organizational values. Competing Values Framework theory is the theoretical framework that guides this study.

The purpose of the study is twofold: to better understand how members of a university task force committed to faculty recruitment and retention perceive the effectiveness of the institution’s diversity efforts, and to better understand how the task force works within the university governance structure to address issues of diversity presented by faculty. By using the perceptions of the task force members to answer these questions, this study provides a greater understanding of the challenges organizations face while attempting to honor their commitment to diversity.

This study utilizes a qualitative design with informative interviews in order to understand Faculty Retention Task force involvement in university life and their perceptions of diversity. The Competing Values Framework (CVF) is the theoretical framework used to guide this study. Because the Faculty Retention Task force is comprised of members of the representative body that was responsible for

university planning and governance, CVF allows for explorations of the values espoused by that governing body as well as the larger organization, the institution.

Through the analysis of the data, six assertions emerged in response to the overarching research question. This study offers further insight into to the development of initiatives and policies that matched the values of the institution. This study provides a detailed analysis of the institutional context and its implications for the process of change in higher education. The findings of this study suggest feedback loops as effective tools for transformative leaders looking to incorporate innovative practices into an existing hierarchical structure. Through feedback loops that involved research, open communication with administration, and faculty participation, transformative leaders were able to facilitate effective diversity practices and policies at the university.

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APPROVAL OF THE DISSERTATION

This dissertation, Faculty Perceptions of Diversity at a Highly Selective Research-Intensive University, has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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DEDICATION

To my family,

Daddy, Mommy, Jonathan, and Spencer

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TABLE OF CONTENTS

Page

LIST OF TABLES

TABLE Page

LIST OF FIGURES

FIGURE Page

CHAPTER I

INTRODUCTION

Diversity has been a buzzword in higher education for over 30 years (Chang, Witt, Jones & Hakuta, 2003). During this time, America's colleges and universities have made determined efforts to create diverse campuses in which individuals from different backgrounds (e.g., race, gender, socioeconomic status) can be successful. This is done in an effort to create an environment conducive to the cognitive, social, and developmental skills of its students, faculty, and staff. This effort is necessary so that all individuals feel comfortable when living and working in an increasingly diverse world-both at the university and beyond (Astin, 1993; Harper & Hurtado, 2007; Kezar, 2007). To enhance our understanding of the outcomes of institutional diversity strategies, it is important to discuss the issues and concerns surrounding diversity in higher education, the importance of diversity in higher education, and the perceptions of these diversity strategies.

To reduce the discrimination against individuals from different backgrounds, colleges and universities need to take affirmative steps in providing equal access to higher education (Gurin, 1999). Educators have argued that affirmative action policies were justified because they ensured the creation of the racially and ethnically diverse student bodies essential to providing the best possible educational environment for students, white and minority alike. These benefits were extensively debated in the court system.

In the Regents of University of California v. Bakke [438 U.S. 265, (1978)] the court acknowledged that a racially diverse student body expanded and encouraged a range of viewpoints that would contribute to a robust educational environment. However in June 2003, the U.S. Supreme Court's ruling in Gratz v. Bollinger struck down the mechanism the University of Michigan had used to achieve a diverse student body among undergraduates but supported the educative value of diversity in both this case and Grutter v. Bollinger. This case affirmed the importance of race in higher education and reinforced the expectation that elite institutions have a responsibility to train their students to become leaders across all segments of society. Most importantly, these rulings affirmed that the cadre of future leaders should be diverse and that institutional initiatives to educate a diverse student body should reflect the centrality of diversity to key educational goals and outcomes.

Researchers have identified the following educational benefits associated with diversity in higher education: higher levels of interaction among students from different backgrounds, the development of a greater range of ideas and exposure to new viewpoints, increased self-confidence, emerging new areas of research and scholarship, greater cultural awareness, innovative curriculum, increased commitment to racial equality, higher civic engagement, and the use of diverse approaches to learning (Smith & Associates, 1997; Gurin, 1999: Antonio, 2001, 2004: AASCU & NASULGC, 2005).

Because these benefits are so closely linked to the mission of higher education, many colleges and universities continue to pursue these benefits by creating and implementing programs, task forces, committees, campus policies, and units that are directly concerned with diversity (Levine & Cureton, 1998; William & Wade-Golden,

2007). Unfortunately, several of these institutions fall short of reaping the benefits that diversity brings to the college environment, and they continue to fail in their attempt to achieve this goal, despite the fact that considerable progress in terms of expanding access for underrepresented groups has taken place in the last decades (Levine & Cureton, 1998; Chang, & Antonio, 2005). Diversity policies that are implemented often fail because of the misalignment between institutional policy and the commitment from individuals within the university (Brown, 2004).

Problem Statement

Many institutions have struggled to diversify their faculty and students, some with limited success. To signify their commitment, institutions enhance their strategic plans and implement diversity action plans. The goal of these plans is institutionalization of strategies that increase access and retention of historically underrepresented populations, improve campus climate and inter-group relations, incorporate diversity into the curriculum, and utilize diversity as a resource for an enriched and engaged academic environment (Hurtado, 1992; Ibarra, 2001; Smith & Schonfeld, 2000). The attempts to make higher education institutions more adaptive to diversity, however, have had unfavorable outcomes for diversity itself. In particular, they have resulted in competing definitions of diversity in higher education. For example, Bunzel (2001) notes that the word "'diversity' has been used in so many different ways it now means whatever one wants it to mean… The elasticity of the [word] 'diversity' has masked many kinds of questionable conduct" (pp. 494–495).

Some examples of questionable conduct associated with higher education's use of the word diversity are window-dressing approaches that aim to co-opt diversity to create

an artificial image that welcomes racial and ethnic minorities to the institution, diversity training programs that aim to alter individual's biases but not organizational biases against minorities, curricular changes that use racial and ethnic minorities as subjects for study but not as contributors to the knowledge base in academia, and diversity recruitment efforts that do not change the dominant group's perception that minorities are academic inferiors who are pushing their way into higher education at the expense of dominant group members (Bernard, 2005; Bollag, 2005; Munoz, Jasis, Young, and McLaren, 2004; Williams, Nakashima, Kich, and Reginald, 1996).

If initiatives are to be successful, they must be supported by all affiliated members of the organization (Bolman & Deal, 1997). Within higher education, faculty members are uniquely positioned to share their perceptions of the degree of social tension and discrimination on campus and the quality and quantity of interaction across diverse groups. Therefore, a critical element in understanding issues of diversity in higher education is to examine faculty perceptions of their institution's commitment to diversity.

Demonstrating Institutional Commitment to Diversity

Institutional strategic plans advocate creating welcoming and inclusive climates that are grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction (Harper & Hurtado, 2007). Although many organizations state a commitment to diversity goals in mission statements and other documents, "imperfect execution" leaves a perceived gap between expressed commitment and actual implementation of policies and programs (Bagati, 2007). On college campuses, this gap might once have been difficult to measure because of college leader's limited access to information. However, as the Internet makes information about the inner workings of organizations

more accessible, the gap between stated goals and actions may be more accurately assessed. This transparency can be good for perceptions of commitment to stated diversity goals. Highly visible and unambiguous commitment to stated diversity goals helps students, faculty, and staff trust that any programmatic interactions will contribute to a healthy and generative multicultural norm on campus (Antonio, 2001, 2004).

The importance of employing a racially and ethnically diverse faculty and ways for achieving that diversity have been well documented in the literature in recent years (Allen, Epps, Guillory, Suh, Bonous-Hammarth, & Stassen, 2000; Antonio, 2002; Gordon, 2004; Harleston & Knowles, 1997; Milem, 2000; Milem, Chang, & Antonio, 2005; Moody, 2004; Smith, Turner, Osei-Kofi, & Richards, 2004; Smith, Wolf, & Busenberg, 1996; Trower & Chait, 2002; Turner, 2002a, 2002b; Turner, Myers, & Creswell, 1999). Despite this attention, data from the U.S. Department of Education National Center of Educational Statistics: National Study of Postsecondary Faculty, show that the percentage of Black (which includes African American), Hispanic (which includes Latino/a), and American Indian/Alaskan Native full-time instructional faculty that define the set of so-called underrepresented minorities (URM) has remained low, increasing by only 1.4% between 1998 and 2003, from approximately 9.1% to 10.5%.

Many institutions demonstrate their commitment to diversity through the appointment of chief diversity officers (CDOs). These individuals are charged with the task of leveraging diversity and equity at all levels of the institution for the purpose of improving institutional climate, advancing the curriculum, and enriching the academy (Barceló, 2007). Within higher education, the CDO is the cabinet-level executive who is responsible for facilitating the institution's diversity agenda. While the CDO is the

executive charged with the task of enhancing diversity throughout the institution, this agent must work in concert with others individuals within the governance structure in order to bring the organization into congruity with a changing environment (Bass, 1999; Gregory, 1996).

The primary purpose of higher education is to educate students. Institutions are increasingly recognizing the need for diversity in the classroom and its positive effects on student-learning outcomes (Gurin, 1999; Gurin, Dey, Hurtado, & Gurin, 2002). Because of the mission of higher education and the importance of student-learning outcomes, extensive research exists on diversity as it pertains to students. The research on student diversity focuses on how students experience the campus racial climate (Hurtado, Milem, Clayton-Pederson, & Allen, 1998; Rankin & Reason, 2005), how students view policies such as affirmative action (Sax & Arredondo, 1999), and how they participate in diversity-related activism (Rhoads, 1998). While the attention to the student experience is important and appropriate, it only provides a partial understanding of issues of diversity in higher education. In order to gain a more complete understanding of an institution's commitment to diversity it is important to understand the perceptions of the faculty members who are responsible for educating students and creating learning environments.

The Case for Understanding Faculty Views on Diversity

Faculty members design and teach the curriculum, conduct research that advances the existing knowledge base, and once tenured, often remain at the institution for the remainder of their career (Park & Denson, 2009). Department heads, deans, provosts and college presidents – most of university leadership – emerge from faculty ranks. This is of

particular interest because these are the individuals that set guidelines that determine many of the standards for college campuses. Faculty members make daily decisions about students' performance in classrooms and judgments regarding student competence. Additionally, through service on search committees, faculty members play an integral role in hiring colleagues. Thus, faculty are in a unique position to derive opinions and make conclusions regarding those being considered for recruitment, hire, or admission into academic programs.

Because faculty play such a sustaining role in the life of the university and in shaping of student learning, it is essential to better understand their perceptions of the campus climate for diversity (Chang, et al., 2003). Relatively little research investigates how institutional policies on diversity are implemented on campuses and how these policies affect faculty experiences. Much of the literature on faculty and diversity has concentrated on the under-representation of faculty of color in the professoriate, as well as the challenges that they encounter in academe (Cole & Barber, 2003; Smith, Turner, Osei-Kofi, & Richards, 2004; Turner & Myers, 2000). While there is some research that suggests that faculty members believe that diversity enhances educational experiences, little is known about how professors view the campus climate for diversity and the effectiveness of diversity-related policies (Flores & Rodriguez, 2006; American Council on Education, 2000).

Hiring and retaining competent faculty are central to a college's institutional vitality, productivity, and effectiveness (Clark, 1987; Clark & Lewis, 1985; Finkelstein, 1984). Members of the faculty comprise a strategic constituency within the shared governance structure of American colleges and universities (Bensimon, 1991; Birnbaum,

1992). Davis et al. (1999) noted that due to their vocal nature and their professional clout over academic matters the professoriate is in a central position to engage the academe's administration, specifically in key decisions espousing influence on matters considered to be in the domain of the faculty.

Purpose of the Study

University faculty members are a particularly important target group for contemporary study because their experiences provide insight into the values of the organization. The purpose of the study is twofold: to better understand how members of a university task force committed to faculty recruitment and retention perceive the effectiveness of the institution's diversity efforts, and to better understand how the task force works within the university governance structure to address issues of diversity presented by faculty. By using the perceptions of the task force members to answer these questions, this study will provide greater understanding of the challenges organizations face while attempting to honor their commitment to diversity.

Research Questions

The overarching question is: How does the perception of the institution's values influence the effectiveness of diversity initiatives among faculty? Specifically this study addresses the following research questions:

1. How do members of a university-wide, faculty retention task force (FRT) understand the university's definition of diversity?
2. How do members of a university-wide, faculty retention task force (FRT) perceive the institution's commitment to diversity?

3. How do members of a university-wide, faculty retention task force (FRT) perceive the effectiveness of institution practices and policies related to diversity?

Definition of Terms

This study is focused on a faculty retention task force, which is a specific type of committee found within the Faculty Senate of an institution. There are several terms associated with the work of this task force used extensively throughout this dissertation that require clarification. For ease of interpretation, they are defined here.

Adhocracy Culture: An ideal culture type within an organization where it is assumed that the environment is an entrepreneurial and creative workplace. There is a commitment to experimentation, innovation, and the acquisition of new resources (Cameron & Quinn, 1999; Cameron &Freeman, 1991; Quinn & Cameron, 1983).

Alignment Grant: Funding provided by the National Science Foundation that created several clearly defined initiatives that included semester-long facilitated dialogue processes to improve departmental climate, re-imagined spaces, and a focus on the intellectual and life history of senior and retired women to amplify women's presence in order to engage both male and female faculty in open and authentic dialogue about a shared and inclusive future for the institution.

Board of Trustees: Corporate board for the university responsible for long-term planning of the university. The board approved the policies and budget of the university, and was entrusted with the preservation of the university's core values.

Board of Trustees Diversity Committee: Subgroup of the Board of Trustees that encouraged and supported an atmosphere at the university by ensuring that diverse members of the community were treated equally and fairly.

Clan Culture: An ideal culture type within an organization where it is assumed that the environment is a friendly place to work, where leaders are seen as mentors, and loyalty and tradition are valued. Furthermore, there is a priority placed on teamwork and consensus building (Cameron & Quinn, 1999; Cameron &Freeman, 1991; Quinn & Cameron, 1983).

Climate: A part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, and diversity (Hurtado, Griffin, Arellano, & Cuellar, 2008, p. 205)

Competing Values Framework (CVF): A socially constructed spatial model of organizational culture or organizational effectiveness, which provides a method by which analysis of organizations based upon structure and focus, takes place. Two axes provide four-quadrant model wherein ideal culture types exist (hierarchy, market, adhocracy, and clan) in organizations (Cameron & Quinn, 1999; Cameron &Freeman, 1991; Quinn & Cameron, 1983).

Culture: The norms, rules, policies, customs, practices, values, history, and characteristics of an organization (Beebe, Mottet, & Roach, 2004; Schein, 1985).

Diversity: A marker of population differences in society that is identifiable by status characteristics such as age, gender, race, sexual orientation, ethnicity, disability; and religion. As such, diversity refers to those characteristics that make individuals different from each other. (Robinson & Dechant, 1997, p. 22).

Faculty members: University employees who engage in teaching, research and outreach (Popovich & Abel, 2002).

Hierarchy Culture: An ideal culture type within an organization where it is assumed that

the environment is highly structured and bureaucratic; governed by policies and procedures (Cameron & Quinn, 1999; Cameron &Freeman, 1991; Quinn & Cameron, 1983).

Market Culture: An ideal culture type within an organization where it is assumed that the environment is driven by results and an emphasis is placed on winning in the marketplace (Cameron & Quinn, 1999; Cameron &Freeman, 1991; Quinn & Cameron, 1983).

Perception of campus climate: feelings, attitudes, and discernment related to issues of diversity within the university setting (Mayhew, et al., 2006).

Task force One: Subgroup of the Faculty Senate charge with identifying and prioritizing both short-range and long-range issues via the 2007 Faculty Senate Survey. Proposed strategies for improving faculty welfare across Felwood University.

Task force Two: Subgroup of the Faculty Senate charge with identifying and prioritizing both short-range and long-range issues via the 2011 Faculty Senate Survey. Proposed strategies for improving faculty welfare across Felwood University.

Vice President for Diversity: University administrator that assisted and monitored all units of the university in their efforts to recruit and retain faculty, staff, and students from historically underrepresented groups and to provide affirmative and supportive environments for work and life at Felwood University.

Vice Provost for Recruitment and Retention: University administrator who had the responsibility for broad range of faculty related initiatives, projects, and research including faculty diversity, recruitment and retention, dual career couples, and promotion and tenure.

Women's Advisory Board: Presidential Advisory group that advised the university president on institutional policies, objectives, procedures, and actions with regard to developing an equitable gender climate.

Methods

To answer the above research questions, a qualitative study with informative interviews was utilized in order to understand FRT involvement in university life and their perceptions of diversity. Since culture and historical context have the power to greatly influence the climate of an institution, this study explored faculty perceptions of diversity at a single research-intensive university. Understanding the perceptions of FRT members required identifying and describing the fundamental characteristics or the general essence of their experiences. These fundamental characteristics provided an awareness of the opportunities and challenges associated with sustaining a diverse multicultural campus climate. The hermeneutic phenomenological research approach was used to examine faculty experiences with diversity and perceptions of diversity at a research-intensive university.

Theoretical Framework

The Competing Values Framework was used in this study because it allows for the study of contradictions and paradoxes to emerge. It highlights the contradictory nature inherent in organizational environments and the complexity of choices faced by organizations when responding to competing tensions. Because the Faculty Retention Task force is comprised of members of the representative body that is responsible for university planning and governance, CVF allows for explorations of the values espoused by that governing body as well as the larger organization, the institution.

This study used the Competing Values Framework (CFV) as a theoretical lens to understand the perceptions of effectiveness of the institution's commitment to diversity. The Competing Values Framework (CVF) integrates four perspectives from organizational theory literature traditionally regarded as mutually exclusive into a framework that seeks to integrate models of organizations and their effectiveness (Quinn, Faerman, Thompson, & McGrath, 2003). CVF focuses on the literature within organizational theory that seeks to understand "what 'good' organizations are and what 'good' managers do" (Quinn, 1988, p. 45). CVF was developed for organizational analysis with a focus on organizational effectiveness, and was used to study leadership roles and effectiveness, organizational culture, and human resource development in many types of organizations, including higher education (Cameron & Freeman, 1991; Smart, 2003; Zammuto & Krakower, 1991).

The Competing Values Framework (CVF) (Quinn, 1988) was derived from the theoretical model developed by Quinn and Rohrbaugh (1983) which examined the dimensions and values that fortified organizational performance. To develop this theory Quinn and Rohrbaugh (1983) asked a panel of distinguished organizational theorists to evaluate the similarity between every possible pair of 39 indexes of organizational effectiveness derived from Campbell's (1977) exhaustive synthesis of criteria used to assess the performance of organizations.

The results of this analysis revealed three basic dimensions underlying the judgments of respondents. The first dimension is organizational focus, which distinguishes organizations that have an internal emphasis on the development of people from those that have an external focus on the development of the organization. The

second dimension is organizational structure, which distinguishes between organizations that have an emphasis on stability and control from those that have an emphasis on flexibility and innovation. The third dimension is organizational means and ends, which distinguish between organizations that emphasize processes such as planning and establishing goals from those that emphasize resulting outcomes such as productivity and efficiency. The three dimensions evaluated collectively reveal a four-quadrant model identifying the four major models of organizational theory, with each quadrant representing an ideal organization (Quinn & Rohrbaugh, 1983). Human relations, open systems, rational goals, and internal process are the four major models of organizational theory represented in the CVF model. Each of the four models in the quadrants have an implied means and ends theory.

Further research on organizational culture and effectiveness conducted by Cameron and Quinn (2006) led to the identification of a culture type for each quadrant, representing the elements that comprise an organizational culture: assumptions, orientations, and values. The human relations model emphasizes flexibility with an internal focus, utilizing cohesion and morale as the primary means for the ultimate end of developing human resources. The assumptions, orientations, and values of this model reflects the clan culture focusing on internal maintenance with flexibility, concern for people and sensitivity to employees and customers. The open systems model emphasizes flexibility with an external focus, utilizing adaptability and readiness as the primary means for achieving the ends of growth, resource acquisition, and external support. The assumptions, orientations, and values of the open systems model reflect the adhocracy culture focusing on external positioning with an emphasis on flexibility and individuality.

The rational goal model emphasizes control with an external focus, utilizing planning and goal setting as the primary means for achieving the ends of high productivity and efficiency. The assumptions, orientations, and values of the rational goal model reflect the market culture focusing on external positioning with an emphasis on stability and control. The internal process model emphasizes control with an internal focus, utilizing the primary means of management and communication for achieving the ends of stability, control, and order. The assumptions, orientations, and values of the internal process model reflect the hierarchy culture by focusing on internal maintenance with an emphasis on stability and control (Cameron & Ettington, 1988; Ouchi, 1980;; Parsons & Platt, 1973; Quinn, 1988; Quinn & Rohrbaugh, 1983; Wilkins & Ouchi, 1983).

Significance of the Study

This study adds to the existing body of literature on diversity in higher education by attempting to understand faculty involvement in the organization and governance of an institution as an instrumental component of the institutional commitment to diversity. This research enhances our understanding of faculty work within the university by providing an in-depth examination of how faculty concerns with diversity are addressed on an institutional level. This study approaches the examination of the institution's commitment to diversity from the perspective of organizational values, offering further insights that can contribute to the development of initiatives and policies that match the values of the institution. This study extends the findings of the self-study on climate conducted in 2007 by offering detailed analysis of the work of the performed by the FRT, examining assumptions, orientations, and values espoused. Additionally, this study offers a detailed analysis of the institutional context and its implications for the process of

change in higher education. Following this chapter is a review of the literature (Chapter 2) and a detailed explanation of the study's methods in Chapter 3.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on organizational culture, leadership, and diversity and aims to merge three distinct lines of research in order to support the rationale and framework for this study. The chapter begins with a review of the literature on diversity leadership in higher education and is followed by a review the literature faculty involvement in university governance. Finally, an overview of the competing values framework (CVF) is presented. This framework provides a theoretical lens to better understand the challenges faced by faculty who address issues of diversity through participation in university governance. Through exploration of empirical work across these three bodies of literature, this chapter will help to situate the research questions that will guide the analysis.

Institutional history on diversity and affirmative action issues.

The processes of hiring and retaining diverse faculty are influenced by the legal landscape, notably national debates on affirmative action and its application. Often, failure to systematically implement affirmative action policies is described as a contributing factor to the underrepresentation of diverse faculty. Critics of affirmative action policies have a concern with what the majority of current policies define as diversity (Arredondo, 2002; Crawford, 2000).

For the most part, affirmative action policies are written to support African Americans, Latinos, Native Americans, and women. Most university policies have a very narrow definition of diversity for which only preferences for African Americans, Latinos, and Native Americans are made (Arredondo, 2002). Although there is evidence that African Americans, Hispanics, and Native Americans are underrepresented in higher education, there are other underrepresented groups in higher education. While diversity is often used to defend the need for affirmative action, diversity and affirmative action are two different concepts that developed differently throughout history. Diversity is an extremely broad term whose societal needs are rarely debated.

Since the Supreme Court decision in 2003 when both diversity and affirmative action were affirmed as a compelling state interests by the majority opinion in *Grutter v. Bollinger*, scholars and journalists have continued to debate the merits of that decision and reasoning by the majority of the Court. Relatively few studies have examined faculty attitudes toward affirmative action relative to their colleagues (e.g., Vozzola & Higgins-D'Alessandro, 2000). Whereas others have targeted selective samples of faculty to assess their broad support for affirmative action (Niemann & Dovidio, 1998), faculty attitudes that assess stigma ascribed to either their colleagues or students are largely unknown.

Flores and Rodriguez (2006) investigated the attitudes of 428-university faculty toward affirmative action principles as they apply to both students and faculty colleagues. Faculty were significantly more supportive of affirmative action concepts to promote diversity rather than targeting individuals of color. However, the most favorable attitudes supported students with demonstrated financial need. This finding is consistent with Glaser's (2002) conclusion that Whites who have received baccalaureate degrees support

racial equality but resist programs like affirmative action. As the line between diversity and affirmative action gets blurred, the findings note a sharp distinction in faculty perceptions of these principles. It lays a solid foundation for research on faculty attitudes towards the more favored principle, diversity.

Positioning Diversity Leadership in Higher Education

Centrality of diversity in planning process. The literature on advancing campus diversity is primarily anecdotal (exceptions include Hurtado et al. 1999; Milem et al. 2005), focusing on the experiences of campuses in implementing a diversity agenda. Diversity initiatives often have several broad goals, including developing an understanding of diversity; infusing attention to differences by race, sexual orientations, and gender; and creating greater equity and parity in the experience and outcomes of individuals from diverse backgrounds (Hale, 2004; Hurtado et al., 1999; Musil, Garcia, Hudgins, Nettles, Sedlacek, & Smith, 1999; Smith, 1989). Large-scale institutional changes often result from top down initiatives stemming from the president or other leaders in positions of authority.

