

**Impact of Work Experience on Academic Administrators in a Culturally
Responsive Work Environment: A Mixed Methods Study**

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A dissertation submitted to the Department,
College of Education
In partial fulfillment of requirements for the degree of
Doctor of Education
In Higher Education Leadership and Policy Studies

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May 2022

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Dedication

This dissertation is dedicated to God, my parents, and my uncle (Mr. Akinwande Ademosu) for pushing me to do more for myself even when I do not think I am capable. I would not have been able to complete this program without their constant support and encouragement.

I also dedicate this dissertation to my two beautiful girls (Abby and Ari). They are my motivation anytime I think of quitting. I want them to know they can do anything they set their minds to.

Finally, I dedicate this dissertation to my lifelong partner, my husband, best friend, and my soulmate Mr. Adebayo Olalekan Adebowale. Thank you so much for four years of support and encouragement in order to achieve my goal of earning this doctorate degree. His patience and love helped me through all the hard seasons. I love you forever.

Acknowledgments

I am thankful to many people who stood by me to make this achievement possible. To all those who supported me, named and unnamed, nothing I can say will ever measure my gratitude and heartfelt appreciation. I honor every incredible person that made this journey possible, you deserve more than just verbal recognition.

First, I would like to take this opportunity to express my heartfelt thanks and gratitude to Dr. Leah McAlister Shields, my mentor, my constant support, and a truly great friend. She has consistently given me positive moral, academic support and encouragement throughout all my research studies. Her patience, leadership skills, wisdom, and warm and nurturing heart carried me through this difficult and challenging process. Thank you so much!

I also would like to express my gratitude to the members of my dissertation committee, Dr. Zou, my committee chair, and advisor, thank you for your support and motivation, I really appreciate all you did to make sure I complete this study. Also, Dr. Gonzalez, and Dr Nery-Kjerfve thank you so much for your kindness and great advice, you both have been such a great support throughout this journey as well.

My sincere gratitude also goes to Dr. Burrige for her professionalism and accessibility during the time I had to learn statistics and for her help during and after classes.

Special thanks also go to my siblings: Mosun, Mope, Bola, Opeyemi, Gbemmy, and Akorede for their support, inspiration, and involvement in all stages of this experience. Also, I would like to thank all my friends for their patience and understanding.

Abstract

Work environment can impact the feelings of wellbeing, workplace relationships, collaboration, efficiency, and overall employee health. Culturally responsiveness has been established as an effective strategy to improve academic performance of underserved students, but its impact has not been explored among academic administrators (staff) who are not only essential for daily execution of the various service provisions of a successful university and its academic programs, but also the core for effectively running other departments. Based on Culturally Responsiveness and Developmental Model of Intercultural Sensitivity framework, this explanatory mixed-method study investigates impact of work environment on academic administrators' work experience and how academic administrators describe their work environment as being culturally responsive. A quantitative survey of 35 Likert scale questions measured how academic administrators are impacted by their work experience based on their role, years of experience and ethnicity. Through randomly purposeful sampling scheme (Onwuegbuzie and Collins, 2007), seven participants were selected for interviews from survey participants. This study integrated survey responses and case study interviews of data. Data from the survey was used to determine participants to be interviewed and responses were critically compared. Survey responses was reported through SPSS software and interviews transcripts were transcribed verbatim in NVivo software. The quantitative analytic process involved data screening, frequencies, and Pearson Chi-Square and the qualitative analysis involved a thematic analysis of interview transcripts using an open-coding process to separate and categorize data into meaningful expressions. Final part of the research brought together quantitative and qualitative result

in the discussion section and compared responses to research questions. Findings from the statistical analysis indicates that academic administrators have a positive work experience and ethnicity had a significance relation to role of academic administrators. Also, participants in the interview reported the existence of cultural responsiveness in their work environment. Participants expressed experiencing acceptance, adaptation, and integration of cultural responsiveness at their institutions as well as their personal disposition in a diverse work environment. Interview responses also reinforced the qualities of culturally responsive work environment that relates with positive work experience in the statistical analyses and showed the different forms that these characteristics might take at the institution. Overall, the findings suggest that culturally responsive work environment have an impact in academic administrators work experience. Academic administrators place value in work environment that is safe and positive. Cultural responsiveness is also useful for connecting with others from different backgrounds while learning about one's explicit and implicit biases. This study also established that there are many policies, opportunities and events that are reportedly being initiated or practiced at the institutions to promote cultural responsiveness.

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Chapter I

Introduction

The rapidly evolving global demographics requires clear vision, collaboration, and culturally appropriate practices on university campuses (Santamaria & Santamaria, 2016). The United States, one of the most diverse countries in the world still experiences issues with workplace collaboration that should foster a more conducive work environment (Roberts & Mayo, 2018). With over 155 million people in the labor force in 2012, it was estimated that by 2020 the labor force will reach more than 164 million people (Burns, Baton and Kirby in 2012). The most recent data in 2020 shows that there are over 160 million people in labor force, which is close to the number estimated in 2012 (Duffin, 2020). Data from the Bureau of Labor Statistics shows that The U.S. workforce becoming more diverse (Burns et al., 2012). As of June 2012, people of color made up 36 percent of the labor force. In terms of race and ethnicity, in 1990, Hispanics or Latinos composed 8.5 percent of the labor force, which later increased to 11.7 percent in 2000 and then 14.8 percent in 2010. Bureau of Labor Statistics also expects that Hispanics or Latino populations will make up 18.6 percent of the labor force by 2020 (Bureau of Labor Statistic, 2012). Blacks or African Americans accounted for 10.9 percent of the labor force in 1990 and 11.6 percent in 2010; they are also expected to increase to 12.0 percent in 2020 (Bureau of Labor Statistics, 2012). The Asian labor force was also projected to increase significantly over the next decade; Asians accounted for 3.7 percent of the labor force in 1990 and increased by 1 percent in 2010. The White labor force is projected to decline over the 2010–2020 timeframe. As of 2020 the labor force experienced 2.7 percent growth rate among Hispanics, 1.6 percent growth rate

among Blacks and 0.2 percent growth rate among Whites (Bureau of Labor Statistics, 2020). Hence, the growth of a diverse work environment in the United States is projected.

There are over 1.7 million academic administrators (Staff) in the United States (White, 2016). While the racial and ethnic makeup of students in higher education keeps closing and is becoming more diverse, college faculty, staff and administrators are mostly White (Association of American Colleges and Universities, 2019). The statistics of academic administrators (Staff) in the United States does not reflect the consistent diversity growth present in the overall labor force, depending on the roles being observed or studied. One research suggests that many postsecondary institutions administrators are much more diverse than faculty (White, 2016). Another study from the University of California that shows the employment demographics of 10 public universities found that minority staff only comprised 35% of management level non-teaching positions, though minority staff were overrepresented in the lowest administrative job classification (Kwon, 2016). AAC& U (2019) also reported that offices on campus such as student affairs most likely will have a person of color as its highest-level administrator. Therefore, while people of color represented less than one-fifth of senior executives, over 42% of service and maintenance staff were people of color (AAC&U, 2019).

Regardless of the research being investigated, it has been convincingly determined that diversity among student, faculty and administrators is necessary for a complete education (Richardson, 2009). Higher education institutions depend on several key stake holders like students, faculty, and academic administrators (Staff) for the delivery of effective academic programs. Each stakeholder contributes to academic program delivery and governance processes (Knight & Senior, 2017). The complexity

that impacts the operations of an institution may adversely influence the students' learning experience (Knight & Senior, 2017), and as such, academic administrators are important to allow teaching faculty to focus on teaching, to promote accountability and to inform decisions (Paget 2019).

The term culturally responsiveness has been used to address pedagogy in K-12 to determine useful teaching strategy for increasing student achievement, engagement and for reducing achievement gaps (Byrd, 2016). It has also been used to explore effective teaching styles in higher education multicultural classroom, which relate teaching content to the cultural backgrounds of students (Ginsberg and Wlodkowski, 2009). Siwatu (2011) also investigated culturally responsive teaching (CRT) self-efficacy of preservice teachers as it concerns their course work and being culturally responsive teachers. The progression of culturally responsiveness has been seen in the field of education both in K-12 teachers and higher education faculty, hence, understanding culturally responsive work environment in higher education institutions as it concerns academic administrators (staff) is also necessary to move the topic of culturally responsiveness forward. Though research is limited on the topic of culturally responsive work environment, researchers have investigated minority representation in higher education administration, diversity and inclusion training among academic administrators, culturally responsive leadership as it concerns top managers, administrator's perception of diversity, organization culture and diversity leadership in higher education (Cavanaugh & Cavanaugh, 2018; Kwon 2016; Richardson, 2009; Santamaria & Santamaria, 2016).

Culturally Responsive Approaches

When it comes to culturally responsive approaches, different frameworks exist. For example, scholars have used the term to investigate, culturally responsive education, culturally relevant teaching, and culturally congruent teaching and so on. Decades of research have showed the growth and transition of culturally responsiveness. Scholars such as Gloria Ladson-Billings, Geneva Gay, and Django Paris are the main pioneers of culturally responsive approaches, particularly as it concerns teaching (Muniz, 2019).

Over two decades ago, Gloria Ladson-Billings introduced the term culturally relevant pedagogy where she used the term to investigate teaching and engaging students that have been historically marginalized. Culturally relevant pedagogy as proposed by Ladson-Billings (1994) suggests three goals when teaching African American students “an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of a sociopolitical or critical consciousness”. These three goals in teaching practices will make teachers culturally relevant practitioners and can empower students not only intellectually but also socially, emotionally, and politically (Muniz, 2019).

Furthering Ladson-Billings’ work, Geneva Gay developed a framework that focuses on teachers’ strategies and practices. Gay further coined the term CRT to describe a teaching approach that emphasizes “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.” (Muniz, 2019). Gay (2010) argues that CRT promotes empowerment. Empowerment involves accomplishment, efficacy, confidence, and competence. To nurture achievements of

students of color, teaching practices should include the social, emotional, cultural, moral, psychological, political, and lastly academic realms of their being. Furthermore, she argues that CRT makes learning more relevant and effective for ethnically diverse students because teachers teach through their students' strength.

Ladson-Billings and Gay also emphasize providing opportunities for students to think critically about inequities in education (Muniz, 2019). In a postsecondary setting, CRP involves the challenge for instructors to create a successful learning environment for all learners that respects different cultures and maintain a common culture that all learners can be a part of (Ginsberg & Wlodkowski, 2011)

Teachers who use CRP apply interactive, collaborative teaching methods, strategies, and ways of interacting that support Culturally Linguistically Diverse students' cultural, linguistic, and racial experiences and integrate the methods with evidence-based practice. In K-12, the application of CRT increased students' positive views of culturally relevant instruction, and they experienced improved attitudes and increased interest in the subject being taught. On average, in the state standardized tests students' pre- and post-test scores increased by one letter grade, and students reported being confident to take their state exam assessment (Aronson, & Laughter, 2016). As it concerns application of CRT in higher education, a one-day teacher in-service study was developed to address the need for educators to develop CRT practices while also providing practical examples, information, and strategies (Brockway, 2005). Results and responses from teachers who participated showed that specific examples from the presentation helped to visualize how CRT information and strategies could be adapted into the classroom (Brockway, 2005).

Statement of the Purpose

The purpose of the study was to investigate work experience of academic administrators (staff) in a culturally responsive work environment. A person's work environment is the setting, social features and also physical conditions in which one performs their job (Indeed, 2021). These characteristics of a work environment can impact the feelings of wellbeing, workplace relationships, collaboration, efficiency and overall employee health (Indeed, 2021). This study further seeks to understand how academic administrators describe their work environment in terms of cultural responsiveness. The predominance of diversity among lower-level administrators and how minority workers feel about their work environment are major considerations for this study (Kwon, 2016). Knight and Senior (2017) argue that academic administrators are not only essential for daily execution of the various service provisions of a successful university and its academic programs, but they are also the core for effectively running other departments. Hence, this study looks to explore circumstances that may hinder positive work experience among academic administrators in a very diverse university environment. For instance, a report from University of California, Berkeley, one of the top 15 universities in the United States (Forbes, 2019), states that they have been working over the past 10 years to improve their faculty and staff diversity by institutionalizing work to improve equity, inclusion, and diversity. University of California, Berkeley also prides itself in numerous efforts to be very diverse and inclusive, but their diversity and inclusion report shows that out of the over 8000 staff, 33% are underrepresented (underrepresented groups are African American, Chicano/Latino, and Native American/Alaska Native) while 67% are Whites. Their report also shows that there is still

significantly less gender and ethnic diversity in management than in non-management positions (UC Berkeley Human Resources, 2016). Therefore, even top universities are still struggling with diversity and inclusion. Not only does the study focus on investigating work environment among academic administrators, but it also seeks to understand how culturally responsive staff leadership is.

Statement of the Problem

As America becomes more racially and ethnically diverse, universities and colleges are also experiencing a dynamic shift in students', faculty's, and administrators' demographics (Russell et al., 2019). Culturally diverse work groups and teams have become important components in all types of organizations around the globe (Korovyakovskaya & Chong, 2016). In 2017, report from American Council on Education shows that among college and university professional staff, one in four student affairs professionals and a little more than one in five academic affairs professionals identified as people of color. The report further shows that minority workers are found more among low to average level academic administrators. Regardless of the job positions minority administrators occupy in colleges and universities, they continue to grow, hence there is a need to increase higher education's pace toward creating a work environment that is inclusive, respectful, safe and supportive for minority workers.

Universities are making it a priority to ensure that there is racial and ethnical diversity among higher education administration professionals. More so, universities are becoming more aware of their own biases and preferences (Wolfe & Dilworth, 2015). Unfortunately, retaining academic administrators of color has been a significant hurdle. Research has identified several barriers to retention that administrators of color face,

including hostile working environments, limited access to mentoring and sponsorship programs, marginalization, and underrepresentation (Wolfe & Dilworth, 2015). Given the identified barriers, there is a need to not only retain academic administrators of color, but also to create a safe and culturally responsive work environment. Culturally responsiveness is “the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures” (NCCREST, 2018). A culturally responsive environment involves using cultural knowledge, experiences, and frames of reference as well as understanding diverse learning styles to make learning (working) more effective (LSU, 2017). The interaction of multiple cultures in a work environment reflects the importance of intercultural understanding (Marga, 2010). Researchers argue that the biggest driver for higher level diversity and inclusion strategy is tapping into creative, cultural, and communicative skills of a variety of employees and using those skills to improve policies and services (Patrick & Kumar, 2012). Increased diversity in a workplace leads to difficulties in communication, coordination, and collaboration (Korovyakovskaya & Chong, 2016). It is important to create a culturally responsive environment that will improve effectiveness and productivity among minority employees.

Significance of the Study

There is a need to continue to explore how culturally responsive an organization is. A culturally responsive workplace is an environment that opens one’s eyes to cultural aspects, biases, and perspectives that one may not be aware of, it encourages people to objectively look at their experience with an understanding of other cultures that will pave the way to change. It creates awareness and open mindedness that empowers, stretches and grows communication among people of different cultures and backgrounds

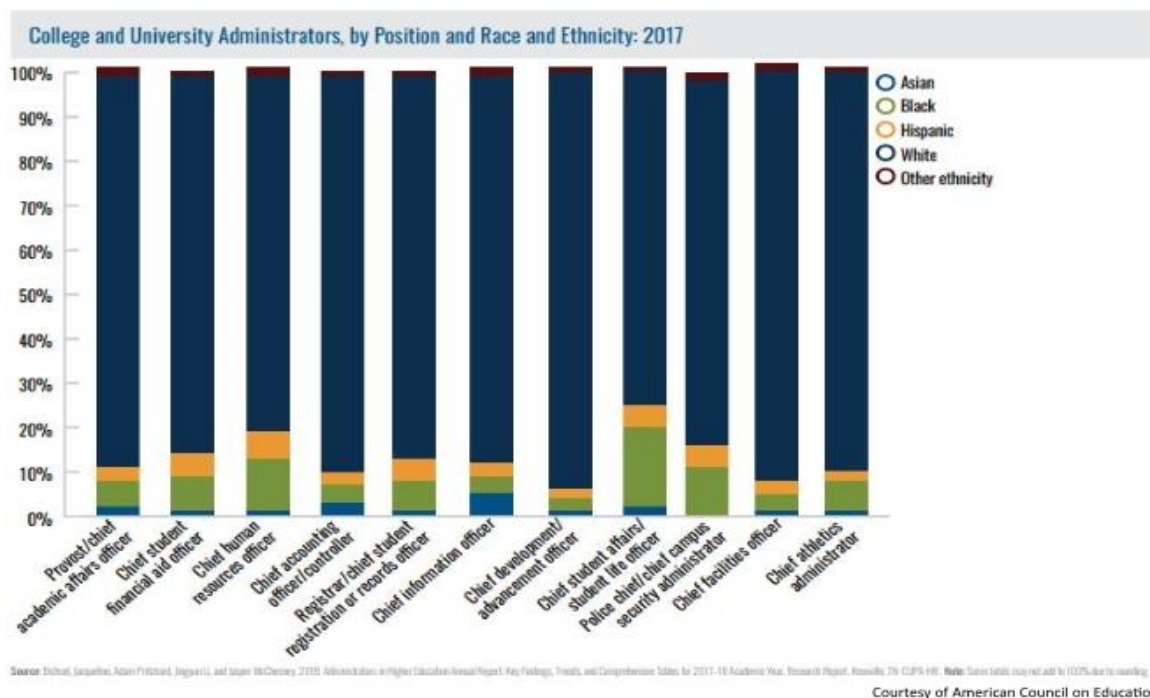
(Maxwell, 2013). A culturally responsive workplace has become more important than before because, according to United States Census of 2019, millennial and Gen Z generations are currently the most diverse in history and only 56% of the 87 million millennials in the country are White, as compared to 72% of the 76 million members of the baby boomer generation. Another report from The National Center of Public Policy and Higher Education in 2005 shows that by 2020, the White working-age population will have declined from 83% of the nation's total to 63% while the number of minority workers will continue to increase. This can be explained by the fact that baby boomers' generation will be nearing retirement age and leaving the workforce, while younger Americans under the age of 44 who are more diverse will be entering the workforce (Porterfield, 2019). As reported by Glassdoor, an organization focused on connecting employees with potential employers reports that, 67% of job seekers take workplace diversity into consideration before applying for a job, and more than 50% of current employees want their workplace to increase diversity. Therefore, creating a diverse and inclusive work environment is important to a company's success and attracting talented employees (Porterfield, 2019).

In the wake of recent issues on diversity and inclusion as it concerns underserved communities, organizations are constantly looking for ways to be more inclusive and responsive. A culturally responsive organization is one that effectively meets the needs of individuals from diverse cultural groups, backgrounds and experiences. It also involves understanding societal oppressions faced by various (underserved) groups of people while respecting the strengths and assets inherent in different communities. This

understanding of individual strengths and assets must then be reflected in organizations program services, staffing, philosophies and policies (Luminare Group, 2018).

Beyond changing national demographics, it is important to know why a culturally responsive work environment is necessary for employees and organizations' success. Minority employees continue to experience workplace discrimination, harassments, inequity and much more and all these factors will affect employee safety, productivity, wellbeing, and retention, which will eventually hinder the economic success of a company (Porterfield, 2019). Also, as reported by Harvard Business Review (2013), 78% employees said that their company lacks diversity in leadership positions. For instance, among universities and college administrators, the chart below (fig.1) shows diversity gap as it concerns different roles. The detail of the report shows that about 58% of college presidency is still overwhelmingly White and male, also White women make up another 25% of presidents, while only 11% are men of color and 5% women of color. As it concerns offices on campus, student affairs were the most likely to have a person of color as its highest-level administrator, which is about 35%. The report further shows that students were more likely to come in contact with minority workers at the service roles than in leadership positions, that is, 42% of service and maintenance staff and one-third of campus safety personnel were people of color.

Figure 1
College and University Administrators, by Position, Race and Ethnicity: 2017



Research shows that we have more White leaders at the upper level of administrators, therefore, it is important for organizations to be culturally responsive as diversity among millennials and Gen Z continues to grow.

Definition of Terms

For clarification, the following terms are defined for this study:

Culturally responsiveness: cultural responsiveness requires individuals to be culturally competent. Competency is having an awareness of one's own cultural identity and views, and the ability to learn and build on other peoples' cultural and community norms (Metropolitan council of Education Administrators Program (MCEAP, 2017). Also, according to the National Center for Culturally Responsive Educational Systems (NCCREST) (2018), "cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures."

Culture:

Work environment: can be defined as setting, situation or condition under which people work (Oludeyi, 2015). As further defined by Briner (2002), work environment can be defined in categories as including the physical setting, characteristics of the job, organizational values and organizational setting (e.g., local labor market conditions, industry sector, work-home relationships).

Academic administration is a branch of university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics, although some personnel may have joint responsibilities. Some type of separate administrative structure exists at almost all academic institutions. For purposes of this research, academic administrator means the chief executive officer/presidents, chief academic officers/provosts, vice provosts or equivalent of the institutions, the deans, associate/assistant deans, and department chairs of the academic units of the institutions, and the vice presidents for research of the institutions, and shall also include persons occupying other administrative positions (Law Insider, 2010)

Diversity: involves many different human characteristics such as race, age, belief, national origin, religion, ethnicity, and sexual orientation (Washington. 2008). Diversity can also be defined as human characteristics that make people different from one another (Gomez-Mejia, Balkin, & Cardy, 2007). Another aspect to diversity involves work experience, income, marital status, military experience, religion, political beliefs, language, geographical location, education, values and ethics (Carrell, Tracey, & Sigler, 2006).

Research Questions

- 1) Quantitative: How does work environment impact academic administrators (staff)?
 - a) Does the job role of academic administrators predict their work experience?
 - b) Does the year of experience predict work experience?
 - c) Does the race predict work experience?
- 2) Qualitative: How will academic administrators describe their work environment as it concerns being culturally responsive?
 - a) In what ways is culturally responsive practices among academic administrators being incorporated?
- 3) Mixed method: What result was determined from comparing academic administrators' work experience (quantitative data) and their environment being culturally responsive (qualitative data)?

Assumptions

A prestigious university located in the nation's fourth largest and most diverse city. A public university and urban institution of higher education chartered by the State of Texas with about 47,000 undergraduate and graduate students.

This university is considered one of most ethnically diverse university in the United States. The diversity statement of the school is about embracing diversity and recognizing responsibility to foster a receptive environment where faculty and staff from different ethnic backgrounds can successfully work together. The university values the academic, social, and broader community benefits that arise from a diverse campus and is committed to equity, inclusion and accountability. Diversity enriches the school's community and is a driving force instrumental to institutional success and fulfillment of

the university's mission. The university commits to engaging in an ongoing dialogue to thoughtfully respond to the changing realities of increasingly interconnected world. Furthermore, the university is committed to continually working together to address the challenges of the future in a way that removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect.

Through Equal Opportunity Services (EOS), the university has created several training services like, Title IX/Sexual Misconduct, Diversity and Inclusion, Workplace Civility, Title IX Reporting Responsibilities, Mentorship & Healthy Boundaries, the ADA Process, and Digital Accessibility, that will ensure diverse workforce and create environment accessible and responsive to wide range of abilities, learning styles and cultural and socioeconomic backgrounds. With Equal Opportunity Services, the university's diverse and inclusive community offers different perspectives, experiences, and culture that will enrich the educational experience.

Contribution to Literature

There have been so many studies on culturally responsive approaches particularly as it concerns teaching students in K-12 (Ladson-Billings 1994), motivating college students to learn (Ginsberg & Wlodkowski 2011), pre-service teacher training (Siwatu, 2011) and improving achievement of students from culturally and linguistically diverse background (Gay 2010). These studies have explored how student's home culture will fit into school culture and how learning can be easy for all students regardless of their ethnic background (Brown, 2007). There are currently no studies that have directly examined culturally responsiveness among academic administrators. Though researchers have explored creating a culturally responsive school (Brown, 2007), cultural diversity and its

implications for workplace management (Amaram, 2007), implementing cultural competency at work (DeRosa & Kochurka, 2006), and creating positive workplace relationships while preventing intergroup differences (Madsen & Mabokela, 2013). These research works focused more on faculty and students and not as much on academic administrators.

This paper will focus on investigating how culturally responsive work environment is, particularly as it concerns academic administrators. It will be explored through the culturally responsiveness and work environment experience framework. Though most of the previous research works have explored how teachers can be culturally responsive as they teach diverse classes, researchers have not investigated how universities and colleges can improve working conditions as they encourage culturally responsiveness among their administrators. This comprehensive paper will add to expanding body of literature that seeks to make not only teaching, but rather the entire school environment responsive to the schooling needs of minority students (Khalifa, Gooden & Davis, 2016). Since the entire purpose of a school system is to serve all students and improve their academic performance, therefore everyone that works in the school environment, including administrators must perform at their best in order to ensure the progress of the school and its students.

Chapter II

Review of the Literature

The focus of this study is to examine culturally responsiveness among academic administrators in a diverse university work environment. Though culturally responsiveness has been used to explore topics on minority students' persistence in school and how teachers can be culturally responsive while teaching diverse students, there are inadequate literature that have explored culturally responsiveness in a work environment, particularly academic work environment. Therefore, to explore important areas in literature as it concerns this topic, the literature review section will discuss the theoretical framework and then will be categorized into six sections: (a) diversity in higher education (b) roles of academic administrators in higher education (c) work environment (d) cultural competence and sensitivity (e) management and leadership approach to inclusive work environment and (f) summary.

Theoretical Framework

This study will build on Geneva Gay's CRT and Milton J. Bennett developmental model of intercultural sensitivity (DMIS) to explore how academic administrators can work effectively in a diverse environment. These two frameworks will guide data collection and data analysis of this study concurrently. CRT as proposed by Gay (2014) though is used in an academic environment to describe teaching approach that emphasizes "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them." CRT characteristics proposed by Gay (2014) can also be applied in a diverse work environment to promote an effective work environment

through awareness of cultural knowledge, using employee's prior knowledge, frames of reference and performance style to make work environment more relevant and effective. Cultural sensitivity on the other hand explains how people experience and engage with cultural differences. Bennett (1986, 1993, 2004, 2013) DMIS is based on observations he made in both academic and corporate settings as it concerns people being competent in an intercultural setting. Therefore, CRT as proposed by Gay (2014) will be used to explain approaches that involves academic administrators' cultural awareness to make work more relevant and effective, while Bennett DMIS (2013), will be used to explain how academic administrators experience cultural differences before they engage in it.