One of the preeminent best practices regarding diversity leadership is the establishment of a chief diversity officer position reporting to the president or provost and holding significant institutional rank such as vice president or vice provost. A national study of these positions identifies three organizational archetypes for the chief diversity officer: a collaborative officer with little formal power in terms of staff or direct supervision; a unit-based model with greater vertical authority; and a portfolio divisional model that integrates the diversity leadership structure for multiple units under a single unit (Williams and Wade-Golden, 2007a). To expand institutional capacity for diversity,

chief diversity officers can assist in a number of core areas such as interfacing with institutional accountability processes, building diversity infrastructure, infusing diversity in the curriculum, and elevating the visibility and credibility of diversity efforts (Williams and Wade-Golden, 2007b).

While leadership has been demonstrated to be particularly important, few studies have delved into the challenges that leaders face as they take on what can be perceived, on many campuses, as a controversial topic. Research has provided leaders with a variety of strategies to help move a diversity agenda forward and to overcome common barriers, but there is limited exploration of the politics surrounding the issue (Davis, 2002; Hale, 2004; Milem, Chang, & Antonio, 2005; Musil et al., 1999; Smith, 1989). Other literature documents the political landscape and dynamics that leaders face but offers no suggestions for addressing the politics (Beckham, 2000; Bensimon, 1992; Humphreys, 1997; Rhoads, 1998). This often leaves leaders in a precarious position: They know strategies that have worked to create change and some strategies for overcoming barriers (such as role modeling or rewards), but they face major challenges when faced with significant political resistance.

The establishment of diversity councils, committees, and task forces are prevalent methods for pursuing diversity that further embodies structural approaches (Davis 2002; Ford 1999; Hale 2004; Hurtado et al. 1999; Yang 1998). By assigning the pursuit of diversity to specific campus groups who are qualified and committed to these efforts, leaders secure the stability of their diversity efforts and goals (Kee and Mahoney 1995). Such committees and task forces are charged with identifying areas where diversity is lacking and monitoring the progress of previously established initiatives. These groups

are particularly important in setting the tone and climate of institutions. Campuses with such committees tend to be more diverse and welcoming of difference because there is a built-in organizational component constantly present to ensure the progress of diversity and address challenges and problems related to diversity when they arise (Davis 2002; Hale 2004).

Leadership that addresses diversity issues and concerns in higher education is highly multidimensional and complex. Substantively, it is much more than a simple response or adaptation to demographic representation—it is about the intergroup dynamics that characterize colleges and universities in both structure and culture. Leadership that addresses diversity issues and concerns in higher education is identified as diversity leadership. Diversity leadership primarily uses organizational values such as competition and success to incorporate diverse people or groups and enhance the organizational success in a changing environment (Winston, 2001).

Research suggests that institutions that have established commitments to diversity within their organization and governance structure are well positioned to provide insight into how the topic aligns with the institutions own values. Previous studies suggest that the presence of a chief diversity officer or diversity council promotes a positive climate for diversity. While these institutions are better equipped to foster a positive climate, the effectiveness of these units need to be examined in order to understand how the institution fosters diversity. The composition, values, and perceptions of individuals belonging to and collaborating with these units provided great insight into the institution's commitment to diversity.

Faculty and diversity. Hurtado, Milem, Clayton-Pederson, and Allen (1999) describe campus climate as the "current perceptions, attitudes, and expectations that define the institution and its members" (p. 2). The success of faculty members is contingent upon the campus climate at their institution (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005). While several authors (Granger, 1993; Hurtado, 1992; King & Watts, 2004; Phillips Morrow, Burris-Kitchen, Der-Karabetian, 2000; Piercy, Giddings, Allen, Dixon, Meszaros, & Joest, 2005) contend that campus climate is an element that is critical to faculty success, a number of authors (Brown, 2004; Der-Karabetian, 2000; Hurtado, Carter, & Kardia, 1998; Jackson, 2001; Mayhew, Grunwald, & Dey, 2006; Phillips Marrow & Burris-Kitchen, 2000) believe diversity is a key component to achieving positive campus climate.

Mayhew, Grunwald, and Dey (2006), implemented a diversity climate survey developed by the University of California at Los Angeles, Higher Education Research Institute (HERI). Their goal was to identify and demonstrate factors that create a positive campus climate for diversity. After randomly selecting 1,029 staff members from a population of 2,202 employees, 437 surveys were collected from the staff members of a large Midwestern, predominately White public university. The authors concentrated on three dimensions of diversity for the staff members' institutional climate: "structural diversity of staffs' departments, their perceptions of their departmental and institutional climates and commitment to diversity and their diversity related experiences on campus" (Mayhew, Grunwald, & Dey, 2006, p. 65). While this study was effective at identifying factors that create positive campus climate from a staff perspective, it remains unclear

how the staff climate relates to the larger university context. While their perceptions and insights into the climate are instructive and informative, the perceptions of other actors and decision makers would provide greater insight into why the climate is the way it is.

The results for staff demographics indicated that males and those with higher education levels were more likely than females and those with lower education levels to perceive their campus as having a positive climate in regards to diversity. The results also concluded "staff members of color were less likely than white staff to perceive that the campus community had achieved a positive climate for diversity" (Mayhew, Grunwald, & Dey, 2006, p. 79). Staff professional characteristics indicated that staff members who were older were more likely than younger staff to perceive the campus as achieving a positive diverse climate. The research also indicated that those that worked in diverse friendly climates were more likely to perceive a positive climate for diversity than those that did not work in diverse friendly environments. Universities are siloed organizations; as a result, typical university interactions often lack the representation of diverse individuals and idea that are present in institution-wide committees and task forces focused on diversity. The scope of this study did not include perceptions of the larger institution -- only the department that the individuals belonged to. To understand the institutional climate, the perceptions of individuals who work across departments must be studied. Research that focuses on climate perceptions of individuals who participate in university wide committee work would add another dimension to the present body of research.

Piercy, Giddings, Allen, Dixon, Meszaros and Joest (2005) conducted a meta-analysis of the campus climate research pertaining to faculty retention. The researchers

held a college-wide diversity summit where they facilitated a dialogue about campus climate at a Predominately White Institution (PWI). The 28 participants identified factors that influence "faculty, staff, and graduate students to come, stay, or leave our university" (p. 62). The participants suggested the University "create more of a culture of inclusion and support" (p. 62), "develop more active mentoring programs that foster a sense of community and connection" (p. 62), and build relationships with the local community (Piercy et al., 2005). Through these efforts the authors suggest the creation of a more welcoming environment that may lead to a reduction of the high turnover rate of faculty. The results supported Granger's (2003) research to establish committed and sustained mentoring relationships; a collegial community that is supportive; leadership opportunities, program planning participation; listening and acting upon their complaints; and inclusiveness in programs which focus on retention are the principles necessary to have a retention program which is successful. Of these findings, an area that warrants further research is the need to understand how institutions listen to and act upon faculty complaints.

The existing literature suggests that faculty members are among the key players involved in diversity initiatives in higher education. Studies have indicated, that the differences in lived experiences of individuals with varying demographic characteristics significantly inform their perceptions. While literature suggests that this difference in perception is most notable among women of color who are at PWI, differences in faculty members are not limited to race and gender. The existing research explores faculty perceptions of campus environments but not on their perceptions of the institutional processes that created these outcomes.

Exploring faculty members' perceptions of institutional effectiveness in regards to diversity will add to the literature on campus climate because it will focus on how the collection of unique experiences shapes their perceptions of, and contributions to the present campus climate. There is also a need to approach the examination of the institution's commitment to diversity from the perspective of organizational values, in order to contribute to the development of initiatives and policies that match the values of the institution. Because the climate of an institution is embedded in the organizational culture, it is important for research to examine faculty participation in its organization and governance.

Faculty Participation in Organization and Governance in Higher Education

American colleges and universities are typically structured in a hierarchical manner beginning with a Board of Trustees who appoint a president to serve as the chief executive officer of a college community. The president and his/her administrative cabinet typically serve as the lead decision makers of an institution. The tradition within American higher education has been for faculty to have significant involvement in institutional decision-making (Minor, 2004). The primary ground for faculty involvement in shared governance is based on the view that increased employee participation in decision-making is associated with improved employee satisfaction and performance (Floyd, 1985).

The 1966 joint statement from the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges was the first document to provide a detailed breakdown of the responsibilities and authority that should be conferred upon faculty and

administrators. Two primary principles emerged out of this document. The first states that important areas of action involve, at one time or another, the initiating capacity and decision-making participation of all institutional components. The second states that difference in the weight of each voice, from one point to the next, should be determined by the responsibility of each component for the particular matter at hand (American Association of University Professors, 1966, p. 218).

It is these principles that have been the foundation for the past 35 years of shared governance in American higher education. Today, it continues to play an important role in institutional decision-making. Approximately 90% of 4-year institutions have faculty governing boards that participate in institutional governance (Minor, 2004). Governance also serves as a major part of faculty service to the institution and continues to be strongly supported by organizations such as the American Association of University Professors, the National Education Association, and the American Association of Teachers (Kezar, Lester, & Anderson, 2006).

Faculty influence on institutional governance. Scholars have also put considerable effort into examining the areas where faculty have the greatest influence in institutional governance. Traditionally, faculty influence has been relegated to primarily academic areas such as curriculum and the establishment of teaching standards (Brubacher & Rudy, 1997; Lucas, 1994). Recent research has produced strong evidence that this is still the case. Brown (2001) found that at over 85% of institutions surveyed, faculty had primary control over decisions regarding curriculum and academic performance. Tierney and Minor (2003) found that undergraduate curriculum, standards for promotion and tenure, and standards for evaluating teaching are the areas where

faculty have the most influence on campus while setting budget priorities and evaluating presidents and vice presidents were the areas faculty had the least influence. These findings supported Kissler's 1997 research that found that faculty influence on policy decisions was greater in matters of education policy verses budgeting and resource allocation matters.

Research has consistently identified faculty members as individuals well equipped to influence governance as it pertains to institutional policies but to a limited extent. Kaplan (2005) in his national study of faculty governance at over 900 institutions of higher education found that faculty authority appears to be concentrated in the areas of degree requirements, curriculum, tenure, appointments, and degree offerings. Within this concentrated realm of university policy, faculty members have the opportunity to institute, revise, and support diversity. While the range of faculty influence on university governance is limited, many issues of diversity fall within the realm of curriculum, promotion, and tenure.

Faculty perceptions of shared governance. Scholars engaged in research on faculty opinion about shared governance have primarily focused in two areas; faculty beliefs about the importance of shared governance and faculty opinions about their level of involvement in governance. While faculty, in general, appear to view faculty governance as important, research shows that they are generally less satisfied with their level of involvement in governance (Tierney & Minor, 2003; Williams, Gore, Broches, & Lostoski, 1987; Mcnight, McIntire, & Stude, 2007; Minor, 2003). Tierney and Minor (2003) found that 43% of faculty did not believe that faculty senates were highly valued in their institutions. Tierney and Minor also found that faculty influence in institutional

governance was perceived as higher among academic administrators than among faculty. This finding highlights a challenge for faculty members who are non-administrators yet participate in institutional governance. This also presents potential legitimacy and effectiveness challenges for the committees on which they serve.

Much of the literature on faculty governance is based on the assumption that faculty participation is crucial to effective institutional decision-making (Birnbaum, 1988). This assertion is based on the view that increased employee participation in decision-making is associated with improved employee satisfaction and performance (Floyd, 1985). Several scholars call for more faculty involvement as a way to improve institutional effectiveness, noting that faculty serve as moral guides for institutions that would otherwise respond solely to market demands (Gerber et al., 1997; Richardson, 1999). The challenge to increasing effectiveness through increased involvement strongly depends on the characteristics of faculty who become involved as well as the characteristics of the organizations.

Williams et al. (1987) found that faculty members could effectively be grouped into six categories based on their belief and involvement in governance. Collegials, which they found made up about 10 percent of their sample, preferred shared governance, were against collective bargaining, and generally made time to participate in faculty governance. Activist, who made up about 18 percent of their sample, were active in faculty governance and strongly advocated the increasing of faculty influence in faculty governance. Accepters, who were 23 percent of faculty, participated in faculty governance (though less than collegials and activists) and often were more accepting of the faculty role in governance than faculty in other categories.

The final three categories faculty fell into were hierarchicals, copers, and disengaged. Hierarchicals, who were 15 percent of the faculty, preferred a strong administrative role and generally responded negatively to strong faculty governance. Copers, who composed a quarter of faculty, are generally new faculty members who chose not to actively participate in faculty governance due to the time they devote to research and the acquisition of tenure. While they are not actively involved in governance, they do not completely reject the idea of shared governance. Finally, the disengaged, who made up the final nine percent of the sample, were faculty who did not participate in faculty governance and who tended to disparage the role of faculty in governance.

By grouping faculty in this way, the authors believe that their conceptual framework can serve as the foundation for future research on the faculty with a particular interest in how and or what causes certain faculty members to become members of one group or another. The findings suggest that fifty-one percent of faculty participate in faculty governance. To better understand those who participate and those who don't, it is necessary to research on how faculty members work within and across these groups to influence the institutional climate through policy and governance.

In order to understand how an institution functions it is not only helpful to classify its members but also the decision-making units that they comprise. Minor (2004) expands upon the work of Williams et al. by focusing on the faculty members that participate in governance and presents a classification scheme for faculty senates. After collecting data from 12 site visits and telephone interviews with 42 faculty senate presidents, Minor identified four categories by which faculty senates can be grouped

based on the senate's perception of campus governance and relationship with central administration.

Functional senates are characterized by their positive relationship with administrators and their goal of protecting the rights of the faculty. Influential senates work collaboratively with central administration and tend to have the power to initiate significant change on campus. They are viewed as partners in institutional governance. Ceremonial senates are cooperative but very passive with regard to their relationship with the central administration. These senates are typically not an important part of campus governance and faculty are often disengaged from the governance process. Finally, subverted academic senates lack the confidence and influence of other senates and are usually are uninvolved with many parts of the governance process. Their relationship with the central administration is often one of skepticism and confrontation. Participation in decision-making has been assumed to be important for effective organizational functioning (cf. Cummings & Malloy, 1978). Minor suggests that the type of senate is also an important part of institutional effectiveness.

The existing body of research on faculty involvement in university governance explores the extent to which they are involved in changes that occur within the institution. This research suggests that a key element of effective change may be employees' attitudes toward change (Schneider, 1983; Weick, 1979). These person-oriented characteristics are consistent with models that focus on effectiveness domains. Thus, organizations that develop and maintain a favorable overall climate, develop mechanisms for employee participation in decision-making, and promote employees' readiness to change should be effective. This is particularly true for an organization's

climate for diversity. To expand on the existing literature, research should clarify the role faculty members play in creating a diverse climate through participation in university governance.

Research on faculty participation in and perceptions of governance in higher education has described the structure of these organizations but not the climate or the culture. Deshpande and Webster (1989) defined climate as a member's perceptions about the extent to which the organization is currently fulfilling their expectations. Culture, on the other hand, is a more complex, multilevel construct wherein there is a shared interpretation and understanding of organizational events (Rentsch, 1990). Change in organizations is often necessary to allow them to survive in and adapt to their environments (Hall, 1982). In order to study the effectiveness of an organization it is essential to understand the perceptions of faculty members because of the role they play in shaping the culture and climate of an institution.

Leadership Theory and Competing Values Framework

Diversity-oriented change in higher education has occurred unevenly in and across institutions because the dominant group feels threatened and actively seeks to maintain its privileged position and because institutions of higher education are rule bound and focused on maintaining a homeostatic environment and culture (Bass, 1985). The most prominent emphasis in leadership theory has been the prescription to transform organizations to better align them with the dynamics of an emergent economic (and political) global order (Golembiewski and Kuhnert, 1994; Vicere, 1995).

Two important authorities on organizational leadership are Bass (1985) and Burns (1978). Burns (1978) distinguishes between transactional and transformational

leadership. Transactional leaders motivate followers through exchange; for example, accomplishing work in exchange for rewards or preferences. Satisfaction of employees' needs and wants by transactional leaders involves existing rewards, while transformational leaders tailor or create new stimuli to satisfy staff needs. Transactional leaders adapt to existing organizational culture while transformational leaders adapt the culture to the external environment. Transformational leaders pay great attention to interacting with followers to create organizational collectivity. They attempt to understand followers' needs and stimulate followers to achieve goals. Such leaders are rather flexible in working towards the desired outcomes; change will take place when it is needed. Bass (1985) focuses on the relationship between superiors and subordinates. He considers that leaders carry out both transactional and transformational leadership, but in different combinations.

Competing Values Framework. Based partially on the models of Burns and Bass, Quinn (1988) outlines his competing values framework. The competing values framework (CVF) has its origins in the notion of organizational effectiveness (Quinn and Rohrbaugh, 1983). Quinn and Rohrbaugh (1983) derived the CVF by analyzing the relationship among Campbell's (1977) effectiveness criteria. In a two-part study, they asked seven academic experts to evaluate which of Campbell's 30 effectiveness criteria were relevant for organizational effectiveness and analyzed responses with multidimensional scaling. Results revealed that a three-dimensional orthogonal solution was the best representation of these effectiveness criteria. These three underlying dimensions, focus, structure, and means–ends, represent competing core values that

"represent what people value about an organization's performance" (Cameron & Quinn, 1999, p. 31.).

Figure 1. Dimensions of Competing Values Framework

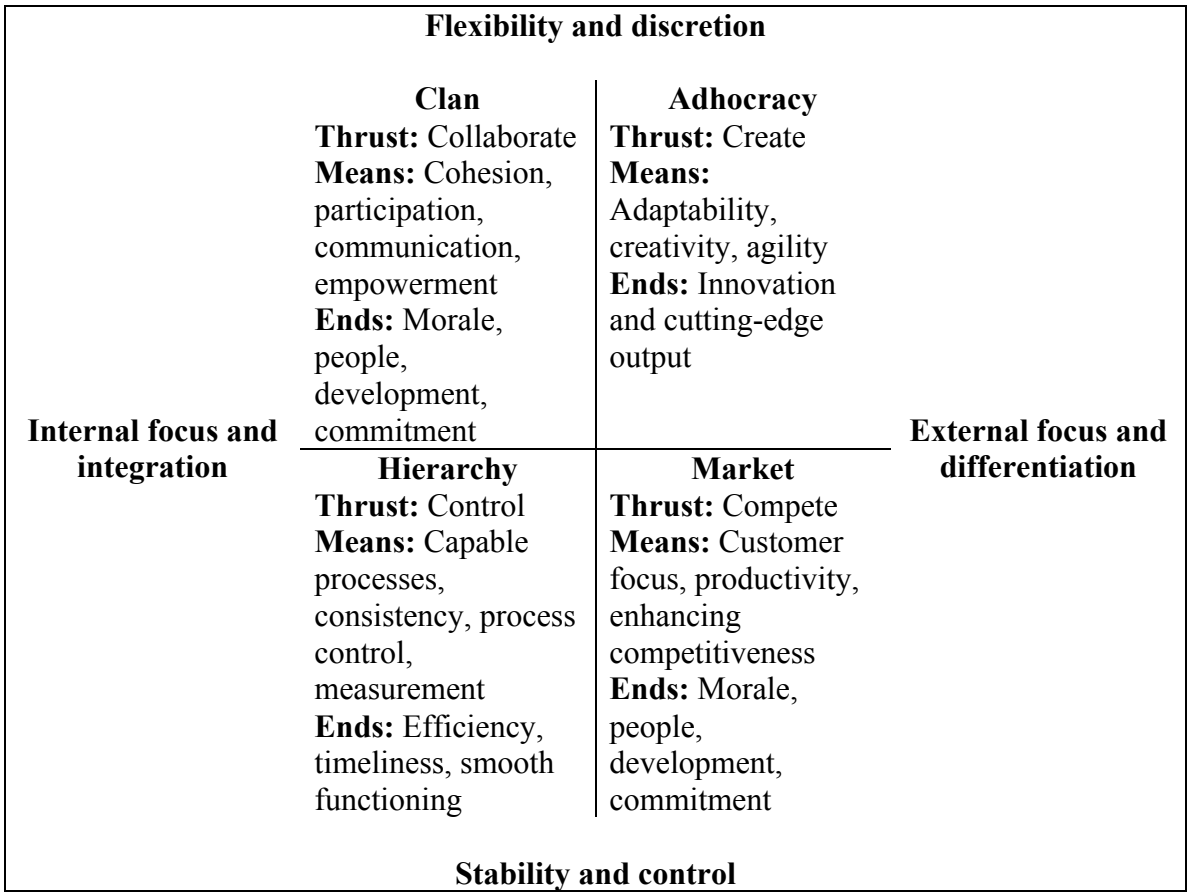

Figure 1 illustrates how the dimensions of focus and structure overlay to define the four cultural types comprising the CVF: clan, adhocracy, market, and hierarchy. The focus dimension differentiates effectiveness criteria that emphasize internal capabilities, integration, and unity of processes from those that center on an external orientation and differentiation. The structure dimension differentiates effectiveness criteria that focus on flexibility and discretion from criteria that emphasize stability and control. The CVF's value dimension, means–ends, provides a theoretical explanation for why each culture type is associated with a specific strategic thrust and a unique set of effectiveness criteria.

An institution's values and beliefs are the social normative expectations that inform members how they ought to behave (Meglino & Ravlin, 1998; O'Reilly, Chatman, & Caldwell, 1991). These behaviors are the means through which culture types are related with desired effectiveness criteria, ends. Behaviors (e.g., participating, taking risks, being aggressive, adhering to rules) subsequently affect employees' attitudes and tangible work output. Table 1 illustrates the basic assumptions, beliefs, values, and artifacts underlying each cultural type along with the effectiveness criteria predicted to relate to each type. Because effectiveness criteria are related, it is important to remember that culture types are more likely to have varying relationships with effectiveness criteria as opposed to opposite relationships, as one would expect if the cultural types were truly dichotomous.

The clan culture type is internally oriented and is reinforced by a flexible organizational structure. Table 1 shows that the assumption underlying clan cultures is that human affiliation produces positive affective employee attitudes directed toward the organization. In other words, "organizations succeed because they hire, develop, and retain their human resource base" (Cameron et al., 2006, p. 38). A core belief in clan cultures is that the organization's trust in and commitment to employees facilitates open communication and employee involvement. Consequently, clannish organizations value attachment, affiliation, membership, and support (Cameron & Quinn, 1999). Behaviors associated with these values include teamwork, participation, employee involvement, and open communication. These means are expected to promulgate the outcomes of employee morale, satisfaction, and commitment (Cameron & Ettington, 1988).

The adhocracy culture type is externally oriented and is supported by a flexible

organizational structure. A fundamental assumption in adhocracy cultures is that change fosters the creation or garnering of new resources (see Table 1). A fundamental belief in adhocracy cultures is that an idealistic and novel vision induces members to be creative and take risks. Hence, adhocratic organizations value growth, stimulation, variety, autonomy, and attention to detail (Quinn & Kimberly, 1984). Behaviors that emanate from these values include risk taking, creativity, and adaptability. Consequently, these means are predicted to cultivate innovation and cutting-edge output (Denison & Spreitzer, 1991).

The market culture type is externally oriented and is reinforced by an organizational structure steeped in control mechanisms. According to the CVF, an assumption underlying market cultures is that an achievement focus produces competitiveness and aggressiveness, resulting in productivity and shareholder value in the short and immediate term (Cameron & Quinn, 1999). The primary belief in market cultures is that clear goals and contingent rewards motivate employees to aggressively perform and meet stakeholders' expectations. Therefore, market organizations value communication, competence, and achievement. Behaviors associated with these values include planning, task focus, centralized decision making, and articulation of clear goals. These means are hypothesized to result in a company beating its competitors, achieving its goals, improving product quality, and enhancing its market share and profitability (Cameron et al., 2006).

The hierarchy culture type is internally oriented and is supported by an organizational structure driven by control mechanisms. As shown in Table 1, a core assumption in hierarchical cultures is that control, stability, and predictability foster

efficiency. A predominant belief in hierarchy cultures is that employees meet expectations when their roles are clearly defined. As a result, hierarchical cultures are hypothesized to value precise communication, routinization, formalization, and consistency (Quinn & Kimberly, 1984). Behaviors that result from these values include conformity and predictability. These means in turn are expected to promote efficiency, timeliness, and smooth functioning (Denison & Spreitzer, 1991).

Table 1. Culture Types of Competing Values Framework

Culture type	Assumption	Beliefs	Values	Artifacts (behaviors)	Effectiveness Criteria
Clan	Human affiliation	People behave appropriately when they have trust in, loyalty to, and membership in the organization	Attachment, affiliation, collaboration, trust, support	Teamwork, participation, employee involvement, and open communication	Employee satisfaction and commitment
Adhocracy	Change	People behave appropriately when they understand the importance and impact of the task	Growth, stimulation, variety, autonomy, and attention to detail	Risk-taking, creativity, and adaptability	Innovation
Market	Achievement	People behave appropriately when they have clear objectives and are rewarded based on their achievements	Communication, competition, competence, and achievement	Gathering customer and competitor information, goal-setting, planning, task focus, competitiveness, and aggressiveness	Increased market share, profit, product quality, and productivity
Hierarchy	Stability	people behave appropriately when they have clear roles and procedure are formally defined by rules and regulations	Communication, routinization, formalization, and consistency	Conformity and predictability	Efficiency, timeliness, and smooth functioning

In sum, the CVF suggests that culture types consist of a combination of the organization's focus and structure. They possess unique sets of behaviors, values, beliefs, and assumptions that influence the organization's attention and effort to attain

distinct organizational ends. Hence, CVF theory suggests that culture types are expected to relate to different organizational effectiveness indicators as a function of their basic assumptions, values, and structures.

The CVF is widely used in organizational literature (Ostroff et al., 2003). Measures of organizational culture that directly or indirectly assess the CVF have been administered in over 10,000 organizations globally (Cameron et al., 2006) within the following academic disciplines: management, marketing, supply-chain management, accounting, social services, hospitality, and health care. Further, the reliability and content validity of Cameron and Ettington's (1988) measure of the CVF has been empirically supported in studies utilizing multitrait–multimethod analysis (Quinn & Spreitzer, 1991), multidimensional scaling (Howard, 1998), and structural equation modeling (Kalliath, Bluedorn, & Gillespie, 1999). Surprisingly, prior to 2011, there had been limited assessment of the theoretical foundation of the CVF despite its reported content validity and widespread use in research and practice.

The findings of the meta analysis conducted by Hartnell, Ou, and Kinicki (2011) suggest that at a broad level, results the CVF's culture types are significantly associated with organizational effectiveness. These findings support the widely held proposition that organizational culture is an important organizational variable and reinforce the value of conducting quantitative investigations into the function of organizational culture.

Organizations operate in multiple domains and may perform well only in a limited number of them (Cameron, 1978). This multidimensional view of performance implies that different patterns, or configurations, of relationships between organizational performance and its determinants will emerge (Tsui, 1990). Miller (1981) suggests that,

rather than examine linear associations among various organizational attributes, researchers should attempt to find recurring patterns of attributes. Such an approach could provide useful insights into the feasible sets of internally consistent configurations of organizational attributes (Venkatraman, 1989) relevant to different organizational performance domains. CVF is particularly useful for exploring of the work faculty members involved in university governance and the complex choices they face when responding to competing tensions around issues of diversity.

Conclusion

Hurtado (2007) discusses linking diversity with missions of higher education as both a goal for all of higher education but also at the institution level. At the institution level the linkage between diversity and the institution's core values manifests through the climate that is created by its organization and governance structure. Little information is known about the perceptions of faculty members who work to promote diversity from within university's governance structure. Because the faculty retention task forces (FRT) is comprised of members of the representative body that is responsible for university planning and governance, CVF will allow explorations of the values espoused by that governing body as well as the larger organization, the institution. This study adds to the existing body of literature on diversity in higher education by attempting to understand faculty involvement in the organization and governance of an institution as an instrumental component of the institutional commitment to diversity.

This study enhances our understanding of faculty work within the university by providing and in depth examination of how faculty concerns with diversity are addressed on an institutional level. This study approaches the examination of the institutions

commitment to diversity from the perspective of organizational values, offering further insights that can contribute to the development of initiatives and policies that match the values of the institution. This study provides a detailed analysis of the institutional context and its implications for the process of change in higher education.

CHAPTER III

RESEARCH DESIGN AND METHODS

The overarching goal of this study was to better understand how faculty perceptions of the institution's values influenced the perceived effectiveness of diversity initiatives. Institutional cultures are difficult to assess because their shared beliefs, values, and assumptions are not always explicit (Schein, 1985). Qualitative approaches help researchers to move beyond superficial explanations of culture when they are accompanied by theoretical frameworks that seek to explain important cultural dimensions. The competing values framework has been applied in many types of organizations, including higher education institutions (Cameron & Freeman, 1991; Smart, 2003; Zammuto & Krakower, 1991). Using two main dimensions—the first describing how processes are carried out within the institution, and the second describing the orientation of the institution to the outside world—the competing values framework describes four basic organizational cultural types. Organizations, or subgroups within them, may possess more than one of these types, but one of them is usually dominant. The framework thus provides a way to describe and explain qualitative information about organizational culture.

The purpose of the study was to better understand how members of a university task force committed to faculty recruitment and retention perceived the effectiveness of the institutions diversity efforts, and to better understand how the task force worked within the university governance structure to address issues of diversity presented by faculty. This study proposed the use of the Competing Values Framework (CFV) as a theoretical lens to understand the perceptions of effectiveness of the institution's commitment to diversity. By using the perceptions of the task force members to answer these questions, this study provides greater understanding of the challenges institutions face while attempting to honor their commitment to diversity. A qualitative approach is the preferred methodology for this study as it allows the researcher to address the questions posed by this study in a comprehensive manner.

Theoretical Perspective

For the purposes of this study, interpretivism allowed me to focus on meaning and understanding, knowing that the experiences that individuals have in a context are all actor-laden (Guba & Lincoln, 1998). Rather than trying to predict what may happen in the environment (which essentially is a positivist perspective), the interpretivist perspective emphasizes understanding what happens as the environment is being lived in and what essentially emerges as a result of interactions between participants and context. My theoretical perspective is framed by the epistemological position, social constructivism (Crotty, 1998).

This study is framed by the social constructivist paradigm, where the emphasis is on understanding how each individual task force member's perception of the campus

climate for diversity is shaped by her/his particular definition of diversity, circumstances and lived experiences (Crotty, 1998). With its philosophical grounding in Kant's synthesis of rationalism and empiricism (Korner, 1974), social constructivism is founded on the premise that we all construct our own understanding of the world in which we live through reflection on our experiences. This paradigm holds that knowledge does not reflect an objective, ontological reality. Rather, knowledge is an ordering and organization of a world constituted by our individual lived experiences (Glasersfeld, 1984, p. 24). This paradigm is particularly important for understanding task force member perceptions because social constructivism views the participant as a unique individual with unique needs and backgrounds. This paradigm encourages participants to arrive at his or her own version of the truth, influenced by his or her background, position in the university, prior experiences in the academy, and culture or embedded worldview.

Research Questions

According to Creswell (1998), when doing phenomenological research there should be one overarching central question that speaks to the issue being studied, followed by topical questions that anticipate the information needed. The central question should focus on a greater understanding of the human experience and is qualitative, rather than quantitative (Moustakas, 1994). The overarching question guiding this study is: How do members of a university task force committed to faculty recruitment and retention perceive the effectiveness of the institutions diversity efforts, and how does the task force work within the university governance structure to address issues of diversity presented by faculty? Specifically this study addresses the following research questions:

1. How do members of a university-wide, faculty retention task force (FRT) understand the university's definition of diversity?
2. How do members of a university-wide, faculty retention task force (FRT) perceive the institution's commitment to diversity?
3. How do members of a university-wide, faculty retention task force (FRT) perceive the effectiveness of institution practices and policies related to diversity?

Research Design

Qualitative research methods enable an evaluator to study selected issues in depth and detail. The theoretical perspective underlying this study is phenomenology. Phenomenology and hermeneutic phenomenology are inductive research methodologies concerned with the study of experience from the perspective of the individual (van Manen, 1990). While phenomenology and hermeneutic phenomenology are often used interchangeably, for this study it is important to differentiate between the methodologies. Epistemologically, both phenomenological approaches are anchored in a paradigm of personal knowledge and subjectivity and emphasize the importance of personal perspective and interpretation of lived experience. Pure phenomenological seeks to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions (Husserl, 1983).

The goal of phenomenological researcher is to describe the lived experiences of a concept or phenomenon (Creswell, 1998). Exploring the structures of consciousness in human experiences (Polkinghorne, 1989), this research tradition has its philosophical roots in existentialism. Existentialists believe that by emphasizing reason, rationality and objectivity, personal everyday experiences become deemphasized. Thus, it is held that

philosophy and research should not focus on the world, as we *know* it, but rather on the world in which we *live,* the world that we experience. A basic tenet of this philosophy is that existence precedes essence.

In contrast, Gradamer (1989) defines hermeneutic phenomenology as how people make meaning of their lived experience and express these experiences using language. Moreover, hermeneutic phenomenology focuses on the language of the group, the interpretation of the experience, and the development of meaning through a research that is familiar with the traditions of the group. Hermeneutic phenomenology focuses on human cultural activity using texts (e.g., documents, discussions, symbols) to frame interpretations and express meaning (Kvale, 1996). Hermeneutic phenomenology encourages reflection on biases and experiences that can contribute to the interpretation and development of meaning (Cohen et al., 2000).

Understanding the perceptions of faculty members requires identifying and describing the fundamental characteristics or the general essence of their experiences. These fundamental characteristics provide an awareness of the opportunities and challenges associated with sustaining a diverse multicultural campus climate. The hermeneutic phenomenological research approach was used to examine faculty experiences with and perceptions of diversity at Felwood University.

Historical events that took place at Felwood University and differences in historical perspective among participants during the course of the study made it difficult to capture the essence of the study as a phenomenology. In order to capture the lived experiences of the participants and address the research questions this study took a phenomenological approach to a case study of Felwood University. The case study

method assumes that each case is specific to context (Lincoln an Guba, 1985; Patton, 2002). Analysis that follows the individual case can yield the nature and essence of the lived experiences of the group of individuals in the case (Patton, 2002).

Site and Participant Selection

The Site

Marshall and Rossman (2006) emphasized that when selecting a specific organization for study the researcher must provide a rationale that "outlines why this specific setting is more appropriate than others for the conduct of the study"(p. 61). The rationale for studying FRT members' perceptions of institutional values and effectiveness at Felwood University follows.

Felwood University is a highly ranked, public research institution. A Board of Trustees, appointed by the governor, governs the institution. The rector serves as the chair of the board and members are appointed to five-year terms with a one-term limit. Responsibility for a day-to-day management of the university is vested in a university president, who is selected by the board and is assisted by a cabinet of 8 vice-presidents.

The Faculty Senate is a representative body that is responsible for faculty participation in institutional planning and governance at Felwood University. The Faculty Senate represents all faculty members with respect to all academic functions and action affecting all faculties, or more than one faculty. Additionally, the senate advises the president and Board of Trustees concerning educational and related matters affecting the welfare of Felwood University.

In 2004 the Faculty Senate established a standing committee to focus attention on issues of faculty welfare, including recruitment and retention. The Faculty Retention Task force (FRT) was charged with identifying and prioritizing both short-range and long-range issues as well as proposing strategies for improving faculty welfare across campus. The FRT is comprised of faculty members from different schools across the university. In addition to these individuals the chair of the faculty senate, the chief human resource officer, the vice provost for recruitment and retention, and the vice president for diversity serve as ex officio members of the task force. In 2007, the committee developed and implemented a university-wide faculty survey.

The survey was comprised of three broad areas: academic community, faculty priorities, and benefits. The senate's FRT performed analysis of the data. In addition to summarizing the data and written comments, the executive summary included goals and action items offered by the faculty as constructive suggestions for addressing underlying issues. The full report concludes with a focused discussion on diversity that brings together information from all areas of the survey. The discussion identifies the following two goals for diversity at the university:

1) Commit to improving diversity of Felwood University, in race, gender, sexual orientation, and political perspective.

2) Felwood University should become a model for the development of a diverse faculty.

The Sample

Since the development of the survey, the FRT has met with university officials to discuss ongoing university efforts in light of the survey results. Because of their

familiarity with the issues identified in the survey, their involvement in issues of faculty welfare, and with their unique position in the organizational structure of the university, a purposeful criterion-based sample of Faculty Senate members was included in this study. Creswell (1998) recommends no more than ten participants for a phenomenological study. In the case of this study, the eight selected participants were each members of the faculty senate's FRT. Two of the four ex officio members of the committee were also included in the sample. Since these individuals chiefly functioned as cabinet-level university administrators often they did not have the same type of interaction with faculty members as non-administrators and, therefore, had the ability to offer additional insight.

Access to Participants. An email requesting participation in the study was sent to the entire population of faculty who served on the FRT between 2007 and 2013, forty-four individuals in total. The solicitation identified specific dates and times during which the interviews would be conducted. Fifteen individuals responded to the original solicitation. Two of these individuals declined the invitation to participate in the study but offered suggestions of FRT members they believed. A convenience sample of ten participants was drawn from the respondents who were available to be interviewed within the identified timeframe. The sample was comprised of ten participants in total. Five of the participants were current of former FRT members; three were former FRT members; and the remaining two participants were current ex officio members of the FRT. After participation was agreed upon, an interview date was set. To collect data in the participants' natural work setting, both interviews took place in the participants' workplace. Prior to the initial interview, written documents were collected via email (e.g., the participant's demographic data, and curriculum vitae). Curriculum vitae were

collected in order to assimilate demographic information and to maximize interview time. The curriculum vitae provided insight into the participants' experience with service at Felwood University specifically looking at administrative positions held on the university, school, and department level.

Participants. The FRT was comprised of members of the faculty senate. The original charge of the task force was to conduct a survey that captured the general faculty experience. The committee was tasked with the design, distribution, analysis and dissemination of the survey and its results. Shortly after the original survey was launched the university had issued a request to conduct a second iteration of the survey. It became clear that the work of the task force was not bound to a moment in the institution's history and that it needed to become part of its daily functioning. For this, reason the task force became a standing university committee and stood as such for the past seven years. Since the original launch of the task force, this group worked to disseminate results and monitor the pulse of the faculty within the institution. During this period of time significant changes took place within the university administration. In attempts to capture the faculty climate early in the tenure of the new university president, the second iteration of the survey was launched in spring 2011.

The historical events that occurred within Felwood University deeply informed the way participants experienced the phenomenon of task force membership. Therefore the phenomenon was interpreted as the experiences of the participants as members of three separate cohorts of the same task force. The first cohorts consisted of ex officio members. These individuals were cabinet level administrators at the institution whose positions were developed in response to a presidential commission on diversity. The task

force itself was launched shortly after this commission. Members of the original task force, who conducted the 2007 survey, were referred to as Task force One. Three years after the original survey was conducted, the university experienced a major change in leadership welcoming both a new president and a new provost. Within two years of the appointment of the new president, the FRT conducted a second faculty survey. Members of the FRT who conducted the 2011 survey were referred to as Task force Two.

Ex Officio. These committee members were unique because of the positions they held within the institution and because of their history with the task force. Because of their long history with the institution these individuals were able to provide insight into the origin of the task force. Because they remained connected, through their work as ex officio members of the FRT, these individuals were able to contextualize the university's diversity efforts. During interviews, participants overwhelmingly identified these ex officio members as the embodiment of diversity within the institution. Another unique characteristic of the ex officio cohort is that it was comprised of the two administrators within the university associated with diversity on the institutional level.

Larry. For the past 4 years this US-born, Black, humanities professor served as the vice president for diversity (VPD). This position was born out of a presidential commission on diversity. A significant portion of his work as VPD intersected with that of the FRT. He served as an ex officio member on the FRT and other committees and task forces throughout the institution. Organizations on campus committed to promoting inclusion, reported to this vice president. The VPD chaired the university diversity council and was responsible for campus-wide diversity and inclusion initiatives.

The diversity council was comprised of representatives from all of the different schools across the institution. This council had no authority to make policy changes within the university. They met regularly and shared information about diversity activities taking place in different corners of campus. The diversity council recently formed a subgroup that focused on LGBT issues. Through the VPD, the diversity council submitted questions for the FRT survey. The LGBT group in particular added questions regarding domestic partner benefits.

Hannah. Since 2003, this non-US born, Black, humanities professor has served as Vice Provost for Recruitment and Retention (VPRR). This position was an administrative position devoted to the recruitment and retention of faculty. Like the VPD, this position was created from the recommendations of the President's Commission on Diversity. While her work did not exclusively deal with issues of diversity, most of the faculty interviewed identified her as the "go to" person for faculty diversity. The VPRR was responsible for disseminating demographic retention data to various schools within the institution as well as to external research partners. Other areas of the work of the VPRR directly related to institutional diversity initiatives included dual career couples/ joint hires, search committee training, and collaboration with the FRT as needed. In addition to gathering data on employees the VPRR did research on faculty who declined offers to join the institution. This data was used to enhance faculty retention initiatives. The FRT committee did not report to the VPRR but they often worked in parallel.

The presence of these two positions within the administration is indicative of both the university's conceptualization of diversity as well as their approach to problem

solving. This cohort is of key importance because of the origins of their positions, their respective responsibilities, their ethnicity, their history with the institution, and their rank within the institution. A variety of programs and leadership training opportunities were sponsored by the VPRR and the VPD. This cohort was responsible for executing many of the diversity related action items from the 2007 survey.

Task force One. Members of this cohort served on the FRT during the development, launch, and rollout of the 2007 faculty survey. While most of the members of this cohort were not involved in the 2011 faculty survey, two out of three members of the cohort remained actively involved in university-wide, faculty-centered initiatives. Both of these cohort members were women.

Barbara. As former chair of the faculty senate, and original FRT member, this professor from the College of Education was the longest continuous serving member of the FRT. Her service in the FRT from 2004-2011 provided institutional memory to the work of the task force. During the early years of the task force, Barbara was a lead member on the survey development team. Even after the launch of the 2011 faculty survey, Barbara remained involved in a variety of diversity related initiatives on campus.

Adam. As the senator from the College of Medicine during the 2007 academic year Adam joined the FRT after the faculty survey had already been developed. As a member of the committee during the 2007 survey he had the opportunity to interact with two senior diversity administrators at the institution. He understood the need to have a cabinet level diversity officer but was unclear on the distinction of the work of the two individuals. He was able to identify individuals who did diversity work at the institution

but still noted a disconnect between their work and his daily functioning as a White, male, faculty member in the College of Medicine.

Janet. This former member of the FRT is the chair of the math department and the university's Women's Advisory Board. Janet only served on the FRT for one year, in order to launch the 2007 survey. She was able to give insight on issues that were very important to faculty, like childcare. While her involvement on the committee ended, she remained connected to these issues through her work on the Women's Advisory Board and through her work as a co-primary investigator with Hanna on the Alignment Grant that targeted improving working conditions for women at the institution. Janet's experiences as a White female administrator informed her involvement in diversity work and made her aware of many of the emerging presidential initiatives that were being rolled out.

Task force Two.

Phillip. In addition to serving as a member of the FRT, Phillip was an active leader within the College of Law and active participant in university level leadership and diversity training initiatives. As a Black South African, he was very attuned to concerns of his minority colleagues and the university's limited ability to address specific concerns. He was able to identify the challenges associated with external influences on university decision-making.

Phyllis. As the university's first female Chemistry professor, Phyllis was able to offer historical perspective on the institution. She first came to the university as an undergraduate student in the 1970s, remained for her PhD, and was hired as a faculty member. Even though Phyllis was a member of Task force Two, this was her second

time serving as a faculty senator. Her first term in the senate was over twenty years ago. As a woman of White and Native American descent, her gender played the largest role in her experiences at the university. During her first term in the senate these experiences led to her involvement on the senate's grievance committee. Her ability to compare her two distinct terms on the senate provided unique insight into faculty perceptions of the institution's commitment to diversity.

Debbie. As a senator from the College of Engineering, Debbie was one of the newest members of the task force. She came to the university as part of dual career couple and was the trailing spouse. In addition to her work on the FRT Debbie was recently appointed to a Presidential Advisory Group (PAG). The PAG was a strategic planning group that focused on many of the same issues as the FRT. She was the only faculty member to serve on both committees. Debbie also discussed her involvement in Hannah and Janet's Alignment Grant for women at the institution. While she was very active on the university level she admits that she was not aware of university level diversity work or resources.

Charlie. Charlie came to the FRT during the development of the 2011 survey after being nominated to the senate by the music department. Born and educated in Switzerland, his first experiences with diversity were as a professor at Felwood University. While he was a White male faculty member at a PWI, he was able to provide an international diversity perspective. As a new member of the senate he was very involved in the work of the FRT, particularly the survey. Despite the fact that Charlie did not serve in an administrative capacity within the College of Fine Arts, he was actively

involved in departmental searches. The experiences he witnessed complimented trends that were noted in the findings of 2011 of the survey.

Frank. A professor from the College of Pharmacy was selected to chair the 2011 FRT. The perspective that Frank offered as a White male faculty member was different from Charlie's because their differences in nationality, education, and professional experiences. When he was nominated to the senate he stood out as one of the most vocal senators and active committee members. Because of his enthusiasm, he was selected by the previous chair to lead the committee. As chair of the committee he worked with administrators and faculty groups across campus to disseminate preliminary results and develop action plans.

Data Collection

Interviews are the primary source of data for phenomenological studies; secondary are artifacts that are related to the context of the phenomenon (Creswell, 1998; Moustakas, 1994). Data for this study were collected through semi-structured conversational interviews and a review of related materials. The interviews were recorded for transcription. Within three weeks after the interview, each participant was asked to modify and/or verify the content of the interview transcript. Each participant had up to two weeks to review and return the interview transcript. Within six weeks after the initial interview, the researcher interviewed the participant a second time.

The purpose of the follow-up interviews was to: 1) share analysis of the initial interview with the participant, 2) clarify any ambiguities and questions arising from the initial interview, and 3) receive the participants' feedback on analysis of the interview and the theoretical framework that the study assumed. The second interview process

utilized an emergent design and was primarily dedicated to member checking and clarification (Lincoln and Guba, 1985). The second interview transcript was modified and/or verified within three weeks. As often was appropriate, the researcher communicated with the participants via e-mail, by telephone, and/or in person as part of the continuous member-checking process in the naturalistic emergent design (Lincoln and Guba, 1985).

Written Documents

Erlandson and colleagues (1993) described that written documents should include nearly everything in existence prior to and during the investigation. They might include such documents as historical accounts, works of art, photographs, memos, media articles, brochures, meeting agendas and notes, audio or videotapes, budget statements, speeches, and other studies (p. 99). Written documents that are referred to and discussed in this study include Faculty Senate Survey reports from the 2007 and 2011 surveys, university diversity statement, report from the President's Commission on Diversity, field notes, and the annual reports of FRT from 2008-2011. These documents were reviewed and catalogued to provide context for the study.

In-Depth, Open-Ended Interviews

According to McCracken (1988), the long interview is one of the most powerful and revealing qualitative methods (p. 9). As he explained, this is due to the manner in which an interview allows the researcher to gain access to how an informant views the world. This method can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world. It can also take us into the life world of the individual, to see the content and pattern of daily experience. The long

interview gives us the opportunity to step into the mind of another person, to see and experience the world as they do themselves (p. 9). Interviews are similar to dialogues or interaction (Erlandson et al., 1993, p. 85), and they allow the researcher and informant to move back and forth in time, reconstructing the past, interpreting the present and predicting the future (Lincoln & Guba, 1985). In addition, interviews assist the researcher in understanding the larger context of interpersonal, social and cultural aspects of the site under investigation.

Creswell (1998) stated that a phenomenological study should include the perspectives of five or more participants' lived experiences. Thus, I conducted in-depth interviews with ten of the FRT members, once I was granted permission. While interviewing each participant, I digitally recorded the interview, taking notes as we discussed the phenomenon and bracketing my own thoughts as the interview progresses. I found myself bracketing my own thoughts, responses, and intuition throughout the participants' communication of experiences.

Interview Protocol

The in-depth interview of semi-structured questions was designed to address the research questions (see Appendix). The interview protocol was developed from the components of the competing values model. Questions in the protocol reflect the three dimensions of the model (organizational focus, organizational structure, and organizational means ends) to identify and describe the culture of the institution as perceived by FRT members. The researcher made every attempt to follow the semi-structured questions to assure an in-depth discussion of experiences.