The two frameworks will be discussed and connected extensively below:

Culturally Responsive Teaching (CRT)

Several frameworks exist for culturally responsive approaches, but for the purpose of this study, CRT will be used to influence the study. Geneva Gay building on the work of Gloria Ladson -Billings focus on strategies and practice. Gay coined the term CRT and defined it as “using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.” (Gay, 2014). Gay proposes that culturally responsive practitioners should make positive changes on several levels, including how they teach materials used in teaching, student-teacher relationships, classroom climate (work environment), and self-awareness to improve learning for students (Muniz, 2019). Gay also argues if we see students (workers) we will ensure higher level of success for students of various cultural groups. Gay, like Ladson-Billings, also emphasize providing opportunity for critical thinking of others around us (Muniz,

2019). Gay (2010) also focuses on the practicality of CRT among students and teachers. Discussing the characteristics of Gay's teaching beliefs and practices, Gay (2010) shares some principles and conceptual understanding of CRT.

Being Supportive and Facilitative: it is important to be facilitative of students intellectual, personal, social, ethnic and cultural development. Students should be encouraged to do their best and put genuine effort towards their assignments. Also, providing parameters within which students are expected to perform as it concerns cultural diversity through their assignment is an important way to facilitate learning. Learning should be geared towards helping students with their focus and developing their own skills, rather than imposing. To help facilitate learning, teachers should also be driven by the need to abide by professional ethics and personal morality that involves being genuine and authentic.

Ritual and Routines: teachers have rituals when teaching that are symbolic to their values and teaching priorities, hence, if teachers want to work well culturally diverse students who are marginalized and underachieving, they need to build a sense of community among students by creating a classroom environment involving inquiry, discourse and personal involvement. For example, a teacher can have ice-breaking conversations about learning one another's traits. This exercise can help teachers to look closely to see individual differences with ethnic and cultural groups. When teachers have routines, students are introduced to the key elements of their teaching practices and that way students will learn different experiences and events, sharing individually and communally, engaging in personal reflection, learning by doing and the constant need to improve. Established routines also help to give order and direction to teaching. It

provides framework to students to make sense of what is happening in the classroom. Students will learn to know, think, feel, do and reflect.

Learning Cooperatively and successfully: competitive learning may not be the best option for students. Classes can be designed to encouraged maximum success for all students. Students can be given opportunity to achieve grades by creating different components when designing learning experiences and projects. Students can learn conceptually and then create examples of how they can translate what they learn into practice. Cooperative learning, learning by doing and modeling is one way to encourage success among students. Teachers can encourage learning by sharing teaching tasks, that is, trade student-teacher role by encouraging small groups to take on the responsibility of teaching different topics. Cooperative leaning increases students' chances to be actively involved in classroom dynamics. (Palmer, Peters & Streetman, 2010)

Choice and Authenticity are Essential to Learning: students can be allowed to choose from a variety of options when it comes to mastering key concepts. They can be encouraged to propose a task of their own similar to the focus and intent of the course. Personal participation and decision-making process are ways to encourage mastery. Allowing students' authenticity to reflect in their class tasks is an integral part of CRT.

Teaching to Enable and Empower: teachers need to do "process checking" before students complete a task (Gay, 2010). Process checking determines how well students can function in a group. Students need guidance in other to determine if learning is clear and if they are experiencing any learning difficulty. Effective teaching involves being public and genuine about encouraging confidence on student's ability to accomplish high quality performance. No student should feel threatened and intimidated in a classroom. Teachers

should do more about diffusing threats and anxiety particularly among ethnically diverse students. Even when teachers decide to use cultural strategies when teaching, they can do it in a way to encourage critical thinking among students that will push the student to seek clarification rather than oppose.

Knowledge plus Practice is Imperative: students can be given assignments that will give them the opportunity to be an advocate for a common issue in the society. They also have to be enlightened on the importance of importance of critical skills and diversity in education. Role playing can also serve as a simulation to provide students with opportunity to translate theory into practice as it concerns being culturally responsive in a diverse classroom. Teachers can also give scenarios of students in underserved communities as a way to encourage conversations about what is happening in the school environment. When teachers create opportunities, convey high expectations, and provide facilitative learning, students imaginative capabilities become endless.

The personal is Powerful: interpersonal relationships are important on the quality of teaching and learning. Students will perform better in an environment that makes them feel comfortable and valued. Teachers should therefore create a classroom that is supportive, caring, promote dignity, and enjoyable. Bonding with students as a teacher, friend and advocate should not take away the rigor of the work they are expected to do. Students are often reluctant to share their experiences, impressions and thought on racial discrimination and ethnic inequality, because some are uncertain about their role in advocating for cultural diversity in teaching and learning. Teachers should help students feel comfortable with racial discussion by sharing scenarios about their own reluctance, mistakes and biases on the topic. Teachers' self-disclosure will model, lead and

demonstrate how they are and are becoming more competent in teaching about cultural and ethnic diversity.

Researchers such as Zaretta Hammond (2014) discussed the importance of CRT. Hammond argues that when teachers draw on learners background knowledge to inform their teaching, it helps to better shape minority students' comprehension, that is, new information is processed well when it is linked to what is already known (Hammond, 2010). A classroom-based research synthesis by Morrison, Robins and Rosa (2008), found that the CRT approach can lead to higher academic achievement, persistence and greater interest in school. Still in support of the effectiveness of CRT, Osher and Berg (2017) found that students who feel good about their ethnicity and racial identity are interested in having relationship with people from different culture and background.

The table below shows how Gay's CRT framework idea can be applicable among academic administrators in higher institutions.

Table 1

Gay's CRT Framework and its Application Among Academic Administrators in Higher Institutions.

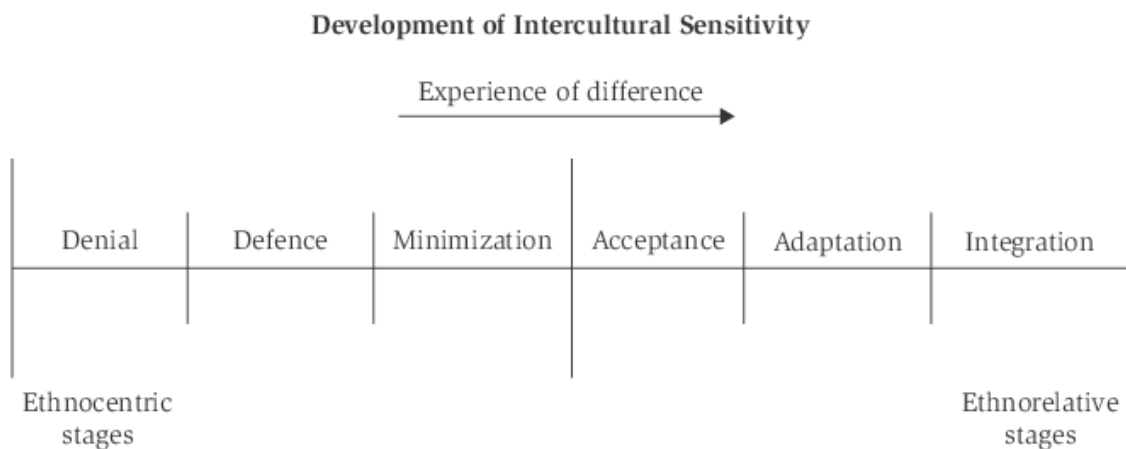
In relations to Teaching students	Application among Academic Administrators
Tapping creativity and providing practical experience	Tapping creativity and providing practical experience
Getting students involved in their learning	Getting administrators involved in practices and policies
Using different formats and multiple perspectives in teaching	Using different formats and multiple perspectives.
Responding to different learning styles	Responding to different learning styles
Using cooperation and collaboration among students to achieve common learning outcomes	Using cooperation and collaboration among academic administrators to achieve common learning outcomes
Learning by doing	Learning by doing
Incorporating social, emotional and moral skills development in teaching and learning experience	Incorporating social, emotional and moral skills development and learning

	experience among academic administrators.
Having students critically reflects on their knowledge, beliefs, thoughts, and actions.	Having administrators critically reflects on their knowledge, beliefs, thoughts, and actions.
Building capacity, confident and efficacy in students as agents of change in a diverse world.	Building capacity, confident and efficacy in administrators as agents of change in a diverse world.

Developmental Model of Intercultural Sensitivity (DMIS)

The other part of the theoretical framework that guides this study is Milton J. Bennett's DMIS. DMIS was originally developed by Milton Bennett in 1986 and has since been updated multiple time. DMIS is a framework that focus on intercultural communication, engagement and equity (Bennett, 1986). The model proposes a sequence of progression towards deeper understanding and appreciation of cultural difference. According to Bennett "As one's perceptual organization of cultural difference becomes more complex; one's experience of culture becomes more sophisticated and the potential for exercising competence in intercultural relations increases. By recognizing how cultural difference is being experienced, predictions about the effectiveness of intercultural communication can be made and educational interventions can be tailored to facilitate development along the continuum." as stated by Bennett (2004), one of his rationales for developing the model is to understand why some people are better at communicating across different cultures while other people are not improving at all. Bennett also believed his model will help trainers and educators do a better job of preparing people for cross-cultural encounters.

There are six stages involved in DMIS that describe ways in which people



experience, interpret, and interact across cultural difference (Bennett, 2004). These stages apply to individuals, groups, and organizations

Development of Intercultural Sensitivity

Denial: the first stage is when people fail to recognize distinctions that exists among cultures or they do not even consider cultural differences at all. They also do not see how cultural differences can affect their lives in any way. People in denial stage will put all cultures together in one category like foreigners, immigrants and “Spanish”. They also have a myopic and stereotypical way of looking at people by assuming that cultural dispositions must be the result of deficiencies in character, intelligence, physical ability, work ethic, or other traits (Bennett, 2004). Denial will cause people to avoid other cultures or make naïve statements. Being naïve is what makes people in the denial stage hurtful.

Defense: at this stage people perceive other cultures as competitive. They have the us-against-them mentality and they will do everything to make themselves feel better about their own culture over others. They are not ready to confront their biases and

become defensive when conversations that will try to address it. Bennett (1993) identified three dimensions of defense. In the first, *superiority*, one tends to dignify one's own group in comparison to all others, there is the exaggeration of the positive aspect of one's group and any type of criticism is perceived as an attack. The second substage is *denigration* where persons' opinion about other cultures are inferior and tend to use disrespectful terms to describe other groups and apply negative stereotypes. The third substage of *reversal* consists of seeing other cultures as superior to one's own and feeling disconnected from one's own culture group (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003).

Minimization: in this third stage, people assume others share their cultural worldview. They perceive those others that share the same view with them, and they disregard the importance of cultural difference. An example is when organizational leaders say they try to treat everyone the same or do not see color among employees. With minimization, people place more importance on human similarities than cultural differences, that is people are the same despite outward differences. People at this stage also try to avoid uncomfortable discussions about cultural differences by focusing on the superficial aspect of culture.

Acceptance: at the acceptance stage, people recognize differences. They see that patterns of behavior exist among cultures and other cultures have valid perspectives that should be respected and valued. Curiosity is one of the characteristics of acceptance stage. People become curious about other cultures and people. It is usually the beginning of cross-cultural relationships and social interaction. It is important to note that according to Gay (2001), cross-cultural communication is one of the most important elements of

CRT. Also, people at acceptance stage are guided by respect for other cultures and they are also between its not bad or good phase.

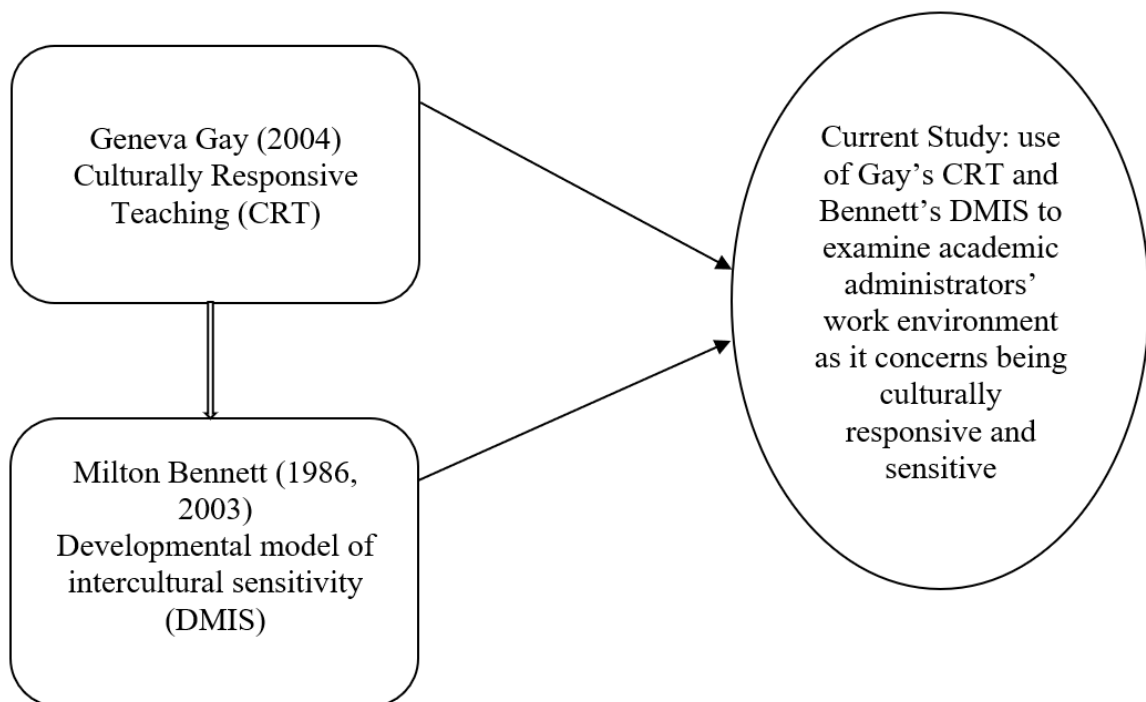
Adaptation: this stage shows that the issue of ethnical differences is being resolved (Bennett, 2004). People are becoming emotionally and intellectually empathetic towards other cultures. One starts to experience the world through the lens of different cultures and finds ways to interact in a relaxed and authentic way. It begins to provide a safe space to discuss different cultural experiences and perspectives in a sensitive way. Frame of reference can now be shifted to a broader perspective (Paige et al, 2003)

Integration: People at this final stage have become very familiar with different cultural worldview. They now identify with more cultures other than theirs (Paige et al, 2003). They start to incorporate values, beliefs, perspectives, and behaviors of other cultures in appropriate and authentic ways. As explained by Bennett “Integration of cultural difference is the state in which one’s experience of self is expanded to include the movement in and out of different cultural worldviews.... people are able to experience themselves as multicultural beings who are constantly choosing the most appropriate cultural context for their behavior.” People who are fully integrated have most likely have varied cultural experiences (Bennett, 2004). They have experienced other cultures firsthand.

Below is a visual representation of Gay and Bennett’s conceptual impact on current study.

Figure 2

Gay and Bennett's Conceptual Impact on Current Study.



Diversity in Higher Education

The U.S population grew 267 million to 320 million between 1997 and 2017 (Espinosa, Turk, Taylor, & Chessman, 2019). Though Whites still are the largest racial and ethnic group in the U.S., their percentage is decreasing as the country becomes more diverse. Espinosa et al. (2019) report found that Hispanics are growing faster than African Americans. American Council of Education (2019) reports that there are over 29% of undergraduate student of color in 1996. The population has increased to 45% in 2016. Apart from undergraduate, graduate students of color also had a 10% increase since 1996. Furthermore, the report shows that Hispanic students graduating from high school to attend college had the largest increase of 13% since 1996 (American Council of Education, 2019). Though there has been significant increase in minority enrollment in higher education, the report found that many Black students perform poorly in America's

postsecondary education system, while Hispanic students are still the least likely to receive higher education.

Institutional diversity does not exempt faculty and staff. An overview of faculty diversity in higher education is as important as student diversity in higher education. In agreement with Espinosa et al. (2019), conversation on diversity in higher education usually focuses on student diversity while overlooking the importance of faculty, staff, and leadership diversity. Outlook on representation and diversity among academic administrators as reported by College and University Professional Association for Human Resources (CUPA-HR) in 2020-2021 shows that representation of minorities in administrative positions overall does not differ from previous years. Racial/ethnic minorities within administrative positions were not majorly impacted over the past year. Black, Hispanic/Latinx, and Asian men make up less than 7% of administrators while minority women make up less than 9% among administrators but still slightly better represented among administrators overall than are minority men. Furthermore, results show that there are still more Whites represented in higher positions while people of color are still mostly represented in lower-level administrative positions.

The principle of diversity includes right to represent one's own cultural identity while respecting the culture of others; racism free environment; unity among masses with shares responsibilities based on humanity and citizenship to build a wider community (Jongbloed, Enders, & Salerno, 2008). This kind of setup ultimately make individuals and masses more responsible to attain common goals, bring end to conflicts and make communities as single units. The most common place where someone can find diversity is universities and higher education institutions (HEI's). People from different

background share common spaces in these institutes. Therefore, universities can be called communities within communities (Jongbloed, Enders, & Salerno, 2008). According to American Council on Education (2012) “diversity among institutions is one of the great strengths of America’s higher education system and has helped make it the best in the world”. Colleges and universities have made student, faculty and staff diversity a common belief and have understood the importance of incorporating diversity to fulfil their primary mission (ACE, 2012). ACE (2012) also stated four importance of diversity: (a) diversity enriches students educational experience (b) diversity promotes personal growth and a healthy society (c)diversity strengthens community and workplace and (d) diversity enhances America’s economic competitiveness.

Leeds University researchers, Caruana V. and Ploner J. (2010), in their research report titled as “Internationalization and equality and diversity in higher education: merging identities” discussed that when newcomers enter universities, it is not only them who adopt and learn diversity, but the university also has to learn, adore, and become accustomed at institute level, the classroom level and at the student’s community level. HEI’s usually adopt policies to shape and deliver student diversity by not only focusing on external factors but also internal ones too. A factor which reshapes and fosters diversity includes market position, psychological and behavioral climates, location, mission, recent trends and responsiveness level to overcome new challenges. Adserias, R. P et al. (2017) on the other emphasized on the role of leadership for the changes to foster diversity at higher education institutions. They argued that universities which have decentralized administrative setups are a challenge to diversity. A change in the

organizational environment and customs is essential to produce the change needed in order for a diversity agenda to thrive among students, faculty and staff.

Buttner et al. (2010) in their research work titled as, “The impact of diversity promise fulfillment on professionals of color outcomes in the United States” compiled data of color professionals in the business universities of United States. Their sample included United States professionals of color including United States-born African Americans, Hispanics, Asians, and Native Americans. The purpose of their study was to explore changing demographics in American as it concerns increases in diverse population from different parts of the globe. But this study shows that, due to their underrepresentation in higher educational institutes minority professionals are yet to receive benefits from diverse culture. Study findings says the underrepresented groups are highly attuned to the diversity climate of their employing organizations. It also appears that there are attitudinal and perhaps behavioral consequences to organizations.

Jones, S. M. (2014) completed a descriptive qualitative multi-case study. The purpose of his work was to examine the understanding of multicultural administrators whose job is to oversee bridge program designed to recruit marginalized students who belongs to other groups: such as students of color. The findings of this research revealed that fostering diversity at mainly White dominant campuses is a challenging task. Administrators have also showed their concerns that without any marketing it is challenging to increase and maintain diversity. In many cases it may not be so difficult to implement and maintain diversity at campuses where there is White dominancy. But it is true that, location, surroundings, institutional type, population of students and

institutional capacity have huge impacts on overall diversity at higher educational institutes.

All of the above research works are important, especially for policy makers, to understand the importance of diversity and how it can be implemented at campuses without prioritizing any individual, groups, or communities. They also provide recommendations to the university administration on how to implement and practice rules to fulfill their immediate responsibility, i.e., race neutrality to foster diversity on their campuses and benefits of diverse surroundings for students at campuses.

Roles of Academic Administrators in Higher Education

In today's 21st century society, education has become a huge marketplace with people from all religions, races, and cultures. The global environment of educational institutions along with dynamic and digitalized setups has produced great results in recent years. Kaplan et al. (2016) in their scholarly work argued that apart from lecturers and scholars, academic administrators have also played an important role in shaping academic landscapes. Thus, the role of academic administrators in educational institutions is as important as that of the professors. The role and importance of academic administrators cannot be overemphasized. Academic administrators make it easy for faculty to do their teaching jobs without being distracted by other things, they promote accountability of processes, procedures and record keeping, and they are responsible for informing decisions by analyzing key data that will make the institution progress (Paget, 2019). Chen (2020), also highlights responsibilities of academic administrators to include, developing innovative strategies and logistics in academic administration functions, developing academic programs and activities for students, responding to and resolving

student academic issues, programs and concerns, coordinating with teachers to develop academic curriculum for students, monitoring students' academic progress and performances, supervising and improvising the learning management systems and processes and developing key academic performance metrics.

Hendrickson, R.M et al. (2013) provided suggestions and guidance on how the academic leadership -including deans, presidents, trustees, chairs, heads of different departments and so on- works to increase the efficiency in institutions. They further argued that the academic leadership or administrators are the individuals/bodies who actually govern the overall structures and function of the institution. So, based on the conclusions of their research paper, work environment of academic administrators plays an all-encompassing role.

Also, cultural responsiveness of academic administrators in diverse university surrounding is equally important because they are the ones who makes rules and regulations. Also, in the United States where there is huge influx of cultures from all over the globe, it has been projected that there will be more diversity among academic administrators in the coming years (Reiners, 2020). Therefore, it is important to create safe and healthy surrounding at campuses among administrators, since diversity in an organization can be blessing (Cook, B. J et al., 2013). Confirming the benefit of diversity, a report from Diversity Equity and Inclusion (DEI) in Tech (2020) suggests that diverse companies enjoy 2.3 times higher cash flow per employee, 43% of companies with diverse boards have higher profits, and racially & ethnically diverse companies are 35% more likely to perform better.

Gasman M et al. (2015) through their research work highlighted the worse aspect of diversity and administrative imbalances at “the 8 Ivy League institutions”. According to the article, faculty and administrative leaders with diverse backgrounds were present at a dinner party. At the dinner a band of African American faculty challenged the president of the University of Pennsylvania. They accused the president of lack of attention towards diversity and nepotism practices in senior academic administrative hiring. This article investigated some of the worst examples of lack of diversity in campuses at 8 Ivy League institutions. Although the above incident is not unique, it tells imbalances in administrative setups at institutions.

Hylton, D. (2012), through the academic work titled as “*A narrative study of the persistence strategies of eight African American women vice presidents for student affairs at predominately White institutions*”, narrated the professional and personnel understanding of eight African American women vice presidents for student affairs. These administrative officers were employed at mainly White Institutions. This research work is important in the sense that it gives an insight about how diversity can be formed to encourage high performance among academic administrators. The study is also helpful towards improving the hiring and recruiting process at higher academic administrative positions. Scholar, Hylton, in this study has managed to highlight ills and remedies faced by marginalized groups at campuses. Participants in the study also said their learning at diverse educational institutes have increased their exposure. The interviewee has provided leadership strategies to those administrative leaders to overcome the difficult phases of their duty when they face criticism while maintaining a decorum of diversity. It is important to understand how dimensions of diversity can affect performance,

motivation, success, and interactions with others. Furthermore, institutional structures and practices that have presented barriers to some dimensions of diversity should be looked into, challenged, and removed (Martin, 2021).

García, H. A. et al. (2012) argued and discussed the diversity in faculty and academic staffs with respect to gender, ethnicity and race. Their work has given an overview on diversity at American level (national) as he examined faculty diversity at 11 different institutions. In this empirical study with data from 1993 to 2009 included faculty member from different backgrounds. They wanted to check the improvements in diversity levels over this period of time. The results showed that there was a substantial increase in the number of Black and Latino women as faculty and staff members. This observational paper shows the improvement in diversity across the United States in the last 30 years. Though there have been improvements, studies still shows that there are more White academic administrators compared to other minority groups, particularly at the upper-level positions (ACE, 2020). That being so, the population of minority in lower-level positions needs to be managed well in other to improve productivity among academic administrators. Martin (2021) suggests guiding principles necessary to manage workplace diversity, (a) managing diversity well provides a unique advantage in an era when being flexible and creative are important for competitiveness. (b) diversity among workers have shown to produce fast and better solutions to and high level of critical analysis, which can be vital at a time when campuses are going through changes and finding new ways to operate. (c) managing diversity will help to save talent and save money from recruitment and turnover and (d) managing diversity will help the university

to fulfil its role as a public institution by reflecting diversity while meeting increasing demand to serve diverse customer base.

By reviewing the above scholarly papers on academic administrators and their role in promoting diversity, one can say that they make a huge impact on maintaining governance at institutes. Adaptation is always been a challenge for higher education, but in most recent time the pace of change has accelerated so rapidly that academic leaders face new and unprecedented demands, making it difficult to manage these challenges and adapt to new realities (Kruse, Hackmann, & Lindle, 2020). Also, the level of dynamics needed to set new paradigms is discouraged and negated by some academic leader (cases are discussed in the above literature review), including higher academic organizations, simply because of the fear of the unknown that comes with change.

Work Environment and Types of Work Environment

Many scholars have attempted to define work environment based on their work and focus of study. Perhaps work environment can be defined as the surrounding setting in which a member of staff operates which include the physical setting (e.g., heat, equipment etc.), characteristics of the job (e.g workload, task complexity), organizational features (e.g., culture, history) and aspects of the extra organizational setting (e.g., local labor market conditions, work-home relationships) (Briner, 2000). Work environment can further be defined as interrelationships that exists among employees and employers that determines the human and organizational environment that employees work (Oludeyi, 2015). Work environment can be anything because it includes physical working environments in which a person is working and at the same time it also includes the psychological aspects i.e., how work is organized and the wellbeing of the person doing

the work. So, work environment includes the surroundings of the employee and at the same time it includes how the person is performing his/her activities. According to the scholarly work titled, “review of literature on work environment and work commitment”, Physical working environment also includes office temperature, equipment used, light, air, noise and working tools as well (Oludeyi, 2015). Furthermore, work environment includes surroundings free of harassments (Enright, 2022). It also includes social interactions with managers, subordinates and friends at work. The conditions in which there exists hostility, sexual misconducts with employees, intimidations or offensive surroundings are examples of hostile work environment (Tio, E. 2014). Researchers like (Al-Omari, K., & Okasheh, H. 2017) have shown that many workers are no longer of the view that the workplaces are their second home despite spending more time at office than any other place. This leads them to adjust in a work environment that is uncomfortable to them. Hence, some researchers have classified work environment to either be conducive or toxic (Akinyele, 2010: 302; Chaddha, Ravi & Noid, 2011: 121; Yusuf & Metiboba, 2012: 37). According to Oludeyi (2015), a conducive work environment promotes good experience among employees and helps them fulfil their maximum potential while a toxic work environment hinders employee’s potential while providing painful experiences. A toxic work environment is also an environment in which one feels uncomfortable, unappreciated, or undervalued; this ranges from bullying, screaming and talked down to, to more any forms of poor communication, setting people up for failure, mismanagement and an air of hostility (Ishak, 2016). In a toxic work environment employee have low output, high absenteeism, and high turnover rate, while a conducive work environment produces all round productivity (Mcgee, 2019). An empirical study by Anjum, Ming,

Siddiqi, & Rasool (2018) analyzing job productivity in toxic workplace environments among staff members of seven private universities, found that workplace exclusion or rejection (ostracism), disrespect (incivility), harassment, and bullying have significant negative effects on job productivity, while job burnout was a statistically significant link between toxic workplace environment and job productivity. The study also concluded that organizations need to eliminate factors that promote toxic workplace environments to ensure prosperity and success. This study also encourages managers, leaders, and top management to adopt policies that will improve employees' productivity.