Interviewer Self Reflection

Interviewer self-reflection is an integral part of phenomenological research. Bracketing allows the researcher to identify and then set aside assumptions made in everyday life. My personal experiences with the phenomenon, diversity, had the potential to invite premature theories or judgment during the interview and analysis process of the study. By identifying and reflecting on existing assumptions, I was able to suspend judgment. In doing so, I allowed the lives of my participants to illustrate the phenomenon in question (Schwandt, 2001).

Person as Instrument

In the qualitative tradition, the researcher is the primary instrument of data collection and analysis. Subsequently, it was imperative that as a researcher, I was aware of how my background and experiences could affect the research and final product (Marshall and Rossman, 2006). I was the primary instrument in this qualitative study. My responsibilities included obtaining access to the population, collecting, managing, analyzing, reducing and displaying the data.

As an African American woman it was imperative that I explore my own assumptions, biases and perceptions of diversity. In addition to identifying my own biases, it was also important to discuss the ways I would remain ethical and prevent them from influencing data analysis and the interpretations of findings (p. 78). While my inquiry into diversity in higher education began prior to my doctoral studies, my experiences as doctoral student informed my interests in faculty perceptions of this phenomenon. As a graduate student I had the opportunity to explore diversity related issues as program administrator, researcher, faculty development intern, and as a graduate

instructor. Having been a product of predominantly white institutions, it was my experience that diversity was narrowly defined to issues of race. The combination of my experiences challenged me to expand my understanding of diversity.

My internship with a university Teaching Center (TC) gave me an opportunity to learn about faculty experiences at the university. Prior to this opportunity, my understanding of the institution was based off of the experiences of graduate and undergraduate students. My TC internship presented me with an opportunity to be a participant-observer in classrooms. Through my internship with the TC I was able to interact with a wide range of instructors and gain a better understanding of their position within the institution. My position at the TC was in faculty development, offering instructional support and coaching to graduate teaching assistants through individual consultations, workshops, and classroom observations. Additionally, while working at the Teaching Center, I facilitated a pedagogy seminar for graduate students that focused on race, class, and gender in the college classroom. During this internship I learned how the work of faculty members intersects with diverse populations within a university.

My personal and academic experiences offered a strong foundation to build this study of perceptions of diversity. My racial background can be seen as both a strength and weakness in my particular study. Because I am a member of a racial group that has been historically underrepresented in higher education, participants in the study may have felt compelled to include issues of race in their understanding of diversity. Additionally, I came into the process with a level of bias based on my own experiences within higher education. Being aware of these potential biases helped me stay honest during data collection and analysis. I documented my personal experiences through researcher

journals and memos. By journaling, I had an opportunity to work through my personal biases rather than projecting them during interviews and analysis.

Data Analysis

As Patton (1990) explained, the challenge in qualitative research is to make sense of massive amounts of data, reduce the volume of information, identify significant patterns, and construct a framework for communicating the essence of what the data reveal. Throughout the research process, the investigator is searching for themes that emerge from the data and the research context. Unlike traditional positivist research, naturalistic research is unique in that there is a relationship between the data collection and data analysis throughout the entire research project.

Erlandson, Harris, Skipper, and Allen (1993) identify that in qualitative research, data analysis involves a two-fold approach. The first aspect is the data analysis that occurs at the research site during data collection. The second aspect is the analysis that is performed away from the site after having left the field. Data analysis in naturalistic projects must include the interactive process of collection and analysis as well as the forming of gestalt at the conclusion of the project‖ (p. 113).

In phenomenological research, data analysis involves determining complex meaning from direct experiences (Merriam & Simpson, 2000). Looking for the essence of the experiences, common themes from multiple experiences across cases was the aim of this research. In an effort to become initially familiar with the data, data memoing was performed. Each interview was transcribed and examined for potential themes pertinent to the research focus. The protocols were divided into significant statements or horizontalization (Moustakas, 1994). The units were transformed into clusters of

meaning expressed in phenomenological concepts, representing general themes of meaning. Finally, these transformations were tied together to make a general description of the experience, the textural description of what was experienced and the structural description of how it was experienced. Steps for analysis as identified by Moustakas (1994) are as follows and include descriptions of how I analyzed the data:

Describe the researcher's experience with the phenomenon. Because it is important for the phenomenological researcher to be as free as possible from preconceptions, the researcher should describe previous experiences with the phenomenon. A journal of my interview experiences was kept regarding each of the interviews.

Search for statements in the interviews identifying how the participants are experiencing the phenomenon. During the process of horizonalization I was able to ensure that each of the statements related to the phenomenon was initially given equal value. Transcribed interviews, university documents, and researcher field notes were uploaded into the qualitative software analysis program QSR NVivo 8, and statements related to the phenomenon from each interview were highlighted and labeled with initial descriptors. After completing this process once, I was able to look at each of the statements that were grouped by the descriptors. The theme of *routinization* exemplified this process because all of the participants discussed the university's diversity training module as a way in which they experienced the university's commitment to diversity. Only statements that were directly related to the phenomenon were included.

Group statements by meaning and provide a textural description of the experience. In this step I created themes to group statements from the interviews that were relevant to

the research question. The statements that were identified were labeled by themes that emerged as the transcriptions were reviewed. Upon completion of this step, themes were reviewed to determine which ones were duplications that could be combined into other themes. *Communication* was a major theme that emerged from the data. Because the theme was so broad, statements needed to be re-coded in order to get at their essence. The statements were re-coded by the major themes and sub-themes within the QSR NVivo 8 program. Sub-themes that emerged from the theme of *communication* included *open communication* and *formal communication.* A short definition of each theme was created to help focus the assignment of statements.

Construct a description of how the phenomenon was experienced. These descriptions should provide a clear account of each participant's experience with the phenomenon as well as the underlying structure that motivates the accounts. Using the statements identified for each of the themes, I described how the participants experienced the phenomenon based on each of the themes. As much as possible, direct quotes from the participants were used so that the description would be in their own words and more precisely capture their experiences.

Construct an overall description of the meaning. The themes identified for each participant were analyzed to depict a composite textural description of the group. From these textural descriptions, a composite structural description follows. These descriptions were included in my analysis of the meaning of the experience as well as interpretations and significance to the field. Direct quotations were utilized to illustrate the analysis.

After performing these steps for each of the participants, construct an overall composite of the data. This step identifies a way of understanding how the participants

experienced the phenomenon as a group. The textural and structural descriptions were synthesized to identify the meaning and essence of the experiences of all the participants. In this step, an overall summary of the phenomenon was provided in the analysis of the research questions.

Trustworthiness

Cohen et al., 2000 defined journaling as an alternate form of bracketing that creates awareness of biases prior to data collection. I kept a reflexive journal of my thoughts about research decisions that were made and methods that were used during the research process. Field notes were taken at the end of each interview and as I analyzed data and establish conclusions. The field notes documented impressions about the campus, conversations with study participants and non-participants, reactions to personalities, non-verbal behaviors, and general assumptions about the university climate and culture. Lincoln and Guba (1985) believed that engaging in reflexive journaling addressed all four components of trustworthiness.

Credibility

Triangulation of research methods through multiple sources was used in this study to enhance validity and credibility (Lincoln & Guba, 1985; Marshall & Rossman, 2006). Triangulation also reduces the possibility of chance associations, as well as of systematic biases prevailing due to a specific method being utilized, thereby allowing greater confidence in any interpretations made (Maxwell, 1996). The three data collection sources include: (a) documents, (b) semi-structured interviews, and (c) field notes.

The researcher conducted each interview exclusively. Site visits were conducted at the institution, and an analysis of catalogued institutional documents were performed

in order to triangulate the qualitative data. After each interview, transcriptions were prepared immediately. Information was synthesized and similarities/differences were identified, and made available for participant review during a second interview. During the second interviews, participants were asked to provide their insights into any discrepancies or inconsistencies that were from the various sources. During the second interview, I reviewed interview notes with the participants for accuracy. I also asked if there were any additional inputs with regards to their initial interview. Confirmations made during this triangulation were incorporated into the data analysis, findings, and conclusions.

Credibility was also established through peer debriefing. Peer debriefing is the process of exploring various aspects of the study with a colleague. Peer debriefing is most affective when the debriefer is truly a peer and is knowledgeable about the content area and methodology being employed (Lincoln & Guba, 1985). The peer debriefer for this study was a researcher at another university who conducted research on minority faculty. He acted as a sounding board for potential concepts, categories, findings and interpretations, and encouraged the researcher to think more deeply about the inquiry process and elements of it that had not been explored (Lincoln & Guba, 1985).

Transferability

I present concrete descriptions and details about the participants (Creswell, 1998) and the research design to provide thick descriptions that would help increase one's understanding of diversity in higher education. Presenting a rich description provides readers enough information to allow them to make conclusions about the significance and

meaning of the content that is presented (Patton, 2002) and the potential for it to be transferred to other settings.

Ethical Considerations

Interviews are interventions that affect people and the interview process changes participant's cognition about themselves (Patton, 2002). Throughout my study I took steps to address ethical concerns as they arise by adhering to Patton's (2002) suggestion that researchers must have an ethical framework for conducting research. I consulted the ethical issues checklist (Patton, 2002, pp. 408-409) as I established my own ethical framework for the study.

Confidentiality

The participants and institution were given pseudonyms in an effort to maintain confidentiality and their names do not appear in any analyses related to the study. Additionally, participants' real names do not appear in any analyses related to the study. A consent form describes how I ensured confidentiality. In discussing faculty backgrounds, I did not use the names of institutions in the individual's academic background. Although I exercised caution, confidentiality may not be completely ensured due to the public nature of some of the documents that were analyzed as part of the study. Accordingly, the participants were forewarned of this risk prior to signing the consent form.

CHAPTER IV

ORIGINS OF FORMAL DIVERSITY EFFORTS

Introduction

This study was guided by the overarching research question: How do members of a university task force committed to faculty recruitment and retention perceive the effectiveness of the institutions diversity efforts, and how does the task force work within the university governance structure to address issues of diversity presented by faculty? In response to this question, this chapter and the following two chapters (chapter 5 and chapter 6) present the data from this phenomenological case study in the historical context of Felwood University. This chapter specifically provides the context for the origins of formal diversity efforts within Felwood University.

Over the course of a decade, the meaning makers of Felwood University worked to incorporate diversity into the core values of their institution. The story of diversity at Felwood University was one of competing values constructed by culture types. The Competing Values Framework theory proposes that culture types consist of a combination of the organization's focus and structure. Organizations possess unique sets of behaviors, values, beliefs, and assumptions that influence the organization's attention and effort to attain distinct organizational ends (Cameron & Quinn, 1999). In the context of this study, Felwood University, worked to attain a positive climate of diversity and inclusion.

CVF theory suggests that culture types relate to different organizational effectiveness indicators as a function of their basic assumptions, values, and structures. The CVF's third value dimension, means–ends, was the theoretical basis upon which the CVF framers explained why each culture type was associated with a specific strategic thrust and a unique set of effectiveness criteria. The third dimension revealed the behaviors that emanate from values and beliefs (see figure 1). Universities are hybrid organizations comprised of various stakeholders. Felwood University was no different. The experiences of the participants in this study confirmed that in responding to the needs and demands of these stakeholders, the institution exhibited a commitment to diversity as one of its values. The demonstration of its commitment to diversity however, did not neatly fit within one culture type.

The collective reflections of the three cohorts of FRT members provided an understanding of the ways Felwood University worked toward creating a diverse and inclusive campus environment. The creative collaborations that took place between the administration and faculty presented opportunities for increased employee involvement on institutional diversity efforts. The creation of feedback loops allowed for a blending of culture types that resulted in increased open communication and employee involvement. The feedback loops created space for the various culture types that were present within the university to engage in a process of research, communication, participation, and evaluation of diversity initiatives.

Diversity Unfolds at Felwood University: A Timeline

- 2002-2005: Students of color report poor climate for diversity. Felwood University experiences challenges retaining Black faculty
- 2003: Felwood University Board of Trustees appoints special committee on diversity

- 2003: President David Vanhorn launched the Presidential Commission on Diversity to assess climate
- 2003: Vice Provost for Recruitment and Retention position is created and filled by Hannah
- 2004: Final recommendations from Presidential Commission on Diversity are shared in the form of a diversity blue print. This blueprint included creating a position – Vice President for Diversity who was to report directly to President Vanhorn. FRT was also created at this time to look into faculty satisfaction at institution.
- 2004: Board of Trustees mandated search committee tutorial
- 2005:Vice President for Diversity appointed
- 2007: First Faculty Senate Survey is designed and launched
- 2008: Faculty Senate Survey results disseminated
- 2008-2009: Great Recession
- 2008: Findings from Faculty Senate Survey reveal diversity is a major issue at the institution,
- 2008-2009: FRT members work with administration to disseminate findings and develop an action plan. Action steps are assigned to cabinet level administrators
- 2008-2010: Action teams, special advisory groups and presidential tasks forces develop recommendations and hold direct audience with the president
- 2009-2012: Salary freeze, hiring freeze and budget cutbacks
- 2010: Felwood University appoints first woman president, Valerie Jones
- 2011: Felwood University's Executive VP and COO retires which triggers a reorganization of university reporting structure
- 2011: Second iteration of Faculty Senate Survey launched
- 2012: President Valerie Jones resigns and is reinstated with support of the faculty senate
- 2012: Second Faculty Senate Survey results are disseminated to entire university community
- 2012: Faculty Senate Survey results suggest diversity is no longer a major faculty concern

The University Defines Diversity

The Special Committee on Diversity was appointed during the May 2003 Board of Trustees meeting to encourage and support an atmosphere at Felwood University that ensures that diverse members of Felwood University and surrounding community are treated equally and fairly. The special committee defined diversity to include race and ethnicity, age, gender, disability status, sexual orientation, religious and national origin, socio-economic status, and other aspects of individual experience and identity.
-Felwood University Board of Trustees, Special Committee on Diversity

Early renderings of the university's diversity plan began to take form as early as 2003 with the Diversity Committee of the university's Board of Trustees (BOT). The Board of Trustees, the university's ultimate decision-making authority, was the first member of the university community to formally communicate diversity as a value of the institution. The presence of its diversity committee served as an artifact of the institution's commitment to diversity and equity. Accepting the charge issued by the Board of Trustees, the diversity committee assumed the task of defining diversity on campus. The minutes of the October 2003 meeting of the board's diversity committee detailed the development of Felwood University's definition of diversity. During this meeting, the committee developed its mission statement and authored the university's definition of diversity which was later approved and adopted by the University Board of Trustees.

After adopting the definition, the BOT created a home for it on their webpage. By communicating this definition through the BOT, the university made a public demonstration of its values and commitments. Frank, member of Task force Two and 2011 chair of the FRT, spoke of the power in board decision-making. He said, "I guess if the board defines it this way, according to the board, then this is the way it's defined on campus officially". He essentially stated that board decisions were what lived on as institutional policy. The existence of policy was simply the first major public step that the university took to formally communicate its beliefs. In order to create a home for diversity, artifacts or support mechanisms needed to be built in order to support and enforce the commitment.

The BOT's diversity committee provided an example of an artifact of market culture being used to reinforce values that aligned with hierarchy culture. Official statements and definitions were highly valued in the university context. Hierarchy culture dictates that, in order to present a commitment to diversity as a core value of the institution, an official statement had to come from the Board of Trustees. The creation of the definition required that the BOT develop a task-oriented subcommittee. The task orientation of this committee presented itself as an artifact of the market culture type. With a focus on the university experience created for students and other members of the university community, the BOT's communication of a formal definition outlined the aspects of an individual's identity and experience for which a positive climate would be fostered. While the committee itself was an artifact of the market culture, the construction and communication of a formal definition signaled an alignment with hierarchy culture.

Setting the Stage for Institutional Commitment to Diversity

> In support of two goals of Felwood University—to embrace diversity in the pursuit of educational excellence and to be ranked among the leading universities in the world—as well as in response to some disheartening incidents of racial injustice and insensitivity on Felwood University's campus, President David Vanhorn appointed a university-wide commission on diversity in late summer 2003.
>
> On September 5, 2003, the president formally charged the Commission with assessing the quality of the student experience within Felwood University in all of its aspects, with special attention to experiences unique or generally germane to women and minority students. The president also charged the commission to gauge and analyze the condition of equity within the larger community; appraise the academic and social cultures as experienced by Felwood University's various populations, with careful attention to matters of special concern to women and minority students; and suggest means of identifying and addressing academic and climate problems.
>
> - Report of the President's Commission on Diversity and Equity

Larry and Hannah, ex-officio members of the FRT, were actively involved with university diversity efforts prior to the BOT's creation of Felwood University's definition of diversity. These two university administrators traced the design of the university's blueprint for diversity back to the conceptualization phase. These conceptions of the campus climate for diversity were informed by the lived experiences of the students and faculty that they encountered.

As the vice president for diversity, Larry was able to easily trace the origins of the university's diversity plan. Even prior to his administrative appointment, he worked actively to promote diversity and equity on campus. Because of his close ties with students and faculty, Larry was able to easily pinpoint the key events that led David Vanhorn, president of Felwood University, to establish the President's Commission on Diversity in 2003. Larry's recalls that prior to the commission, rumblings of a poor climate for diversity were present among both students and faculty.

> President Vanhorn formed the commission of diversity following a rash of incidences at Felwood University, which put forth a negative experience, related to student life, particularly minority students. Previous concerns brought forth by a faculty member about the lack of faculty diversity, and just general concern with state demographics, suggested that an analysis of the environment and diversity and inclusiveness at Felwood University would be important to determine what to do next, particularly related to the student experience, including curriculum, you know, faculty recruitment and retention, the environment and life for staff members, and other issues.
> -Larry

The commission on diversity had a subcommittee that was dedicated to faculty and staff recruitment and retention. When the commission first addressed the university community in 2003, they recommended that the university "provide employment data to clearly show race and gender by employment rank or category and department or business unit; expand and mandate Equal Employment Opportunity Program workshops

for hiring officials and search committees; improve communication among hiring officials; and develop goals and targets for increasing diversity for each school, department or business unit, and hold hiring officials accountable for reaching the targets." Hannah's appointment as vice provost for recruitment and retention, was in direct response to these early commission recommendations.

While Hannah's academic background was distinctly different from Larry's she was also connected to conversations that took place on campus regarding diversity. Her connection to this work dated prior to the establishment of the commission and her appointment in 2003 as vice provost for recruitment and retention. Having been a member of the faculty since the early 1990s, Hannah was able to recall the campus climate prior to the commission.

> I don't think it's coincidental that that critical incident that I mentioned to you was triggered at the student level. Which then got the attention of the then president, David Vanhorn, and so on. So, it's – in my opinion the drivers of institutional attention to diversity are not faculty. It's not because faculty don't care – faculty are thinking about it and many of us do research. I, myself as a researcher, focus on issues of race and gender. So, it's not that – so faculty are very engaged in the – in diversity matters with regard to their research and scholarship and their representation. But I would argue in the history of the university, the driver of institutional thinking about diversity, and the changes have really come from the student body. That is just the way this place runs and is organized. It bubbles up to the top and comes back down.
> -Hannah

Hannah's reflections on the origin of the commission and the diversity plan confirmed Larry's experience while shedding light on how institutional change took place at the university. The university's commitment to its students stood out in both reflections. Hannah and Larry described the commission as a tangible example of the university taking a comprehensive inventory of all of the aspects of university life, not just the student experience. Felwood University was described as an organization that

responded to its constituents. Granger's (2003) research on retention notes the importance of a university's responsiveness to its constituents. The event, the commission, and the recommendations provided a feedback loop for members of the university community to communicate about and participate in diversity initiatives. The commission on diversity, which birthed the institution's diversity plan, served as a prototype for the manner in which all effective diversity initiatives were conceptualized and executed. This provided an example for how different organizational culture types could function within the larger hierarchy of the university.

President's Commission on Diversity

> The Commission on Diversity is charged with assessing the quality of the student experience within the University in all of its aspects, with special attention to experiences unique or generally germane to women and minority students. The commission will need to gauge and analyze the condition of equity within the larger community; to appraise the academic and social cultures as experienced by the University's various populations, with careful attention to matters of special concern to women and minority students; and to suggest means of identifying and addressing academic and social problems. The commission should provide models for continuous improvement in all institutions and entities that support student life, with special concern for minority populations and women. To this end, I am charging the commission with studying practices here and elsewhere, and proposing best practices (policies and strategies) to improve academic and employment opportunities for under-represented populations here--this element of the charge involves admission and retention of students as well as employment and retention of faculty members. Staff will assist the commission in coordinating its work with that of the Board of Trustees' committee on diversity, in order to provide information and policy advice for the Board's committee whenever needed. The commission's eventual report should be sent in draft form to Felwood University's General Counsel, who will review the document for legal sufficiency, and as appropriate may be able to advise the commission on alternative strategies to address concerns that may lie outside the Board of Trustees legal authority.
> -Charge to the President's Commission on Diversity

The President's Commission on Diversity served as a microcosm of the university. The same values, artifacts, and effectiveness criteria that emerged throughout

this study were part of the design and function of this group. Larry recalled how "President Vanhorn appointed the commission on diversity in 2003 and charged the commission on the determining some broad aspects of climate, diversity, inclusion and lack thereof at Felwood University under four different subjects. The commission came back to President Vanhorn a year later with about twenty some recommendations". The task-focused, goal-oriented nature of the commission provided evidence of the market culture type. Cameron & Quinn (1999) described market cultures as highly productive because of they are externally focused on competing organizations.

Among these twenty items, two specific areas presented themselves in this study. The report served as a form of communication that the university used to demonstrate how it valued diversity. Within a business culture, the communication of clear goals was used to direct employee behavior in order to improve product quality, please consumers, and beat competitors (Cameron et al., 2006). In the context of Felwood University, the commission developed the report based on best practices to provide clear direction on how to improve the quality of education at the institution, create a positive environment for its current students, and position itself against peer institutions.

Talk about what other FRT said the task force developed out of, general dissatisfaction among women and minority faculty. On the surface these statements conflicted with the accounts those shared by Larry and Hannah but analysis of the commissions recommendations revealed they were part of the same story. The commission addressed issues of diversity on the faculty, undergraduate, graduate, and university level.

The commission called for diversity to be addressed on the highest institutional level and for faculty climate concerns to systematically be investigated and addressed. The request for representation at the highest level demonstrated that the commission understood that hierarchical values that the institution possessed. The university was internally oriented and supported by an organizational structure that was driven by control mechanisms. The vice president for diversity, vice provost for recruitment and retention, faculty retention task force, and Board of Trustees' diversity committee became the foundation for all diversity and equity issues at the institution and became embedded parts of the organizational structure. The request for the systematic attention to the needs and concerns of faculty were artifacts that aligned with market culture but demonstrated a core value of clan culture. Clan culture suggests "organizations succeed because they hire, develop and retain their human resource base" (Cameron et al., 2006, p. 38). The VPRR and the FRT were designed to assess and address faculty concerns. The VPD and the BOT's diversity committee were responsible for representing issues of diversity and equity on the highest institutional level. These foundational elements presented an opportunity to embed diversity and equity into the core values and structures of the institution.

Diversity was a core value of this commission and this value was strongly aligned with the hierarchy culture type. This was evidenced by the manner in which the commission was formed, the way it communicated with the larger university and the routinization of its meetings and activities. In addition to the alignment with the hierarchy culture, the value of diversity aligned with the clan culture. This alignment was evidenced by the call to foster positive relationships with faculty. While President

Vanhorn formally organized the commission, it was motivated by a need to create a trusting environment at the institution. This was done to demonstrate to Felwood's constituents that they could trust that the institution was taking diversity concerns very seriously.

The manner in which the commission functioned within the university exhibited artifacts of the clan, adhocracy, and market cultures. The adhocracy culture was a hybrid of the clan culture and the market culture. Like market, it was externally focused, but like clan it was supported by a flexible organizational structure. A fundamental belief in adhocracy culture is that creative problem solving and risk taking cultivates innovation and cutting edge output (Denison & Spreitzer, 1991). To form the commission, the president called together individuals from different parts of the university to work critically on issues of climate. The structure of the commission was one that promoted teamwork, participation, employee involvement, and open communication. In an otherwise siloed organization, the commission was comprised of students, faculty, and staff from every part of the institution. The creative composition of the commission was an artifact of the adhocracy culture. As a team, the commission focused a great deal of their attention goal-setting and planning. This targeted attention presented itself as an artifact of the market culture.

One of the key issues that predicated the need for the commission was the concern around faculty retention particularly for faculty of color. Addressing this concern was one of the goals and tasks that the commission mobilized around.

> At the time, I recall that the most burning percentage comparison was the percentage of women at the university compared to the number of women faculty. And that led us then to discover the number of African American students and the very low number of African American faculty. And there

> was a very great challenge that was facing the university in terms of retention.
> -Barbara

Barbara's statement ties the need origins for the commission to needs and concerns that were present on the faculty level. On the surface this explanation appears to conflict with the accounts those shared by Larry and Hannah who identified student concerns are the motivators for the major diversity changes at Felwood University. Analysis of the commission's recommendations revealed they were part of the same story of an overall poor climate at the institution. The positionality of the participants informed the perspective on the origins of the commission. /in response to the needs of the varios stakeholders within the university, the commission addressed issues of diversity on the faculty, undergraduate, graduate, and university level.

A core characteristic that typifies clan cultures is that an organization's commitment to its employees facilitates employee involvement. This involvement in turn results in the final outcome of employee morale, satisfaction, and commitment to the organization (Cameron & Ettington, 1988). The recommendation to create a vice provost for recruitment and retention in 2003 demonstrated that the commission was using clan culture effectiveness criteria to monitor their progress on the diversity issues on campus.

While the Commission's findings and recommendations were instructive, it became clear that this type of work needed to be sustained at the institutional level. For this reason, one of the highest recommendations of the commission was the establishment of an office to continue this work. The recommendation was to create an office of diversity for the university. This office was to be led by a vice president for diversity.

Vice President for Diversity

> The office of diversity then was viewed as an opportunity for leadership to inform the president, deans, and others, in the form of the person who was in charge of that office as a VP to live and breathe aspects of diversity every day; to be a "watch-dog" for progress or sparking progress at the university; and for provided a connection between the university and the community related to sensitive issues around diversity and inclusion.
> -Larry

The overarching recommendation of the commission was for the university to create a vice president for diversity. In 2007, Williams and Wade-Golden identified three organizational archetypes for the chief diversity officer: a collaborative officer with little formal power in terms of staff or direct supervision; a unit-based model with greater vertical authority; and a portfolio divisional model that integrates the diversity leadership structure for multiple units under a single unit. The description for the vice president for diversity at Felwood University provided by both Larry and the commission, closely aligned with the vertical authority model in terms of its positionality within the organization.

> Felwood University needs a visible, visionary, effective leader who can advocate, coordinate, encourage, work with, evaluate, report, and, yes, inspire all of us here to reach for higher goals in the area of diversity. We need someone who wakes up every morning thinking about this.
> -Larry

As VDP, Larry's specific job was to carry on the work of the commission on an overarching large scale. He was not tasked with working with a specific population on campus. His chief responsibility was monitoring the campus climate for diversity and communicating this information to the president and Board of Trustees. Hannah noted that VPD and other foundational elements, sounded like standard operating procedure by some present standards, but at that time they were revolutionary.

> So, yeah, it (diversity) is integrated in the sense that students have really pushed the institution to make substantial changes. If you think about -- yes, those positions, if you think about the fact that this commission and its recommendations became integrated in to every vice president's responsibilities and a lot of change came out of that, maybe even more so than the individual positions. The fact that the president, because of the commission recommendations, said every VP in this area has to address recommendations. It was very invisible but it got done and that -- I think people don't even realize how much change happened at the integrative -- institutional level as a result of that commission's recommendations. Even the -- having now a diversity commission at the board level, that happened as a result of that incident, I mean that's -- that was amazing and transformative. But it does seem so ordinary now that there is a diversity commission at the board level.
> -Hannah

In designing the position of vice president for diversity, the president had to provide support mechanisms to ensure that the office would be integrated into the university's existing value system. Larry explained, "The president had to come up with resources to support that individual and several staff members and through that office a number of initiatives followed." The VPD office was integrated into the university's hierarchical value system supported by artifacts that aligned with the hierarchical, market, and clan culture types. The institution was charged with the task of creating both an internal and an external support system for the work of this office. Externally, all university vice presidents' roles and responsibilities were redefined to include elements of diversity and equity. A predominant belief in hierarchy cultures is that employees meet expectations when roles are clearly defined in order to promote efficiency and smooth functioning (Denison & Spreitzer, 1991). To provide internal support for the VPD, the office was staffed and funded so that it could serve all members of the university community.

The goal-oriented, task-focused activities that the university undertook were artifacts of market culture. By embedding elements of diversity work into the job

description of all vice presidents, the institution created an opportunity for increased employee involvement and participation in the university's diversity work. The creation of the office of VPD, demonstrated the institution's commitment to sustaining the work that the commission began. Finally, the insertion of diversity efforts into the existing roles of the existing vice presidents, provided evidence that the university had made a strategic attempt to formally investigate and address the concerns raised in the commission's report.

Vice Provost for Recruitment and Retention

Prior to the creation of the VPD, the provost and vice president for academic affairs accepted the charge by expanding his office. The university was structured so that the provost was the chief academic officer at the institution, placing all matters regarding the institution's faculty under his purview. The commission's report identified faculty of color as a group of particular interest within the institution. The charge that the commission gave challenged the provost to work within the market and clan culture types. Because of their distinct foci and organization structures, these two culture types appear to have competing goals and values. The common thread that joins these two culture types together is that both types express a commitment to employees.

The recommendations from the commission called for specific attention to the issue of recruitment and retention. This resulted in a structural addition of the vice provost for recruitment and retention. The commission's recommendations regarding faculty and diversity were consistent with the dimensions identified in the 2006 study by Mayhew, Grunwald, & Dey on factors that create a positive campus climate for faculty and staff. Areas of structural diversity of staffs' departments, their perceptions of their

departmental and institutional climates, and commitment to diversity and their diversity related experiences on campus were instructive in designing the addition to the provost's office.

As the VPRR, Hannah took the lead on retention and recruitment efforts as well as institutional research efforts that connected to faculty experiences. While her work was not specific to faculty of color or women, she found that these populations were in need of critical attention. Key areas of concern included the recruitment of dual career couples, lack of leadership development opportunities for women and faculty of color, and a revision of faculty recruitment and retention practices that incorporated the tracking and reporting of demographic data on a department level. All of these key areas were under the construct of faculty recruitment and retention. While Larry's office was charged with the task of carrying on where the commission left off, Hannah's office accepted the challenge of finding innovative ways to help the institution address the concerns of the faculty – many of which centered on issues related to diversity.

Faculty Satisfaction and Commitment

The university struggled to retain women and minority faculty because of issues of institutional climate. Larry, Hannah, and other participants present at the university prior to the 2003 commission, heard stories from their colleagues about low morale and dissatisfaction. During this time, there were many claims that the university had difficulty retaining diverse faculty and that the university possessed an overall poor climate for faculty of color. Higher education scholars have noted that faculty success is contingent upon campus climate (Granger, 1993; Hurtado, 1992). There were anecdotal stories of departures from individuals leaving from different corners of the institution.

Charlie, a member of the Task force Two, recalled an account of a spousal hire that ended in a joint departure. Both spouses were of color; the trailing spouse, the wife, was from his department.

> I can tell you about that as well, that was fifteen years, twenty years ago we had a spousal hire, another one. Which was actually -- she wasn't African American, this Jamaican lady. Her husband was being recruited, also Jamaican, into the College of Agriculture. So she just finished up her PhD and here she is a faculty member. Now actually I thought she was very good and in fact did a lot for our department, just really -- we didn't even have any women at that time. And she's both diligent and good member of the department…
>
> In the end, actually from my understanding, is that the College of Agriculture's faculties between them were so dysfunctional that this woman's husband just needed to leave, so they both went to Banefort University, which has a very strong department in fine arts. So she did fine in a sense. She was perfectly fine here and then when she left with her husband she went to a very good group there. And I think her husband was also happy with that. But they did leave. But it was not due to -- it was not to do with alienation of her. It was more to do with general dysfunction in the College of Agriculture which led to her husband just being so frustrated. And I don't think, but I don't know, whether that was racially motivated -- but I don't think so because there were other dysfunctions going on there.
> -Charlie

Charlie was able to provide multiple accounts of spousal hires that resulted in dual departures. From his understanding, none of the departures were motivated by racial or gender discrimination within his department, but all of them resulted in the loss of female and minority faculty members, in most cases minority couples. According to Charlie, these faculty members may have left because of racial issues, or because of a general poor climate. In these accounts, the hiring of a dual career couple was a double-edged sword. Dual career couple hiring proved it was only useful when both faculty members were hired by healthy and welcoming departments. The university spousal hire policy demonstrated the consequences of implementing a global policy without local support mechanisms. The implementation of a formal university policy did not transform

the university into a diverse and inclusive working environment. In order to transform Felwood University into a place where faculty wanted to stay and build their careers, deans and department chairs needed to assess the environments they created for faculty.

Numerous accounts of this nature created a compelling need to formally research and address faculty retention on campus. The existence of faculty retention issues clearly signaled effectiveness criteria associated with clan culture, employee satisfaction and commitment. The tools or artifacts that the institution used to research and address these concerns were not limited to the clan culture. The gathering of customer and competitor information was an artifact that clearly aligned with the market culture. Deans and department chairs needed to see what they were doing and then see how that compared to what other institution were doing. To attract and retain faculty of color the VPRR undertook a research program that compared practices and trends at Felwood University with competing institutions. Winston (2001) noted the use of organizational values such as competition and success to incorporate diverse people or groups and enhance the organizational success in a changing environment. This topic required a multifaceted approach, involving internal and external research, and developing new ways of looking at the issue of recruitment and retention. This massive undertaking had the potential to impact many different areas of the institution. An essential component of this exploration was the development of a mechanism that could gauge faculty perceptions of the over all climate.

Leadership Training and Institutional Research as Feedback Loops

The institution's recruitment and retention data aligned with the effectiveness criteria associated with the clan culture – faculty satisfaction and employee commitment.

The low retention rates that triggered the commission and the creation of the office of the VPRR in 2003 indicated that the institution was not meeting the effectiveness criteria. In order to gain a better understanding of how the institution could improve to meet these criteria, artifacts of other culture types had to be utilized.

Hannah's office expanded on existing data by exploring issues of declinement and departure. Operating under the guiding assumptions of clan culture, the VPRR office worked across the university to offer professional development for prospective and existing leaders. To help existing school and department leaders engage in university diversity efforts, Hannah said that she focused "on faculty recruitment and retention, collecting institutional data and also tracking that data over time to see – benchmarking how we're doing with regard to the demographic representation of our faculty looking at gender as well as race and ethnicity and how it varies within schools." She shared the school and department level data with existing leaders and worked with them to develop mechanisms to support faculty retention.

Through conversations with school and department leaders Hannah discussed how they "looked at departures to understand the evidence for who leaves and why they leave and who gets retained and how the schools respond to faculty departures and counter-offers, etc. to see if there are any patterns and whether or not issues of diversity and equity come up and how they come up around that aspect of it." This work presented an opportunity for deans and department chairs to take ownership over the role they played in fostering diversity on a micro-level. The collaboration that existed between her office and school administrators displayed artifacts of employee involvement and open communication.

> The other part of my work is working with the different schools on faculty recruitment and retention, collecting institutional data and also tracking that data over time to see – benchmarking how we're doing with regard to the demographic representation of our faculty looking at gender as well as race and ethnicity and how it varies within schools.
> -Hannah

The effectiveness criteria that guided Hannah's work were employee satisfaction and commitment. To target these criteria and address the commission's recommendations, Hannah developed an aggressive research agenda. Research was an artifact aligned with market culture, not clan. Because both culture types had a commitment to employees, they worked in concert. Her office housed many internal and external research initiatives. Internally, they explored the topic of recruitment and retention by looking at the faculty who were not at the university. Information gathered through these research initiatives was essential to the effective functioning of the feedback loop.

Through surveys and interviews, her office found out why individuals left the institution or declined offers of employment. Prior to these studies the university had no direct connection to the faculty who left or declined job offers. Hannah said that since the institution had difficulty retaining faculty of color, the surveys "ask(ed) specifically about diversity and how it shaped their decision-making". Because of their potential impact, dual career couples were a special target population within these studies. Through this research Hannah found that there was a statistically significant difference between minority and majority faculty on the issue of dual employment. Minority faculty more frequently said that dual career is one of the most important factors in their decision-making.

> The other part of my work is that our office does dual career employment, particularly for academic couples because we know their matters for all -- really for -- in most academic recruitment is -- particularly for minority candidates we do spend a lot of time in working across schools to identify positions and employment opportunities for spouses of our candidates that we're recruiting to come to the university.
> -Hannah

The findings from the declinement and departure studies provided a platform for the work done by the VPRR's office to support dual career couples. The feedback loop fueled by research, was able to generate formal university policies, which supported Felwood University's commitment to its employees. Through this loop she was able to provide an example of effectively working through three different culture types at the university. Several scholars call for more faculty involvement as a way to improve institutional effectiveness, noting that faculty serve as moral guides for institutions that would otherwise respond solely to market demands (Gerber et al., 1997; Richardson, 1999). Hannah was able to show how the research findings were applied to the actual functioning of her branch of the provost's office. The research conducted by Hannah's office consisted of artifacts that belonged to the market culture but supported the hierarchy values of the university. These benchmarking activities provided the university with competitor data that helped inform their own recruitment and retention efforts.

Many of the university's recruitment and retention best practices were a result of the VPRR's external research. Hannah's office took the lead on the university's participation in the Collaborative on Academic Careers in Higher Education Survey. This national survey let the university benchmark itself against its peers in a number of key areas, diversity included. Hannah describes this as one way that her office found ways to "integrate the university into national level conversations." As a result of this

integration, the university possessed longitudinal data on faculty satisfaction that allowed the institution to compare itself to a national sample. By utilizing a market artifact that was designed to compare employee satisfaction between competing institutions, the institution was able to amass longitudinal data on its faculty.

The faculty diversity work that Hannah undertook as VPRR was supported by the Faculty Senate and other formal mechanisms within the university. The Faculty Senate provided a space for faculty members to play a role in institutional decision-making. The senate was formally organized with representatives from the different departments within Felwood University. Once elected to the senate, faculty served on committees and task forces that examined areas where faculty had the greatest influence. At Felwood University, the Faculty Senate closely mirrored the ceremonial senate described by Minor (2004). Ceremonial senates are cooperative but very passive with regard to their relationship with the central administration. These senates are typically not an important part of campus governance and faculty are often disengaged from the governance process. Because the senate had representation from all of the departments on campus, President Vanhorn believed that the senate could play a role in addressing some of the concerns that the commission raised around the faculty experience. In response to concerns about morale, faculty satisfaction, and commitment, the Faculty Retention Task force was created in 2004. This task force worked within the senate to investigate faculty retention issues across the campus.

FRT: Faculty Retention Task force

The FRT was the fourth mechanism to come out of the president's commission and address diversity on the institutional level. By design and function, the task force

was different than other initiatives that came out of this period. The overall culture of the FRT was strongly aligned with clan culture while the culture type of the Faculty Senate exhibited values that were most clearly aligned with the hierarchy culture. The FRT was a highly collaborative group that placed a great deal of importance on teamwork and task force member involvement. The larger senate had a greater focus in formalization, routinization and consistency. While both culture types had a strong internal focus, the hierarchy type was supported by an organizational structure driven by stronger control mechanisms. The Faculty Retention Task force was not formally integrated into the provost's office and operated autonomously from the VPRR.

Despite the lack of formal affiliation, Hannah was one of their original supporters. She was involved with the task force since it began in 2004. Hannah recalled that the Task force was formed in response to the commission's recommendations regarding faculty commitment and satisfaction. The FRT operated under the same hybrid model as the president's diversity commission. As the working group of a larger formal organization, two distinct value systems worked toward the same end goal. The desire for a shared common outcome created opportunity for elements of other culture types to emerge in the form of values and artifacts.

The Faculty Retention Task force was a cross cutting mechanism within the university that utilized artifacts of different culture types to gather information about effectiveness criteria that exclusively aligned with clan culture. The collaboration between the FRT and the VPRR began during the design of the survey in 2004 and continued during the entire faculty survey process. Hannah described their relationship as loose and informal with no reporting lines connecting them. The task oriented

affiliation between the Hannah and the task force was an artifact of market culture. The FRT and the office of the VPRR worked in parallel sharing information and offering insight and support as needed. Hannah explained that the FRT chair would contact her "when there were issues that came up that they wanted to get access to data or they wanted to get the provost office perspective on faculty issues".

Hannah described the FRT's origins as being instrumental in nature. The key function revolved around the development of the faculty survey. Barbara, a member of Task force One and former Faculty Senate chair confirmed these key functions. She recalled "the primary function was actually to create the survey, analyze the results and disseminate them to the community. Those were the three tasks, and that's all we thought we were going to do. We didn't really recognize at the time what we were going to learn about the university in an overall perspective." The task orientation of the FRT was an artifact of market culture while the task of surveying the faculty facilitated open communication, an artifact of clan culture. Barbara recalled that they began to understand the good, the bad, and the weaknesses of Felwood University, as perceived by the faculty, when that result started coming out.

CHAPTER V

COMMUNICATION, OPEN COMMUNICAION, AND TRUST WITHIN THE UNIVERSITY

Communication took place between formal and informal groups within the institution. As a value of the hierarchy culture, communication was an important component of the university's diversity activities. The Faculty Senate and its subgroups were examples of formal organizations that worked within they hierarchy and communication structures of the university. These nested organizations presented opportunities for communication between faculty and administration. Administrative changes that took place at the university over time had implications for the ways informal groups interfaced with the administration. Leadership changes were accompanied by innovative organization strategies that promoted open communication within the institution. The evolution of open communication strategies that took place between 2003 and 2010 signaled the emergence of artifacts that aligned with the clan culture. The move towards open communication between faculty and administration about diversity and inclusion on campus demonstrated flexibility within the formal structure of the organization. This occurred as a result of leadership changes and innovative approaches to incorporating artifacts of different culture types to achieve employee satisfaction and commitment.

Communication between faculty and the administration at the university followed the formal reporting lines of the institution in a very hierarchical fashion. Individual

faculty concerns were handled on the department level by the chair of a particular department. If the chair was unable to resolve the issue, it was passed along to the dean. Because the deans reported to the provost, all unresolved issues worked their way up to the attention of the provost's office.

When this form of communication was not available, or the faculty did not trust the formal communication process, the VPD would intercede on behalf of the faculty member. Larry described his role as a faculty advocate in situations where institutional reporting lines broke down.

> Sometimes it's a minority faculty come to me as a minority to just have someone to speak with and to be mentored through or advised through a particular situation…It could be someone who is being offered a job somewhere else and does not think that he or she is getting fair salary here, or support of a lab. And I will then intercede by speaking with the provost office, deans, department heads, and/or research group heads on behalf of the individual to see if there can be more negotiations to keep that person from leaving. That's not my primary function, but that is something that I do on a frequent basis.

In these instances, the individual concerns prompted the faculty to go outside of the hierarchal communication structure that was in place. When the issues pertained to diversity and equity, the VPD would help facilitate open communication on behalf of the faculty member to promote both employee satisfaction and smooth functioning of the larger organization. This type of intervention was most common when an individual faculty member had a concern with department or school-level leadership. By allowing faculty members to have an advocate on the vice presidential level, the institution ensured that there was a formal mechanism in place to support open communication when individuals were in compromising situations. The VDP's insertion of open communication into the formal reporting structure created an increase in flexibility of the

control mechanisms that propelled the university. Granger (2003) describes this as a retention strategy that that creates a collegial supportive community.

Prior to the formation of the President's Commission on Diversity in 2003 and the formal additions to the institution that resulted from their recommendations, faculty expressed a lack of trust with university leadership. The lack of trust in the administration was communicated as complaints about transparency and leadership related to the governance structure of the university. The governance structure influenced every aspect of university life. As pervasive as it was, there was no mechanism built into the governance structure that presented an opportunity for faculty to interface directly with the administration. Faculty sought a sense of satisfaction from an organizational structure that was driven by strong control mechanisms, not positive employee attitudes. The efforts university leaders put toward creating a controlled, stable, and predictable environment did not naturally result in employee satisfaction.

Historically the faculty senate, a faculty led component of the university governance system, created a space for cohesion and participation among faculty members within the larger process-driven, control-oriented university. The Faculty Senate was the representative body responsible for faculty participation in institutional planning and governance. Its membership was comprised of faculty nominated from each department within the university. Faculty senators served two-year terms and could be reappointed by the host department. During their term in the senate, faculty senators were required to serve on a committee or task force. Committees and task forces were designed to represent faculty interests with respect to all academic functions and actions affecting university faculty. Additionally, the senate advised the president, rector, and

Board of Trustees concerning educational and related matters affecting the welfare of Felwood University. The Faculty Senate offered a platform for open communication among senators but it was not a policy-making arm of the institution. Policy was a form of formal communication that had the power to direct behavior within the organization. The open communication that took place amongst senators did not directly translate into the formal communications that became institutional policy.

Faculty Senate and the Faculty Retention Task force

The Faculty Senate provided a platform for faculty participation and communication. Governance literature suggests that increased employee participation in decision-making is associated with improved satisfaction (Floyd, 1985). While Felwood University's governance structure was inherently aligned with the hierarchy culture, the rationale behind faculty involvement in university decision-making was reflective of artifacts and effectiveness criteria of clan culture.

Prior to formation of the Faculty Retention Task force in 2004, senate communication was open but largely internalized. Unlike other senate task forces and committees, the FRT attempted to engage in open communication with the entire university. Governance literature calls for more faculty involvement as a way to improve institutional effectiveness, noting that faculty serve as moral guides to institutions that would otherwise respond solely to market demands (Gerber et al., 1997; Richardson, 1999). A member of Task force One, explained that it was their duty to

> Advise the Faculty Senate and thereby the administration on issues related to faculty retention and welfare. So, in particular, we wanted to give the administration some idea of what were the important issues to the faculty when it came to their job satisfaction and getting them here and keeping them here. -Adam

Adam was heavily involved in the dissemination of the survey results. In describing his understanding of the function of the FRT, he provided insight into the actual function of the senate. The Faculty Retention Task force was one way the senate tried to engage the full faculty and influence the administration.

By virtue of Faculty Senate membership, all FRT members had a clear understanding of the formal communication structures in place within the university's hierarchy system of values. The board of trustee appointed the president who served as the chief executive officer. Beneath the president was the administrative cabinet that served as the penultimate decision makers of the institution. Shared governance, via the Faculty Senate was the space for faculty participation in institutional decision-making. Phyllis, a member of Task force Two, was very familiar with the lines of formal communication that existed between the senate and the administration. Unlike many members of Task force Two, Phyllis had been at the university for over thirty years. She originally served on the senate several years prior to the development of the Faculty Retention Task force. She was very familiar with the way the senate worked within the formal university context. Her first term in the senate was during the earlier part of her career. Phyllis' long history with formal groups in the institution gave her the ability to shed light on the power of the Senate and its committees.

> We (faculty senate) don't have any authority at all to do anything. We represent our faculty in all our different schools and there are various projects that have been brought up that they've asked us to address… We do have, what I'd guess you'd have to say, the power of influence in that if we came up with a position paper and just said we really think that A, B, and C are good ideas and presented that to President Jones' and the administrators -- I mean that would hold some weight.
>
> Actually we don't do that, we would then bring it to the entire Faculty Senate and if somebody could make a motion -- take that one example, tuition for my children. We could study it and debate it in the committee. We could come

> up with a report and we'd have -- you know, we don't just come up and say 'hey let's do this'. We would survey other institutions and find out what other -- because this impacts on faculty retention -- and come up and say well out of the institutions similar to us, X provides free tuition at that institution, Y provides some… Anyway, so the committee might come up with a study and recommend that the faculty of the senate vote on a proposal to give to President Jones and the administrators. And then that -- but again we can't do that ourselves, we can't change the rules. We're more of an advisory body.
> -Phyllis

While the reporting structure of the senate clearly translated to the hierarchy culture type, the actual artifacts of Task force One were a collection of themes from across three different culture types. This collection of artifacts influenced the creative manner in which the FRT communicated the survey findings with the administration during the rollout. Hannah, Barbara, and other members of Task force One recalled that the FRT was very task-oriented. The FRT engaged in a great deal of goal-setting and planning around the design and launch of the survey. This task focus continued through the rollout period. These artifacts were all indicative of the market culture. Similar to the hierarchy culture type, market culture is highly rigid in the manner in which it operates. Unlike hierarchy, market culture is more externally focused. While the survey was internal, it was rooted in a desire to understand how the institution's values aligned with the world around it. It offered members of Task force One an understanding of factors that pulled faculty away from the institution.