Having discussed toxic and conducive work environment, it is necessary to investigate the importance of a positive work environment. Glassdoor (2008) identified many reasons for a positive work environment including: (a) it improves working conditions for workers, which can increase loyalty to the organization (b) It can increase employee satisfaction, motivation, and engagement (c) It can increase the workers productivity who are eager to contribute to the organization (d) It can avoid creating dissatisfied and unmotivated workers (e) It can make it easier to identify issues in the environment that causes conflict among workers (f) It can include managers who positively build employee satisfaction and engagement (g) It can include workers who treat others with respect and empathy and (h) It can support communication between workers from different backgrounds, occupations and levels of the company.

According to research work of (Bushiri 2014), work environment is the combination of three sub-topics: the technical environment, the human environment, and the organizational environment.

Technical Environment: Technical environment of work covers the working environments and role of technology to do the jobs. There is no doubt that technology has a positive impact on working conditions as it has streamlined tiresome and wasteful processes. Technical environment is also beneficial as it has increased productivity and made work environment from anywhere easier than ever before (Grant, 2019). The advancement of technology has also helped to create more work flexibility among employees. According to Reding (2019), many employers are beginning to recognize the need for choice-based experiences for employees and are engaging designers to create specialized areas that will encourage employees to come into the office rather than work remotely. Reding (2019) further stated that people want to live and work in spaces that feel right, personalized, and tied to something real to them. Therefore, allowing for flexibility with the advancement of technology is currently important to employees.

Human Work Environment: Human work environment is the most important type of work environment. It means the setup of a healthy and engaging environment by leaders for subordinates. A human environment is related to high performance environment that supports and encourages people to give their best. It gives self-esteem, energy, ability to handle stress, conflict management, gives a sense of teamwork and collaboration, to be more adjustable and flexible to achieve better output at work. According to researchers, to achieve better human environment some steps are prerequisites: effective performance evaluation, personal development programs, rewards and recognitions, fair and equal opportunities regardless of any favors to particular individuals (Brown 2017 and UMBC Report on Work Environment 2017). Furthermore, research conducted by JLL (2021) on work environment becoming more human shows

that that both employers and employees see human experience as the main factor in determining their work environment and the future of the organization. Their research further shows that to provide the best experience for employees, organizations need to focus on engagement, empowerment and fulfilment. To attain engagement, you have to offer more empowerment and fulfilment to staff. Empowerment and fulfillment are cultivated through the workplace when workers are involved in the design of their workplace and given access to a different environment that allows them to decide how best they prefer to do their tasks, while fulfillment, is achieved when your people know that their needs and concerns are acknowledged in workplace (JLL, 2021).

Organizational Work Environment: Organizational work environment has a set of distinct unique traits which separates different organizations based on behavior of the employees. Organizational environment differentiates the organization with other organizations. The environment set technological-technical, legal, socio-cultural and other boundaries to the organizations. These then mutually shape the structure, i.e., the by and large setting in which the organization performs its operations (Chandrasekar, K. 2011). Hamdi, S. S. A. (2017) in their research work argues that issues such as lack of safety and health measures, improper facilitations, excessive noises have huge negative impact on level of output and productivity. There are numerous organizations in which employees come across work condition problems related to environmental and physical factors. So those organizations which work to overcome this issue have gained success in achieving employees' productivity which ultimately helped in attaining optimal productivity.

Work environment at colleges is also vital for achieving greater results. The students, staff and management therefore all have a responsibility to improve working environment at colleges. The responsibility to manage work environment is the job of The Vice-Chancellor (VC). The VC through his duties and skills manages and monitors the working environment at the premises of colleges. The Directors is the person who looks after management in the administration and faculties. Other than that, unions and employees point out at various issues they face during work. If all the tiers at organizational levels work efficiently then education system works with great results. College work environment is important because the progress of any nation depends upon the quality at higher educational institutions. (Wolniak, G. C. et al. 2016). Thakur, G. R. (2014) states that to form any organization, several people join together to achieve a common goal, and everyone divides tasks according to their strengths. Similarly, colleges are also classified as organizations. Just like any other it works as a social system in its own right. Colleges of education like other organizations are exclusive in their uniqueness, in the set of laws by which they function, the forms of communication they demonstrate, their mission, decision making process etc.

Cultural Competence and Sensitivity in Academic Environment

Many organizations attach productivity enhancement of their workers to their skills. But around 86 percent of problems related to productivity are attached to the work environment of the organization (Taiwo, 2010). Taiwo (2010) further reiterates that work environment can alter the performance of the workers, hence, the prosperity of the organizations relies on the sort of work environment. Cultural sensitivity and competence are imperative in academic workplace because it can inculcate in students the

competency to communicate with diverse and various other students with different cultural, national and linguistic backgrounds (Keengwe, 2010). Cultural competence is defined differently by researchers. Garran and Werkmeister Rozas, (2013) defined cultural competence as an exercise by which people and organizations act politely and effectively to individuals of different cultures, linguistic backgrounds, ethnic differences and races and religions, so that this process safeguards the dignity of everyone involved in the system. Cultural competency can also be defined as the ability to recognize and adapt to cultural differences and similarities. It involves “(a) the cultivation of deep cultural self-awareness and understanding (i.e., how one’s own beliefs, values, perceptions, interpretations, judgments, and behaviors are influenced by one’s cultural community or communities) and (b) increased cultural other-understanding (i.e., comprehension of the different ways people from other cultural groups make sense of and respond to the presence of cultural differences” (Bennett, 2015). Cultural competence impacts mental, emotional and environmental aspects of an individual and it rotates around the knowledge and capabilities which lead to culturally secure and efficient action (Garneau & Pepin, 2015). Keengwe (2010) suggest that the teachers and educators should encourage suitable cultural competencies which are crucial in the workplace.

Meydanlioglu, Arikan and Gozum (2015) are of the view that cultural sensitivity not only boosts open mindedness but also helps individuals to fathom multiculturalism and interact with people of diverse cultures effectively. A comprehensive study by Choi and Kim, (2018) find out the cultural competence of university students was a result of cultural education that helped to boost up their cultural competence. Students’ interaction

with individuals from other cultural regions impacted students at large, hence, the impact of cultural education on cultural competence.

Cultural sensitivity on the other hand, is a main part of cross-cultural interaction capability and is defined as the ability to accept and encourage intercultural disparities. Individuals feel comfortable when communicating with the people of diverse cultural backgrounds and people with cultural sensitivity pay due importance to universally accepted norms and values in communities (Uzun & Sevinç, 2015). A study to demonstrate the cultural competence and cultural sensitivity among the students of American college was conducted by Schenker, (2012) which revealed that the students' curiousness in cultural learning wasn't changed at large and the study tested Byram's model and showed that Byram's aims can be demonstrated. Similarly, a study by Mareno and Hart, (2014) demonstrated that students with undergraduate degrees have showed a lower level of cultural familiarity, know-how and skills as compare to their graduate level students who showed a slightly higher level of all the cultural competences. Hence, we can infer that the level of education plays a role in determining how people demonstrate the cultural competence even in their workplace. Furthermore, Dunagan et al., (2014) strive to find out the relationship among behaviors of prejudice and cultural sensitivity and cultural competence and came up with the findings that already existing prejudice must be tackled to help encourage positive cultural competence. Intercultural competence and sensitivity create harmony, feelings of trust, understanding and respect among various segments of society that is why it is important to nurture cultural competence and cultural sensitivity in the society. A study conducted by Nieto and Zoller Booth, (2010) on cultural competence of faculty and staff is pivotal because it encourages international

students to feel comfortable and confident while they study at institutions at United States. It creates favorable relationships in classrooms hence the cultural competence and cultural sensitivity should be implemented in the educational institutions. Findings of study by Kratzke and Bertolo, (2013) disclosed that while in the academic preparations, students may boost their cultural competence and mentors and instructors must embolden students to be mentally ready for the culturally diverse working environment. Results also highlighted the need of implementations of cultural competence and cultural sensitivity as well as the focus on the need of cross culture educational framework to boost the cultural competence in the universities so that there exists a peaceful and friendly environment for everyone.

Educational systems which pay attention to cultural consciousness and self-knowledge tend to implement and support culturally responsive practices and these culturally responsive practices in return support all the students irrespective of any discrimination (Vincent et al., 2011). It is clear that it is vital to integrate the cultural responsiveness with educational institution's behavior support, rather positive behavior support. Educators are supposed to acquire necessary knowledge, skills and understanding to solve cultural problems. For this the educator must be culturally responsive and must be well trained in cultural differences so that educator can grasp the core reasons of the cultural problem and come up with solutions (Tuncel, 2017). Hence, it is clear from the study of Tuncel that teachers are a medium of transfer of knowledge and must be culturally responsive so that they are able to cope with problems which arise in culturally diverse environment.

Management and Leadership Approach to Inclusive Work Environment

Workforce diversity is important for the wellbeing and health of organizations and their employees. To examine the status of diversity in American workforce we have to depict it through statistics. According to research conducted by U.S. Department of Labor in year 2017, the women's share in total work force is about 47% or 74.6 million. In some fields the women participation is far more than that of men. For instance, women are 82 percent of total work force in social work areas. Similarly, Department of Labor in their report mentioned the racial and ethnic diversity in American total workforce population. Statistics shows that the African American workforce is likely to increase from 19.6 million in 2016 to 21.6 million till 2026. Apart from that, 52 percent of the total Asians are included in high paying professionals. Hispanic and African Americans are more involved in sectors such as transportation and material moving industries compared to Whites and Asians. Employed Asian women are more likely to work in management, professional and related occupations (50%) than White women (45%), African-America women (36%) and Hispanic women (28%). Sanchez, D. et al. (2018) in their scholarly work introduced inclusive workplaces in such a way, "In inclusive organizations and societies, people with different backgrounds and styles can be fully themselves while also contributing to the larger collective, as valued and full members". Amid rising diversity in workplaces, organizational leaders have become more and more responsive to the significance of creating inclusive environments (Nishii & Rich, 2014). Offerman and Basford (2014) suggest that there are numerous great practices that boost inclusion. First, leaders should work to widen a pipeline of diverse talent. They point out however that protection of diverse talent is often the bigger challenge and requires

supportive practices such as sponsorship by higher-ups and recognizing accomplishments. In America, companies and organizations are relying more on multidisciplinary and diverse groups that have collective capabilities of men, women, people of all colors, masses with diverse heritage and people of all age groups. But it is also important to mention that high work performance is not only dependent on workers inclusiveness; it also requires inclusive leadership. Leadership is important to assure that all the workers are treated fairly and considerately. According to various scholars, management and leadership in organizations play a vital role in maintain inclusive work environment. According to the observational work of Bourke & Espedido (2019), on the role of leadership to promote inclusive work environment, work environment in inclusive teams is more effective and productive if leadership also endorse collaboration. If leaders act the other way, exclusion, then work environment will easily reinforce the status quo at work which will more likely lead to low performance. Similarly, the turbulent and dynamic work environment has made it impossible for companies to accelerate and thrive (Gotsis et al. 2016; Tayyeb, H. et al. 2017).

Inclusive work environment in universities is very important as it fosters skills, critical sensibilities, participation, and better outcomes for all the students. Inclusiveness in universities is a global movement that came into being to the response to exclusion of students who were viewed as special (such as, students of color, lower caste students, students with low socio-economic background, disable students). Leadership at universities have a significant role as they use different approaches to nurture inclusive environment. One of the approaches is Professional development (PD) of teachers and students. Leadership should not only adopt the approaches, but the implementation,

monitoring and evaluation of policies or approaches are also vital (Waitoller, F. R., & Artiles, A. J. 2013). Americans have not only acknowledged that diversity brings better work results, but it also leads to better corporate results. As leadership of companies work hard to achieve a diverse work force across race, gender, educational background and skills set, they also face different challenges due to a diversified work environment (Ely & Thomas, 2020). According to Sir Joplin, J. R, when people with diverse backgrounds enter a traditional workforce, traditional constituents may feel the erosion of powers. On the other hand, new entrants with diverse backgrounds find also feel unfit in traditional workforce. So, leadership faces difficulty due to segregation of interests among workforces. Similarly, leadership also faces challenges while providing a single work ethic among the diverse work force. Other than that, it can be hard for a leader to foster flawless communication among executives and low-level staff in a diverse workplace. According to Hargreaves, A., & Fink, D. (2012), leadership should be based upon strategic decisions to eliminate challenges which emerge due to diversified work force.

Chapter III

Methodology

Chapter three outlines the purpose of the research study, how the questions of the study were addressed, along with the rationale for mixed method, objectives, and hypotheses. Research methodology is discussed, including information related to the research design, diagram of procedure, quantitative data collection and analysis, qualitative data collection and analysis, mixed method data analysis procedure and validity approaches in quantitative and qualitative research.

Purpose Statement

The purpose of the study is to investigate the impact of work environment of academic administrators on their work experience in a diverse university surroundings. A person's work environment is the setting, social features and also physical conditions in which one performs their job (Indeed, 2021). Characteristics of a work environment can impact the feelings of wellbeing, workplace relationships, collaboration, efficiency, and overall employee health (Indeed, 2021). This study further examined culturally responsiveness among academic administrators in terms of diversity and inclusion in the work environment. The predominant of diversity among lower-level administrators and how minority workers feel about their work environment was major consideration for this study. (Kwon, 2016). Knight and Senior (2017) argue that academic administrators are not only essential for daily execution of the various service provisions of a successful university and its academic programs, but they are also the core for effectively running other departments. A report from University of California, Berkeley, one of the top 15 universities in the United States (Forbes, 2019), states that they have been working over the past 10 years to improve their faculty and staff diversity by institutionalizing work to improve equity, inclusion, and diversity. University of California, Berkeley university also prides itself in numerous efforts to be very diverse and inclusive, but their diversity and inclusion report shows that out of the over 8000 staff, 33% are underrepresented (Underrepresented groups are African American, Chicano/Latino, and Native American/Alaska Native) while 67% are Whites. Their report also shows that there is still significantly less gender and ethnic diversity in management than in non-management positions (UC Berkeley Human Resources, 2016). Therefore, even top universities still

struggle with diversity and inclusion. One of the ways the study examined the impact of work environment on work experience is to ask questions about management approach to cultural responsiveness in the diverse university site of study.

Quantitative Research Question

- 1) Quantitative: How are academic administrators (staff) impacted by their work experience?

Qualitative Research Question

- 2) How will academic administrators describe their work environment as it concerns being culturally responsive?
- 3) In what ways is culturally responsive practices among academic administrators being incorporated?

Mixed Research Question

- 4) What result was determined from comparing academic administrators' work experience (quantitative data) and their environment being culturally responsive (qualitative data)?

Rationale for Mixed Method

Mixed methods research is an approach of inquiry involving collecting both quantitative and qualitative data which involves combining the two forms of data by using different designs based on philosophical assumptions and theoretical framework (Creswell, 2014). Johnson et al. (2007) also defined mixed method research as “a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints,

data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration”.

For this paper, responses from the quantitative survey were used to create questions for the interview in order to get deeper and more personal understanding on culturally responsive work environment among academic administrators. Mixed method study integration allows for a more complete effect of the study and use of data than do separate quantitative and qualitative data collection and analysis (Wisdom & Creswell, 2013). Also, one of the benefits of mixed method research is that it allows researchers to broadly address research questions, allowing for deeper insight that may not be achievable by one specific method (Johnson and Onwuegbuzie, 2004). Mixed methods research also attempts to fit quantitative and qualitative research in order to provide a workable solution to a study. Therefore, mixed method research help researchers explore their research questions through different lenses ((Johnson and Onwuegbuzie, 2004).

The investigation of culturally responsiveness among academic administrators provided an ideal opportunity for mixed method because it helped to examine factors that influence experiences of academic administrators in their work environment as well as how academic administrators describe their work experience as it concerns being culturally responsive.

Mixed method was also important for this study because the result from the quantitative study were used to determine the aspect of significance and non-significance to better understand how academic administrators describe their work environment and experience as being culturally responsive.

Mixed Sampling Design

The study was conducted at a popular urban public university in Texas, with enrollment of approximately 47,000 students in undergraduate and graduate. The university's non-instructional staff is approximately 2500. The population in this study included non-teaching staff (academic administrators) who are university or college employees responsible for the maintenance and supervision of the institution and separate from the faculty or academics: high, mid, and low-level academic administrators, department heads and persons occupying other administrative positions (Law Insider, 2010).

In order to get the right sampling, it had to be decided on the number of participants to select (sample size) and how to select participants (sample scheme) (Onwuegbuzie and Collins, 2007). According to Collins et al. (2006), the sampling decision of a research will guide various connected parts of the research process. The sample design of this study is nested because the sample members selected for one phase (quantitative) of the study represent a subset of those participants chosen for the other phase (qualitative) of the investigation (Onwuegbuzie and Collins, 2007), that is, quantitative survey was administered to academic administrators at university to measure the effect of their work environment and in-depth interviews was conducted from the same pool of participants to examine how culturally responsive academic administrators work environment is. Though, participants were randomly purposefully selected for interviews, participants were still from the same university's academic administrators that took the survey. The sample scheme was important to the study because indicated when saturation has been reached (Onwuegbuzie and Collins, 2007). A simple sample scheme

was used for the quantitative part of this study because every individual (academic administrators) in the sampling frame has an equal and independent chance of taking the survey (Onwuegbuzie and Collins, 2007). An email request was sent out to over 500 randomly selected academic administrators to participate in the study. As for the qualitative part, a random (probability) sampling scheme called simple random sampling was used to select interview participants from the survey participants' pool. In this case, researcher selected random cases from survey respondents. Each person from the survey had an equal probability of being interviewed (Onwuegbuzie and Collins, 2007).

Participants

Over 500 academic administrators were sent the survey, but only 78 participated within the timeframe of administering the survey. The breakdown of participants role at the institution was: (1) senior management (n = 20); (2) mid-level management (n = 13); (3) support staff (n = 26), and (4) service staff (n = 37) In the qualitative phase, 7 participants selected for case study analysis were assigned fictitious names, thus keeping the responses confidential (Kaiser, 2009). Criteria for selecting the academic administrators include:(a) administrative staff (whose primary role is not teaching) (b) job description (c) years of experience (someone who has been an academic administrator for at least 2 years with knowledge of knowledge of university, college, and department policies and procedures) (d) may hold leadership or subordinate position (e) can work in any of the colleges as an administrator.

Academic administrators that fit the criteria were asked to complete an on-line survey addressing the key elements of organizational culture, leadership, cultural sensitivity, and cultural responsiveness to determine if these areas have been

communicated and incorporated in their work environment and to determine what areas need to continue to be developed along with considering if they have seen or experience cultural responsiveness and sensitivity in their workplace. Participant for the qualitative phase were selected based on their survey responses and the result of the survey.

Qualitative participants were selected to participate after quantitative result reflected difference in participants' responses. As discussed by Miles and Huberman (1994) there are four aspects to site and participant selection (a) the setting, the research took place at an urban university in Texas (b) the actors, academic administrators who participated in the survey and responded to the interview email invitation (c) the event, academic administrators were interviewed on their perception of culturally responsiveness in their work environment and how culturally responsive practices are being incorporated at their institution (d) the process, each academic administrator's interview lasted between 45-60 minutes. In the view of DiCicco-Bloom & Crabtree (2006), semi-structured interview takes between 30 minutes to several hours to complete. A probability sampling method where participants were selected through simple random sampling to participate in the interview was used. That is, researcher selected simple random cases from the sampling population of the survey participants (Onwuegbuzie & Collins, 2007). In a simple random sampling, each survey respondents had an equal and independent chance of being chosen for the study (Onwuegbuzie & Collins, 2007). The objective of the study was to generalize the qualitative findings to the population from which interview participants was drawn, therefore simple random sampling was used (Onwuegbuzie & Collins,2007). Participants that were randomly selected for the qualitative phase, got several email

requests to participate in the study, seven participants that accepted request for interview were scheduled for interviews.

Research Design

According to Schoonenboom and Johnson (2017), researchers need knowledge on how to design and obey rules when designing quality mixed method study. It is also important to understand and carefully construct each section of the mixed method research design while paying attention to validity. The table below explains Schoonenboom and Johnson (2017) seven major design dimensions for a mixed method study: purpose, theoretical drive, timing (simultaneity and dependency), point of integration, typological versus interactive design approaches, planned versus emergent design, and design complexity (Schoonenboom & Johnson, 2017). These seven dimensions guided this study.

Table 2

Schoonenboom and Johnson's (2017) Seven Major Design Dimensions.

Design Dimensions	Components
Dimension 1: Purpose	<p>Researchers should determine if the purpose of the study is, triangulation, complementarity, development, initiation or expansion (Green, 2007)</p> <p>Purpose could also be credibility, context, illustration, utility, confirm and discover, or diversity of views as formulated by Bryman (2006).</p>
Dimension 2: Theoretical drive	<p>Determining the theoretical drive means determining the “core” component and the “supplemental” component in a mixed method study (Morse and Niehaus, 2009). For example, QUAL→ quan or QUAN→ qual the core component is usually written in upper case while the supplemental component is written in lower case. The third possible theoretical drive is “equal status mixed method” where both methods</p>

	are in constant interaction, and the outcomes they produce are integrated during and at the end of the research process.
Dimension 3: Timing	<p>It is important to determine the timing of the two methods. Will it be “concurrent” (“parallel”) or “sequential”? it can also be partially concurrent and partially sequential.</p> <p>Two aspects of timing: simultaneity and dependence.</p> <p>QUAL + quan = concurrent (QUAL → quan = sequentially)</p>
Dimension 4: Point of Integration	Two possible point of integration: results point of integration and the analytical point of integration.
Dimension 5: Typological vs. Interactive design approach	<p>Typological approach: Convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design. transformative design and multiphase design (Creswell & Clark, 2011)</p> <p>Interactive design: alignment of study goals, conceptual framework, research question, methods, and validity</p>
Dimension 6: Planned vs. Emergent	Mixed method design can be thought out or can emerge if one component is not enough.
Dimension 7: Complexity	<p>Design can be simple or complex:</p> <p>Simple: single point of integration</p> <p>Complex: multiple point of integration</p>

According to the seven dimensions listed above as developed by Schoonenboom and Johnson (2017), based on the first design dimension, the purpose of this study was to develop, that is, this study used the results from one method (quantitative survey) to help

develop or inform the other method (qualitative interviews). Development helped to analyze sampling and implementation, as well as measurement decisions. As it concerns the second dimension of theoretical guide, the study followed the guide of QUAL→quan, where the qualitative method was core, and the quantitative method was supplemental. The qualitative method was core because basic quantitative survey analyses on the effect of university work environment on academic administrators work experience helped to conduct in-depth interviews with academic administrators in order to determine how they describe their work experience as it concerns being culturally responsive. For the timing (third component) of this study, it was sequential, in that the quantitative component preceded the qualitative component, interviews were conducted after the survey data had been collected. Another aspect of timing is dependence, in this case the interview questions did not solely depend on the outcome of the analysis of the survey. A few other interview questions were developed based on the quantitative analysis because most of the interview questions were formulated based on culturally responsive and culturally sensitivity framework. This was a combination of sequential/dependent where the data collection and data analysis of one component (quantitative) took place after the data collection and data analysis of the other component (qualitative) and depends on the outcomes of the other component (Schoonenboom and Johnson, 2017). One of the most vital design components is point of integration (component 4). This is the point where the quantitative and qualitative components were brought together (integrated) (Schoonenboom & Johnson, 2017). It is also the essence of the mixed methods. For this study, the point of integration was result oriented in that there was connection from the analysis of the quantitative data to the collection of a second set of

data (qualitative). Mixing then happened during the analysis and result stage. An integrated result consists of a combination of a quantitatively established effect (effect of work environment) and a qualitative description (description of work experience) of the underlying process (Schoonenboom and Johnson, 2017). The fifth component of typology utilization focuses on the guiding practice of the study. For this study the typology of explanatory sequential design was used (discussed in detail below). In this case, a first phase of quantitative data was collected and analyzed, then followed by the collection of qualitative data, which was used to explain the initial quantitative results (Creswell, Plano Clark, et al. 2011). The overall purpose of this design was that qualitative data helps explain or build upon initial quantitative results. This study was not interactive in its approach in that, it distinguished the components of a design: goals, conceptual framework, research question, methods, and validity were fit together in order to have a complete study (Maxwell and Loomis, 2003). The sixth design dimension which involved planning or emergent took the direction of planning. In this study, it was decided beforehand which research components to include in the design, in order to have a robust conclusion of academic administrator's work environment.

Type of Mixed Method Design

Explanatory Design; Participant Selection Model: This study was explored through explanatory mixed method design. In this design, a two-phase mixed method design was used as discussed earlier. The qualitative data helped explain or build upon the quantitative data results and the two phases were connected (Creswell, 2006). In the case of an explanatory mixed method design, after administering survey to academic administrators, the quantitative data was analyzed and qualitative data was used to

explain the significant or non-significant findings from the quantitative analyses. The reason for this approach was that analyses of the quantitative data provided a general understanding of the research problem (Ivankova, Creswell, & Stick, 2006).

Figure 3
Explanatory Design Procedure

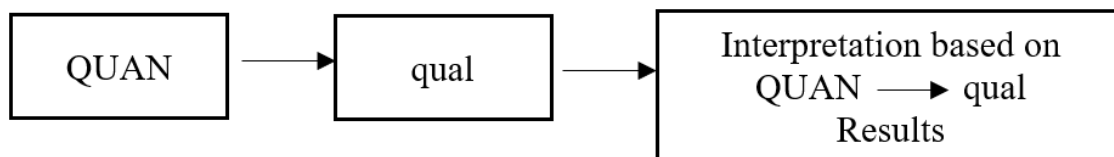


Diagram by (Creswell, 2006)

There are two variants of the explanatory design: the follow-up explanations model and the participant selection model. This study incorporated participant selection model because the researcher started with a quantitative survey study to identify and purposefully select participants (academic administrators) for a follow-up, semi-structured interviews. In this model, the emphasis of the study was on the second, (Creswell, 2006). In the second phase, researcher used qualitative multiple case study approach to help explain why certain factors identified in the first phase were significant predictors of experiences of academic administrators work environment.

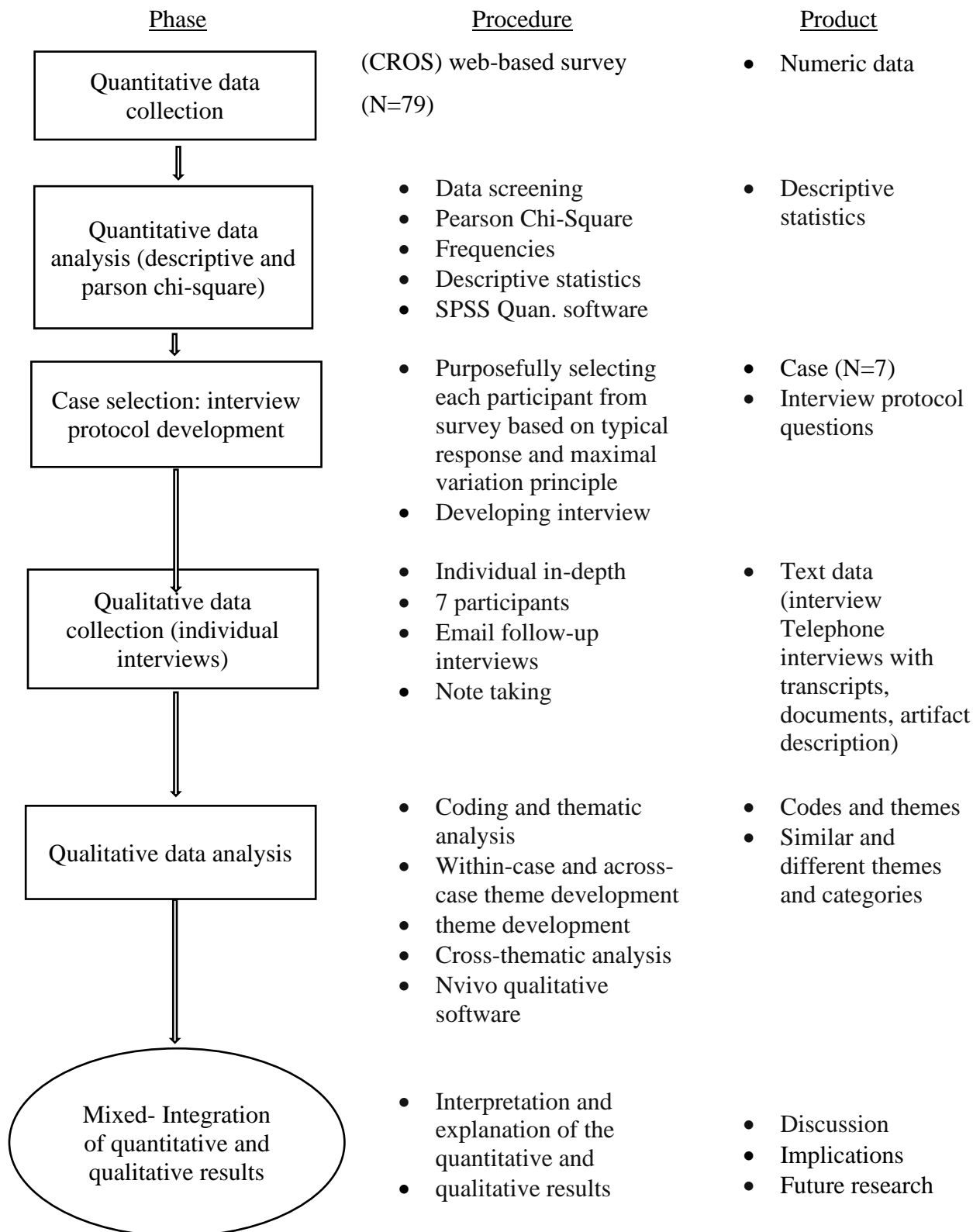
An example of explanatory mixed method design includes a research study conducted by Ivankova, Creswell, and Stick (2006) to understand students' persistence in the Distance Learning Doctoral Program in Educational Leadership in Higher Education (ELHE) offered by the University of Nebraska–Lincoln. The purpose of the mixed-methods sequential explanatory used in their study was to identify factors contributing to students' persistence in the ELHE program by obtaining quantitative results from a survey of 278 of its current and former students and then follow up with four

purposefully selected individuals to explore those results in more depth (Ivankova, & Stick, 2007).

Diagram of Procedure

Figure 4

Mixed Methods Explanatory Sequential Design Procedures



Instrument

Quantitative data collection focused on determining how work environment is culturally responsive and its impacts on academic administrators' work experience. Also, the 35-item questionnaire instrument helped determine how role, race, years of experience predicts academic administrators work experience. The quantitative data as collected using an existing survey instrument of culturally responsive organizational self-assessment (CROS) created by California Partnership to end Domestic Violence. The section in the survey aligns with the theoretical framework of cultural sensitivity and cultural responsiveness. There are underlying assumptions that guides the use of CROS assessment tool that made it relevant for this study (CROS, 2020).

“Achieving "cultural responsiveness" is a developmental process at both the individual and organizational levels; appropriate support, individuals and organizations can enhance their cultural awareness, knowledge and skills over time, and there is a wealth of cultural strengths that exist within organizations and/or networks of professionals; the capacity building work is to lift up, increase and strengthen those practices”.

The study focused on the section of background information, organizational commitment/culture, and leadership commitment of the CROS survey tool. Questions in the survey connects to culturally responsive and cultural sensitivity theoretical framework and answered quantitative research questions. The survey developer was contacted for appropriate permission to use the survey instrument. Academic administrators were emailed the link to the survey and answered each section to the best of their knowledge.

The survey was administered through Google form where participants' responses were automatically stored in a database and transferred into excel spreadsheet before transferring into SPSS software for analysis. A pilot study was conducted that tested on 10.0% of the randomly selected participants representing current academic administrators. The goal of the pilot study was to validate the assessment instrument and to test its reliability. Results of the pilot survey was used to help establish stability and internal consistency reliability and content validity of the survey which helped determine if the instrument needs to be revised.

Qualitative interview protocol used for this phase of the study was purposefully designed in line with the conceptual framework of cultural responsiveness and cultural sensitivity applied to the study. Data was collected through online interviews from academic administrators who were already part of the quantitative phase of the study. Interview questions focused on how academic administrators describe their work experience as it concerns being culturally responsive. Questions were open-ended to allow elaboration and in-depth discussion. The qualitative approach provided additional information to describe academic administrators' workplace experience.

Quantitative Survey Procedure

Academic administrators were identified based on the following criteria: (a) non-teaching administrative staff (b) job description (c) years of experience (someone who has been an academic administrator for at least 2 years with knowledge of knowledge of university, college, and department policies and procedures) (d) may hold leadership or subordinate position (e) can work in any of the colleges as an administrator. In the particular institution, the office of Vice president of Administration provided emails of

over 500 academic administrators. Once academic administrators were identified based on criteria, researcher sent email invitations and a \$10 Starbucks gift card incentive was provided to the first 50 participants that completed the survey. Each administrator was contacted individually via email to request their participation in the study. The research study was explained to each administrator by email that included informed consent letter for administrators to sign and link to the survey. Several e-mail reminders with the Google form link were sent over a 10-week period stating the importance of the participant's input for the study.

Qualitative Case Study

Case studies seek to answer focused questions by producing in-depth descriptions and interpretations over a short period of time (deMarrais & Lapan, 2004). It is useful when one wants to answer a descriptive (What) or explanatory (how and why something happened?) question that is aimed at producing firsthand understanding of people and events (Yin, 2003). One other unique feature of a case study research method is that it investigates contemporary cases for the purpose of illumination and understanding (deMarrais & Lapan, 2004). For instance, to understand how culturally responsive work environment is, case studies can be used to provide information to discover causal links of the cause-and-effect relationships (deMarrais & Lapan, 2004). In short, a case study allows the investigator to explore a case or a group of people to gain a comprehensive perspective (Yin, 2004). Furthermore, Yin (2003) suggests that a case study design should be used when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot change the behavior of participants in the study; (c) you want to cover conditions surrounding the phenomenon under study because of its relevance or (d) the

boundaries between phenomenon and context are not clear. There are three basic steps in designing a case study research. The first step is to define the case to be studied. The qualitative part of this study was conducted at the same geographic location as the quantitative part, a prestigious Hispanic Serving Institution (HSI) institution in the state of Texas located in the nation's fourth largest and most diverse city. The purpose of the qualitative part of this study was to inquire how academic administrators describe their work environment as it concerns being culturally responsive. The study also investigates how one of the most diverse universities incorporate culturally responsive practices among academic administrators.

The second step is to determine what type of case study it is. For this study, intrinsic case study will be used to explore how academic administrators describe their work environment and how culturally responsive practices are being incorporated at the institution. According to Stake (1995), intrinsic case study should be used for a study if the intent is to understand the case, that is, if the primary interest is in the case (Stake, 1995). Intrinsic case study could be the study of a person, specific group, occupation, department, or organization (Mills, Durepos, & Wiebe, 2010)

The third and final step of a case study research design involves whether to use theory development or select cases to develop data collection and data analysis (Green, Camilli, and Elmore, 2006). As it concerns data source, a good case study benefit from having multiple sources of evidence like documents, interviews, archival records, direct observations, participants observation and physical artifacts (Green et.al., 2006).

Qualitative Data Collection

The primary mode of data collection for the qualitative section was online semi-structured interviews. In a semi-structured interview, the interview is usually scheduled in advance, at a designed time and location selected by the participants. They are usually organized around a few open-ended questions that can lead to other questions (DiCicco-Bloom & Crabtree, 2006). Information was gathered using open ended data collection technique (Foreman et al., 2008). The interview lasted from 45-60 minutes. In the view of DiCicco-Bloom & Crabtree (2006), semi-structured interview takes between 30 minutes to several hours to complete.

The interview protocol included questions about academic administrators' work environment, cultural differences, benefits of cultural responsiveness, and examples of culturally responsive practices being incorporated at the institution. The first question was broad and reflects the nature of the research (Appendix A). The interview was standardized format interview, and all participants answered the same questions as in (Appendix A). Researcher conducted interviews, collected data, and took notes. Interviews were audio recorded and transcribed.

The interviews were conducted during January 2022, and participants were contacted via e-mail to secure a virtual interview. All interviews were scheduled according to participants availability and conducted through teams video call. The seven participants include three female and four male academic administrators. Researcher sent email to several academic administrators from the pull of survey participants. Researcher was able to schedule team interview with only those that responded. Of the seven

participants, two were Caucasians, three African Americans, one India and one Middle Eastern. All participants have been academic administrators for over ten years.

All the interviews followed the same protocol. The interview protocol contained pre-written questions and other questions were asked as the interviews progressed. All questions were clear and straightforward. In addition to the recorded interviews, the researcher used note taking to detail her experience as it relates to the study throughout the research process.

Data Analysis

Mixed analyses involve several phases that are important to getting data to the most meaningful point of integration and interpretation. This study will follow Onwuegbuzie and Teddlie (2003) seven-step process for mixed analyses: (a) data reduction (exploratory and descriptive analysis stage) (b) data display (charts, tables and graphs for quantitative data and qualitative data), (c) data transformation (i.e., quantitating and/or qualitizing data), (d) data correlation (correlating quantitative data with qualitized data), (e) data consolidation (i.e., combining both quantitative and qualitative data, mixed method matrix) (f) data comparison (comparing quantitative and qualitative data sources), and (g) data integration (i.e., integrating both qualitative and quantitative data to give the whole study meaning) (Onwuegbuzie and Teddlie, 2003)

Quantitative Data Analysis

As it concerns the data from the quantitative survey, the data as loaded from excel into SPSS software for analysis. Descriptive statistics of academic administrators were reported in a table form, total number of participants that took the survey including their

gender, ethnicity, job roles and years of experience at the institution done through SPSS software. This was an important step during analysis to determine variables displayed in their frequencies and percentages. All the independent and dependent variables were recoded for meaningful statistical analysis procedures before running Pearson Chi-Square to test research hypothesis, relate variables, or compare group. Through dimension reduction on SPSS, factor analysis data reduction technique was used to determine variables that are most important. The variable was ranked and coded where participant that responded like *never* and *rarely* were categorized as No (0) and those that responded as sometimes, often, and very often were categorized as Yes (1). Factor analysis was used to group the variables. Through extraction on the SPSS software, the data was grouped into 2 by ranking it high and low. Under the factor to extract, variable was ranked into 2 so that cross tabulation Pearson Chi square analysis could be conducted. Coefficient display format was used to sort by size from the highest to the lowest. After running the analysis, the Eigenvalue also known as total variance explained, was used to reduce a large number of survey items into a smaller set of factors. This also means higher percentages of explained variance shows a stronger strength of association. A researcher can thus make better predictions (Rosenthal & Rosenthal, 2011). The component on the output shows that 1 is low and 2 is high.

Variables were also measured in continuous (years of experience) and categories (gender, race, role, and work experience variables). The final step was a result presentation where the description, statistical significance, confidence interval and effect size were presented (Creswell, 2014). In the case of pattern and significance, the results

were used to determine academic administrators to interviewed for the qualitative part of the research.

Qualitative Data Analysis

After analyzing survey administered to academic administrators, each of the survey was reviewed and given codes for recognition. For this study, interviews, note taking and observations were used for data collection approach. Analysis of the quantitative data helped to determine academic administrators to be interviewed. Semi-structured interviews were conducted online, and transcript was coded through NVivo software in order to go through each line of text thoroughly (nodes/codes). The study involved detailed description of few academic administrators interviewed followed by analysis of the data for themes of issues (Stake, 1995). The analysis steps were followed as suggested by Creswell (2014). These steps involve transcribing the data through Teams and going through each transcript to ensure each interview questions has been transcribed correctly. Also, to ensure trustworthiness, which is important to high quality qualitative research (Birt et al., 2016), member checking was used to validate participants responses. Participants were given time to read through organized transcripts in order to get clarification. The data was then entered in NVivo for analysis. Through NVivo, codes were created (referred to as nodes), query and text and exported codebook where definition and hierarchies are created. NVivo generated many codes, and the codes were further reduced through constant comparison, before stable themes were created. Theme comparison was connected to culturally responsive and cultural sensitivity framework. The theoretical lens (CR and DMIS) was used in the study to form interpretation that will lead to change or reform in the workplace.

Mixed Methods Data Analysis

It had already been determined this is an explanatory sequential study, therefore, quantitative, and qualitative data will be analyzed separately. Quantitative result was used to plan for participants that were interviewed for the qualitative stage. While the interview protocol questions were created, some aspects of the quantitative result were used to determine some of the interview questions. Interview questions were centered around culturally responsive work environment. The final part of the research brought together quantitative and qualitative result in the discussion section and addressed the research questions. The mixed method matrix result presentation determined how the qualitative findings helped to explain the quantitative result (Creswell, 2014).

Research Permission and Ethical Considerations

Ethical issues were considered during each stage of the study. The study complied with the regulations of the Institutional Review Board (IRB). The right permission was obtained to conduct the research. IRB form was filed, providing information about the principal investigator, the project title and type, type of review requested, number and type of subjects. Application for research permission contained information describing the project, its purpose, its significance, timeline, methods and procedures, and participants. An informed consent and consent form was developed. The form provided information regarding the participants who were guaranteed certain rights, agreed to be involved in the study, and acknowledged their rights will be protected. The anonymity of the participants was protected by making the survey anonymous on the web keeping all responses confidential. All study data, including online data, interview recordings, and note taking were safely stored.

Chapter IV

Data Analysis, Findings, Results and Interpretation

This chapter consists the analysis of data and presentation of results by research questions from surveys and interviews conducted. The first section through SPSS software presented the descriptive analysis of variables displaying their frequencies and percentages which specifically displays the descriptive analysis of respondents' socio-economic and demographic characteristics and Chi-Square analysis was used for descriptive and inferential analysis. The second stage which is the qualitative part, used NVivo qualitative analytical software to analyze the interviews obtained from respondents during the interview sessions and codes and themes were generated.

Particularly, the first research question on how work environment impact academic administrators (staff), was analyzed using descriptive and Pearson Chi-square inferential statistics. The third research question on the other hand employed a qualitative approach to explore how academic administrators describe their work experience as it concerns being culturally responsive and how culturally responsive practices among academic administrators are being incorporated. Using a mixed method approach, the fourth research question which aimed to compare academic administrators' experience at work in relationship to it being culturally responsive was achieved by comparing both findings from the quantitative and qualitative approaches to check for concordance or discordance in the findings from both approaches.

Research Questions

- 1) Quantitative: How are academic administrators (staff) impacted by their work experience?

- 2) Qualitative: How will academic administrators describe their work environment as it concerns being culturally responsive?
- 3) In what ways is culturally responsive practices among academic administrators being incorporated?
- 4) Mixed method: What result was determined from comparing academic administrators' work experience (quantitative data) and their environment being culturally responsive (qualitative data)?

Survey Response Rate

When it comes to survey-based research, obtaining satisfactory response rate is always a dilemma for the researcher. Survey responses determines the quality and the representativeness of the data (Groves, 2006), but it also possible to have nonbiased response in a survey whether the responses are high or low (Groves & Peytchev, 2008). According to Groves (2006), there have been empirical findings in studies that shows nonresponse rate and non-response bias is absent. Researchers continue to emphasize the importance of high response to the viability of the study conclusion, but Becker, Dottavio and Mengak (1987) suggests that a high response rate is not so important to survey of homogeneous populations. Response rate over 50% is regarded as very good while response rates between 20% and 30% may be more typical. This study had 26% (79 respondents) response rate based on 300 accessible emails of academic administrators that consistently received the survey (Becker, Dottavio and Mengak, 1987). Furthermore, Sue and Ritter (2007) argued that the response rates for email and online surveys usually range from 24% to 76%. Though high response rate is recommended, Rubin and Babbie (2009) stated that response rate has no statistical basis to determine acceptable responses

rates because there are not enough studies or review of literature on average response rate for online, email, and web-based survey.

Quantitative Data Analysis

The survey questionnaire was asked on a Likert scale. Likert Scale questions is usually asked on a range of answer options from one or the other end of the scale for the respondents to choose from (QuestionPro, 2021). Likert scale was named after a renowned psychologist Rensis Likert, which is used to understand the level of agreement that the respondents have with the question or statement in the survey (QuestionPro, 2021). Likert scale is under ordinal level of measurements (Jamieson, 2004). Though Likert scale is ranked in order, but the in-between values cannot be assumed to be equal, though researchers differ on that opinion (Jamieson, 2004). One cannot test the mean and standard deviation for Likert scale because, mean and standard deviation requires arithmetic manipulations that is not appropriate for ordinal variables (Jamieson, 2004).

Table 3 below displays the Socio-economic and demographic characteristics of persons that took the survey according to their age, sex, ethnicity, current role at the Institution and number of years of working.

Table 3
Socio-Economic and Demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percentages
Sex		
Male	30	37.97
Female	49	62.03
Total	79	100.00
Ethnicity		
American Indian	9	11.39
Asian	12	15.19
Black or African American	10	12.66
Hispanic	17	21.52
Middle Eastern	9	11.39
White	20	25.32
Others	2	2.53
Total	79	100.00
Current role at the Institution		
Senior Management (Associate Deans, Executive Directors)	13	16.46
Mid-Level Management (Program Manager, Program Director)	20	25.32
Service Staff (Program/ service delivery)	12	15.19
Support Staff	18	22.78
Others	16	20.25
Total	79	100.00
Number of Years of Working		
less than 10 years	52	65.82
10-19 years	15	18.99
20years or more	12	15.19
Total	79	100.00

Author's Work, 2022

In

Table 3, analysis shows that nearly thirty percent of the persons that took the survey (27.85 percent) were between ages 25-29 years, 20 percent were between ages 35-39 years while almost 20 percent each were aged 20-24 years and 40 years and above (15.19 percent versus. Fifteen percent were between 20-24 years while only 5.06 percent were 20 years or below. Of all the persons surveyed, more than half were females (62.03 percent) while 37.97 percent were males. Similarly, the dominant ethnic group in the study consisted of the Whites with 25.32 percent. This was followed by the Hispanic with 21.52 percent of the persons that took the survey, then Black or African American were approximately thirteen percent (12.66 percent). Both American Indians and Middle Eastern were 11.39 percent of the total persons that took the survey

Further results show that among the respondents, less than twenty percent were Senior Management (16.46 percent) and Service Staff (Program/ service delivery (15.19 percent) while more than one-quarter (25.32 percent) consisted of the Mid-Level Management (Program Manager, Program Director). Approximately twenty three percent (22.78 percent) were support staff while one-fifth (20.25 percent) were in other categories of employment roles in their institution. Lastly, almost all the respondents had just worked for less than ten years, 18.99 percent had worked for a minimum of 10 years while 15.19 percent have worked for 20 years or more.

RQ 1: Quantitative: How Does Work Environment Impact Academic

Administrators (Staff)?

This research question was examined in four categories, the relationship between job role of academic administrators and work experience; assessed whether year of experience predict work experience; investigated whether ethnicity/race of persons surveyed associates with work experience and lastly, evaluated the relationship between job role and ethnicity/race. To answer this research questions, all the variables/ indicators used to measure “work experience” in this study were 35 items with six Likert scale whereby a component analysis was computed to merge the 35 liker scale variables into just one (1) variable with two outcomes (Low experience and High work experience). The first section under this research question displayed the Chi-square analysis showing the relationship between current job roles of respondents and work experience. The questions were on how often respondents’ institution has been culturally responsive based on 35 criteria, throughout their work experience till present. A component analysis was computed in order to merge all the 35 Likert scale variables into generating just one variable with two outcomes, such that respondents who answered “sometimes”, “often” and “very often” for each of the 35 questions asked on work experience in the questionnaire were categorized as “had work experience that is culturally responsive” and were represented as “Yes” while those who answered “never” were categorized as “does not have culturally responsive work environment” as “No”. In statistics generally, scores are calculated from data with multiple variables to form a reliable and valid measures of latent and (or) theoretical constructs (Wikiversity, 2017). However, the variables which

are combined to form a composite score should be related to one another and have same scale or measurements, hence the reason for component analysis.

Table 4
Chi-square Analysis of Current Job Roles of Administrators and Work Experience

Variables	Work Experience		
	Low	High	Total
**Current role at the institution			
Senior management	3 (23.08)	10 (76.92)	13 (100.00)
Mid- level management	8 (35.00)	13 (65.00)	21 (100.00)
Service staff (prog)	5 (41.67)	7 (58.33)	12 (100.00)
Support staff	12 (70.59)	5 (25.41)	17 (100.00)
Others	10 (62.50)	6 (37.50)	16 (100.00)
	Statistic $\chi^2 = 9.61; p=.048$		

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***= <0.001; Figures in parentheses are percentages*

A chi-square test of independence was performed to examine the relation between current job role and work experience. The relation between these variables was significant, $X^2 (5, N = 79) = 9.61, p < .05 = .048$. job role was more likely to determine job experience. There is a statistically significant relationship between the current job role of respondents and work experience at p-value < .05. It was deduced from the results that the higher the work experience, the higher the level of roles/ positions of respondents in their institutions. Notably, respondents in the senior role positions had the highest work experience of 76.92 percent. This was followed by those in the mid-level management positions with more than 60 percent work experience. The lowest work experience was found among respondents who held other low positions in the various institutions.

Table 5

Chi-square Analysis of Number of Years of Working at Current Institution and Work Experience

Work Experience			
Variables	Low	High	Total
**Number of years of working			
Less than 10 years	28 (54.90)	24 (45.10)	52 (100.00)
10-19 years	7 (46.67)	8 (53.33)	15 (100.00)
20 years or more	2 (26.67)	10 (83.33)	12 (100.00)
Statistic $\chi^2 = 5.700$; $p = .058$			
<i>Author's Work, 2022 ** = <0.001; Figures in parentheses are percentages</i>			

Table 5 displays the Chi-square Analysis test of independence to examine the relation between number of years and work experience. The relation between these variables was significant, $X^2(3, N = 79) = 5.700, p = .058$. of number of years of working at current institution and work experience. Results from the analysis show that the higher the years of experience of staffs, the higher their work experience. The relationship between years of experience and work experience was thus found statistically significant as p-value is less than .05. results show that respondents with less than 10 years job experience had 45.10 percent work experience, those with between 10-19 number of years of working had 53.33 percent work experience while respondents with 20 years working experience and above had 83.33 percent work experience.

Table 6

Chi-square Analysis of Ethnicity of Respondents and Work Experience

Work Experience			
Variables	Low	High	Total
**Ethnicity			
American Indian	4 (44.44)	5 (55.56)	9 (100.00)
Asian	6 (55.55)	5 (45.45))	11 (100.00)
Black American	6 (60.00)	4 (40.00)	10 (100.00)

Hispanic	8 (47.06)	9 (52.94)	17 (100.00)
Middle Eastern	8 (88.89)	1 (11.11)	9 (100.00)
White	12 (60.00)	4 (20.00)	20 (100.00)
Others	-	2 (100.00)	2 (100.00)
	Statistic $\chi^2 = 12.03$; $p = .044$		
<i>Author's Work, 2022</i>	<i>**= <0.001; Figures in parentheses are percentages</i>		

Table 6 shows the analysis of the association between ethnicity/race of respondents surveyed and work experience. From the table, it was found that ethnicity of respondents significantly related to work experience at $X^2 (6, N = 79) = 12.03, p = .044$. A high level of work experience of more than 40 percent was found among the American Indian, Asian, Hispanic, and Black American. This was followed by the Whites with 20 percent level of work experience. The lowest work experience was found among Middle Eastern with 11.11percent work experience.

Table 7

Chi-square Analysis Showing the Relationship between Job Role and Ethnicity/Race of Respondents

Ethnicity/Race	Current Job Role at Institution		Total
	Senior management	Lower Management/Others	
American Indian	-	9 (100.00)	9 (100.00)
Asian	1 (8.33)	11 (91.67)	2 (100.00)
Black or African American	1 (10.00)	9 (90.00)	10 (100.00)
Hispanic	1 (5.88)	16 (94.12)	17 (100.00)
Middle Eastern	1 (11.11)	8 (88.89)	9 (100.00)
White	8 (40.00)	12 (60.00)	20 (100.00)
Others	-	2 (100.00)	2 (100.00)
	Statistic $\chi^2 = 13.92$ $p = .031$		

Table 7 shows the significant variations in the relationship between ethnicity/race and job role at p-value <0.05. It was found from the Table 4.5.1 that Whites held the

highest senior level management positions (40.00 percent) as compared to other respondents from other ethnic groups. While 8.33 percent only held senior positions among the American Indian, 10.00 percent African Americans held senior positions in their institutions and less than ten percent (5.88 percent) held same positions among the Hispanic respondents, respectively, only 11.11 percent held senior positions among the Middle Easterners.