Task force One and the 2007 Faculty Survey

In 2004 the Faculty Senate established a standing committee to focus attention on issues of faculty welfare, including recruitment and retention in response to the recommendations of the presidential commission for diversity regarding institutional climate. Faculty senators who served on the FRT during the 2007 faculty survey period

were members of Task force One. The artifacts associated with Task force One's development of the faculty survey aligned with market culture. The Faculty Retention Task force (FRT) was charged with identifying and prioritizing both short-range and long-range issues as well as proposing strategies for improving faculty welfare across campus. The FRT was comprised of faculty members from different schools across the university. In addition to these individuals the chair of the faculty senate, the chief human resource officer, the vice president for faculty recruitment and retention, and the vice president for diversity served as ex officio members of the task force.

The Faculty Retention Task force functioned as a working group within the faculty senate, charged with the development and implementation of a university-wide faculty survey. Even though both the FRT and the senate were nested within a larger organizational context of the university, each subgroup had their own set of values, artifacts, and effectiveness criteria. The president was the chief decision maker at Felwood University, the senate was his advisory body, and the FRT was the information gathering extension of that body. While they all worked toward a common goal there were clear distinctions in their roles and responsibilities. These distinctions informed the differences in culture type and value system to which the actors ascribed. The president, head of the university, was aligned with the hierarchy culture and valued order and smooth functioning. The senate, a group that operated under clan culture, was incorporated into the formal hierarchy of the university. As one of the task-oriented mechanisms within the senate, the FRT exhibited characteristics of an organization that aligned with market culture. As communication took place across different levels of the

institution, each level of the organization displayed characteristics of multiple culture types.

> It was a lot of issues that women faculty were having in being able to feel that they had a voice and they were being promoted and that's where we started. But we had long been talking about and trying to address the issues of the very low number of African American faculty, minority faculty that we had here. At the time, I recall that the most burning percentage comparison was the percentage of women at the university compared to the number of women faculty. And that led us then to discover the number of African American students and the very low number of African American faculty. There was a very great challenge that was facing the university in terms of retention; that once we were able to recruit faculty of color to come to the university, we were finding that they didn't stay very long. We didn't know why. We were trying to figure out why.
> -Barbara

In Spring 2007, the Faculty Retention Task force conducted a survey of university faculty on a range of issues relating to the recruitment, retention, and welfare of current and prospective faculty. The survey was comprised of three broad areas: academic community, faculty priorities, and benefits. Barbara and other members of Task force One were able to paint a picture of the climate for diversity during the 2007 survey using employee satisfaction and commitment as the effectiveness criteria. They were able to give voice to faculty diversity concerns that came up in the 2007 survey particularly around women's issues and faculty of color. Additionally, participants were able to shed light on the administrative structure, the institution's chief mechanism for formally expressing its values.

The 2007 faculty survey drew attention to the communication breakdown that existed between the faculty, the administration, and the president of the university. As Phyllis described, senate committees functioned through standing sub-committees as well as ad hoc committees. Their communications were internal and came in the form of committee reports within the senate itself. Ultimately the reports were compiled and

shared with the university president in the form of recommendations. The inward focus of the Faculty Senate was indicative of clan culture. The senate and its committees functioned in an advisory capacity to the president, particularly on issues of diversity. The advisory aspect of senate work was a reminder that the senate was part of a larger organizational culture. After analyzing and summarizing the data and written comments FRT members wrote an executive summary that included goals and action items. Faculty offered these goals and action items as constructive suggestions for addressing underlying issues. The external focus on the larger university combined with the FRT's task orientation ultimately led to effective employee involvement in university diversity activities.

Dissemination of Results: The 2007 Rollout

University commitment to diversity was one of the key themes that emerged from the analysis of survey results to reveal varying levels of faculty satisfaction and commitment. Even after dedicating a specific portion of the survey to issues of diversity and equity, faculty concerns regarding these topics permeated other aspects of faculty life. In the survey results, the areas of collegiality and benefits were where the university's commitment to diversity was most frequently called into question. Women and minority faculty rated the importance of *improved diversity* more frequently than other faculty. Women and minority faculty members rated diversity as more important than the rest of the faculty did. Among these groups, there was a feeling that there was only a superficial commitment on the part of the university. The survey results suggested that in order to address the concerns presented by women and minorities, university leaders needed to depart from the traditional reporting structure.

The guiding assumption that motivated the dissemination of the 2007 faculty survey results was that change was required to improve morale and faculty satisfaction with the university's commitment to diversity. In the Competing Values Framework, change is an assumption that aligns with adhocracy culture. Changes took place in the way faculty communicated with the administration, and the way the administration acted upon the recommendations it received. The results of the 2007 faculty survey were disseminated over a period of time that began in the fall of 2007 and lasted through the spring of 2008. The process of communicating the survey results and the FRT findings was referred to as the rollout. The FRT broke from traditional university reporting lines and communicated directly with university deans and departments heads to the 2007 survey rollout. This process required the integration of artifacts from market, clan, hierarchy, and adhocracy culture types. In order to create a diverse campus climate that could retain its faculty, the institution had to incorporate values and artifacts from more than one culture type.

One of the largest challenges that the FRT faced after the 2007 survey was communicating next steps to the institution. Adam and other members of Task force One described the dissemination of the survey results as the *rollout*. The FRT was challenged to find a new way to effectively communicate with the administration. This required a break from traditional reporting lines and increased communication with university administration. Prior to the 2007 survey rollout, large-scale resolutions to concerns were communicated through administrators, not working groups or committees. When resolutions were reached on a school or department level, specific cabinet-level

administrators were charged with the task of working with deans and department chairs to communicate faculty concerns and develop action plans.

> We tried to set up a system where we had the senators invite a couple of faculty or two or three senators. If there was only one senator from the school they'd maybe get a couple of other faculty together. And they would go to the dean and talk about the issues that had been revealed.
>
> And that frankly we didn't know how to create the follow-up. We didn't know how to teach those people or train them how to talk to the administration. Because what I hope seems very unbelievable, because I hope we've gotten so much better now, is that we would not know how to talk to the administration. But that's where things were. There was a great split, not unlike most of higher education. The administration does their job and they ask faculty to be on some search committees, to be representatives, but is there really a true communion and collaboration there? Maybe not. Maybe it is pro forma.
> -Barbara

The story of communication after the 2007 survey extended beyond hierarchy culture to establish open communication with the administration. Faculty participation in the survey was significant.

> We had a tremendous percentage turn out to participate in the survey. However, we had not had a major response back to the issues by the administration, and we did communicate those clearly. Finally there was a luncheon where Gerald Henderson, the university's chief operating officer, actually went point by point as to how he was addressing each item and who was responsible for working on the various parts. It was a great move forward".
> -Barbara

After Mr. Henderson was able to provide clarification for the individuals within Felwood University that would be tasked with addressing the faculty concerns, the Faculty Senate publicly released the findings in March of 2008. By communicating directly with members of the administration, Task force One operated within the formal hierarchical culture of the institution. As a subgroup of the faculty senate, the FRT's reporting and communication structure followed the traditional senate protocol.

Task force One felt compelled to honor the communication practices of the senate and university, but they also felt a strong desire to represent their fellow faculty members who participated in the survey. Granger's (2003) study of successful faculty retention programs notes the importance of listening and acting upon faculty complaints. Task force One members proudly recalled the 61% response rate of the survey and felt that their colleagues trusted them to work on addressing these concerns (2007 Faculty Survey). This theme of trust was reflective of values aligned with the clan culture. To facilitate open communication between the administration and the faculty at large during the rollout period, the FRT demonstrated its commitment to both the clan value of trust as well as the hierarchy value of the institutional structure.

During the rollout of the survey results, Task force One began to exhibit key artifacts that were a blend of adhocracy and clan culture. This was the period of time in which members of Task force One were forced to think creatively about engaging in open communication with the administration. Task force One members said that during that period of time there was no system for open communication with the administration in a meaningful way. Through collaborative efforts between task force members and key university administrators, a series of feedback loops developed around key issues identified by the FRT as Diversity Action Items.

Diversity and the 2007 Survey

Table 2. 2007 Diversity Action Items

2007 University Diversity Goals and Action Items
• Goal: Commit to improving diversity of the University, in race, gender, sexual orientation, and political perspective   ○ ***Action item:*** Develop a plan of action with specific achievable goals for dealing with problems related to diversity, eliminate discrimination, and the development of mechanisms for identifying and dealing

with the sources and effects of discrimination that will transform the atmosphere of the university to one that embraces diversity with zero-tolerance of discrimination. ○ ***Action item:*** Commit significant resources to the recruitment, mentoring, and retention of a diverse faculty.
• Goal: the university should become a model in the Commonwealth for the development of a diverse faculty ○ ***Action item:*** Develop a plan of action that includes specific achievable goals for dealing with problems related to diversity and commit significant resources to the recruitment, mentoring, and retention of a diverse faculty. ○ ***Action item:*** Improve transportation to major metropolitan areas to reduce the sense of isolation of minority faculty ○ ***Action item:*** Embrace diversity at multiple levels- including sexual and political perspectives ○ ***Action item:*** Reduce barriers to recruiting faculty with alternative lifestyles, including same-sex couples ○ ***Action item:*** Invite speakers with controversial perspectives to broaden the internal perspectives of the university
• Goal: Specifically improve recruitment and retention of women faculty members ○ ***Action item:*** Improve transparency in administrative policies ○ ***Action item:*** Ensure that faculty benefit needs are met, since this may be a high priority for women faculty ○ ***Action item:*** Facilitate the placement of childcare facilities in and near the campus (this would not require subsidies) ○ ***Action item:*** Improve flexibility of family and medical leave options
• Goal: Specifically improve recruitment and retention of minority faculty members ○ ***Action item:*** Communicate the importance of diversity ○ ***Action item:*** Facilitate improved transportation to major metropolitan areas ○ ***Action item:*** Facilitate improved city transportation ○ ***Action item:*** Provide spousal/partner employment

assistance in recruitment of minority faculty

The essential elements of the survey's diversity feedback loop included the FRT, diversity action items, presidential advisory groups, university administrators, and cabinet members. During the 2007 rollout, committee members were tasked with communicating survey recommendations to deans, department chairs, and presidential advisory groups (PAGs). As one of the individuals identified at that luncheon as being responsible for addressing these concerns, Hannah began to work directly with deans and school level administrators on the action items associated with the diversity goals. She was very comfortable and familiar working with the deans because they had partnered together in the past when studying school-specific retention data. In some ways, it was the conversations she had with the deans around this data that informed the diversity questions on the survey.

> So, we (FRT and VPRR) worked very closely together on the first survey. I helped look at the questions and then when they're ready for dissemination, my office help disseminate out the findings out to stakeholders. An interesting thing, that I think that the deans -- for the deans where there were issues -- where there seemed to be diversity challenges, they contacted this office and invited me to come to talk with their faculty. So, there's a kind of feedback loop after the survey came out when something needed to change and they got much more involved in discussions about recruiting and hiring and governance at the departmental level.
> -Hannah

The feedback loop that Hannah described presented a multi-phased approach with administrator involvement and communication during different stages of the process. In hierarchy culture, communication is valued because it informs employees of appropriate behaviors. The type of communication that faculty engaged was closely tied to information sharing, researching, goal setting, and action planning. Conversations

between school leaders and the VPRR informed the development of survey items. The survey became an artifact of open communication between the faculty and university leadership. This type of communication was open because after receiving the results and recommendations, administrators were given an opportunity to demonstrate to the faculty that they had taken their concerns seriously. The assignment of the tasks to specific administrators was the institutions way of formally incorporating diversity into the hierarchy culture.

Presidential Advisory Groups

In addition to receiving reports from the faculty senate, the president had a large number of presidential advisory groups (PAGs) that reported directly to him. The creation of PAGs became the way for faculty members to communicate with the administration, particularly the president. By design PAGs were grounded in a fundamental belief of adhocracy culture that an idealistic and novel vision induces members to be creative and take risks. While they were not policy-making arms, advisory bodies such as the senate and PAGs possessed power within the institution. Communicating in an advisory capacity with head university administrators, these bodies potentially had the power of influence. Large, university-wide concerns were communicated through PAGs. These PAGs worked on behalf of various subgroups within the institution to improve the university's climate for diversity and equity. Eventually there was an over abundance of commissions and councils who reported directly to the president. Many of these PAGs decreased in effectiveness after achieving their first victory.

Following the model set by the President's Commission on Diversity, new groups were organized around special diversity topics. PAGs were not part of the traditional governance structure but did serve in a special advisory capacity to the president. Janet only served on Task force One for a year, but remained connected with some key diversity issues through her involvement in a PAG. Janet was able to discuss one of the major victories that came out of the 2007 survey through the work of a PAG, the Women's Advisory Board.

Janet served on the Women's Advisory Board for seven years. She described this as "a pan-university committee aimed at addressing the conditions and issues related to women on campus in both the student faculty and staff ranks as a whole." Janet remembered childcare being an important part of the 2007 survey and something that rose to the top as one of the issues that the faculty were very concerned about. Shortly after the rollout, the university began to mobilize around this issue. The Women's Advisory Board worked with the administration to improve the child-care situation on campus and create a family center.

> It (childcare) definitely was presented and it appeared to be a university wide program, problem. The same time, as I said I've been chair of the Women's Advisory Board for the last three years and we did a major report for the president three years ago and it raised to the top of our list as a concern. And, for every year I've been on the committee it's been like one of the top three concerns we've presented to the president. And, we would get yearly updates about what the university was doing about it and I'm happy to say they actually did do stuff about it.
> -Janet

To foster the type of change that was required to improve faculty satisfaction, morale, and commitment, the Women's Advisory Board operated under the belief that the university would behave appropriately when they understood the importance of the task

at hand. The task that the WAB brought to the president was the creation of a family center.

> A new family center was opened and as a result of input from the survey and from the Women's Advisory Board we influenced the percentage of the spots that were dedicated to infants, because both the survey and data from the Women's Leadership Council pointed to the fact that the biggest problem was finding quality infant spots".
> -Janet

In line with adhocracy culture, the outcome of the group was externally focused toward the larger university not just members of the PAG. Essential to their success was their ability to have the ability regularly to engage in open communication with the president on the new creation.

> I think that was the problem, to be honest, was in the past we would submit a report to the president and it would just go into a hole and we would never get a response and we wouldn't really know what was happening. So, the thought is by reporting to one of the appropriate vice presidents whose charge was something related to what the committee does in the first place, that specific action items can then be brought from the vice presidents to the president to be acted upon.
> -Janet

In an attempt to further improve employee commitment and satisfaction, the reporting lines within the president's cabinet changed in order to increase open communication. PAGs no longer held direct audiences with the president. The communication between the PAGs and the administration was ineffective. Effectiveness depended on the ability to work closely with administrators that had the time, knowledge, and resources to engage with the PAGs in meaningful open communication. As the number of PAGs grew, the president could no longer engage directly with each group. Ultimately the PAGs were reassigned to report to the appropriate vice president within the cabinet. These administrators were then empowered to make changes within their sphere of influence. Since the majority of the concerns identified by the Women's

Advisory Board were issues of diversity and equity, Larry was the VP to whom they reported.

The administration of Felwood University made formal changes to the hierarchy structure of the institution in order to foster a diverse and inclusive environment at the intuitions. Diversity became an agenda item among the university's key decision makers including the president and the Board of Trustees. As university leaders and administrators worked to sustain the work that was begun by the President's Commission on Diversity, they had to adapt the existing communication structure that was present within in the institution.

CHAPTER VI

NEW UNIVERSITY LEADERSHIP

Large-scale formal changes transpired at Felwood University that challenged the culture, climate, and values system of the institution. Changes in leadership, on the highest institutional level, influenced faculty relationships with university leaders. Modifications in the internal reporting structure of the institution redefined the manner in which the Faculty Senate and the top leaders of the university interacted. This period of transformation presented the Faculty Senate with an opportunity to follow up on their 2007 investigation faculty perceptions of the university.

Between the years 2010 and 2011 the university welcomed both a new president and a new chief operating officer. After the retirement of David Vanhorn, Valerie Jones became the first female president in the institution's history. In order to facilitate a smooth transition, Gerald Henderson, the university's chief operating officer of 30 years remained in his position for one year after the arrival of President Jones. The desire to maintain stability was characteristic of a hierarchy culture with an end goal of smooth transition and optimal functioning. When Mr. Henderson retired, many of his responsibilities were distributed to other vice presidents within the institution. It was during the period that the president realized that a change in the reporting structure of the PAGs was needed in order to increase institutional effectiveness. As Janet described, there were so many PAGs reporting directly to president, that they never received feedback or progress updates after submitted their reports. When the PAGs were

reassigned to various vice presidents, communication between the groups and the administration increased. The leadership change at the top of the university reverberated as controlled innovation throughout the institution.

Barbara recalled that immediately after the 2007 survey had been conducted members of the university administration insisted on a follow up survey. She and other Task force One members were against this push because they knew that in order to get the faculty to participate in the survey again the university needed to demonstrate that the initial concerns were being addressed. Three years later, in 2010 Barbara was elected chair of the senate and was able to continue her close work with the new members of the FRT. As chair of the senate she continued to postpone follow-up survey requests for a little over a year. By 2011, the senate was prepared to conduct another faculty survey.

> We (the faculty senate) were running kind of against the clock, because we wanted to make sure that we got a survey happening fairly soon into President Jones' term, so that there was a comparison between -- so that we could actually get that transition somehow recorded of how the administration was doing, and not get so far into her term that we couldn't see what changes she had made. -Barbara

According to members of Task force One, low employee satisfaction and weak commitment to the institution were the main effectiveness criteria that came across in the 2007 survey. Task force One believed that both the survey responses and the response rate were indicators of low faculty satisfaction. The other indictor of faculty satisfaction and commitment was the actual retention rate of faculty between the two iterations of the survey. There were no major shifts in faculty retention during the period between the two surveys; this suggested that faculty satisfaction did not decrease after the initial survey. Hannah, who remained in constant contact with the deans and the FRT, confidently reported that by-and-large there were no major shifts in terms of faculty commitment to

the university. There was however a noticeable shift in the relationship between the FRT and the president.

Task force Two and their Relationship with the President

> Between the time that we did that survey and this one, even though like I said I feel there have been a lot of systemic changes, the huge thing that's changed is that we had the -- kind of economic downturn in '07-'08. So, people -- faculty have not gotten any raises and they have stayed in the game you know? We -- they have continued to do their work at a very high level but they really have not seen any impact for the most part on their salaries. I think that's a huge concern for faculty, I think it probably it shapes every aspect of their perception and experience at the university. So, I think that's -- I'm thinking that's going to be a huge influence -- on their perceptions of everything -- diversity and climate and administrators and -- so -- People hung on, but you know how long can you expect them to? There haven't been many hires until recently so, they were feeling a -- I think, a lot more work, and fewer colleagues to help with that work. -Hannah

The changes that President Jones brought to the institution threatened the smooth functioning of the hierarchy culture of the institution. Ironically, the Board of Trustees communicated with President Jones to share their dissatisfaction with her leadership and the type of change she had instated at university. A publicly released statement from the board criticized President Jones for her reluctance to "move in a timely, thoughtful, and organized fashion to address pressing university concerns". Two years after assuming the presidency, the university's Board of Trustees had encouraged the president's resignation.

The events that took place following the forced resignation rapidly transpired over a period of two and a half weeks and changed the culture and climate of the university. The news of her resignation shocked the entire university community. The Board of Trustees quickly moved to name an interim president while the COO and the Faculty

Senate rallied vigorously for the reinstatement of President Jones. The mobilization of the university community behind President Jones ultimately resulted in her reinstatement. The resignation and reinstatement of the president drew attention of faculty, students, alumni, donors, governor, legislators, and national news media.

> I have been described as an incrementalist. It is true. Sweeping action may be satisfying and may create the aura of strong leadership, but its unintended consequences may lead to costs that are too high to bear…Corporate-style, top-down leadership does not work in a great university. Sustained change with buy-in does work.
> -President Valerie Jones

Months before this unexpected resignation unfolded, members of Task force Two prepared to conduct the 2011 faculty survey. With the exception of Phyllis, the majority of the members of Task force Two were new to the senate and some were new to the university. They appreciated the manner in which President Jones engaged in open communication with the senate. Her willingness to engage with the subgroup in that way was an artifact of acknowledgement of the importance of the senate's clan culture. The manner in which she engaged with the senate helped her develop enough loyalty and trust among faculty to be reinstated as president. During the reinstatement of the president a notable shift occurred in the characterization of the faculty senate. Once characterized as ceremonial, the senate emerged as influential.

The group within the senate that bridged the communication between the clan culture of general senate and the president and her administration was the Executive Leadership Council. The senate itself was comprised of smaller committees and working groups. These committees reported up to the general senate. Once reaching the general senate the Executive Leadership Council (ExCo) was positioned to advise the president and provost of faculty concerns. Frank, chair of Task force Two, described ExCo as

consisting of the senate chair and chair-elect and past chairs and a few elected members, and also the chairs of all the subcommittees. Because of the relationship that she established with the senate in her first two years, ExCo played a major role in the reinstatement of President Jones. Her resignation and reinstatement took place shortly after the data had been collected for the 2011 faculty survey. The events surrounding President Jones' resignation and reinstatement delayed the analysis of the survey results and the rollout of the 2011 survey findings and recommendations.

Task force Two and the 2011 Faculty Survey

Task force Two and the changes introduced by President Jones to the administrative structure of the university altered traditional methods of communication to improve the effectiveness of institutional diversity efforts. The feedback loop that emerged during the 2007 survey process demonstrated improved effectiveness from the traditional hierarchy model of communicating within the institution. The traditional model was devoid of employee participation and almost exclusively relied upon administrator communication. The work done by Task force One on the development and rollout of the 2007 survey incorporated some elements of the feedback loop.

Task force Two recognized areas for improvement in the model presented by Task force One and revised it. The development of the 2007 survey lacked input from external working groups and delivered the results to the VPs and chief administrators. The creation of the 2011 survey demonstrated a change in how feedback was solicited at Felwood University; it marked an evolution of a true feedback loop. In creating the survey, university leaders solicited PAGs, such as the diversity council, for survey items,

conducted the process, shared results with the entire community and works with PAGs to develop action plans, the PAGs brought these plans to their VPs.

In fall of 2012, Frank described consulting with "ExCo (to) see if everybody's okay with releasing the full survey report". After approval from ExCo the report and its appendices were shared with the entire university community through the senate website and then specific school level data was provided to school and department administrators. Frank and other members of his cohort demonstrate a clear understanding of the institution's formal and informal lines of communication.

> I've been running back and forth to meetings with the FRT, the ExCo committee, the center for survey research, and other groups. The former committee chair and I have been doing some data analysis and making PowerPoints on this stuff. And now we're going around talking. This morning, I did a presentation at the Women's Advisory Board regarding results. Last week, the former chair and I spoke to the Diversity Council. Next week, I'm speaking to one of those strategic task forces. I was just invited to the benefits council. Right now, over the past couple of months, all I did was deal with a variety of issues and tasks related to the survey.
> -Frank

The communication model that Frank described for the 2012 rollout was a living illustration of the new PAG reporting structure that President Jones had put in place. At one point in time, senate reports went directly to the president along with those of all of the other PAGs. The strategic rollout of the 2011 results, which took place in the fall of 2012, was different from the 2007 strategic rollout. The FRT shared the findings with the administration directly in the fall of 2007 while the survey results were not shared with the larger university community until the spring of 2008. The information was then assigned to a VP. The VP was then tasked with responding to the issue. Traditionally, senate reports were synthesized and only given a direct audience with the president via ExCo. In the wake of the restructuring of the PAGs, ExCo was able to speak directly

with internal stakeholders, special interest groups, and university administrators. This resulted in the entire university community receiving the survey results simultaneously. The distribution of the survey results included the entire university community in the open communication that took place between the faculty and administration.

The original reporting structure of the PAGs was perhaps a mismatch of values, artifacts, and effectiveness criteria from different culture types. In the wake of the President's Commission on Diversity, President Vanhorn developed the PAGs to support a diverse and inclusive campus environment by fostering open communication with members of the university community. By design, PAGSs were tasked with the duty of working on a specific initiative within the university and submitting a report and engaging with the president. These reports represented an opportunity for members of the university community to communicate with the president. This was a positive move around administrative barriers that existed with the hierarchy of the university that prevented community members from communicating concerns directly to the president. As they were designed, PAGs did not offer any assurance that the presidents would communicate back to them. The lack of clarity on the communication procedures from the president back to the PAGs served as a barrier to open communication.