Table 8

The Degrees to Which the Different Policies and Procedures are in Place at Selected Institution

Selected Policies and Procedures	Does not exist	Is generally followed, but is not written	is written and followed with little or no exception	Is written, but infrequently followed	Is written, generally followed	Unable to judge
Presence of policies and procedures which reflect a commitment to serving staff of different cultural backgrounds	10 (13.89%)	4 (5.56%)	19 (26.39%)	2 (2.78%)	27 (37.50%)	10 (13.89%)
Presence of personnel policies which reflect a commitment to valuing staff diversity	7 (9.33%)	9 (12.00%)	33 (44.00%)	1 (1.33%)	25 (33.33%)	-
Policies against discrimination	12 (15.19%)	3 (3.80%)	23 (29.11%)	9 (11.39%)	19 (24.05%)	13 (16.46%)
Recruitment policies and procedures which are supportive of building a diverse staff that	3 (3.80%)	6 (7.59%)	26 (32.91%)	2 (2.53%)	26 (32.91%)	16 (20.25%)

is culturally responsive						
Has recruitment policies and procedures which are supportive of building a diverse staff that is culturally and linguistically responsive	1 (1.27%)	16 (20.25%)	14 (17.71%)	11 (13.92%)	26 (32.91%)	11 (13.92%)
Has interviewing policies and procedures which are supportive of enhancing the skills of a diverse staff that is culturally and linguistically responsive	11 (13.92%)	14 (17.72%)	11 (13.92%)	8 (10.13%)	27 (34.18%)	8 (10.13%)
Has policies and procedures for reviewing and acting upon staff feedback on its services	5 (24.05%)	19 (24.05%)	13 (16.46%)	7 (8.86%)	23 (29.11%)	12 (15.19%)
Has policies and procedures for reviewing and acting upon client feedback on its cultural responsiveness	3 (3.80%)	20 (25.32%)	11 (13.92%)	8 (10.13%)	23 (29.11%)	14 (17.72)%
Has policies and procedures for making materials (printed and electronic) affirming of the various cultural backgrounds of people served	7 (8.86%)	8 (10.13%)	21 (26.58%)	13 (16.46%)	22 (27.85%)	8 (10.13%)

Descriptive Information of Work Experience Variables

The first frequency table below shows, the degrees to which different policies and procedures which recognizes the diverse culture of administrators are put into cognizance in their respective institutions, second is the frequency of occurrences of selected practices are culturally responsive at the selected institution, third is the ways in which culturally responsive practices among academic administrators being incorporated by the institution and the fourth is the extent to which ways is culturally persons of diverse backgrounds (cultural, ethnic, orientation) are encouraged and supported to pursue opportunities by the institution. Further, this objective also analyzed the ways in which the institution engages in discussions that analyze intercultural sensitivity, ways in which staff and management practice cultural responsiveness amidst themselves in selected institutions, and finally examined institution's efforts to build the cultural responsiveness of its partner agencies or the community in which it works.

Table 8 consist the descriptive information on the varying degrees to which different policies and procedures are put in place in respondents' individual organizations. From the Table, it was found that more than three in ten persons (35.50 percent) reported that the policies and procedures which reflect a commitment to serving staff of different cultural backgrounds is written and generally followed in their institution. Nevertheless, 26.29 percent respondents in their own opinion reported that although the commitment to serving staff of different cultural backgrounds' policy and procedures are written in their institution but is followed with little or no exception. 13.89 percent reported the policy does not even exist at all in their institution while less than 10

percent (5.56 percent) stated that the policy on commitment to serving staff of different cultural backgrounds is generally followed but not written in their institution.

Also, more than four in ten persons (44.00 percent) were of the view that there is the presence of policies that reflect a commitment to valuing staff diversity but is followed with little or no exception in their institutions. 33.33 percent also asserted that the policy is written and generally followed in their institution while about ten percent (9.33 percent) mentioned that the policy on commitment to valuing staff diversity does not exist at all in their institution. Only less than one percent (1.33 percent) stated that though the policy exists and is written in their institution but is infrequently followed.

Likewise, about 16 percent of the respondents (16.46 percent) were unable to judge whether the policy against discrimination is written and followed in their institutions and 15.19 percent stated that the policy does not exist. Moreover, not up to five percent (3.80 percent) reported that the discrimination policy is generally followed, but is not written, but nearly 30 percent (29.22 percent) help the opinion that the discrimination policy is written and followed with little or no exception and at least one-quarter (24.05 percent) responded that the policy is written and generally followed in their institutions.

Results also show that 32.91 percent each reported that the policy and procedure in supportive of building a diverse staff that is culturally responsive is written but followed with little or no exception while another 32.91 percent reported that the policy is written and generally followed in their institution. Less than five percent (3.80 percent) stated that the policy in supportive of building a diverse staff that is culturally responsive

does not exist in their institution while and 2.53 percent reported that the policy is written, but infrequently followed.

Approximately 33 percent of the respondents opinionated that the policy in supportive of building a diverse staff that is culturally and linguistically responsive is written and generally followed at the institution where they work, 20.25 percent reported that the policy is not written but followed in their institution and 13.92 percent were unable to judge whether the policy exists, is written or followed in their institution.

Thirty four percent reported that their institutions have a written interviewing policy and procedures which are supportive of enhancing the skills of a diverse staff that is culturally and linguistically responsive and is generally followed. But 17.72 percent of this proportion reported that the policy also exists in is generally followed in their own institution but not written. However, 13.92 percent reported that the policy does not exist at all in their institution.

Additionally, 24.05 percent respondents stated that the policies and procedures for reviewing and acting upon staff feedback on its services does not exist in their own institution, but more than a quarter responded that though the policy exists in their own institution and generally followed but not written. Conversely, nearly, three in ten persons 29.11 percent) were of the view that the policy on reviewing and acting upon staff feedback on its services exists in their institution and is written and generally followed.

On the other hand, about three-tenth mentioned that the policies and procedures for reviewing and acting upon client feedback on its cultural responsiveness were written and generally followed but their institution but at least a quarter (25.32 percent) reported

that the policy is generally followed but not written in their institution. Less than five percent (3.80 percent) were of the view that the policy on policies and procedures for reviewing and acting upon client feedback on its cultural responsiveness does not exist in their own institution while 17.72 percent were undecided about this assertion.

Lastly, 27.85 percent reported that their institution has written policies and procedures for making materials (printed and electronic) affirming of the various cultural backgrounds of people served and is generally followed, 26.58 percent reported that the policy also exists in their institution but followed with little or no exception. In addition, 16.46 percent of the respondents mentioned that this policy is written but infrequently followed in their institution while less than ten percent (8.86 percent) opinionated that the policies and procedures for making materials (printed and electronic) affirming of the various cultural backgrounds of people served do not exist in their institution.

Overall, participants agreed that their institution have policies and procedures on place that supports cultural responsiveness.

Table 9

The Frequency of Occurrences of Selected Practices at Selected Institution

Occurrences of Practices	Never	Rarely	Sometimes	Often	Very often	Unable to Judge
Hiring decisions reflect a commitment to building a diverse staff that is culturally responsive.	6 (7.59%)	7 (8.86%)	15 (18.99%)	22 (27.85%)	19 (24.05%)	10 (12.66%)
We solicit feedback from staff, in general	9 (11.39%)	13 (16.46%)	17 (21.52%)	12 (15.19%)	22 (27.85%)	6 (7.59%)
We solicit feedback from staff specifically	11 (13.92%)	14 (17.72%)	20 (25.32%)	11 (13.92%)	10 (12.66%)	13 (16.46%)

about our cultural responsiveness.						
We review feedback from staff	6 (7.59%)	11 (13.92%)	16 (20.25%)	14 (17.72%)	16 (20.25%)	16 (20.25%)
We act upon feedback from staff	8 (10.13%)	11 (13.92%)	15 (18.99%)	23 (29.11%)	15 (18.99%)	7 (8.86%)
We make / display materials (printed and electronic) affirming of the various cultural backgrounds of people served.	6 (7.59%)	9 (11.39%)	13 (16.46%)	13 (16.46%)	28 (35.44%)	10 (12.66%)

Author's Work, 2022

Analysis in Table 9 shows that a large fraction of the respondents surveyed reported that their institution often (27.85 percent) and very often (24.05 percent) reflect a commitment to building a diverse staff that is culturally responsive. Similarly, almost thirty percent (27.85 percent) reported that their institution solicit feedback from staff, in general, at least two-fifths (25.32 percent) reported that their institution does not always solicit feedback from staff specifically about our cultural responsiveness while 20.25 percent were of the view that their institution review feedback from the staff. Meanwhile, while about thirty percent (29.11 percent) reported that their institution act upon feedback they receive from their staff, 10.13 percent held that their institution never act upon feedback from staff and approximately fourteen percent (13.92 percent) opined that their institution rarely act upon feedback from staff. In addition, majority of the respondents surveyed (35.44 percent) stated that their institution makes and display materials (printed and electronic) affirming of the various cultural backgrounds of people served but 11.39 percent were of the view that their institution rarely makes / display materials (printed and electronic) affirming of the various cultural backgrounds of people served

Table 10

Ways by Which Culturally Responsive Practices Among Academic Administrators are Being Incorporated by the Institution

Variables	Rarely	Sometime s	Often	Very often	Unable to judge
Institution Leaders: [Have clear vision of what cultural responsiveness means	8 (10.13%)	13 (16.46%)	33 (42.31%)	17 (21.52%)	7 (8.86%)
Institution Leaders: [Prioritize what needs to happen to elevate cultural responsiveness as an organizational value	10 (12.66%)	18 (22.78%)	26 (32.91%)	8 (10.13%)	17 (21.52%)
Institution Leaders: [Support the creation of a culturally responsive environment	8 (10.13%)	16 (20.25%)	26 (32.91%)	21 (26.58%)	8 (10.13%)
Institution Leaders: [Support innovation around cultural responsiveness practice	9 (11.39%)	11 (13.92%)	34 (43.04%)	19 (24.05%)	6 (7.59%)
Institution Leaders: [Recognize staff who suggests new culturally relevant projects or programs	9 (11.39%)	20 (25.32%)	21 (26.58%)	17 (21.52%)	12 (15.19%)
Institution Leaders: [Address cultural tensions that arise within the organization	11 (13.92%)	13 (16.46%)	23 (29.11%)	19 (24.05%)	13 (16.46%)
Institution Leaders: [Support the ability of staff to raise issues arising from cultural differences	7 (8.86%)	21 (26.58%)	25 (31.65%)	15 (18.99%)	11 (13.92%)

Author's Work, 2022

Table 10 presents the information on ways by which culturally responsive practices among academic administrators are being incorporated by the Institution.

Results show that at least four in ten persons (42.31 percent) reported that their Institution Leaders: [Have clear vision of what cultural responsiveness means, 10.13 percent stated that their institution leaders rarely Have clear vision of what cultural responsiveness means and 16.46 percent reported their institutional leaders sometimes do have clear vision of what cultural responsiveness means. Further analysis show that 32.91 percent of

the respondents held the view that their institution leaders sometimes prioritize what needs to happen to elevate cultural responsiveness as an organizational value while 21.52 percent were unable to judge this assertion.

Among those surveyed, nearly three-tenth (26.58 percent) held that their institutional leaders Support the creation of a culturally responsive environment but one-fifth mentioned that their leaders rarely create a culturally responsive environment for their staff. Most of the respondents (43.04 percent) held the opinion that their institution leaders support innovation around cultural responsiveness practice, 11.39 percent reported their institution rarely support such. More than twenty percent (29.11 percent) each reported that their institution leaders address cultural tensions that arise within the organization, 26.58 percent often and most often (21.52 percent) recognize their staff who suggests new culturally relevant projects or programs. Finally on this table, 31.65 percent reiterated that their institutional leaders often support the ability of staff to raise issues arising from cultural differences

Table 11

The Extent to Which Culturally Persons of Diverse Backgrounds (Cultural, Ethnic, Orientation) are Encouraged and Supported to Pursue Opportunities by the Institution

Variables	Rarely	Sometimes	Often	Very often	Unable to judge
persons of diverse backgrounds (cultural, ethnic, orientation) are encouraged and supported to pursue opportunities to: [Share their expertise with others informally	10 (12.66%)	11 (13.92%)	31 (39.24%)	22 (27.85%)	5 (6.33%)
persons of diverse backgrounds (cultural, ethnic, orientation) are encouraged and supported to pursue opportunities to:	10 (12.66%)	15 (18.99%)	29 (36.71%)	17 (21.52%)	8 (10.13%)

[Share their expertise with others formally					
persons of diverse backgrounds (cultural, ethnic, orientation) are encouraged and supported to pursue opportunities to: [Represent the institution in various settings	6 (7.59%)	16 (20.25%)	19 (24.05%)	25 (31.65%)	13 (16.46%)
persons of diverse backgrounds (cultural, ethnic, orientation) are encouraged and supported to pursue opportunities to: [Represent the organization across all topics (not only topics focused on their particular cultural experience or expertise	13 (16.46%)	11 (13.92%)	25 (31.65%)	19 (24.05%)	11 (13.92%)
persons of diverse backgrounds (cultural, ethnic, orientation) are encouraged and supported to pursue opportunities to: [Apply for positions with increased leadership or responsibility	10 (12.66%)	13 (16.46%)	26 (32.91%)	17 (21.52%)	13 (16.46%)

Author's Work, 2022

Table 11 displays the information on the various ways or means by which institutions support and encourage persons from different culture, ethnic and orientation to pursue opportunities with them. Results from Table (4.3.4) reveal that about forty percent reported that their institutions often encourage and supports persons of diverse backgrounds (cultural, ethnic, orientation) to pursue opportunities like sharing their expertise with others informally. Equally, 36.71 percent opinionated that persons of diverse backgrounds are often encouraged and supported to share their expertise with others formally but nearly twenty percent (18.99 percent) held the view that their

institutions rarely encourage or support people to share their expertise with others. More than three in ten persons reported that persons of diverse backgrounds (cultural, ethnic, orientation) are often encouraged and supported to represent the institution in various settings, 16.46 percent stated that their institution rarely encourage or support this assertion.

Whereas, it was found that more than thirty percent (31.65 percent) reported that persons of diverse backgrounds relating to culture, ethnic, orientation are often encouraged and supported to pursue opportunities through representing the organization across all topics but not only topics focused on their particular cultural experience or expertise and are often allowed to apply for positions with increased leadership or responsibility (32 percent); nevertheless, a somewhat substantive fraction of the respondents (16.64 percent and 12.66 percent) were of the view that their institutions rarely supported and encouraged these assertions.

Table 12

Ways in Which Institution Engages in Discussions that Analyze Intercultural Sensitivity

Variables	Never	Rarely	Sometim es	Often	Very often	Unable to Judge
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following: [My institution acknowledge diversity across cultures	2 (2.53%)	4 (5.06%)	17 (21.52%)	33 (41.77%)	18 (22.78%)	5 (6.33%)
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following:	3 (3.80%)	4 (5.06%)	25 (31.65%)	23 (29.11%)	14 (17.72%)	10 (12.66%)

[My institution acknowledges the difference ways in which different cultures describe, define and address issues						
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following: [Ways in which issues connects with other efforts such as: racial justice, economic justice; environmental justice; and other issues with a social justice focus	3 (3.80%)	7 (8.86%)	21 (26.58%)	28 (35.44%)	15 (18.99%)	5 (6.33%)
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following: [How the justice system impacts racial issues.	3 (3.80%)	11 (13.92%)	20 (25.32%)	23 (29.11%)	15 (18.99%)	7 (8.86%)
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following: [Acknowledges institutions which affect cultural issue and solutions	4 (5.06%)	5 (6.33%)	12 (15.19%)	35 (44.30%)	17 (21.52%)	6 (7.59%)
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following:	6 (7.59%)	5 (6.33%)	20 (25.32%)	24 (30.38%)	13 (16.46%)	11 (13.92%)

[My institution includes social structures such as: marriage, education, religion, art, medicine, research						
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following: [Ways in which co-workers are impacted in decisions	5 (6.33%)	5 (6.33%)	19 (24.05%)	28 (35.44%)	16 (20.25%)	6 (7.59%)
Our institution engages in discussions that analyze intercultural sensitivity in ways that includes the following: [The ways in which communities are impacted	4 (5.06%)	6 (7.59%)	19 (24.05%)	27 (34.18%)	17 (21.52%)	6 (7.59%)

Author's Work, 2022

Displayed in Table 12 above is the analysis on how institutions of respondents surveyed engages in discussions that analyze intercultural sensitivity. From the table, results show that approximately forty-two percent (41.77 percent) reported that their institution often acknowledge diversity across cultures, 2.53 percent reported their institutions never acknowledge diversity across cultures and 21.52 percent acknowledges their institution acknowledge diversity across cultures. Equally, 31.65 percent were of the view that their institution only sometimes acknowledge the difference ways in which different cultures describe, define and address issues, 29.11 percent stated that their institution acknowledges the difference ways in which different cultures describe, define and address issues very often and less than fifteen percent (12.66 percent) were unable to judge on the assertion.

Conversely, 35.44 percent of the persons surveyed stated that their institutions engage in discussions that analyze intercultural sensitivity in ways that includes issues that connects with other efforts such as: racial justice, economic justice; environmental justice; and other issues with a social justice focus, but less than ten percent (8.86 percent) reported their institution rarely engages in issues connecting with other efforts such as: racial justice, economic justice; environmental justice; and other issues with a social justice focus. Results also show that 3.92 percent reported that their institution rarely engages in discussions that analyze intercultural sensitivity on how the justice system impacts racial issues while less than twenty percent (18.99 percent) mentioned that their institution engages in discussions that analyze intercultural sensitivity on how the justice system impacts racial issues very often and about thirty percent responded that their institution often engages in this.

On the other hand, nearly forty-five percent (44.30 percent) asserted that their institution often acknowledges institutions which affect cultural issue and solutions, 30.38 percent reported their institution often engages in discussions that include social structures such as: marriage, education, religion, art, medicine, research while 13.92 percent were indifferent. Only 20.25 percent opinionated that their institution engages in discussions that analyze intercultural sensitivity on how co-workers are impacted in decisions. Finally, 34.18 percent respondents held that their institution often engages in discussions that analyze intercultural sensitivity in ways in which communities are impacted.

Table 13*Ways in Which Management Practice Cultural Responsiveness in Institutions*

Variables	None or very few	Some, but less than one-half	About one-half	More than one-half, but not all	All or almost all	Unable to Judge
MANAGEMENT in our institution: [Respect the communication styles of different staff cultures	2 (2.53%)	4 (5.06%)	12 (15.19%)	30 (37.97%)	25 (31.65%)	6 (7.59%)
MANAGEMENT in our institution: [Work in a way that is respectful of the preferences of the staff	6 (7.59%)	1 (1.27%)	12 (15.19%)	26 (32.91%)	28 (35.44%)	6 (7.59%)
MANAGEMENT in our institution: [View building trust between the staff and the institution as important	9 (11.39%)	2 (2.53%)	7 (8.86%)	22 (27.85%)	33 (41.77%)	6 (7.59%)
MANAGEMENT in our institution: [View building trust between community and the organization as important	5 (6.33%)	3 (3.80%)	10 (12.66%)	24 (30.38%)	30 (37.97%)	7 (8.86%)

Author's work, 2022

With reference to the management of the institutions, Table 13 shows that 31.65 percent asserted that all the management in their institutions respect the communication styles of different staff cultures while 37.97 percent reported that more than half of the entire institution management respect the communication styles of different staff cultures. In addition, more than three-tenth opined that all management work in a way that is respectful of the preferences of the staff while more than one-half (32.91 percent)

supported the statement. Equally, result also show that at least four in ten persons (41.77 percent) reported that all management entirety view building trust between the staff and the institution as important and another 37.97 percent mentioned responded that all the entirety of their institution management view building trust between community and the organization as important.

Analysis of the quantitative aspect of the study answered the research question on how academic administrators are impacted by their work environment. Result shows high level of work experience, but to confirm how academic administrators describe their work environment as it concerns it being culturally responsive, it was important to hear from academic administrators one on one, hence the importance of this mixed method study. Mixed method helps to gain a more complete picture of a study, where quantitative or qualitative cannot stand alone (George, 2022). The following section contains the detailed analysis of the qualitative part of the study.

Qualitative Data Analysis

The qualitative data analysis sections were conducted after quantitative data collection and analysis. There were individual interviews conducted with 7 participants. Interview participants were selected based on their responses to the survey questions to academic administrators work experience. They were randomly purposefully selected. The qualitative data collection technique was used to get the results needed to answer research questions, how will academic administrators describe their work experience as it concerns being culturally responsive? And in what ways is culturally responsive practices among academic administrators being incorporated?

Interviews

Qualitative data was collected via individual online interviews. Simple random sampling (Onwuegbuzie and Collins, 2007) was used to identify interview participants. Participants were randomly selected based on their responses to the survey on work environment of academic administrator. Each selected participant was invited to participate in individual interviews. In total 7 participants from survey responses agreed to participate in the interviews. Those that were interviewed were selected based on their survey scores and each person provided an abundance of data that was both equally rich and insightful. Therefore, to highlight the valuable contributions of all interview participants, pseudonym was used in the reporting of data (participant 1 to participant 7). The interviews took place online via Teams and each participant decided on the day and time they were available. Each interview lasted between 45-60minutes. Upon completion of the consent form, permission was obtained to record via Teams, which also automatically transcribed the interview. Notes were taken while simultaneously listening to participants responses to each interview question. Upon the completion of each interview, time was taken to read through Teams transcripts and corrected every word or sentence that was not transcribed correctly. Each transcribed interview was uploaded in NVivo where constant comparison analysis was used to generate codes (nodes) that researcher continued to reduce to smaller chunks for data analysis. In achieving the research questions, the following steps were followed:

Table 14
Demographic Information of Interview Participants

Participants	Gender	Race	Years of exp.	Role
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Participant 1(Till)	Female	African American	8 years	Office Coordinator
Participant 2(Mag)	Male	Middle Eastern	25 years	Accounting
Participant 3(Pag)	Male	Indian	11 years	Executive Director, Student Affairs
Participant 4(Jill)	Female	African American	30 years	Event Coordinator
Participant 5(Dag)	Male	White	16 years	Business Administrator
Participant 6(Kag)	Male	African American	27 years	Business manager
Participant 7(Vill)	Female	White	18 years	Instructional Designer

Construction of a code manual: The first step involved developing a codebook from the research questions of this study. This is because codes represent, as describes by (DeCuir-Gunby, Marshall, & McCulloch, 2011) a significant step in setting up a framework for a logical and focused analysis of qualitative data. Further, (Saldaña, 2012) posits that formulating codes in qualitative research helps in assigning meanings and interpretations to units of information from the transcripts of a focus group discussion or interviews collected in a research work.

Face validity in-text and testing of codes: This phase is concerned with testing of codes generated from within the transcripts and matching them with the appropriate portions of the transcripts. This phase entails a first reading of the transcript based on face validity and assigning codes to them.

Summarizing data and identification of initial themes: All the transcripts from the interviews were transcribed, edited, and exported into the NVivo qualitative software for data management, coding, and analysis. Before the commencement of the coding, all the transcripts were read several times to be familiarized with the contents and obtain a sense

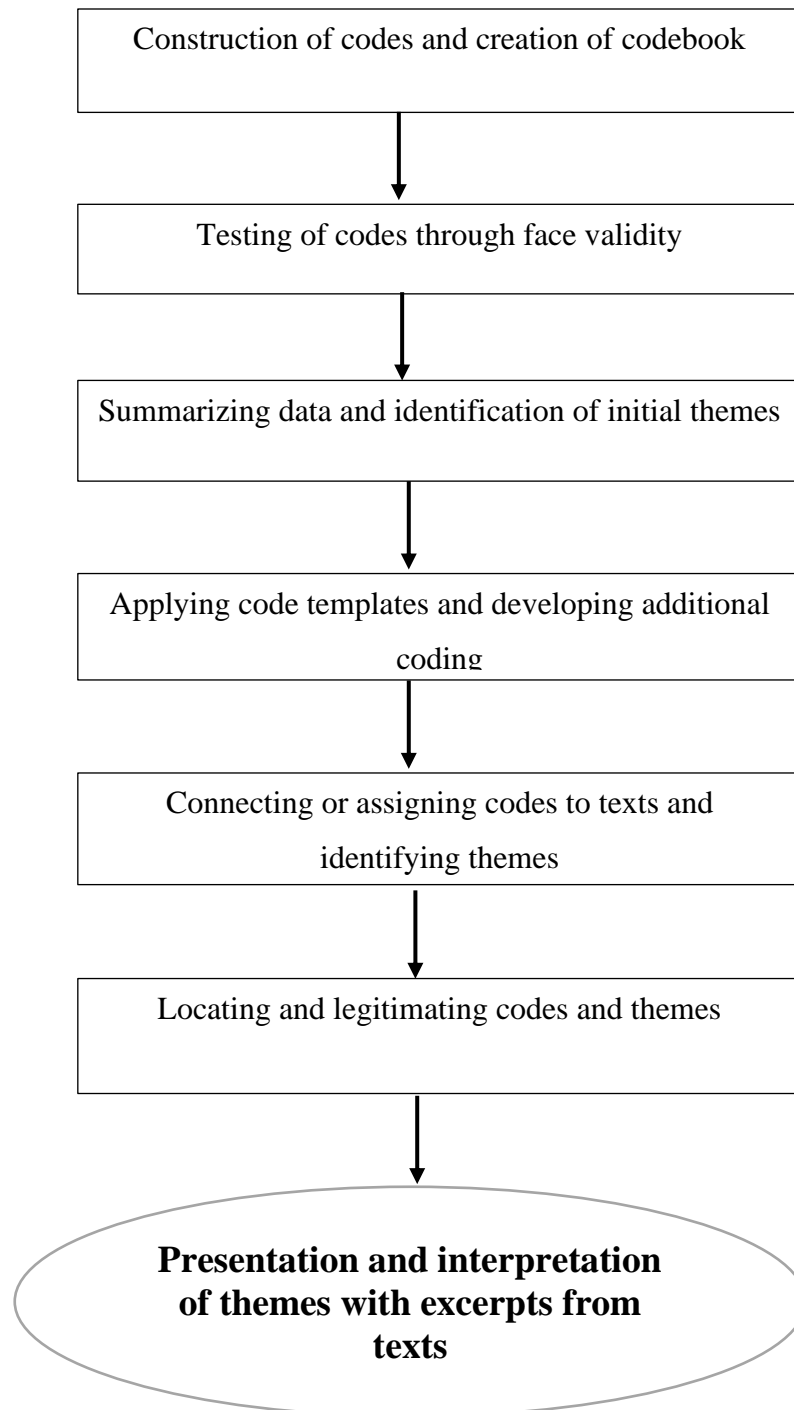
of whole. The phrases and sentences of the individual interviewee served as the unit of analysis. Through this approach, initial themes were identified and guided the reading and coding of all transcripts. This was followed by the grouping and classification of the codes into meaningful categories. However, through this procedure, some other themes emerged. At the end, all the initial themes were modified along the line and used in making a summary of the data (Saldaña, 2012).

Applying the template of codes and additional coding: At this level, transcripts were thoroughly read with a focus on portions of the texts that matched the identified nodes (codes) that were developed (Saldaña, 2012). This procedure was repeated on all the transcripts. Also, some other few portions of the transcripts unfolding new themes were added (Boyatzis, 1998). Following this stage is the grouping of all similar codes to form emergent themes that represent consensus positions among the participants.

Linking the codes and making sense of the themes and locating and legitimating coded themes: In this stage, the codes/nodes were linked to each segment. Through this process, it was possible to refer to the various phrases and sentences of the individual participants of the interviews. This procedure required a revisit to previous stages of the analysis. As a way of confirming and contextualizing the themes, excerpts of individual participants were used in supporting the summary and interpretations of the various themes and sub-themes.

Integration, interpretation, and Presentation of themes with excerpts: In this stage, findings from the qualitative analysis were integrated, interpreted, and presented using content and thematic methods with appropriate excerpts from the participants. The 6 steps are shown in the diagram below.

Figure 5
Diagram Steps Involved in the Qualitative Analysis for this Study



(Saldana, 2012)

Following the underlying information above, the research question (3) in what ways is culturally responsive practices among academic administrators being incorporated? and (4) how will academic administrators describe their work environment as it concerns being culturally responsive? were answered by categorizing emerging themes into the Development of Intercultural Sensitivity, starting from Ethnorelative Stages of Acceptance, Adaptation, and Integration. The themes were categorized from the Ethnorelative orientation because the site of the study (institution) is known to be more culturally competent (one of the most diverse universities in the United States) environment than ethnocentric which depict an environment that avoids cultural difference (Bennet, 2004). Though the theme of Defense emerged from Ethnocentric orientation, it was about responses that relates to the country's opposition.

RQ2 was answered under the themes of intercultural sensitivity stages.

RQ 3: Ways in which culturally responsive practices are being incorporated among academic administrators

To answer this research question, participants provided information on how the institution, leaders and other academic administrators have incorporated culturally responsive practices. These responses were classified under different subheadings according to themes of Defense, Acceptance, Adaptation, and Integration.

Defense: This is when people perceive other cultures as competitive. They have the us-against-them mentality and they will do everything to make themselves feel better about their own culture over others. They are not ready to confront their biases and become defensive when conversations that will try to address it. Bennett (1993) identified three dimensions of defense. In the first, *superiority*, one tends to dignify one's own

group in comparison to all others, there is the exaggeration of the positive aspect of one's group and any type of criticism is like an attack. The second substage is *denigration* where persons opinion about other cultures are inferior and tend to use disrespectful terms to describe other groups and apply negative stereotypes to other groups. The third substage of *reversal* consists of seeing other culture as superior to one's own and feeling disconnected from one's own culture group (Paige, Jacobs-Cassuto, Yershova, & DeJaeghere, 2003).



Culture shock: This is the feeling of disorientation or ostracism from an environment usually an unfamiliar culture or strange environment. The participants mentioned that they recognized there were cultural diversities in their institution and shared some of their experiences before they were finally integrated into the system. Below are some of these captions: “....Jill said, and the issue with understanding, the first day is not good for you, You Okay, you don't understand anything on the first day, because you are new, and the culture is different.

Mag also said: “and it wasn't until I guess After Hurricane Katrina When I moved down here to Houston that I had a culture shock and when it comes to Africans, you know, there are different parts of that and different countries, you know, that experience alone...”

Culture Superiority: In the context of cultural superiority, participants shared their experience as to how they feel because of what the society keeps emphasizing about the superiority of their race and how the country also want to make everybody indirectly think a certain way (Anderson, 1986):

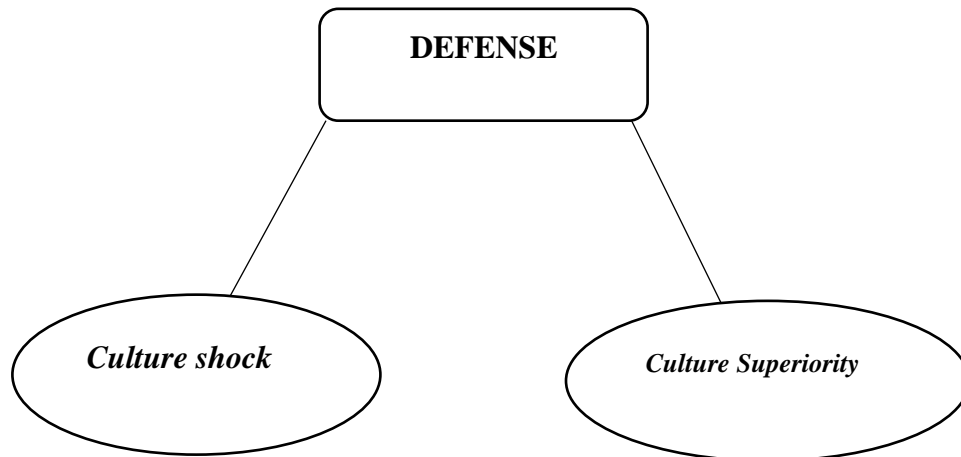
Kag a business manager said, Sometimes it makes you feel because, you know, we've been Indirectly taught that there are certain races that are superior to others. And so sometimes you're made to feel that way, and you carry that with you.... But again, as, as you mentioned, that these are the challenges when somebody thinks that everybody should be like them. Everybody should speak their language. Everybody should speak like them walk Like them, (I: think like them) yeah, things like that. So, it's this is a big issue with us as we're having here in the United States right now

A participant shared her experience on how she felt when she first got to the college she currently works, by stating that she felt inferior because the Whites dominated the college. Below is the excerpt:

Dag said, I've been thinking about is, also when I when I started in college, eight years, eight and a half years ago., I would say the majority of the faculty looked like me, I would say, majority White... but the college has made

an intentional effort to work on diversifying the way in the college. [Executive Director of Business Administrator].

Figure 6
Defense



Acceptance: This involves people accepting and recognizing differences. They see that patterns of behavior exist among cultures and other cultures have valid perspectives that should be respected and valued. Curiosity is one of the characteristics of acceptance stage. People become curious about other cultures and people. It is usually the beginning of cross- cultural relationships and social interaction. It is important to note that according to Gay (2001) cross-cultural communication is one of the most important elements of CRT. People at this stage of cultural sensitivity are guided by respect for other cultures and between its not bad or good phase. Under this theme, the following sub-headings were generated:



Cultural diversity awareness: First and foremost, being aware of the different people with different characteristics such as culture, ethnicities, religions, race, countries etc. in one's own environment promotes understandings and prevents misunderstandings, facilitates growth and productivity at work and causes an individual to feel sense of belonging or to adjust on time in an environment. It was mentioned by Pag that:

...because I experienced it when I came in, that makes a big difference.

When you experience it, it's called the lived experiences. When you go through that experience. So, when I was applying for a job, I was like still remember in 2005, I was like should I be bilingual, you know, you need to be bilingual, obviously, a bilingual, I can do couple of languages. But what I want, then really what that meant to be Bilingual means I should know Spanish, but I did not right. So, when you have that lived experiences, it's all about your experiences. So that makes me more considerate. Let me put it that way.

Accepting and relating with people of different cultures:

You believe in ethnically diverse group of people, right? The first thing you have to understand is you should be a good listener, you should listen and then you should, only when you listen you can understand what, I'm from India Right? I have a peculiar culture in which I was born. I was brought upand culture ... but that may not be the same with somebody else, who is coming from let's say Europe, right? And it may be totally different for somebody who is coming from the Middle East, or from Africa. So, you first have to listen to them. You understand where they are coming from, you understand their values, you know.... And one of the things you do is you listen to people, you, you understand what they are, where they are coming from. You know where they are, what the value proposition is, you know, what They value most, and understanding...the most important thing is listening, communicating and understanding, you know, if you have those three things going on, then ...[Executive Director, Student Affairs].

Jill also mentioned the importance of learning how to deal with people from different culture "That's, why you need to learn how to deal with each one and bring, and if they're having issues, to try to bring the peace between all of them to for able to...". Other opinion about emphasized being aware and mindful of other people's culture and accepting the way they are is very important. This, the participant stated, fosters unity and work productivity.

Um, well, I think my team is, is very diverse. Um, so my direct my direct reports, I have. So, in the Office of Finance we have I have six employees all. Um, in see I have there's two employees that identify as Hispanic and four that identify as Asian and so um...I think that we all work well together. Um... I'm mindful of what people people's beliefs and understanding what's going on in it from a cultural perspective... in working with outside of the team, working with leadership, which is who's ethnically diverse also, it just gives me a better idea of how to do my job better

Knowing/relating and interacting with staffs:

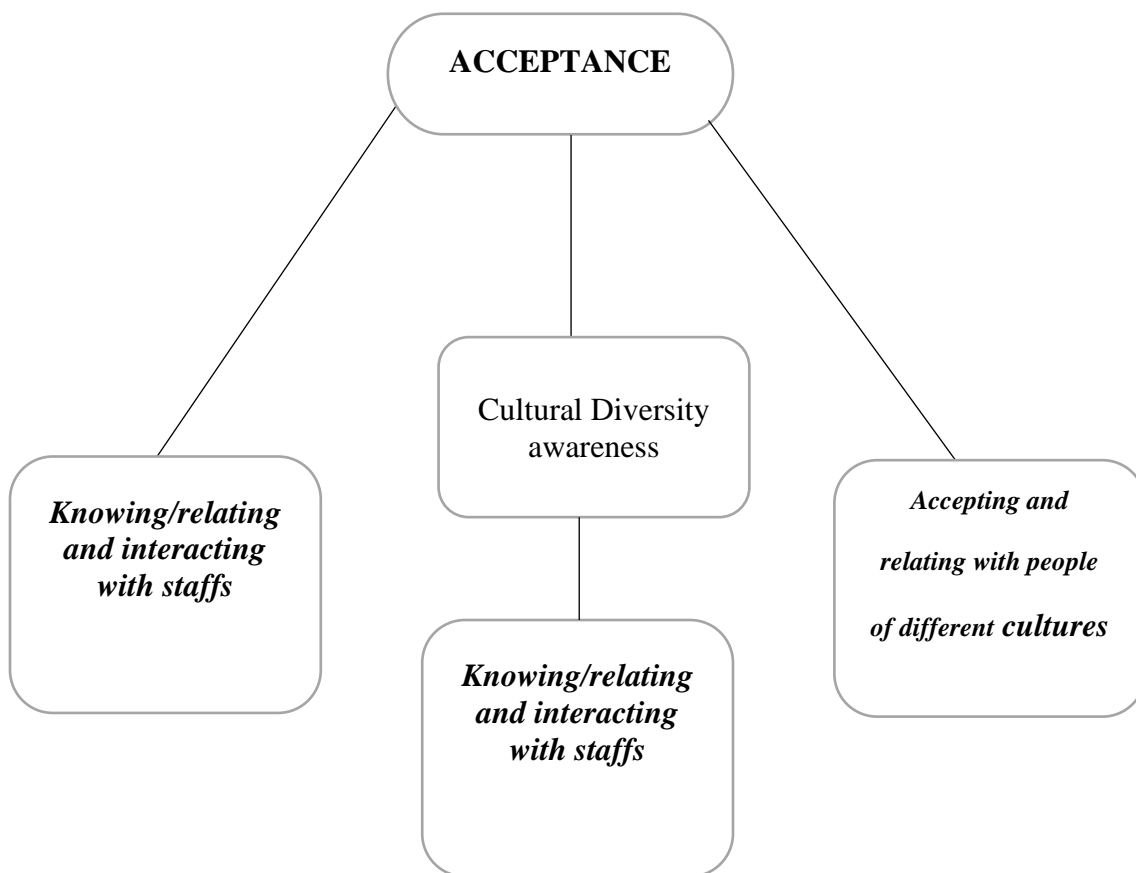
According to Gag, one of the ways one can also show some type of acceptance of other people's culture is to relate and interact with other people: "... you get to know them outside of their beliefs outside of all this other stuff, and you see at the end of the day, people are just people.... So, I think that helps at the end of the day. So, those are great benefits of working in an environment like this and helps you grow. You Learn about yourself. Learn about other people, it helps to rid yourself of, you know, those stereotypes or whatever you've been taught, whatever preconceived notion. I'm very aware of other people's cultural differences and I'm one of those people that are very inquisitive. So, I like to ask questions and I like to learn about people. I like to learn people's stories... Some other participants talked about the joy that comes with working in a diverse environment. Working here "you see everybody...laughs... you get to learn you

work with everyone. I mean, we are so diverse here. And I mean that has helped me in my interaction. [Business coordinator].

Some participants also highlight the need to be conscious of other people's differences even though one may be knowledgeable about other peoples' differences:

I'm very well, I mean, I've interacted with so many different nationalities it's a norm now no professional at it. But I, I recognize different things, in different cultures and one are respected for others. So, I'm mindful of that. I at least I tried to be mindful of that... and to just to know what's going on in their lives and what's been their cultural experiences or their experiences growing up, that have shaped them in throughout their career. Um... So, knowing that everything that we do or encountered shapes us in some way or form. [Vill, Instructional Designer]

Figure 7
Acceptance



Adaptation: This stage shows that the issue of ethnical differences is being resolved. People are becoming emotionally and intellectually empathetic towards other cultures. One start to experience the world through the lens of different cultures and find ways to interact in a relaxed and authentic way. It begins to provide a safe space to discuss different cultural experiences and perspectives in a sensitive way. Frame of reference can now be shifted with a broader perspective (Paige et al, 2003)



Familiarization: In the interviews, it was highlighted that undergoing the process of learning until when an individual gets fixed into a community is important. This is the principle of adaptation. It was captioned in Mag's(Accountant) words that:

Give it time, you know, take it easy. That's what I always think. Take it easy read and understand the personality, understand the culture, you try to understand where they're coming from and talk to them, talk to people, that is the best way. ”

Empathy: Participants explained how they became used to other people's culture with time to the extent that they began to have compassion or concern for one another's feelings, emotions, and work. Captioned below is an example justifying this assertion by Pag:

I am very compassionate and highly empathetic leader. So, for me, it's important to form relationships with people first. I think, for me, it was important to treat people with the high-level respect, especially before I even ask them to do anything. Because I feel like a lot of people, I wish I know this for sure, for sure...

Respect for staff administrators: Another way to adapt to other people is by respecting others: So, I don't have any issues because I don't take it personally but also because I treat people with respect. [Executive Director for Academic Affairs and Business Operations] In Jill's word, it was mentioned that:

I mean you know, there are other times when I say certain things I probably shouldn't have. Yes, do I if I find that I've said that., do I go apologize? Yes. Um, So I feel that it's just part of being responsible. I go like, I didn't know that was going to offend you. So, I apologize for that. And here's what I'm going to do to not do that in the future.

Maintaining equality: With regards to this theme, some participants expressed the need to treat people equally, whether they have high position or low position. People need to feel that they are important even if they do not have an obvious important position. According to Bennett (2004) “adaptation offers an alternative to assimilation. Adaptation involves the extension of your repertoire of beliefs and behavior, not a substitution of one set for another. So, you don’t need to lose your primary cultural identity to operate effectively in a different cultural context.” Pag shared what he learned from his dad with regards to treating people equally:

You learn to treat People equally but differently (I: Equally but differently) mmm because I mean as an example, I could be meeting with the president of a country or meeting with the president of a country or meeting with somebody that’s going around, cleaning the building. The president of the country requires a different way of how you talk to them, how you meet with them. But also, with honesty what I feel when I’m meeting with somebody that’s cleaning the building, I need to give them more attention or more respect in a different way.

Integration: People at this final stage have become very familiar with different cultural worldviews. They now identify with more cultures other than theirs (Paige et al, 2003). They start to incorporate values, beliefs, perspectives, and behaviors of other cultures in appropriate and authentic ways. As explained by Bennett “Integration of cultural difference is the state in which one’s experience of self is expanded to include the movement in and out of different cultural worldviews.... people are able to experience themselves as multicultural beings who are constantly choosing the most appropriate

cultural context for their behavior.” People who are fully integrated have most likely lived or travelled frequently to other countries. They have experienced other cultures firsthand. In this case, Mag explained:

I enjoy interacting with my co-workers, and with the students. But I enjoyed the interaction with people with our faculty staff and colleagues around the university. So, my job isn’t just like sitting as an accountant just looking at numbers but constantly interacting and assisting others and helping solve their problems” [Accounting].

RQ4. How academic administrators describe their work environment as being culturally responsive.

Under this section, participants provided different responses with different scenarios whereby their institutions have been culturally responsive. These responses were also classified under culturally responsiveness and DMIS framework that guides the study. Themes developed below:

Cultural Inclusiveness:



All-inclusiveness: All the respondents interviewed stated that there is the presence of cultural diversity in their institutions and stated assertively that their working environment though culturally diversified, but culturally inclusive. According to Gay (2010) tapping creativity and providing practical experience for all is one of the tenets of CRT. People can be allowed to choose from a variety of options when it comes to mastering key concepts. They can be encouraged to propose a task of their own (Gay, 2010). Personal participation and decision-making process are ways to encourage master. In the words of Jill, it was captured that:

The University is very diverse. All our initiatives really focus on making sure that we are inclusive of everyone..... So, we're totally diverse in terms of Staff here at the University and everyone can contribute as much as they can.

Dag a Business Administrator said:

You speak with people with different view, viewpoints you, you get to work with a lot of different and diverse group of people that makes it most interesting. Also, the school has diversity and Inclusion office that is very involved. And I know we have some faculty and staff that are supportive too.

Another participant believed their institution practices unity in diversity in many of its programs. For instance, findings from the interviews show that some institutions engage in social events that include and promote different cultures. The excerpts below by Kag justify this statement:

I think the institution does well with that, as far as being culturally sensitive to other people's experiences, or to what their cultures are. Recently during the Christmas time, or the winter holiday, either decorations came down in the

college or some of the decorations were modified to include other cultures. There were some stuffs for Kwanza, and other Christmas stuff, so I think the college itself is working on and it's a continual working on being aware of the different cultures that are in the college and the different the background and knowing that what might make sense to one person could not make sense to another person. It's just in seeing from how people were raised or their life experiences.

Non-discrimination: Gay (2010) also proposed that if leaders want to work well with marginalized people, they need to build a sense of community among everyone by creating an environment involving inquiry, discourse, and personal involvement.

It was also captioned in the interview sessions that participants' working environment even though is culturally diverse, does not give way to discrimination among staffs.

...Be sure that we comply, make sure that we are not discriminating against anyone. Making sure that everyone is asked the same questions and given the same opportunity, just kind of keep a fair balance between a candidate of everyone who applied, making sure that everyone who was qualified for the position gets pushed you and their applications are reviewed. We make sure that we are educated and, abreast on the latest changes just so that no one is discriminated against, no one is mistreated [Pag]

Freedom of expression and participation among staffs: The personal is powerful is one of the characteristics of CRT that aligns with this theme. Relationships are

important on the quality of work and learning. Staff (student) will perform better in an environment that makes them feel comfortable, free, valued, and expressive. An environment that is supportive, caring, promote dignity, and enjoyable is necessary when it comes to cultural responsiveness. Bonding and having relationships with co-workers should not take away the rigor of the work they are expected to do. People should not feel reluctant to share their experiences, impressions and thought on racial discrimination and ethnic inequality. Till an Office Coordinator expressed this by saying:

There are lots of opportunities to participate and have your voice for example the staff Council. Like a student council, university has staff council too. So that's a form or medium where we can voice our issues and the president comes to those meetings and she hears us out too.

Mag also said:

There are so many different events that are hosting on our campus and they could make sure to take initiatives in the university to make sure that they are being inclusive, you know, and it comes to practices or you know, promotional events at the University. I also volunteer with a variety of organizations and serve on committees within a university because there are lots of opportunities to participate.

Establishment of committee to address racial issues: Participants also discussed the importance of addressing racial issues that most institutions try to avoid.

According to Jill, everything that we do is culturally responsive. I mean, even for example, after the George Floyd situation, you know, the university partnered with m colleges, and kind of, you know, formed a committee to really continue to talk about these issues that affect people of color. Social justice committee came out of that, I thought was amazing and just the different things that they've tried to be conscious of as a university

Well, I think the university has been with the some of the things that we had going on after the George Bush Floyd incident. I know that we have a committee that's strategically looking at how the university is in typical, more diverse, looking at the diversity of the students, and the diversity of the faculty. It's gotten a lot better than last 15 years compared to what it was back in the day So, I do see some improvement there. [Kag]

The themes for the second qualitative research question, how academic administrators describe their work environment as being culturally responsive was further categorized into DMIS:

Acceptance:



Respect for appearance/dressing: Different beliefs and values shape people, hence the importance of respecting everything that goes into what makes everyone (Bennet, 2007). For example, Till said:

A lot of people I have seen just publicly had concerns about being an African American woman and hairstyles, right? And some, don't feel comfortable where they work because they are told they do different hairstyle and it is not professional, it's not ideal or whatever. I've never felt like that. I wear my hair however I want to wear my hair. I'll change it a lot. And if anything, they complement, they like it. However, I want to wear my hair is totally welcomed and accepted.

Teaching/educating staffs and students: Acceptance can also manifest in how curriculum is designed, such as teaching students about other cultures part from the dominant culture and having them reading multicultural literature (Bennet, 2007). This strategy suggested by Bennet is also related to CRT (second framework of the study):

Dag said, even at the College of Nursing, for example, the responsiveness is ironically before the George Floyd issue that occurred, we were also involved in learning some of the history of the Third World. I know the school was working on the diversity and teaching its diversity culture to bring it even closer within the school faculty and staff body. Then after George Floyd issue, the Colleges and Departments have also been involved and delivering lectures and bringing local and national speakers. It's been zoom or teams, but they happen, delivering lectures, and sessions related to the diversity on that topic has been responsive.

Adaptation

Maintaining equity among staffs/students: As it concerns adaptation in a culturally responsive environment, it can manifest when people from different cultural backgrounds can discuss their cultural experiences and perspectives in a comfortable way and being sensitive to other cultures.

Vill said, having lots of conversations around equity among students and staff and making sure that they get to know who the students are and what's important to them and we just make changes daily, focus on that. It's a constant improvement and conversation.

Mixed Method RQ

What result was determined from comparing academic administrators' work experience (quantitative data) and their being culturally responsive (qualitative data)?

This objective evaluated the quantitative analysis on academic administrators' experience in relationship to culturally responsiveness in their institutions. A mixed

method approach was used to achieve this objective. For the quantitative phase, four (4) questions were used to measure the academic staffs among co-workers and were analyzed using descriptive analysis and Chi-square. Findings from the qualitative interviews on the other hand were used to compare the results of the quantitative phase using excerpts generated from the interviews.

Table 15
Work Experience of Staffs and Cultural Responsiveness

Variables	None or very few	Some, but less than one-half	About one-half	More than one-half, but not all	All or almost all	Unable to Judge
STAFF in our institution: [Respect the communication styles of different staff cultures.	2 (2.53%)	3 (3.80%)	13 (16.46%)	22 (27.85%)	34 (43.04%)	5 (6.33%)
STAFF in our institution: [Work in a way that is respectful of the preferences of the staff	2 (2.53%)	2 (2.53%)	8 (10.13%)	25 (31.65%)	36 (45.57%)	6 (7.59%)
STAFF in our institution: [Develop emotion towards understanding and appreciating cultural differences	2 (2.53%)	3 (3.80%)	12 (15.19%)	20 (25.32%)	39 (49.37%)	3 (3.80%)
STAFF in our institution: [View building trust between the institution as important	2 (2.53%)	-	9 (11.39%)	24 (30.38%)	38 (48.10%)	6 (7.59%)

Author's work, 2022

Table 15 explains the way the staffs and institution management practice cultural responsiveness. From Table 5.1 it was deduced that more than 40 percent of the respondents surveyed reported that all the staff or almost all the staff in their institution respect the communication styles of different staff cultures, 27.85 percent said more than one-half respect the communication styles of different staff cultures and 16.46 percent mentioned that about one-half respect the communication styles of different staff cultures respectively. Of all the persons surveyed, 45.57 percent believed all or almost all staff in their institution work in a way that is respectful of the preferences of the staff, 31.65 percent held that more than one-half work in a way that is respectful of the preferences of the staff while 10.13 percent stated that about one-half respect the preferences of other staff members.

Similarly, nearly fifty percent (49.37 percent) opined that all staffs develop emotion towards understanding and appreciating cultural differences, one quarter (25.32 percent) stated that more than half of the staffs develop emotion towards understanding and appreciating cultural differences and 15.32 percent reported that about one-half of the staff develop emotion towards understanding and appreciating cultural differences. While about fifty percent stated that all staff in their institution view building trust between community and the institution as important, more than one-half (30.38 percent) believed this assertion as well.

On the other hand, a few of the qualitative excerpts also justifies some of the responses in the quantitative phase in Table (4.5.1). For instance, while it was reported by nearly fifty percent (49.37 percent) respondents surveyed in the quantitative phase that all

staffs develop emotion towards understanding and appreciating cultural differences, it was also captioned in the qualitative findings that most of the staffs in the institution demonstrated high level of awareness of other staffs' culture and are mindful and respect their cultural differences and beliefs. Excerpts on this statement is captioned below:

According to Vill, I think that we all work well together. I'm mindful of what people's beliefs are and try to understand what's going on in it from a cultural perspective. So, just being mindful of that in working with outside of the team, working with leadership, which is also ethnically diverse just gives me a better idea of how to do my job better.

Mag also reiterated that:

I've interacted with so many different nationalities, I am now a professional at it. But I recognize different things in different cultures. So, I'm mindful of that, or at least I tried to be mindful of that.

It was also deduced from the quantitative phase that more than 40 percent of the respondents surveyed reported that all the staff in their institution respect the communication styles of different staff cultures. A similar excerpt from the qualitative study justifying this statement is stated below.

Pag said, the first thing you have to understand is you should be a good listener; you should listen and then when you listen you can understand. I have a peculiar culture in which I was born, and I was brought up, but that may not be the same with somebody else, who is coming from let's say Europe, right? And it may be totally different for somebody who is coming from the Middle East, or from

Africa. So, you first must listen to them. And one of the things you do is when you listen to people, you understand what they are, where they are coming.