2011 Faculty Survey Results on Diversity

> It was less of a concern, which surprised me. On diversity – I think there are a couple of ways of looking at this. One of the things I was told this morning at the Women's Advisory Board was that childcare was a big issue five years ago.
>
> When you look at diversity, 40 percent of the respondents were very satisfied with diversity and equal opportunity. That's very high. And somewhat satisfied is 31.7. So almost 70 percent are somewhat or very satisfied with diversity.
>
> Another interesting thing – again you have to keep numbers in mind – the general question "How satisfied are you with this university as a place to work?" That was the general question. Black faculty had the highest mean. The mean for

> black faculty members was 5.43. That's out of seven. For white, it was 5.41. That's not a significant difference. But just the fact that African American faculty had the highest mean of satisfaction than anybody in the university, I have to keep in mind it's 43 out of 1,300.
> -Frank

The diversity concerns that were present in the 2007 survey were not present in the results of the 2011 survey, but concerns about leadership and transparency remained. Members of Task force Two were able to relate most concerns to issues of leadership and power within the changing administration of the university. These individuals were beneficiaries of many of the recommendations set forth by Task force One. The description that these Task force Two provided of senate life and culture was greatly influenced by the relationship that they formed with the president. Task force Two was able to identify evidence of university diversity work, but through a critical lens. The concerns that presented themselves during the 2007 did not prove to be as great of concern in 2011. Employee satisfaction with the institution's diversity efforts demonstrated that the university was exhibiting effectiveness criteria that aligned with the clan culture type.

The Diversity Council and the LGBT Committee

The diversity council was one of the PAGs that Frank and Task force Two worked closely with during the development of survey questions, particularly around issue related to morale, satisfaction, and commitment among the LGBT members of the campus community. In addition to general climate questions and demographic questions, conversations were raised around domestic partner benefits. The partner benefit issue was not a new one. Barbara, a member of Task force One and Senate chair during the 2011 survey, discussed it as an emerging area of concern among faculty that was tied to

institutional diversity in 2007. While it was not explicitly identified as an action item on the diversity list that came out of the survey, Barbara explained how it was embedded in the dual career responses. In the 2007 survey "Dual-careers was definitely a concern. And then that also led us to the partners -- having benefits with partners, even though you're not married and not able to marry because of your gender choices".

Barbara compared the institutional diversity policies to civil rights legislation. Barbara discussed how the enactment of legislation was mandatory in order for the country to make shifts towards racial equality. She discussed how the policy was a step toward a more full institutional commitment. As a state university, and thereby an agent of the state, Felwood University's policies must be grounded in state laws. This is a reality that FRT members were very conscious of as they developed survey items and recommendations. Barbara explained that the formal communication that was typical of the hierarchical structure was a key element of diversity initiatives.

By 2011 the number of formal diversity structures in place at the institution had created the space for informal subgroups to form within these structures. When Task force Two began the construction of the 2011 survey, a new group had emerged on campus to support the interest of the LGBT community. The group was an extension of the Diversity Council chaired by the vice president for diversity. The Diversity Council was formed in 2005 at a similar time that the office of diversity of equity was established. The purpose of the council was to bring together representatives from all of the schools at the university to share the work that was being done across campus. They were not a PAG as their task was information sharing about diversity initiatives across campus.

The restructuring of the reporting lines of the PAGs ultimately resulted in change in communication across faculty lines as well. The targeted outreach that took place from the FRT to various PAGs was done under the assumption that these groups worked within the new reporting structure. It was also assumed that appropriate deans, and VPs were members of these PAGs. The shift that took place in the formal reporting structure of the PAGs presented an opportunity for a creative way for increased faculty input on the survey and increased collaboration with administration. Open communication was a process that required an element of participation and involvement.

The collaborative thrust that propelled the diversity council forward, created an opportunity for individuals across campus to gain a better understanding of challenges faced by underrepresented groups on campus. Larry explained that there were "LGBT faculty, LGBT staff, LGBT students at the university and prior to establishment of the LGBT committee the voices were disparate. There was no formal mechanism to channel concerns up the ladder to higher administration". With the blessing of the diversity council, Larry took the initiative to start the LGBT committee and to appoint members.

> The LGBT committee does not report to the diversity council on a regular basis. It is a subcommittee of the diversity council and it's only been in existence for a little over a year and there's been one report given by the chair of the LGBT committee to update the diversity council. Because there's wide representation on the diversity council from the various schools and students, staff and faculty organizations, the issues that come up are usually issues that are calling to the significant number of people and not just one school per se. It could be around student housing, student safety, restroom facilities for transgender, domestic partner benefits as I mentioned.
> -Larry

By 2011 the climate for open communication had changed so that it was now common for collaborations to exist between PAGs, informal groups and the university administration. Members of task force two were able to develop feedback loops with all

of these groups during the 2011 survey process. As VPD, members of the FRT were interested in Larry's opinion about the inclusion of some broad based and specific questions related to the environment at the university, diversity and inclusion. There was particular interest about including questions on demographics around the LGBT community at the university. As an ex officio member of the FRT Larry was able to facilitate a connection between the two groups. Through his meetings with FRT he became aware of conversations about the addition of "questions on the survey around diversity and demographics around LGBT issues and concerns. So we made those proposals and then the questions were written by the LGBT committee and submitted to the FRT to be placed on the survey".

Domestic Partner Benefits: A Clash of Hierarchical and Clan Values

> And so there were a lot of people who felt we should ask about that, but then there were people, such as me, who felt ' would be the point'? If we ask about it, we already know that there are some of the people who will not, who are not happy with that so what are we going to tell them? So we actually, I think we excluded those questions. Because regardless of what the responses were, we were not going to be able to make any recommendation to the president of the university or the provost which they would be able to implement.
> -Philip

Survey items that involved domestic partner benefits drew attention to a clash of values within the institution. Philip, a member of Task force Two, vividly remembered that there was a strong back and forth discussions regarding domestic partner benefits. The potential impact of the concern presented, determined whether the administration would be able to resolve the issue based on committee recommendations. If the issues were not completely internal they would need to be directed toward the Board of Trustees or to state legislature. Philip's comments were reflective of the fact that members of his

cohort were well aware that the university could not make policy decisions that were not in alignment with the legal practices of the state.

The hierarchy culture that existed at the university was not surprising given the fact that it was a state institution and situated in a society that was governed by laws, rules, and order. Because the university is a public institution, university policies must be grounded in state policies. As an agent of the state, existing laws prevented the university leaders from being able to provide domestic partner benefits. Hierarchy culture dictated that subgroups within the organization could not act outside of the rules and protocols of the organization. The domestic partnership items presented an opportunity for members of the task force to extend the feedback loop beyond the university and, engage the context of the state legislature.

The FRT was not directly a subgroup of the university but of the faculty senate, a group that exhibited tendencies of market and clan culture as well. Ultimately, the LGBT questions became part of the survey and the FRT assumed the task of researching approaches utilized by other public intuitions in conservative states. The task orientation of Task force Two and their efforts to gather competitor information demonstrated the presence of market culture. Frank, chair of Task force Two, discussed the research the FRT conducted on issue of domestic partner benefits.

> On that note, it is my understanding that that may not be a university issue, but that's a state legislature issue. So it depends on what's behind the issue. I've been told by numerous people, that it is against the law right now in the state to offer domestic partner benefits. So how one deals with that we need to be careful. Now the university can't just say "We're going to use money to do this" and violate something in the code of the state. We may have to speak to the legislator about that.
>
> On the other hand, that's one kind of strategy – go to state assembly and talk to people there. But I had an email from somebody at the University of Stonehelm who's chairing a similar committee, and she wrote that her state has

> the same problem. What they are attempting to do is to use private funds to cover domestic partner benefits. They want to see if that will work in their state. I wrote back and said "Great strategy. Please keep us informed how well that plays out." So if that works in their state, that might be something that could be done here, which is a different strategy. We will also be seeking the input of folks on other kinds of strategies. There's a case where it might not be university resources that is preventing us from doing is, but something in the code. I think different issues that come up might be addressed in different ways, depending on what's underlying the issues.
>
> I think what we need to do after this is talk to the folks in the provost's office and see what they're working on, how they're working on it, how this committee may be of assistance. The committee may want to work on different things. So that's still to be determined.
> -Frank

Effective forms of formal and informal communication were of particular importance as the university expressed its values to its constituents. The university was comprised of subgroups. When the values and artifacts of the subgroups did not align with that of the larger organization, the institution's efforts were perceived as ineffective. It was important to purposefully support opportunities for open communication between the subgroup and the large group. Incorporating these opportunities into a rigid control structure required creative and innovative problem-solving. Values were expressed in ways that generated artifacts that reflect various effectiveness criteria. When this did not happen, the various culture types appeared to clash or conflict and were ineffective. The ability to embrace and participate in the new approach relied on the willingness to conceptualize institutional effectiveness on a continuum.

CHAPTER VII

FEEDBACK LOOPS AND EMPLOYEE INVOLVEMENT

The prototype of employee involvement, research, goal setting, and task orientation, and open communication had been refined since its emergence with the presidential commission on diversity in 2003. The PAGs were one example but not the only example. Search committee training, and the study of women in higher education clearly illustrated ways that administration and faculty effectively worked together on institution wide diversity issues. This collaborative approach was a key effectiveness component of working in an organization that exhibited characteristic of multiple culture types. The creation of a diverse and inclusive environment was not about molding the organization around a specific culture type, but about understanding the contexts in which the various subcultures worked together to promote faculty involvement.

Members of Task force One had been at the university long enough to work on diversity issues as part of formal and informal groups. A major turning point in institutional effectiveness was achieved by the closing of the feedback loop between the informal PAGs and the administration. This facilitation of two-way communication increased overall effectiveness because now there were multiple channels for communication to take place across the university. The Faculty Senate was able to take diversity concerns to the president, as well as the PAGs who were very deeply invested in specific concerns like childcare. Since the PAGs reported to various vice presidents, there

were increased opportunities for feedback loops to be closed and goals to be accomplished.

The theme of employee involvement was the one where the distinctions between Task force One and Task force Two became most evident. Across cohorts, participants were actively involved employees within the institution. Some elements were consistent but the distinction came about when participants began to discuss the perceived value of faculty involvement in the university.

Search Committee Training: Formal Communication and Employee Involvement

One of the most prevalent forms of employee involvement in the university context was search committee service. The ability of the institution to conduct fair and equitable searches was a point of contention for both female and minority faculty members as early as 2003 when the presidential commission on diversity advocated for "the recruitment and retention policies of individual units to be made available on Felwood University's website as well as the expansion and mandate of EEOP workshops for hiring officials and search committees". To help achieve this goal and demonstrate the university's commitment to its faculty, Task force One recommended increased diversity training for faculty and administrators, but the VPRR's office had been engaged in this type of work since its creation in 2004. One of the first tasks that Hannah took on as VPRR was gaining a better understanding of how issues of diversity and equity played out during the hiring process. This research was grounded in the core hierarchy culture belief that people behave appropriately when they have clear roles and procedures are formally defined by rules and regulations. The outcome of Hannah's research on the role of diversity and equity in the hiring process was the developments of a mandatory search

committee training known as the *Diversity Training Module*. The Diversity Training Module was one of the most easily identified artifacts of diversity among faculty.

The module was a cross cutting artifact because of its origins, scope, and lasting impact. The declinement and departure research provided a vehicle for administrators at the university to gain a better understand of what competing institutions were doing to attract faculty candidates. Through declinement surveys, reviews of demographic data, meetings with deans and department heads she was able to identify an area of need. The office of the VPRR had demonstrated ways of utilizing data to inform the development of institutional policies and practices. From this research her office developed a mandatory training module for search committee members.

The VPRR's office took the lead on designing and providing diversity training for all members of potential search committees but when the Board of Trustees mandated the training, it became a formal institution policy. This policy mandated employee involvement in the university's diversity activities. Hannah proclaimed, "If you were sitting on a search committee you have been involved institution level diversity work. Today, hundreds of people have taken that tutorial, maybe in the thousands right now." She described it as a cross cutting mechanism that reached every corner of the university.

> In order to be on hiring committees, everybody has to go through the online diversity training. I think it's Hannah's office, where you go through. There are things to read. There are situations to analyze, and there are responses. It explains what you can and cannot do as a committee member, but there's also information on it regarding diversity. I think for search committees there is this training that provides examples and illustration and definitions.
> -Frank

The training module policy provided an example of the university using artifacts from the market culture to support values that aligned with hierarchy culture. Because

employment and hiring touch every aspect of university life, the presence of a mandatory search committee training was a way that the institution was formally able to imbed diversity into the existing operating structure. The development of policies and procedures was a clear way to demonstrate formalization. Every participant in the study discussed the search committee training. This was noteworthy because it demonstrated that this policy was being enforced. In order to make a diversity initiatives part of the fabric of the institution it had to be infused into traditional institutional practices. In order to increase faculty involvement in diversity training, diversity training became a component of search committee work. In doing so, diversity became ingrained in the day-to-day function of the institution and the onus of doing diversity work was taken off of the VPRR and placed onto the individual members in the university community.

The end goal of the training module was to promote smooth functioning of the hiring process and employee satisfaction and commitment. The module was the routine and standardized way of informing leadership of definitions and practices that were important aspects of conducting a fair and equitable search. These values, hierarchical in nature were able to enforce faculty involvement, an artifact of clan culture. Providing this training was the institutions way of confidently trusting each department would conduct an equitable search. The university could trust that search committee members would conduct fair and equitable searches because of their involvement.

> I just had to undergo multiple hours of online training on this topic, so I had to read all these definitions. I think it's mandatory for -- if you're going to be part of a search committee or if you have a supervisory role, you had to do it every couple years. It covers all kinds of stuff from diversity -- notions of diversity covers discrimination, it cover sexual harassment, stuff like that.
> -Adam

It was clear that the training module policy placed the onus on the search committee members to hold themselves accountable for conducting a fair and equitable search. This provided an opportunity for faculty to participate in university diversity initiatives. When Task force One members reflected on their experiences with the training they were consistent with Adam's as being strongly associated with the central belief and values of the hierarchy culture. They viewed it as a formal obligation to be completed not as an opportunity to participate in creating a diverse and inclusive campus. For members of Task force One, the presence of a university policy that was strictly enforced was enough evidence that diversity and inclusion were ideals that were valued at the university. Debbie, a member of Task force Two, sought a greater understanding, greater involvement, and greater commitment on behalf of the university. She challenged the idea that the existence of policy was a signal of a diverse and inclusive climate.

> So I think that there are mechanisms that we are asked to take like training modules and, well yeah training modules. I serve on a lot of search committees in our department, three already, so I've always seen diversity in search committees and stuff. I think there are procedures in place to try to get people to do this. But if you look around, is this a community that is exemplifying all of this? No.
> -Debbie

Satisfaction and Commitment of Female Faculty

In the 2007 survey, female faculty members were one of two groups that questioned the university's commitment to its value of diversity. The training module and similar mechanism were helpful tools and policies for individuals that were considering joining the university but FRT members felt that more was required to sustain faculty satisfaction and commitment. The departure of female faculty combined with the 2007 survey results confirmed the central belief of clan culture; when employee

satisfaction and commitment, the effectiveness criteria associated with the clan culture, were not met employees questioned the institutions commitment to its values.

Historically the university struggled with issues of pay equity as it related to gender. Larry, the Vice President for Diversity, arrived at the institution in 1980; only ten years after the university admitted its first female students. He discussed that the climate women at the institution had always been a priority for the VPD office. In 2011 to inform institutional practices, the VPD's office commenced a pay equity study gathering salary data from competing institutions. The issue of pay equity was larger institutional diversity problem that imped satisfaction and commitment from female faculty. Larry shared that the findings of the salary study.

> Nationally women at institutions of higher education received a lower salary then men, but this university is even lower than the national average. For instance, a woman professor at this university receives on the average 87% of the salary of a male professor at the same level or same department. Nationally there would be a woman may receive 94% of the salary of a male.
> -Larry

In order to achieve faculty satisfaction, an effectiveness criterion of clan culture, the university needed to translate the data from the salary study into an artifact that was more aligned with clan culture. The salary study, conducted by the VPD's office was instrumental in creating an opportunity for Hannah's office to advocate for resources and attention for female faculty. The study equipped the VPRR's office with the data required to write a grant proposal in 2012 to the National Science Foundation to actually study the climate for women at the institution. The goal of the grant was to create artifacts that aligned with clan culture particularly as it pertained to women in the academy. These artifacts included teamwork, employee involvement, and open communication.

The university was awarded three million dollars over the course of five years to focus on a broad range of issues including departments, policies, and culture. Janet and Hannah became co-primary investigators on the study. Janet explained how the premise of this study varied distinctly from diversity initiatives of a previous generation.

> It used to be we'd focus on changing the woman or the minority to fit in with everyone else and they're realized that that's not highly effective nor really in the best interest of anyone. Instead we need to change the culture of an institution to allow all to be embraced and all to succeed.
> -Janet

Janet expressed that among the underlying values of this generation of initiatives were attachment, affiliation, and support. These values clearly aligned with the clan culture and need to resonate with faculty as such.

> So the Alignment Grants are money giving to university institutions to study things, not set things up, study things that could lead to transformational change in the climate of the institution that will help women succeed. So instead of giving you money and saying here, go set up a daycare center or go set up you know, go hire 15 more women, they give you the money for research to be done and initiatives to be undertaken that will improve the climate for women.
> -Debbie

By identifying the limitations of previous efforts to respond to requests of underrepresented faculty, it created an opportunity to take a deeper look at the way university decisions were made. The Alignment Grant created an opportunity to discuss employee involvement in diversity activity on the institutional level as an inclusive strategy. Participants viewed the climate study conducted through the Alignment Grant as a demonstration on the institution's loyalty and commitment to its female faculty. This demonstration of a commitment to diversity helped female participants trust university leadership.

Conclusion

> In the research on organizational change there -- I'd say there are two ways of thinking about this and the way that I look at the research, one argues that it's precisely change in higher education comes in this kind of -- you shake a tree and all kinds of initiatives occur and out of that you get transformation that is not, it's not systemic, it's not organized, it's not all happening at the same time.
>
> And Kezar's work at times makes that argument, Adriana Kezar -- you know she argues that you've got these changes going at different levels of the organization, different narratives about change happening and out of that you get a kind of forward momentum. But it's not coherent, it's not organized by any one person. It's that thousand or hundred flowers blooming approach to change -- to reform. Sometimes Kezar talks about that and so, she looks then at the meanings -- the nuances of the organization, that's why I think a lot of her work focuses on that. You know how do people feel? How do they talk about the symbolic work of organization and that you kind of look at that to see how the stuff filters down.
>
> The other approach is more the sort of organized, leadership driven, everybody gets onboard kind of transformation around diversity. You know we have a chief diversity officer who connects everyone and those are two different ways of thinking about change at the -- in higher education. I think at Felwood University, it's more on the first thing that there are a lot of sort of almost like start up entrepreneur activity around diversity and it takes it to a certain level and so certain places it's much more deeply embedded than in others.
> -Hannah

Because of the Hannah's long history with the institution she was able to offer an alternative perspective on the way that decisions are made with in the university. She agreed that the formal communication from the board, the ultimate decision making body, was an essential first step. Because the nature of decision making within the institution she highlighted the importance gathering both consumer and competitor data. She described two models of change in higher education as it related to issues of diversity. One was a top down model where a university diversity czar developed and vision for diversity and it was delivers through the university's existing hierarchical infrastructure. The other approach was described as tree shaking.

In this model Hannah described a tree that when disturbed, by rumblings on the ground, would produce new initiatives at the institution. These initiatives were not

necessarily connected to the existing structure of the university but they were in direct response to student concerns. At Felwood University, a series of tree shaking events led to the President's Commission on Diversity. This commission established the hybrid culture type that became synonymous with diversity actions on campus. Reflecting back on her experience with the university's commitment to diversity, she was able to say that the initiatives that developed such as PAGs, the training module, and the FRT as a result of tree shaking. These were the ones that withstood time and became internalized as part of the university culture.

Through the collective history of formal and informal institutional diversity efforts at Felwood University, members of the FRT expressed that Felwood University valued diversity and worked toward creating a diverse and inclusive campus. The institution was able to demonstrate its values through the use and display of artifacts that aligned with various Competing Values Framework culture types. Through these shared reflections, the university presented itself as a hybrid organization with competing values. The university demonstrated elements of four culture types. The values identified most closely aligned with the hierarchal culture while the effectiveness criteria was exclusively aligned with the clan culture. In clan culture, failure to meet effectiveness criteria resulted in a questioning of the institution's values and commitments.

Members of the FRT used effectiveness criteria to assess the artifacts produced by the university to determine whether the institution was effectively able to live out its values. Artifacts were the institutions way of demonstrating its values to its constituents. Over the span of time that this study explored a noticeable shift took place in the type of diversity artifacts that the institution produced. Research discussed the relation between

artifacts and effectiveness criteria as one of means and ends. The connections between artifacts and effectiveness criteria were very clear. These effectiveness criteria were demonstrated by faculty retention and participation at the university.

Feedback loops were creative, crosscutting mechanisms that allowed the university to employ artifacts from a variety of culture types to meet its effectiveness criteria and demonstrate its commitment to its values. Prior to the introduction of feedback loops, there was a disconnect between values and effectiveness criteria. FRT members only saw the institution communicating hierarchical value of diversity in its policies, and organization structure.

When effectives of diversity initiatives was based on the artifacts produced by the VPD, FRT members did not feel equipped to answer the question because of the lack of artifacts that aligned with the clan culture type. FRT members did not possess a full understanding of the function of the position of the VPD. FRT members who were more informed of and involved in university diversity activities were able to support the claim that the university was effectively worked toward creating a diverse and inclusive campus environment. The use of feedback loops between formal and informal groups such as the PAGs, FRT, WAB, and the President's Commission on Diversity presented opportunities for the creation of artifacts that clearly aligned with the effectiveness criteria. The use of feedback loops created opportunities for increased employee involvement in university diversity activity and open communication between faculty and administrators resulting in increased institutional effectiveness of university diversity efforts.

IIX

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

This chapter presents the summary of the study, theoretical limitations, implications for future research and practice, and concluding thoughts. The summary of the study offers a review of the purpose, methodology, and results. In addition, the summary addresses the research questions and explicitly connects them to the results of this study. Implications are given for improving the effectiveness of institutional diversity efforts as well as outlining suggestions for future research.

Summary of Study

The purpose of this phenomenological study was to examine an institution's commitment to diversity from the perspective of organizational values. This study offered further insight into to the development of initiatives and policies that matched the values of the institution. This study proposed a detailed analysis of the institutional context and its implications for the process of change in higher education. Competing Values Framework theory was the theoretical framework that guided this study. The experiences of each participant were shared in their own words and interpreted through the Competing Values Framework. This theory was used because it allowed for an exploration of values espoused by the university, an investigation of the various substructures that the organization was comprised of, and a probe into the perceptions of the people within.

Summary of the Literature.

Although many organizations state a commitment to diversity goals in mission statements and other documents, "imperfect execution" leaves a perceived gap between expressed commitment and actual implementation of policies and programs (Bagati, 2007). One of the preeminent best practices regarding diversity leadership is the establishment of a chief diversity officer position reporting to the president or provost and holding significant institutional rank such as vice president or vice provost.(Winston, 2001). To expand institutional capacity for diversity, chief diversity officers assist in a number of core areas such as interfacing with institutional accountability processes, building diversity infrastructure, infusing diversity in the curriculum, and elevating the visibility and credibility of diversity efforts (Williams and Wade-Golden, 2007b). Research suggests leadership, cooperation, and communication as essential characteristics of effective chief diversity officers.

While leadership has been demonstrated to be particularly important, few studies have delved into the challenges that CDOs face as they work with faculty and administrators to expand the institutional capacity for diversity. At Felwood University, university leaders and administrators were an important part of the diversity equation because these were the individuals that set guidelines that determine many of the standards for the campus. Most of university leaders emerged from faculty ranks, making the involvement, training, and support of faculty areas of key importance in developing and building a diverse and inclusive university. Additionally, through service on search committees, faculty members played an integral role in hiring colleagues. Thus, faculty were in a unique position to derive opinions and make conclusions

regarding those being considered for recruitment, hire, or admission into academic programs (Keeton, 1971). Much of the literature on faculty participation in university decision-making was based on their participation in governance and faculty senates (Birnbaum, 1988). By focusing on the lived experiences of FRT members, this study was grounded in the assertion that faculty participation is a crucial element of institutional change.

Competing Values Framework.