Further, the quantitative analysis showed that staffs have respect for one another's preferences.

Table 15 showed that 45.57 percent believed all staff in their institution work in a way that is respectful of the preferences of the staff, 31.65 percent held that more than one-half work in a way that is respectful of the preferences of the staff while 10.13 percent stated that about one-half respect the preferences of other staff members. The also qualitative findings justify that administrative staffs are culturally responsive through having respect for one another's preferences. This was captioned in three dimensions. First is on freedom to participate in events, freedom of expression and lastly is on how staffs respect one another's appearance/dressing. The following response from participants substantiates this statement:

There are so many different events they are hosting on our campus and they make sure to take initiatives in the university to make sure that they are being inclusive, you know, and it comes to practices or you know, promotional events at the University. I also volunteer with a variety of organizations and serve on committees within a university because there are lots of opportunities to participate in inclusive events

There are lots of opportunities to participate and have your voice, for example, the staff Council, like a student council, university has staff council too. So that's

a form or medium where you know, we can voice our issues and the president comes to those meetings and she hears us out too.

A lot of people I've seen just publicly had concerns about being an African American woman and hairstyles, right? And some, don't feel comfortable or some are told I do this hairstyle, isn't Professional, is not ideal or whatever. I've never felt like that. I wear my hair however I want to wear my hair. I'll change it a lot. And if anything, they complement, they like it. That means they recognize me all the time, but I wear turbans scarves, or whatever. However, I want to wear my hair and I feel totally, welcome and accepted.

Overall, both the quantitative and qualitative findings justifies that the work experience of academic staffs shows they are culturally responsiveness at the institution of investigation.

work experience of respondents in Boston University associates with job role of Academic administrators.

Chapter V

Implications, Recommendations and Conclusion

This study focused on cultural responsiveness in work environment where people can learn and relate respectfully with people of their culture as well as those from other cultures, (Williams, 2021). Research suggests that organizations and institutions are working on diversity among their employees, for instance, a report published by McKinsey and Company on Why Diversity Matters (2020) confirmed that the relationship between diversity on executive teams and financial outperformance has improved over time. But it is still evident that there is need for improvement in creating a more culturally responsive work environment where diversity does not, by itself, increase work effectiveness, but what matters is how an organization use diversity to create a safe working environment (Ely and Thomas, 2020).

Regardless of the research being investigated, it has been convincingly determined that diversity among student, faculty and administrators is necessary for complete education (Richardson, 2009). Most higher education institutes depend on several key stake holders like students, faculty, and academic administrators for the delivery of effective academic programs and each stakeholder contributes to academic program delivery and governance processes (Knight & Senior, 2017). The complexity that impacts the operations of an institute may adversely impact the student learning experience (Knight & Senior, 2017), therefore, academic administrators are important to allow teaching faculty to focus on teaching, to promote accountability and inform decisions (Paget 2019).

There are over 1.7 million academic administrators in the United States (White, 2016). While the racial and ethnic makeup of students in higher education is becoming

more diverse, college faculty, staff and administrators are mostly White (Association of American Colleges and Universities, 2019). One research suggests that many postsecondary institutions administrators are much more diverse than faculty (White, 2016), while another study from University of California of the employment demographics of 10 public universities found that minority staff only comprised 35% of management level non-teaching positions, though minority staff were overrepresented in the lowest administrative job classification (Kwon, 2016). As it concerns college presidency, White male makes up 58% and White women make up 25 %, while men of color make up 11% and women of color only 5% are underrepresented (AAC&U, 2019). AAC& U (2019) also reported that offices on campus like student affairs was most likely to have a person of color as its highest-level administrator. Therefore, while people of color represented less than one-fifth of senior executives, over 42% of service and maintenance staff were people of color (AAC&U, 2019).

This research provided a comprehensive understanding of a Culturally Responsive Work Environment among Academic Administrators. This study was conducted because, despite the efforts to create a safe and inclusive work environment in the United States, the country still experiences some degree of unequal representativeness in its academic workspace, particularly in higher positions (ACE, 2017). Therefore, given this background information, this study is timely in responding to the call for research to address the issues on cultural responsiveness in the academic workspace at the selected academic institution in the United States.

This study employed a mixed-method approach of data collection that involved a simultaneous collection of data using the quantitative and qualitative approaches in one

study to achieve the stated research questions. Quantitative data were collected using a primarily administered questionnaire with questions ranging from socio-demographic characteristics of respondents to questions on cultural diversity and cultural responsiveness among administrative staff and the institution management. Qualitative data on the other hand was obtained through conducting semi-structured interviews among selected administrative staff who also participated in the survey. The qualitative study was guided by a semi-structured interview.

The study addressed three research questions which were to examine how work environment impacts academic administrators; assess ways in which culturally responsive practices among academic administrators are being incorporated; investigated how academic administrators describe their work experience as it concerns being culturally responsive, and finally evaluated what result was determined from comparing academic administrators' experience at work and they're being culturally responsive. Quantitative data were analyzed using descriptive and inferential statistics and content and thematic analysis were used for the qualitative data analysis.

Quantitative methods were used in this study to determine how academic administrators are impacted by their work environment. This part of the research was important in understanding how academic administrators are impacted by their work experience as it concerns their role, race, year of experience and other factors. The use of descriptive, frequencies and Chi-Square allowed for connections between variables to be determined and the explanation of variable combinations to determine work experience.

The qualitative part of the research helped to deeply understand individual work experience and work environment as it concerns cultural responsiveness. It was important

to get a deeper understanding of individual academic administrators because individual account was of interests for more understanding of the phenomenon. For instance: (a) some participants represented racially and ethnically minoritized populations (b) most have worked at the institution for so long (c) there was a mix of high level and medium level administrators.

The mixed method portion of the research helped to further explain the impact of work experience on academic administrators and how culturally responsive their work environment is. There was data convergence and juxtaposition to examine quantitative and qualitative results. It was important to see if is any similarity in result findings. However, there was strong connection in the study findings from both the quantitative and qualitative phases of research as similarity of findings were found from both portions of the study.

Purpose of the Study

The purpose of this mixed method study was to understand how academic administrators are impacted by their work environment and how culturally responsive academic administrators work environment is in a diverse university in the United States. A person's work environment is the setting, social features, and physical conditions in which one performs their job (Indeed, 2021). The characteristics of a work environment can impact the feelings of wellbeing, workplace relationships, collaboration, efficiency, and overall employee health (Indeed, 2021). Knight and Senior (2017) argue that academic administrators are not only essential for daily execution of the various service provisions of a successful university and its academic programs, but they are also the core for effectively running other departments. Hence, this study seeks to explore

circumstances that may impact work environment effectiveness among academic administrators particularly among racially and ethnically minoritized populations. For instance, a report from University of California, Berkeley one of the top 15 universities in the United States (Forbes, 2019) says that they have been working over the past 10 years to improve their faculty and staff diversity by institutionalizing work to improve equity, inclusion, and diversity. Report from Berkeley University shows that there is still significantly less gender and ethnic diversity in management than in non-management positions (UC Berkeley Human Resources, 2016). Therefore, even top universities are still struggling with diversity and inclusion among staff.

Problem of Study - Discussion

The problem of this study was addressed because the shift in student, faculty, and administrators' demographics in American Universities and Colleges calls for necessary measures to improve work environment and experience (Russell et al., 2019). Culturally diverse work groups and teams have become important components in all types of organizations around the globe as reflected in the institution of this study (Korovyakovskaya & Chong, 2016). In 2017, report from American Council on Education shows that among college and university professional staff, one in four student affairs professionals and a little more than one in five academic affairs professionals identified as people of color. Participants of this study also reflect the current diversity growth, particularly people who participated in the interviews. The report further shows that the percentage of minority workers is higher among low to average level academic administrators. Findings from the study shows a statistical significance in ethnicity and job role of academic administrators, that is, there are more White academic

administrators in senior management roles. Regardless of the job positions minority administrators occupy in colleges and universities, they continue to grow, hence this study shows the importance a work environment that is inclusive, respectful, safe, and supportive for ethnically and racially minoritized population. Participants expressed several ways their institution promotes safe and culturally responsive work environment.

Universities are making it a priority to ensure that there is racial and ethnical diversity among higher education administration professionals. More so, universities are becoming more aware of their own biases and preferences (Wolfe & Dilworth, 2015). Some of the interview participants gave example of how their institution have been responsive in terms of how they respond to social issues like the George Floyd case. Though retaining academic administrators of color has been a significant hurdle, most participants in this study have been working at the institution for over 5 years. Research has identified several barriers to retention that administrators of color face, including hostile working environments, limited access to mentoring and sponsorship programs, marginalization, and underrepresentation (Wolfe & Dilworth, 2015), but in this study, participants expressed a positive work experience in a culturally responsive work environment. A culturally responsive environment involves using cultural knowledge, experiences, and frames of reference as well as understanding diverse learning styles to make learning (working) more effective (LSU, 2017). The interaction of multiple cultures in a work environment reflects the importance of intercultural understanding (Marga, 2010). Researchers argue that the biggest driver for higher level diversity and inclusion strategy is tapping into creative, cultural, and communicative skills of a variety of employees and to use those skills to improve policies and services (Patrick & Kumar,

2012). One of the significant findings of this study is the presence of policies that supports positive work experience. Increased diversity in a workplace leads to difficulties in communication, coordination, and collaboration (Korovyakovskaya & Chong, 2016), hence, the importance of creating a culturally responsive environment that will improve effectiveness and productivity among minority employees.

Discussion of Quantitative Research Findings

This section summarizes the findings from the quantitative and qualitative analyses. Firstly, from the first research question which addressed the impact of university work environment on academic administrators' work experience, it was found that the ethnicity of respondents is significantly related to the current job role of respondents. Notably, the findings showed that White academic administrators had the highest proportions or roles as senior management staff in the institutions than other ethnic/racial groups, thereby, negating the principle of healthy diversity which was put forward by (Jongbloed, Enders, & Salerno, 2008) which stated that a diverse environment with respect for cultures brings about a wider and more productive community. Also confirming Forbes (2019) report that shows in an institution like Berkeley with over 8000 staff, 33% are underrepresented (Underrepresented groups are African American, Chicano/Latino, and Native American/Alaska Native) while 67% are Whites. Their report also shows that there is still significantly less gender and ethnic diversity in management than in non-management positions (UC Berkeley Human Resources, 2016). Therefore, even top universities are still struggling with diversity in top management positions. Though there has been improvement in diversity and inclusion among staff as stated by some of the interview participant who have worked at the institution for over 20 years. It

was still apparent in the study outcome that there are more White people in higher management roles.

The quantitative report also found a varying degree of cultural responsiveness from the institution's management. For instance, it was found in the analysis that 32 percent reported that their institution has recruitment policies and procedures which are supportive of building a diverse staff that is culturally responsive, 23 percent reported their institution has policies and procedures for reviewing and acting upon client feedback on its cultural responsiveness and 22 percent reported their institution has policies and procedures for making materials affirming of the various cultural backgrounds of people served. Findings also showed that more than 40 percent reported their institutional leaders have clear vision of what cultural responsiveness means and support the creation and innovation around cultural responsiveness practice. This supports the argument put forward by (Adserias, et al., 2017) stressing that the role of leadership/management in initiating changes that fosters diversity at higher institutions cannot be overemphasized. The authors argued further that a change in the organizational environment and customs which seeks to promote cultural diversity is essential to produce the change needed for a diversity agenda to thrive among students, faculty, and staff.

Similarly, the quantitative findings revealed that the institutions often encourage, allow and support persons of different backgrounds to pursue opportunities to share their expertise with others formally. One of the benefits of sharing expertise in a culturally diverse work environment has been captioned in the qualitative study that promotes productivity among staffs and brings about growth in the institution or at the

departmental level. This finding is in line with the theoretical framework (Gay, 2014) who postulated that a diverse work environment promotes an effective work environment through awareness of other people's cultural knowledge, using employee's prior knowledge, frames of reference and performance style to make work environment more relevant and effective.

Discussion of Qualitative Research Findings

Though the qualitative aspect of the research was grouped into priori theme of the development of intercultural sensitivity continuum of Ethnorelative stages. There are three themes that were more prominent than others in order to fully answer the qualitative research questions of how academic administrators describe their work environment as it concerns being culturally responsive and ways in which culturally responsive practices among academic administrators are being incorporated. Each prominent theme is described below.

Acceptance: This study concludes that academic administrators at the institution of study have learned to accept each other's differences by being opened to learning from one another. They also emphasized the willingness to learn other people's culture and way of doing things. Importantly, acceptance does not mean that one prefers, or completely agree with the behaviors or values of other cultures; it means that one is aware and accepts the fact that different cultural worldviews exist and that our worldviews shape our values, beliefs, and behaviors (Bennet, 2017). Some participants emphasized their consciousness about other people's culture and differences because of their exposure to other parts of the world. Research suggests that travel increases

awareness of basic connections and associations with people of other cultures (Galinsky, 2010).

Respect for appearance and dressing was also a point of importance in one of the interviews (Till). The participant discussed how comfortable she feels in her work environment though she must change her hairstyle weekly and sometimes monthly. She does not feel uncomfortable anytime she changes her hairstyle. One of the discussions in cooperate America has been the setbacks African American women gets for changing their hairstyles every time. Some organizations comment on it, while others are not bothered about it. This may be the case of unconscious and conscious biases; people can comment about someone's hairstyle without thinking it is disrespectful or will make them uncomfortable. According to Tchenga (2021), Black women have not successfully gained the freedom to wear their hair in natural hairstyles in the workplace. This bias adds more to the burden on black women and their productivity at work.

Training and development: Most participants agreed that their institution is responsive and has been more responsive since George Floyd incident. They have been more attentive to others and have incorporated more trainings and development in other to enlighten people about diversity. This was also apparent when participants said that there are existing procedures and policies to encourage cultural responsiveness. Diversity and inclusion training provides a safe, supportive place for people (Minor, 2020). People can face their biases and prejudice while reducing Workplace discomfort. It is important to teach employees to be aware of their behavior and how their behavior can impact others (Minor, 2020). While most of the participants expressed the growth in professional development, two of the participants stated these trainings may be available, but they are

not prominent. They said they are not required to take these trainings, maybe because of their job role or just because they are there but not required. Organizations should promote and make compulsory diversity training and see it as intentional professional training designed to develop skills needed to promote proper working and interacting with people from diverse cultural backgrounds (Noe, 2010; Hughes & Byrd, 2017).

When employees are aware and trained on how to work in a diverse environment, work environment will be safe and not filled with tension. This finding is also in consonance with Sohail et al (2011) report that a viable and cost-effective training program is needed because training has a positive effect on organization commitment, career satisfaction, and innovation. Further Sohail et al (2011) suggests that diversity training requires multiple resources, training and development and understanding of the changes in different ethnical culture of the workforce.

Compulsory, and valuable professional development will address most of the work experience issues in a diverse work environment. Institutions can use effective training and design methods as suggested by Lindsey, King, Membere, & Cheung (2017). They identified two effective methods a) Diversity Setting with Perspective-taking, which is based on developing people's perspectives of others and learning to empathize with minority/diverse groups to improve pro-diversity attitudes and behaviors. b) Diversity training with goal setting is as more flexible training and it focus on participants' specific, measurable, and challenging goals related to diversity in the workplace. This second method is not generic in that each participant can identify their biases and weaknesses and their professional development can be tailored to it.

Adaptation: Another conclusion from the qualitative theme relates to participants talking about how they have been coping well with other cultures if they say so themselves. Some of the participants agreed that they have made errors in relating with others, but most importantly is identifying those error and making changes. According to Bennett (2004) “adaptation offers an alternative to assimilation. Adaptation involves the extension of your repertoire of beliefs and behavior, not a substitution of one set for another. So, you don’t need to lose your primary cultural identity to operate effectively in a different cultural context”. In addition, study found that being culturally responsive fosters positive relationships like harmony, help/ assistance, feelings of trust and understandings and respect among staffs within the institution. This was established in the qualitative research question and in line with Dunagan et al, (2014) who opined that cultural bias must be tacked to promote positive intercultural relationships among people in an organization. Strengthening this argument is the work (Booth (2010) that stated that creating and promoting cultural interconnections among staff in an institution make students feel comfortable and confident at the institutions’ environment in United States. They emphasized that it creates favorable and healthy relationships among students in classrooms, and between students and lectures as well. They, therefore, suggested that cultural diversity should be implemented in the educational institutions at the United States.

Furthermore, in relations to individual participants responses in terms of ethnicity and job roles, most interview participants had similar responses to the interview questions in terms of the institution and leadership being responsive. The interview consisted of 3 African Americans, 2 Whites, 1 Middle Eastern and, 1 Indian. Each person was able to

provide similar instances when the institution had been responsive. Almost all of them gave an example of George Floyd's case and how the school responded well. Six of the participants have mid-management roles, while only one of the participants hold a top management position. As it concerns creating a socially safe environment, most of the participants gave examples based on the department they work in. Some participants also gave an example of professional developments available at the school to create a culturally responsive environment, while 2 of the participants (Business Administrators and Business Manager), are not aware of such trainings. Though our interview participants are very diverse, their responses to the interview questions were similar in terms of them being aware of others and the institution being culturally responsive. Race and job roles of participants did not have significant impact in their responses to the interview questions.

Also, it is necessary to note that the study was conducted in one of the most diverse cities in the United States and one of the most ethnically diverse institutions, therefore, the context of the study may have contributed to the outcome of the study.

Discussion of Mixed Research Findings

The mixed method analysis portion allowed for examination of the integration of quantitative and qualitative results. The comparison of quantitative frequencies and interview results revealed that work experience and culturally responsive work environment of academic administrators were perceived to be positive by participants. The frequency distribution in the quantitative sections shows high percentages of survey participants responded positively to questions about their work experience at the

institution. Also, results from the interviews shows that academic administrators work in a positive and culturally responsive work environment. Hence, the result from quantitative phase on work experience justifies the result from the qualitative phase on culturally responsive work environment. That is, the institution's work environment is culturally responsive, therefore making academic administrators' work experience positive. Though the Chi-Square result of role and race suggests there is a significance, it still did not negate work experience and cultural responsiveness of academic administrators at the institution.

Implications for Theory and Research

Chapter II included a detailed discussion of the theoretical framework that guides the study. Theses frameworks included Gay's CRT and Bennett's DMIS. How both frameworks fit in this study is discussed below:

Culturally Responsiveness: Gay's theoretical theory of CRT is used in an academic environment to describe teaching approach that emphasizes "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students" (Gay, 2004). In this study, educating academic administrators on diversity and inclusion by using frame of reference of other cultures aligns with cultural responsiveness. For instance, when a participant said that during Christmas the college of education decided to incorporate decorations that aligns with different people's culture. This is an example of the school being responsive. Also, when the school decided to bring speakers to speak about diversity and inclusion after George Floyd's issue. The result of this study confirms that if an institution is culturally responsive, they will make positive changes on several levels, including how they train, materials used in training,

climate (work environment), and self-awareness to improve learning (Muniz, 2019). Gay like Ladson-Billings also emphasize providing opportunity for critical thinking of others around us (Muniz, 2019), which was also one of the outcomes of the study when participants said they feel their opinion is always welcomed.

DMIS: In this study, Bennett's DMIS which describes the developmental stages people can progress toward a deeper understanding and appreciation of other people's cultural differences. It is one of the most popular models for intercultural communication, engagement, and equity. According to Bennett "As one's perceptual organization of cultural difference becomes more complex; one's experience of culture becomes more sophisticated and the potential for exercising competence in intercultural relations increases. By recognizing how cultural difference is being experienced, predictions about the effectiveness of intercultural communication can be made and educational interventions can be tailored to facilitate development along the continuum." as stated by Bennett (2004). This study aligns with Bennett's model because result from the study shows that people have a positive work experience because they work in a good working condition. Participants feel accepted based on how their coworkers relates with them. They also do not have many challenges working with people from different cultural backgrounds. While the results of this study also confirmed that participants adapt well, respect for staff, maintaining equality, and empathy were important foundational components of their workplace experience. Participants in this study placed increased emphasis on changes that happened and improved since George Floyd's case, which is a case of integration in the Model of Intercultural Sensitivity. Integration of other people's

differences occur when organizations incorporate values, beliefs, perspectives, and behaviors of other cultures in appropriate and authentic ways (Bennett, 2017).

Cultural Responsiveness and Intercultural Sensitivity theoretical frameworks are found as essential components for academic administrators in this study because cultural responsiveness is a form of ethnorelative dimension of DMIS.

Implication for Practice: A work environment that is not culturally responsive may be undermining the chances of academic administrators' having a positive work experience. Today, a positive work environment will go a long way in increasing overall productivity. According to Oludeyi (2015), a conducive work environment promotes good experience among employees and helps them fulfill their maximum potential while a toxic work environment hinders employee's potential while giving a painful experience. A toxic work environment is also an environment you feel uncomfortable, unappreciated, or undervalued which ranges from bullying, screaming and talking down to, to many other forms of poor communication, setting people up for failure, mismanagement, and an air of hostility (Ishak, 2016). In a toxic work environment, employees have low output, high absenteeism, and high turnover rate, while a conducive work environment produces all-round productivity (Mcgee, 2019).

The result of this study suggests that a work environment that is conducive will lead to positive work experience (Poh, 2021). The rapid growth in diversity among United States workers should encourage institutions to be more culturally responsive. Research shows that by 2065 the United States will not have a single ethnic or racial majority (Pew Research, 2020). Though findings from this study show that there are more White academic administrators in higher positions, it is still important to note that there has

been improvement in leadership being more culturally responsive. One can evaluate a university's commitment to diversity by looking at its leadership (Griffin, 2020). Whilst institutions will benefit more from increasing diversity in top positions among academic administrators, one can focus on what the situation currently is and ensure every administrator is culturally responsive regardless of race. The goal is for everyone to be culturally responsive regardless of race.

Another area that could benefit from a better understanding of the importance of positive work environment among academic administrators, is to consider investing in a more culturally responsive work environment. Shying away from conversation about culturally responsiveness in work environment should no longer be a norm because what institutions will benefit from being culturally responsive outweighs what they will lose. This study provided some evidence to support that a culturally responsive work environment will lead to positive work experience. The results of this study imply that if higher institutions want to continue to grow in the area of inclusion, they need to be more culturally responsive and provide trainings and practices that will encourage their staff to be more culturally responsive.

Furthermore, based on the result of this study, in achieving culturally responsiveness in institutions, institution management should make efforts to initiate and promote ways of decentralizing top positions to non-Whites. Having established that the contributions of diverse workforce boost the United States economy (Kerby & Burns, 2012), government can also establish policies that promotes healthy cultural diversity in institutions and every workspace in the United States.

Recommendations for Future Research

So many research works have examined cultural responsiveness particularly as it concerns minority student success. These research works investigated how schools, teachers, instructors, and faculty can be more culturally responsive while teaching students from different cultural backgrounds. Though this research work set out to examine a different phenomenon as it concerns cultural responsiveness, the purpose of investigation is still similar to what others have done in the area of cultural responsiveness. This study also set out to examine how culturally responsive a work environment is. This study took cultural responsiveness a step further from what has already been done in the field of cultural responsiveness. Nonetheless, there is still a need for more research to further explore cultural responsiveness in a broader context. New research should focus on multiple sites and even other organizations aside higher institutions. As proposed by suggestions for practice, a recommended area of future research may also be to develop a culturally responsive professional development/training program that will measure cultural responsiveness among academic administrators. As the field of cultural responsiveness is becoming more prevalent, such research would allow policymakers, educational leaders, and organization leaders to develop a better understanding on the impact of cultural responsiveness to economy, school success, and productivity.

It is often said that impact of policies is felt when those policies are implemented. This study also recommends that measures such as creating a strong judicial framework in the institutions or organizations, having a cultural diversity department and

course/guidelines for staff and students as well as having a more effective chief diversity officer should be put in place at all institutions in the United States country.

Lastly, another quantitative study that would help to couple with this study's finding would use a larger and more diverse academic administrators and compare the perspectives of staff from a less diverse institution and a diverse institution. A broader site of study and demographic of participants may give more insight into whether work experience of academic administrators is as positive as is this study.

Limitations

While the researcher agrees that a mixed method approach is appropriate for this study, the downside to a Likert scale questionnaire is that it violates some statistical assumptions necessary to evaluate them as normally distributed, parametric data (Bishop & Herron, 2015). From a race perspective, this study lacked enough diversity of participants. More Whites answered the survey than any other race, hence, researcher is not sure if that contributed to the outcome of the study. A broader demographic of participants alone may be an area to explore in future research.

Conclusion

The findings of this explanatory mixed method study align with the findings of other studies on the effectiveness and impact of cultural responsiveness. Cultural responsiveness has been studied for over 40 years and has provided evidence-based outcomes that suggests, training, critical examination, learning experience, diverse resources, attitude, and socio-cultural consciousness are necessary to improve people's experiences (Krasnoff, 2016). Although, existing literatures place strong focus on how

CRT can help minority student success, culturally responsive work environment can also improve work experience among academic administrators.

Furthermore, study findings shows that academic administrators that responded to the survey and were interviewed have positive work experience and are working in a culturally responsive environment. Also, the study established that there are many policies, opportunities and events that are reportedly being initiated or practiced at the institutions to promote cultural responsiveness. The study further recognized that even though there might be some challenges to cultural diversity in top management roles as stated in the inferential findings from the quantitative study, lack of equal representativeness in positions/roles should be managed carefully such that it will minimize diversity challenges within the institution.

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Appendix A

Human Subject Approval



DIVISION OF RESEARCH
Institutional Review Boards

APPROVAL OF SUBMISSION

October 27, 2021

Kerry Ademosu

kmademosu@uh.edu

Dear Kerry Ademosu:

On October 27, 2021, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study
Investigator:	Kerry Ademosu
IRB ID:	STUDY00003326
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • Dissertation consent form for survey .pdf, Category: Consent Form; • Interview protocol , Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • Recruitment email for online survey.pdf, Category: Recruitment Materials; • Survey Link , Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • Consent form , Category: Consent Form; • recruitment email , Category: Recruitment Materials; • Hard copy of Survey, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • Cultural Responsiveness , Category: IRB Protocol;
Review Category:	Exempt
Committee Name:	Not Applicable

UNIVERSITY of
HOUSTON

DIVISION OF RESEARCH
Institutional Review Boards

The IRB approved the study on October 27, 2021 ; recruitment and procedures detailed within the approved protocol may now be initiated.

As this study was approved under an exempt or expedited process, recently revised regulatory requirements do not require the submission of annual continuing review documentation. However, it is critical that the following submissions are made to the IRB to ensure continued compliance:

- Modifications to the protocol prior to initiating any changes (for example, the addition of study personnel, updated recruitment materials, change in study design, requests for additional subjects)
- Reportable New Information/Unanticipated Problems Involving Risks to Subjects or Others
- Study Closure

Unless a waiver has been granted by the IRB, use the stamped consent form approved by the IRB to document consent. The approved version may be downloaded from the documents tab.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Research Integrity and Oversight (RIO) Office
University of Houston, Division of Research
713 743 9204
cphs@central.uh.edu
<http://www.uh.edu/research/compliance/irb-cphs/>

Appendix B
Survey Protocol

Culturally Responsive
Organizational Assessment

Research Description and Consent

Title of research study: Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study

Are you an academic administrator at University of Houston? If you answered "yes" to these questions, we invite you to take this survey as part of our research project described below.

Investigator: Kerry Ademosu

Faculty Sponsor: Dr. Yali Zou

Key Information:

The following focused information is being presented to assist you in understanding the key elements of this study, as well as the basic reasons why you may or may not wish to consider taking part. This section is only a summary; more detailed information, including how to contact the research team for additional information or questions, follows within the remainder of this document under the "Detailed Information" heading.

What should I know about a research study?

- Someone will explain this research study to you.
- Taking part in the research is voluntary; whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide and can ask questions at any time during the study.

We invite you to take part in a research study about Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study because you meet the following criteria of an academic administrator. In general, your participation in the research involves taking online survey and 10 people participating in a 45 minutes virtual or in-person in-depth structured interview on your understanding and experience of a culturally responsive work environment. There are no risks to you in taking part in this research study.

Detailed Information:

The following is more detailed information about this study, in addition to the information listed above.

Why is this research being done?

The purpose of the study is to investigate if the work environment of academic administrators also referred to as staff is culturally responsive in a diverse university surroundings. A person's work environment is the setting, social features and also physical conditions in which one performs their job (Indeed, 2021). These characteristics of a work environment can impact the feelings of wellbeing, workplace relationships, collaboration, efficiency, and overall employee health (Indeed, 2021). This study further seeks to understand culturally responsiveness among academic administrators in terms of diversity and inclusion. Diversity being predominant among lower-level administrators and how minority workers feel about their work environment are major consideration for this study (Kwon, 2016).

How long will the research last?

We expect that you will be in this research study for 1 semester (Spring 2022) We will only conduct a one-time survey and 45 minutes interview with 10 selected participant, but we may come back for follow-up interviews if need be.

How many people will be studied?

We expect to enroll about 100 people for the survey and 8 people will be selected for interviewed in this research study.

What happens if I say yes, I want to be in this research?

This study involves one online survey and interview with an estimated maximum time of one hour (including this document) for the survey and 45 minutes for the interview if selected.

- Research is to be conducted online or in-person at the University of Houston
- The survey will be conducted online in November 2021 and interviews January 2022
- The survey open-ended questions will focus on your work environment experience.
- This is a one-time survey and on-time interview if selected

happens if I do not want to be in this research?

You can choose not to take part in the research study, and it will not be held against you. Choosing not to take part will involve no penalty or loss of benefit to which you are otherwise entitled.

What happens if I say yes, but I change my mind later?

You can leave the research at any time and it will not be held against you. If you stop being in the research, already collected data that still includes your name or other personal information will be removed from the study record.

Will I get anything for being in this study?

The first 50 people will receive \$10 starbucks gift card for completing this survey.

Is there any way being in this study could be bad for me?

We do not expect any risks related to the research activities. If you choose to take part and undergo a negative event you feel is related to the study, please contact the researcher.

Will being in this study help me in any way?

There are no known benefits to you from your taking part in this research. However, general benefit include improved work environment among academic administrators.

What happens to the information collected for the research?

Efforts will be made to keep your personal information private, each subject's name will be paired with a code number, which will appear on all written study materials. The list pairing the subject's name to the code number will be kept separate from these materials. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the Institutional Review Board (IRB)

OR

Your information samples that are collected as part of this research will not be used or distributed for future research studies, even if all your identifiers are removed. We may share and/or publish the results of this research. However, unless otherwise detailed in this document, we will keep your name and other identifying information confidential.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, you should talk to the research team at Kerry Ademosu at kmademos@cougamet.uh.edu and Dr. Yali Zou at yzou@uh.edu

Consent

If you agree to participate in the research, please give your consent by checking the box below and continue with the survey.

If you do not want to participate in the research, we appreciate your time and consideration. You may exit the document.

Question*

Check all that apply.

I agree to participate in this research study

Copy of Culturally Responsive Organizational Assessment

How long have you been working with this organization?**Mark only one oval**

- Less than 1 year
- 1 to 3 years
- 4 to 6 years
- 7 to 9 years
- 10 to years
- More than 20 years

My current role at the organization**Mark only one oval**

- Senior Management (Associate Deans, Executive Directors)
- Mid-Level Management (Program Manager, Program Director)
- Service Staff (Program/ service delivery)
- Support Staff
- Other

Organizational Commitment & Culture

Has
iinterviewing
policies and



procedures which are supportive of building a diverse staff that is culturally and linguistically responsive.

Has hiring policies and

procedures which are supportive of building a diverse staff that is culturally and linguistically responsive.

Has professional development policies and

procedures which are supportive of enhancing the skills of a diverse staff that is culturally and linguistically responsive.

Has policies and procedures for reviewing and acting upon staff feedback on its services.

Has policies and procedures for reviewing

and acting upon
client feedback on
its cultural
responsiveness.

Has policies and
procedures for
making materials
(printed and
electronic)
affirming of the
various cultural
backgrounds of
people served.

people served.

Based on your experience, how would you describe the proportion of each group for whom:

Mark only one oval per row.

None or very few	Some, but less than half	About one half	More than half, but not all	All or almost all	Unable to judge
------------------------	--------------------------------------	----------------------	---	-------------------------	-----------------------

There is
interest in
and support
of cultural
diversity
within the
institution
by:

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Staff

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Management

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Board students

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Untitled
Section

Based on your experience, please indicate how often the following practices occur in your institution.

In my institution

Based on your experience, how well does: The cultural diversity of the following groups reflects the diversity of the people/communities served by the institution?

Mark only one oval per row.

	Very poor	Poor	Fair	Well	Very Well	Unable to judge
Staff Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership Commitment

In the question below and in several other parts of the survey, we use the following response options to describe how often something happens:

NEVER: This NEVER happens

RARELY: This happens MUCH LESS often than there is opportunity to do so.

SOMETIMES: This happens LESS often than there is opportunity to do so. OFTEN: This happens MOST OF THE TIME there is opportunity to do so.

VERY OFTEN: This happens EVERY TIME or ALMOST EVERY TIME there is opportunity to do so.

LEADERSHIP: The questions that follow refer to organizational leaders. Organizational leaders can include non positional leaders. In the questions below, please consider those who have influence in the areas asked about recognizing that these leaders may or may not be in management roles.

Have clear
vision of what
cultural
responsiveness

Prioritize what
needs to happen
to elevate culturall
responsiveness as
an
organizationall
value.

-Support the
creation of a
culturally
responsive
environment.

-Support
iinnovation
around cultural
responsiveness
practice.

-Recognize staff
who suggests
new culturally
relevant
projects or
programs..

Address cultural
-tensions that

arise within the
organization.

Support the
ability of staff to
raise issues
arising from
cultural
differences.

Leadership Opportunity

specify))

Critical Analysis

Words like "cultural diversity" touch upon racism, sexism and classism, etc. The questions below acknowledge that cultural/culture is not neutral and that different cultural groups are ascribed differential status and power.

With this in mind, the questions below ask you to describe how often your organization engages in critical analysis to better understand intercultural sensitivity.

issue and solutions.

Institutions can include social structures such as: marriage, education, religion, art, medicine, research

The ways in which co-workers are impacted.

The ways in which communities are impacted.

Staff Practice

2. Based on your experience, how would you describe the proportion of staff for whom the following statements are true: STAFF in our organization:

Mark only one oval per row.

	None or very few	Some, but less than one- half	About one- half	More than one- half, but not all	All or almost all	Unable to judge
Respect the communication styles of different staff cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in a way that is respectful of the preferences of the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View building trust between the staff and the institution as important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View building trust between community and the organization as important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Management Practice

MANAGEMENT: The question below refers to "Management."

For the purposes of this survey we are using the term Management to reflect those in your organization with budget responsibility and/or staff supervision roles (if a part of your structure) in the day-to-day operations of the organization.

Based on your experience, how would you describe the the proportion of management for whom the following statements are true: MANAGEMENT in our organization:

Mark only one oval per row.

	None or very few	Some, but less than one- half	About one- half	More than one- half, but not all	All or almost all	Unable to judge
Respect the communication styles of different staff cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in a way that is respectful of the preferences of the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View building trust between the staff and the organization as important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View building trust between community and the organization as important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Outcomes and Impact

Based on your experience, please indicate approximately what % of: STAFF would report

Mark only one oval per row.

	None or very few	Some, but less than one- half	About one- half	More than one- half, but not all	All or almost all	Unable to judge
Their cultural beliefs are valued by managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are professional development opportunities to improve their ability to deliver services in a more culturally responsive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Community
Engagement**

The questions that follow use these response options to describe how often something happens:

NEVER: This NEVER happens.

RARELY: This happens MUCH LESS often than there is opportunity to do so.

SOMETIMES: This happens LESS often than there is opportunity to do so.

OFTEN: This happens MOST OF THE TIME there is opportunity to do so.

VERY OFTEN: This happens EVERY TIME or ALMOST EVERY TIME there is opportunity to do so.

How often does your institution engage with the following individuals/groups

/communities?

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Very Often	Unable to judge	Column7
Criminal justice agencies / law enforcement agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human service and social service agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child welfare agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing / Homelessness providers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment and training centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public and community clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education: PreK, K12, Higher Ed, Community College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elected Officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Row 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
					<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Staffing / Professional Development

The questions that follow use these response options to describe how often something happens:

- NEVER: This NEVER happens.
- RARELY: This happens MUCH LESS often than there is opportunity to do so.
- SOMETIMES: This happens LESS often than there is opportunity to do so.
- OFTEN: This happens MOST OF THE TIME there is opportunity to do so.
- VERY OFTEN: This happens EVERY TIME or ALMOST EVERY TIME there is opportunity to do so.

Based on your experience, please indicate how often: Throughout their time in our organization:

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Very Often	Unable to judge
Volunteers are offered training and development in cultural responsiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff at all levels of the agency are offered training and professional development in cultural responsiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Row 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The questions that follow use these response options to describe

Community/Partner Capacity Building

how often something happens:

NEVER: This NEVER happens.

RARELY: This happens MUCH LESS often than there is opportunity to do so.

SOMETIMES: This happens LESS often than there is opportunity to do so.

OFTEN: This happens MOST OF THE TIME there is opportunity to do so.

VERY OFTEN: This happens EVERY TIME or ALMOST EVERY TIME there is opportunity to do so.

(paid) to partner
 We serve as consultants
 agencies when requested
 (paid) to partner
 to increase or improve
 agencies when requested
 their ability to serve
 to increase or improve
 particular populations.
 their ability to serve
 particular populations

**Based on your experience, please indicate how often: Our institutionsystematically involves the broader
 community in its:**

Mark only one oval per row.

	Never	Rarely	Sometimes	Often	Very Often	Unable to judge
Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program design and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluative Practice/On-Going Learning

The questions that follow use these response options to describe how often something happens:

NEVER: This NEVER happens.

RARELY: This happens MUCH LESS often than there is opportunity to do so.

SOMETIMES: This happens LESS often than there is opportunity to do so

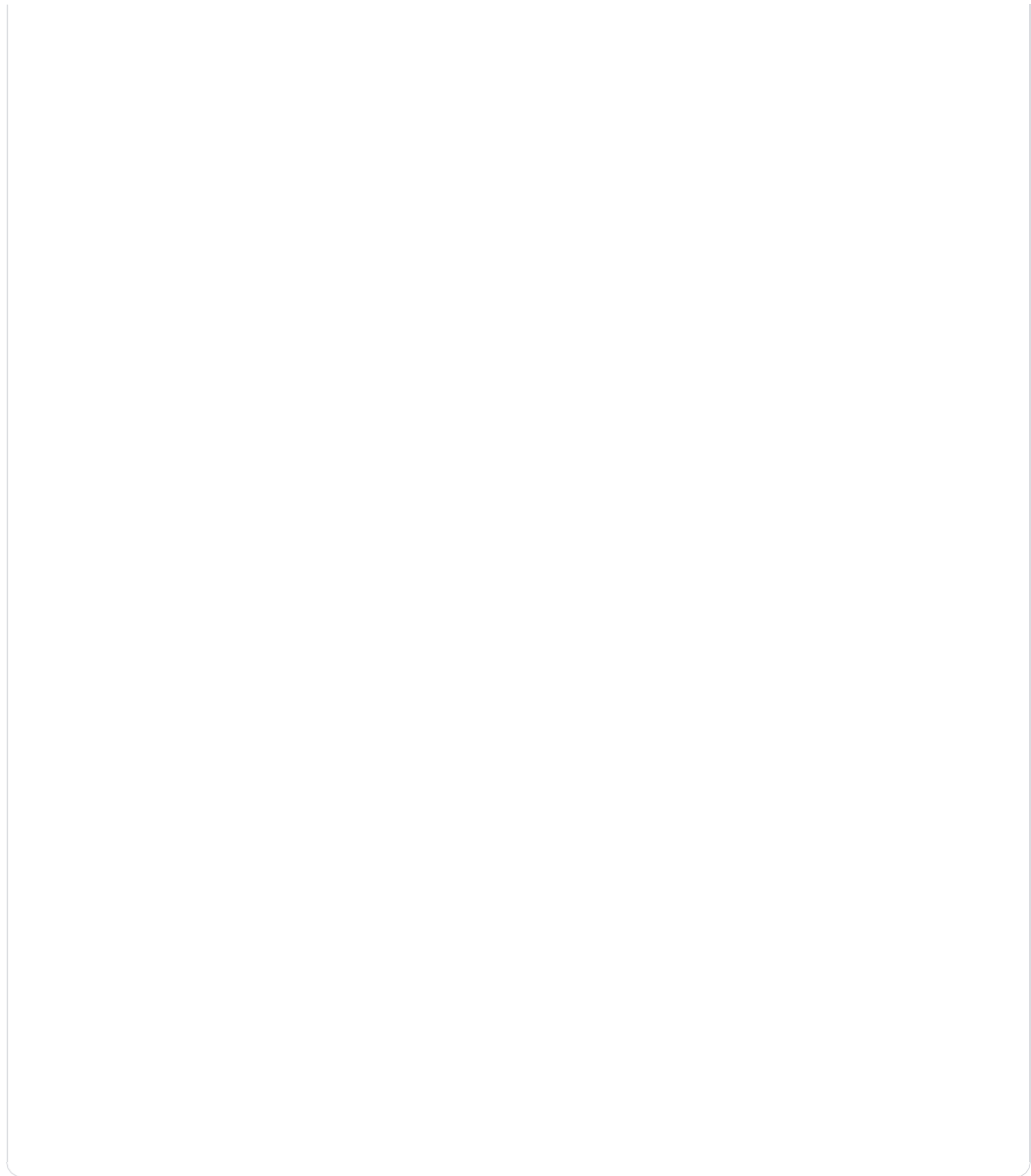
OFTEN: This happens MOST OF THE TIME there is opportunity to do so.

VERY OFTEN: This happens EVERY TIME or ALMOST EVERY TIME there is opportunity to do so.

Culturally Responsive Organizational Assessment

[https://docs.google.com/forms/u/0/d/1](https://docs.google.com/forms/u/0/d/1VtFLT4QnhnWNHKHtMi4cmKJ...)

VtFLT4QnhnWNHKHtMi4cmKJ...



Appendix C

Interview Protocol

Topic: Understanding Culturally Responsive Work Environment among Academic

Administrators: A Mixed Methods Study

Demographic Information

Interviewer: Kerry Ademosu

Interviewee: _____

Date: _____

Location: _____

Time of Interview: _____

Gender: _____

Years of work Experience including this year: _____

Introduction to Participant:

Hello! My name is Kerry Ademosu I'm a PhD student from the University of Houston in the department of Education Leadership and Policy Studies in the College of Education. I am here to learn more about your experience as an academic administrator or Staff. Thank you for taking the time to talk with me today, it is greatly appreciated.

The purpose of the study is to investigate if the work environment of academic administrators also referred to as staff is culturally responsive in a diverse university surroundings. A person's work environment is the setting, social features, and physical conditions in which one performs their job. Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. There are no right or wrong answers, or desirable or undesirable answers. I would like you to feel comfortable saying what you really think and how you really feel. If it's okay with you, I will be tape recording our conversation since it is hard for me to write down everything while simultaneously carrying an attentive conversation with you. Everything you say will remain confidential, meaning that only I will be aware of your answers. If you do not have any further questions, I will start with my first question (pause for questions, if none continue with question number one).

Opening Questions

1. How did you become an academic administrator?
2. What are some things you like about your job?

3. How long have you worked as an academic administrator?
4. In your experience, what affects work environment and experience?

Diversity Setting

5. How do you work with ethnically diverse co-workers? Challenges and successes

Culturally responsiveness

6. Based on your understanding, can you describe or provide instances when your organization have been culturally responsive? (cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse employees to make work experience more relevant and effective for them)
7. What benefits, if any do you believe employees can receive from working in a culturally responsive environment?
8. How aware are you of other people's cultural difference?
9. How can leaders create a socially safe work environment?
10. What social, emotional, and moral skills development and learning experience does your organization incorporate?
11. Considering the idea of culturally responsiveness, what is a story that best represents your perception of culturally responsive strategies?

Appendix D

Recruitment Email for Online Survey

Dear _____

Hope you are doing great and staying safe? My name is Kerry Ademosu, a PhD student from the department of Higher Education Leadership and Policy Studies. I am conducting an online survey as part of a research study to increase our understanding of culturally responsiveness among academic administrators. As an academic administrator at the University of Houston, you are in an ideal position to give valuable first-hand information from your own perspective.

The online survey will take less than 15 minutes. I am simply trying to capture your thoughts and experience on being an academic administrator. Your responses to the questions will be kept confidential. Each survey will be assigned a number code to help ensure that personal identifiers are not revealed during the analysis and write up of findings. There will be \$10 Starbucks gift card compensation for the first 50 people to complete the survey. Your participation will be a valuable addition to my research and findings could lead to greater public understanding of culturally responsive work environment. Also, Findings from the research will be shared electronically with all subjects involved. Investigator will also receive permission to share with all University of Houston and primary provider of the survey tool CROS (California Partnership to end Domestic Violence).

I would really appreciate your participation. If you have any questions, please do not hesitate to ask.

Thank you

“if they agree, I will send a follow up email below:

Hello _____

Thank you for your interest in culturally responsive work environment. I am writing to ask whether you would be willing to pass along the enclosed information to other academic administrators who may also be interested in learning about this research study. You are under no obligation to share this information and whether or not you share this information will not affect your participation in the study.

Thank you

(I will attach consent form).

Appendix E

Recruitment Email for Semi-structured Interview

Dear _____

Hope you are doing great and staying safe? My name is Kerry Ademosu, a PhD student from the department of Higher Education Leadership and Policy Studies. I am conducting interviews as part of a research study to increase our understanding of culturally responsiveness among academic administrators. As an academic administrator at the University of Houston, you are in an ideal position to give valuable first-hand information from your own perspective.

The semi-structured interview takes around 45 minutes. I am simply trying to capture your thoughts and experience on being an academic administrator. Your responses to the questions will be kept confidential. Each interview will be assigned a number code to help ensure that personal identifiers are not revealed during the analysis and write up of findings. There is no compensation for participating in this study. However, your participation will be a valuable addition to my research and findings could lead to greater public understanding of culturally responsive work environment.

I would really appreciate your participation. Please, suggest a day and time that suits you for a Zoom or in-person interview and I will do my best to be available. If you have any questions, please do not hesitate to ask.

Thank you

“if they agree, I will send a follow up email below:

Hello _____

Thank you for your interest in culturally responsive work environment. I am writing to ask whether you would be willing to pass along the enclosed information to other academic administrators who may also be interested in learning about this research study. You are under no obligation to share this information and whether or not you share this information will not affect your participation in the study.

Thank you

(I will attach consent form).

Appendix F

Consent Form



Consent to Take Part in a Human Research Study

Title of research study: **Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study**

Investigator: Kerry Ademosu
Faculty Sponsor: Dr. Yali Zou

Key Information:

The following focused information is being presented to assist you in understanding the key elements of this study, as well as the basic reasons why you may or may not wish to consider taking part. This section is only a summary; more detailed information, including how to contact the research team for additional information or questions, follows within the remainder of this document under the "Detailed Information" heading.

What should I know about a research study?

- Someone will explain this research study to you.
- Taking part in the research is voluntary; whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide and can ask questions at any time during the study.

We invite you to take part in a research study about Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study because you meet the following criteria of an academic administrator. In general, your participation in the research involves taking online survey and 10 people will be interviewed for 45 minutes virtually or in-person in an in-depth structured interview on your understanding and experience of a culturally responsive work environment. There are no risks to you in taking part in this research study.

Detailed Information:

The following is more detailed information about this study, in addition to the information listed above.

Consent to Take Part in a Human Research Study

Why is this research being done?

The purpose of the study is to investigate if the work environment of academic administrators also referred to as staff is culturally responsive in a diverse university surroundings. A person's work environment is the setting, social features and also physical conditions in which one performs their job (Indeed, 2021). These characteristics of a work environment can impact the feelings of wellbeing, workplace relationships, collaboration, efficiency, and overall employee health (Indeed, 2021). This study further seeks to understand cultural responsiveness among academic administrators in terms of diversity and inclusion. Diversity being predominant among lower-level administrators and how minority workers feel about their work environment are major consideration for this study (Kwon, 2016).

How long will the research last?

We expect that you will be in this research study for 1 semester (Spring 2022) We will only conduct one survey and 45 minutes interview (if selected), but we may come back for follow-up interview if need be.

How many people will be studied?

We expect about up to 100 survey participants and 10 interview participants in this research study.

What happens if I say yes, I want to be in this research?

This study involves one online survey and interview with an estimated maximum time of one hour (including this document) for the survey and 45 minutes for the interview if selected.

- Research is to be conducted online or in-person at the University of Houston
- The survey will be conducted online in November 2021 and interviews January 2022
- The survey open-ended questions and interviews close-ended questions will focus on your understanding and experience of a culturally responsive work environment.
- This is a one-time survey and on-time interview. If selected for the interview I agree to be audio recorded for this research study.
 - I agree that the audio recording can be used in publication/presentations.
 - I do not agree that the audio recording can be used in publication/presentations.
- I do not agree to be audio recorded during the research study.

What happens if I do not want to be in this research?

You can choose not to take part in the research study, and it will not be held against you. Choosing not to take part will involve no penalty or loss of benefit to which you are otherwise entitled.

What happens if I say yes, but I change my mind later?

You can leave the research at any time and it will not be held against you. If you stop being in the research, already collected data that still includes your name or other personal information will be removed from the study record.

Consent to Take Part in a Human Research Study

Is there any way being in this study could be bad for me?

We do not expect any risks related to the research activities. If you choose to take part and undergo a negative event you feel is related to the study, please contact the researcher.

Will being in this study help me in any way?

There are no known benefits to you from your taking part in this research. However, general benefit includes improved work environment among academic administrators.

What happens to the information collected for the research?

Efforts will be made to keep your personal information private, each subject's name will be paired with a code number, which will appear on all written study materials. The list pairing the subject's name to the code number will be kept separate from these materials. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the Institutional Review Board (IRB)

OR

Your information samples that are collected as part of this research will not be used or distributed for future research studies, even if all your identifiers are removed. We may share and/or publish the results of this research. However, unless otherwise detailed in this document, we will keep your name and other identifying information confidential.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, you should talk to the research team at Kerry Ademosu at kmademos@cougarnet.uh.edu and Dr. Yali Zou at yzou@uh.edu

May we contact you regarding future research opportunities?

In the future, our research team may be interested in contacting you for other research studies we undertake, or to conduct a follow-up study to this one. There is never any obligation to take part in additional research. Do we have permission to contact you to provide additional information?

- Yes
- No

Appendix G

Email Template

Hello,

Hope you are doing great and staying safe? My name is Kerry Ademosu, a PhD student from the department of Higher Education Leadership and Policy Studies. I am conducting an online survey as part of my dissertation research study to increase our understanding of culturally responsiveness among academic administrators. As an academic administrator at the University of Houston, you are in an ideal position to give valuable first-hand information from your own perspective.

The online survey will take less than 15 minutes. I am simply trying to capture your thoughts and experience on being an academic administrator. Your responses to the questions will be kept confidential. Each survey will be assigned a number code to help ensure that personal identifiers are not revealed during the analysis and write up of findings. There will be **\$10 Starbucks gift card** compensation for the first 50 people to complete the survey. Your participation will be a valuable addition to my research and findings could lead to greater public understanding of culturally responsive work environment. Also, Findings from the research will be shared electronically with all subjects involved. Investigator will also receive permission to share with all University of Houston and primary provider of the survey tool CROS (California Partnership to end Domestic Violence).

I would really appreciate your participation. If you have any questions, please do not hesitate to ask.

Here is the survey link: https://docs.google.com/forms/d/e/1FAIpQLSeOG-mLWYgr_J0tMUJnYqplrY_S9TdCroROlAuImqWAMstqew/viewform?usp=sf_link

The screenshot shows a Google Forms survey interface. On the right side, the title 'Culturally Responsive Organizational Assessment' is displayed in blue, underlined text, with the URL 'docs.google.com' below it. On the left side, there is a preview of the survey content, which includes a 'Your email' field, a 'Research Description and Consent' section, and a list of bullet points under the heading 'What should I know about a research study?'. The consent section contains the following text: 'Title of research study: Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study. Are you an academic administrator? If you answered "yes" to these questions, we invite you to take this survey as part of our research project described below. Investigator: Kerry Ademosu. Faculty Sponsor: Dr. Yali Zou. Key information: The following focused information is being presented to assist you in understanding the key elements of this study, as well as the basic reasons why you may or may not wish to consider taking part. This section is only a summary; more detailed information, including how to contact the research team for additional information or questions, follows within the remainder of this document under the "Detailed Information" heading. What should I know about a research study? - Someone will explain this research study to you. - Taking part in the research is voluntary; whether or not you take part is up to you. - You can choose not to take part. - You can agree to take part and later change your mind. - Your decision will not be held against you. - You can ask all the questions you want before you decide and can ask questions at any time during the study. We invite you to take part in a research study about Understanding Culturally Responsive Work Environment among Academic Administrators: A Mixed Methods Study because you meet the following criteria of an academic administrator: In general, your participation in the research involves taking online survey and 10 people participating in a 45 minutes virtual or in-person in-depth structured'.

Thank you
Kerry Ademosu