Competing Values Framework suggests that culture types consisted of a combination of the organization's focus and structure. These types possess unique sets of behaviors, values, beliefs, and assumptions that influence the organization's attention and effort to attain distinct organizational ends. An institution's values and beliefs are the social normative expectations that inform members how they ought to behave (Meglino & Ravlin, 1998; O'Reilly, Chatman, & Caldwell, 1991). These behaviors are the means through which culture types are related with desired effectiveness criteria, ends. Behaviors (e.g., participating, taking risks, being aggressive, adhering to rules) subsequently effected employees' attitudes and tangible work output. Hence, CVF theory suggests that culture types are expected to relate to different organizational effectiveness indicators as a function of their basic assumptions, values, and structures.

Existing research suggested that since effectiveness criteria were related, culture types were likely to have varying relationships with effectiveness criteria as opposed to opposite relationships (Cameron et al, 2006). While competing values research suggested that effectiveness criteria might not be rigidly defined to one culture type, at Felwood University, the effectiveness criteria that were universally identified by the

FRT, were associated with the clan culture (Table 3). All of the participants identified employee satisfaction and commitment as the indicators of institutional effectiveness. Felwood University exhibited aspects of the clan culture across all dimensions. A core belief in clan cultures is that the organization's trust in and commitment to employees facilitated open communication and employee involvement. According to the CVF theory, clannish organizations value attachment, affiliation, membership, and support (Cameron & Quinn, 1999). Behaviors associated with these values included teamwork, participation, employee involvement, and open communication. These means were expected to promulgate the outcomes of employee morale, satisfaction, and commitment (Cameron & Ettington, 1988).

Table 3. Felwood University in the Context of Competing Values Framework

	Values	**Artifacts**	**Effectiveness Criteria**
Clan	Affiliation and trust	Teamwork, participation, employee involvement, and open communication	Employee satisfaction and commitment
Adhocracy		Creativity	
Market	Communication	Competitiveness, goal setting, planning, and task focus	
Hierarchy	Communication, routinization, formalization		

Although all of the effectiveness criteria presented by the participants exemplified clan culture, Felwood University did not exclusively fit into the clan culture type. FRT members identified values that aligned with the hierarchical culture type. The hierarchy

culture type was one of the two internally oriented culture types. It was supported by an organizational structure driven by control mechanisms. A core assumption in hierarchy cultures is that control, stability, and predictability foster efficiency. A predominant belief in hierarchy cultures is that employees meet expectations when their roles are clearly defined. As a result, hierarchy cultures are hypothesized to value precise communication, routinization, formalization, and consistency (Quinn & Kimberly, 1984). The members of the FRT did not identify any artifacts or effectiveness criteria associated with this culture type but the values were clearly identified by all members of the FRT. The markers of which are efficiency, timeliness, and smooth functioning (Denison & Spreitzer, 1991).

Members of the FRT identified artifacts from the adhocracy, market, and clan culture types. Unlike clan culture, market and adhocracy were externally oriented. The adhocracy culture type is supported by a flexible organizational structure while the market's structure is rigidly tied to control mechanisms. A fundamental assumption in adhocracy cultures is that change fostered the creation or garnering of new resources. Behaviors that emanated from these values include risk-taking, creativity, and adaptability. These artifacts cultivate innovation and cutting-edge output (Denison & Spreitzer, 1991). According to the CVF, an assumption underlying market cultures is that an achievement focus produces competitiveness and aggressiveness, resulting in productivity and shareholder value in the short and immediate term (Cameron & Quinn, 1999). Behaviors associated with these values include planning, task focus, centralized decision making, and articulation of clear goals.

Participants described manner in which leaders at Felwood University communicated the university's commitment to a diverse and inclusive climate as strongly aligned with the hierarchy culture but the criteria that participants used to determine the effectiveness of university diversity efforts were from the clan culture. Participants described the administration as a group within Felwood University that operated within the hierarchy culture type. The job of the Faculty Senate was to communicate faculty concerns and ideas to the administration. The ideas presented by the administration were a result of the work of committees, task forces, and working groups such as the FRT. The teamwork and collaboration exhibited by these group exhibited clan culture. Participants described challenges faculty faced when communicating with the administration. The Faculty Senate provided a venue for communication, competition, and collaboration between the clan and hierarchy cultures that were present at Felwood University.

Discussion

This study was guided by an overarching research question and 3 specific research questions. The following section will provide a discussion of the findings in the context of the competing values framework. Through the analysis of the data six assertions emerged in response to the overarching research question. These assertions were deduced from participant responses and elements of each were present in the discussion of each of the three research questions that guided this study. The overarching question that guided this study was: How does the perception of the institution's values influence the effectiveness of diversity initiatives among faculty? In response to this question, the following six assertions were deduced from the data collected:

I. Faculty participation increased perceived effectiveness.
II. Effectiveness criteria of employee satisfaction with diversity and commitment to the university were consistent across all levels of the organization.
III. The organizational structure of the university presented barriers to communication about diversity between subgroups and university leadership.
IV. Hybrid culture required meaningful presence of artifacts from culture types that aligned values and effectiveness criteria.
V. Feedback loops were an effective tool for wedding values and artifacts of divergent cultures and facilitating open communication across different levels of the university.
VI. Diversity policies and practices that withstood the test of time were grounded in institutional research and employee involvement.

How do Members of a University-wide, Faculty Retention Task force (FRT) Understand the University's Definition of Diversity?

> These are the principles that we respect and as a micro-culture this is, these are issues that we feel sufficiently informed to articulate. And I'm not sure this is a right metaphor but, you know, the constitution you write out what you think the right way for the culture to behave and this isn't the formal constitution but it's part of a document. I mean it's some sort of black and white statement.
> -Charlie

Faculty members believed the commitment was real and grounded in formal obligation. Faculty members expressed that they believed the commitment was similar to a constitution or formal legal document. The university made the diversity statement and the diversity officer positions to protect themselves legally. Task force members identified diversity as a value of the institution and saw the university's definition of diversity as formal and an official statement of its values. Committees, hierarchies, policies, and procedures were in place to preserve the value of diversity and other things that the university was most deeply committed to.

All of the stories that participants shared about their experiences with diversity as faculty members presented the university as an organization with hierarchical values. Hierarchical values were present in the larger university context as well as within the

faculty senate. Across participant experiences themes involving reporting lines, documents, and structures were present. The most prevalent themes were formalization and communication. Formalization within the university context was evidenced in the organizational structure, policies, and funding structure of the institution. The insertion of the VPD and the VPRR into the organizational structure influenced participants' understanding of diversity on campus.

Participants' experiences indicated that because the institution was able develop and communicate policies and procedures related to diversity, they were able to identify it as a value of the institution. They further trusted that the university valued what it said it valued. They pointed to the existence of the university definition, the VPD, and the VPRR to support their claim.

How do Members of a University-wide, Faculty Retention Task force (FRT) Perceive the Institution's Commitment to Diversity?

> So, you know you could pick up a faculty member off the ground and you'd say to them, 'do you know anything about the work of the office of the faculty recruitment/retention VP'? They say, 'never heard of her, don't know the woman' and then you'd pick somebody else who'd say 'oh, my God, yes, I mean this, this, that and the other'. And I think the same thing for the Faculty Senate work.
> -Hannah

The discussion of artifacts presented an opportunity for participants to describe concrete experiences that informed their perceptions of the institutions commitment to diversity. These artifacts provided evidence to support the claim that the institutions beliefs and practices were aligned. Artifacts were the university's means of demonstrating their beliefs and values. The university commitment was embodied in the work of the VPRR and the VPD. Aside from participation in the search committee training FRT members were largely unaware of the work of these two offices and the

university's actual commitment beyond the creation of these positions. The exceptions to this were the faculty who were actively involved in university diversity activities such as the Women's Advisory Group. These faculty had an understanding of what the VPD did and how his work intersected with their own.

The VPD and the VPRR, the university's diversity leaders, were tasked with the duty of transforming the institution into one that fostered a diverse and inclusive climate. This type of institutional change required what Bass (1985) identified as a transformational leader. Transformational leaders pay great attention to interacting with followers to create organizational collectivity. They attempt to understand followers' needs and stimulate followers to achieve goals. This activity was evidenced in the innovative approaches to problem solving and communication that emerged after the 2007 survey. These approaches incorporated artifacts from multiple culture types.

At Felwood University, the process of gathering and communicating data presented opportunities for faculty and administrator involvement. Artifacts of market culture that emerged amongst participants in the study were goal setting and gathering consumer and competitor information. As the VPRR, Hanna was formally tasked with gathering competitor information, particularly when in regards to understanding declined offers and faculty departures. To include school level administrators in work of creating a divers and inclusive environment on the school and departmental level, Hannah met with deans and department chairs regarding their retention data. As faculty, all participants were engaged in the process of gathering consumer data in attempts to make the institution competitive and attractive to potential students. The faculty survey created an opportunity for FRT members to interact with peer institutions. During these

interactions, FRT members were able to gather competitor information to guide their strategies for gauging faculty satisfaction and commitment.

The hallmark of the 2007 survey was the goals and action items that followed, particularly as it pertained to university diversity concerns. In line with the university's hierarchy values, the findings of the survey were first communicated to the university administrators, then school and department level leaders, and finally the university community. As members of this hierarchy structure, the VPD and the VPRR were among those responsible for carrying out the diversity agenda. One of the action items dealt specifically with expanding and developing Larry and Hannah's respective capacities. The increased development of these two positions was viewed as artifacts of the institutions diversity efforts. Because of their involvement and interaction with the work of these offices, FRT members identified artifacts by tapping into the experiences and work of their colleagues within Felwood University.

In order for the university's commitment to be evidenced, the president, vice presidents, deans, and department chairs needed to be transformational not just the VPD and VPRR. Because of the presence of multiple culture types within the university, the hierarchical values presented by the administration did not resonate as effective among the participants and other faculty. The existence of policies, protocols, and administrators provided evidence that the president made efforts to communicate diversity as value, but in 2007 the existence of those administrative posts resonated as empty. Once all administrators were able to mobilize around specific diversity action items, they were able to generate artifacts that supported the work of the VPD and the VPRR. The resulting artifacts were perceived as effective by the general faculty. Prior

to this period in time, faculty who were not involved with either the VPD or VPRR could only address the university's ability to articulate diversity as a value not the manifestation of the value on campus. This need for faculty and administrator involvement in university diversity activities showcased the limitations of the hierarchical culture type.

How do Members of a University-wide, Faculty Retention Task force (FRT) Perceive the Effectiveness of Institution Practices and Policies Related to Diversity?

> Apparently they (the faculty senate) have a lot more (power) than we thought, and it changed when the new president came in. Yeah, so in the past, to be honest, it was a body that I think had no power centrally. The president would come and report to us and he'd talk, and might entertain a few questions, but there was very little back and forth. It was very one-sided. When Valerie Jones came that structure changed significantly and we have lots more consultation with the senate, listening, and responding to what was heard. So, I think now they're at a point where the senate actually does hold some power.
> -Janet

Participants identified the university's ability to sustain and appease its faculty as the true indicator of effectiveness. Respondents to the 2007 survey were dissatisfied with the university commitments to retaining diverse faculty. Faculty satisfaction and perceived climate for diversity is closely tied to leadership and employee involvement. (Williams and Wade-Golden, 2007a). Despite having key administrators serving as ex officio members within these respective groups, effective change was not happening on campus. Faculty felt powerless. Those who were dissatisfied with leadership had no true audience within the administration. This changed dramatically when the new administration began. The change in administration and reporting structure of these groups signaled the embracing of open communication and faculty involvement.

A challenge for the effectiveness at this institution was the reporting structure and the fact that the senate functioned as one of hundreds of advisory bodies within the

institution. Governance literature suggests that senates rarely are able to evaluate university presidents (Tierney and Minor, 2003). While outside the scope of this study, FRT members described the formal and informal mechanisms used to challenge the university governance structure and evaluate the university president. The emergence of new leadership at the university presented an opportunity to respond to faculty concerns in manner more aligned with the feedback loop blue print that was laid out by the commission for diversity.

The departure from traditional governance literature was present in artifacts, values, and effectiveness criteria of the clan culture type amongst the Faculty Senate and the FRT. Participants' involvement in task forces, working groups, and search committee training spoke directly to employee involvement in the university. Effectiveness of the senate and the reporting structure created an opportunity for a new structure that incorporated the PAGs. These cross sectional groups consisted of individuals from across the university and reported to vice presidents, rather than the president. The restructuring of the presidential advisory group reporting structure placed faculty members in positions to interface directly with the VPD, the vice president responsible for addressing concerns related to diversity. Rather than the VP's setting a diversity agenda and dictating it to the university, the PAGs functioned as both a working group and focus group. The feedback loop created by this redefined relationship helped with the creation of sustained university diversity efforts.

The 2007 senate survey and the operations of VPRR were two of the institutions diversity feedback loops. The findings of the faculty surveys were instructive in understanding faculty perceptions of the institution. The results of the first survey

indicated that diversity was a major concern among the faculty but particularly among women and under-represented minorities. The results of the second survey indicated that issues of diversity and equity were not major concerns among the faculty. Even amongst women and minorities, most of the members of these subgroups reported satisfaction with the institution's diversity practices.

The story of the VPRR's diversity training module detailed the effective wedding of practice and policy that resulted in employee satisfaction and commitment. The model incorporated, research, open communication, employee involvement, and administrator participation. Participants in the study described work on search committees as a normal function of their service to the university as faculty. By incorporating an aspect of diversity training into the search committee training, the VPRR is able to get the general faculty and leadership of the school involved in diversity work. Participants expressed that the actions taken by the administration in response to the 2007 survey findings were the true indicator of the institution's commitment.

FRT perceptions of the institution's commitment to diversity were greatly influenced by their perceptions of the institution's commitment to its employees. The implementation of university policies was an effective means of communicating diversity as an institutional value. University practices such as reporting structures were not perceived as effective until there was a reorganization that facilitated open communication. The reorganization required that faculty and administration depart from the traditional communication hierarchy that was in place and replace it with a more cyclical, open format. The execution of both diversity policies and practices had implications for determining employee satisfaction and commitment.

Limitations

Single Institution Study

Findings of this study are limited in transferability because it took place at a single institution. While I believe that larger conclusions could be drawn about diversity in higher education and faculty perceptions of their institutions, the unique context of the study's place and time must be taken into account. Issues to consider include the university's history and culture, the organizational and governance structure, and the position of faculty within the institution.

Aspects of the FRT

The sample for this study included faculty members who served on the Faculty Retention Task force (FRT). This participant group was a limitation of my study. While the Faculty Senate is comprised of a representative group of faculty members from all the schools at the university, FRT did not have a representative from each school. While some schools such the College of Arts and Sciences had multiple committee members, schools like the College of Architecture did not have a representative on the committee. The absence of a committee member from the College of Architecture should be noted as a limitation because the results of the 2007 Faculty Senate Survey indicated that members of faculty in the College of Architecture were among those most dissatisfied with the level of diversity at the university.

The timeframe in which the study was conducted was a limitation to FRT members that could have been participants in the study. During interviews, several participants identified a colleague from the FRT that they felt would make meaningful contributions to the study. The timing of the study and the inability to gain access to that

particular FRT member identified by the participants limited diversity of faculty perspectives and experiences that were presented.

Despite the fact that all schools were not represented on the FRT, the committee was still able to advocate for the concerns of faculty within other schools to a certain extent. Because committee members served two-year terms, and cycle in at different rates, committee members were be able to review committee reports of previous years to have an understanding of faculty concerns at different schools within the university even after a committee member from a particular school had cycled out.

Period Effect

While it was not part of the original scope of this study, FRT members actually played a key role in the reinstatement of the university president. The period effect that presented itself during the course of the study was able to highlight limitations in the Competing Values Framework and governance literature that guided this study. Data was collected during a historical transition in the school. This transition led to the delay of the analysis and dissemination of the 2011 survey findings. Because FRT members were the leaders of this transition, the reinstatement of the president emerged as a theme in the study and this event emerged as a recurring theme during participant interviews.

The main limitation of the Competing Values Framework was that it did not account for the fluidity that existed within organization. This was evidenced in this study when significant historical events took place within institution and caused major shifts in the way the organization functioned. At Felwood University, the completion that took place between the values of the clan and hierarchy culture were the result of historical changes that occurred in the life of the institution. CVF did not account for organizations

that operated in multiple culture types as a response to conflicting internal and external demands. Early Competing Values literature suggests that while an organization may operate in multiple domains it may only perform well in a limited number of them (Cameron, 1978). CVF has been applied in specific academic disciplines such as management, marketing, accounting, social services, hospitality, and healthcare; it has not been applied to large public research university context. The application of this theory to a full university context required the guidance of the existing body of literature on faculty involvement in institutional effectiveness.

The governance literature on faculty involvement provided a limited understanding of the role of faculty involvement in institutional effectiveness. Participation in university governance is a major part of faculty service to the institution (Kezar, Lester, & Anderson, 2006). Senate service is a popular form of employee involvement, but this study suggested that it was not the most effective. The literature clearly discusses Faculty Senate as being particularly effective in areas such as curriculum and hiring and less powerful in influencing leadership changes. In the situations where senates are respected, they have a limited sphere of influence. Tierney and Minor (2003) found that devising undergraduate curriculum, standards for promotion and tenure, and standards for evaluating teaching are the areas where faculty have the most influence on campus while setting budget priorities and evaluating presidents and vice presidents were the areas faculty had the least influence.

Additionally, in explaining why these organizations had been ineffective, Tierney and Minor (2003) found that 43% of faculty did not believe that faculty senates were highly valued in their institutions. The experiences that participants described prior to the

changes in leadership supported this finding. Governance literature did not provide insight as to how to how a senate could effectively participate in the evaluation, and reinstatement of a university president at an institution where the senate was not highly valued. This demonstrated the need for an area of research that better understands the environment that was created that facilitated the rise to power of the senate.

Significance and Implications for Future Research

An institution's values and beliefs are the social normative expectations that inform members how they ought to behave (Meglino & Ravlin, 1998; O'Reilly, Chatman, & Caldwell, 1991). Miller (1981) suggests that rather than examine linear associations among various organizational attributes, researchers should attempt to find recurring patterns of attributes. Such an approach could provide useful insight into the feasibility sets of internally consistent configurations of organizational attributes (Venkatraman, 1989) relevant to different organizational performance domains. This study built on this scholarship by identifying patterns of effectiveness among the university's diversity policies and practices.

Universities are siloed organizations; institution-wide committees and tasks forces often present a level of diversity lacking from typical university interactions. The establishment of diversity councils, committees, and task forces are prevalent methods for pursuing diversity that further embodies structural approaches (Davis 2002; Ford 1999; Hale 2004; Hurtado et al. 1999; Yang 1998). Diversity councils, PAGs, and other cross cutting groups within the organization promote change. To better understand the attributes of effective groups within the institution, it is necessary to research the recurring patterns of interaction and association that these groups and their members

exhibit. The in-depth study of recurring patterns of attributes of the effective practices identified by FRT members would provide institutional effectiveness insight that could be transferable to other areas of policy and practice within the university.

On an organizational level, values are defined by needs, priorities, motivations, and goals. In an organizational context there are discrepancies between what people or institutions say they value and what they actually do (Kendall, 1983; Richman and Farmer, 1974; McKelvie, 1986). The major focus of this study was on perceptions of the artifacts the university administration developed to demonstrate an institutional commitment to one of its core values, diversity. Future studies should examine perceptions of university values in higher education, following up on the trends identified in the study. Detailed case studies related to nature of perceived and expressed values in higher education would be helpful in understanding what motivates decision making within the institution.

Universities are multifaceted institutions comprised of a variety of stakeholders, operating in multiple domains. Cameron (1978) notes that organizations that operate in multiple domains may only perform well in a limited number of them. Employee satisfaction and commitment were the main effectiveness criteria used in this study to determine the effectiveness from a faculty perspective. Findings from the study detailed how Felwood University attempted to meet these effectiveness criteria. There is a need to understand the perspective of university stakeholders beyond faculty senators. Additional studies in higher education using the Competing Values framework would be useful in understanding how an intuition meets the effectiveness criteria identified with other domains. Additional studies utilizing this framework would be useful in

understanding the level of influence of university stakeholders including government, alumni, students, presidents, trustees, and donors.

Implications for Practice and Conclusions

Diversity initiatives in higher education have several broad goals, including developing an understanding of diversity; infusing attention to differences by race, sexual orientations, and gender; and creating greater equity and parity in the experience and outcomes of individuals from diverse backgrounds (Hale, 2004; Hurtado et al., 1999; Musil, Garcia, Hudgins, Nettles, Sedlacek, & Smith, 1999; Smith, 1989). Diversity literature suggests that universities that incorporate employee participation into the formal hierarchy structure, are able to develop and sustain effective diversity policies and practices.

University diversity policies and practices must emerge from feedback loops that present opportunities for collaboration between faculty and administrators. This approach creates opportunity to incorporate innovative approaches into existing organizational structures. When the best practices did not align with the dominant culture type, transformative leadership was required to create new ways of supporting diversity policies and practices that can with stand the test of time. The findings of this study suggest feedback loops as effective tools for transformative leaders looking to incorporate innovative practices into an existing hierarchical structure. Through feedback loops that involved research, open communication with administration, and faculty participation, transformative leaders were able to facilitate effective diversity practices and policies at the university.

Universities should create specialized committees that are task-oriented to the direct university leadership on institutional diversity activities. Diversity leadership primarily use organizational values such as competition and success to incorporate diverse people or groups and enhance the organizational success in a changing environment (Winston, 2001). Campuses with specialized committees are more diverse and welcoming of difference because there is a built-in organizational component constantly present to ensure the progress of diversity and address challenges and problems related to diversity when they arise (Davis 2002; Hale 2004).

Research points to faculty satisfaction as a window into perceptions of effectiveness (Piercy, Giddings, Allen, Dixon, Meszaros and Joest, 2005).
While large-scale institutional changes often result from top down initiatives stemming from the president or other leaders in positions of authority, it does not take into account the importance of faculty as meaning makers within the institution. The top-down perspective of diversity fit the hierarchy culture type that dominates the larger university context but failed to capture the informal relationships and collaborations that occurred outside of this culture type that moved institutional diversity efforts forward.

Mechanisms for open communication between faculty and university administrators, such as feedback loops must be supported to improve faculty satisfaction and commitment. Formal and informal opportunities to participate in university decision-making are needed to improve faculty satisfaction and trust. Governance literature suggests that increased employee participation in decision-making is associated with improved employee satisfaction and performance (Floyd, 1985). The findings of this study supported the claim that the creation of more opportunities for faculty involvement

as associated with increased satisfaction with diversity initiatives initiated by university leaders. The creation of opportunities to participate in decision making may have helped develop a more trusting relation between faculty members and university administrators who worked together on diversity initiatives.

The presence of formal communication was an important component of the intuition's commitment to diversity but it was not enough to demonstrate that the institution had embraced diversity at its core. As a public, research university, Felwood University operated within multiple culture types. University leaders and administrators had to simultaneously respond to the demands of internal and external stakeholders. University administrators were the embodiment of the values of the institutions. Faculty relationships with administrators greatly informed the perceived effectiveness of university practices and policies. Through collaboration and open communication between faculty and administration, the university's diversity leaders were able to improve faculty satisfaction and commitment on issues related to diversity within the university. By including members of the university community in research, training, and leadership activities, these individuals were able to share the responsibility of creating a diverse and inclusive campus with other members of the institution.

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Appendix

Interview Protocol

Demographics
1. Which department are you a faculty member of?
2. How long have you served on the FRT? Beginning in which year?
3. Aside from your involvement in the FRT, discuss your ex
4. Have you any administrative positions within the institution? Beginning in which year? Describe the position .
Communicating definition
5. How is diversity defined on this campus?
6. To what extent is it defined in terms of a university community and to what extent is it defined in terms of individuals within the university?
7. What means (individual and resources) are utilized to communicate the university's definition of diversity?
8. What is the purpose of communicating this definition?
Faculty Concerns
9. What is the primary function of the faculty retention task force?
10. To what does this task force deal with concerns related to diversity at this institution? Can you describe some of these concerns?
11. Are these concerns presented as problems faced by the individual or as problems faced by the institution?
12. What means (individuals, resources, processes) are utilized to address these concerns? Can you describe the manner in which these concerns are addressed? Does the institution have strategies in place to address these concerns? What role does the task force play in the resolution of these concerns?
13. What is the university's motivation for addressing these concerns?
Effectiveness
14. From your experience on this task force, how do faculty perceive the strategies employed to resolve issues related to diversity?
15. Do faculty perceive the resolutions are geared toward addressing concerns on individual or institutional basis? Can you describe one of these resolutions?
16. What means (individuals, resources, process) do faculty believe are responsible for implementing these strategies?