An Investigation of the Academic, Personal, Professional Experiences and Multicultural Competence of Diversity Staff in Higher Education

by

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Abstract

There is a gap in the research about the preparation of diversity staff and their multicultural competency. In this dissertation, I address this void by examining the academic, personal, and professional experiences and multicultural competence of the people who work in diversity services. I examine the impact of their demographics and experiences on individual multicultural competence as measured by the Multicultural Competencies for Student Affairs-Preliminary Form (MCSA-P2) created and validated by Raechele Pope and John Mueller (2000).

Data were collected from 182 respondents classified as diversity staff through a web based survey using the MCSA-P2 and a demographic information form. In order to gather feedback from a wide range of respondents working at a variety of institutional types, the survey instrument was sent to diversity staff around the country who are members or are eligible to be members of the Student Affairs Administrators in Higher Education organization (NASPA). The survey responses were then analyzed using qualitative and quantitative methods.

This study collected demographic and experiential data on diversity services staff from around the country. Some notable findings include the discovery that nearly 50% of the survey respondents were first generation college students, 66% of the respondents identified as female, and 57% identified as African American/Black. Those demographics, while insightful were not found to be significant in determining multicultural competency. Level of education and graduate field of study proved to be significant in multicultural competence measures for diversity services staff. In addition to multicultural competence and demographic data, this study also qualitatively examined the professional experiences of diversity service staff and found some successes and challenges for the field. These findings may have implications for higher education graduate programs, curriculum and professional development. This research may help higher education programs expand their offerings of courses on diversity and higher education. This research may also assist diversity services offices in hiring people who are prepared to serve diverse student populations. Finally, this research may provide a blueprint for professional development opportunities for diversity services staff.

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List of Abbreviations

ACPA	American College Personnel Association
MCSA-P2	Multicultural Competence in Student Affairs Preliminary 2
NASPA	Student Affairs Administrators in Higher Education
PWI	Predominately White Institution
SDP	Strategic Diversity Plans

Chapter 1

Introduction

“Mankind, you were created from a single pair of male and female and made into nations and groups so that you may know one other and not despise each other” (Quran 49:13).

Graduate programs in higher education administration, college student personnel, and student personnel administration prepare professionals to work as deans, directors, coordinators, and advisors in higher education institutions. Typically all of those positions are housed in departments or units on college and university campuses, such as student affairs, athletics, academic affairs, and they are found in diversity services offices in higher education. Much of what student affairs professionals experience in their working lives is covered over the course of their graduate programs, including topics related to diversity in higher education (Flowers, 2003). However not all topics are covered equally. Diversity appears to be an afterthought in these programs and this notion is reflected in the field as well (Flowers, 2003, Longerbeam, Sedlacek, & Balon, 2005).

Some campus units that are tasked primarily with carrying out campus diversity plans are offices of diversity, multicultural affairs, minority affairs, and inclusion. Typically these offices are structured to support underrepresented students. In this study underrepresented students are defined as students from academically underserved regions, students who are first-generation college attendees, and students from low income households. Diversity services offices can vary in organizational structure. For example, these offices can operate in ways similar to student affairs offices with regard to the services they provide. Those services often include programming, counseling, and related services, even when diversity services offices are located in academic affairs. In addition to programming, these units are often charged with recruiting diverse students, retaining diverse students, facilitating diversity training for their campuses and community, and even teaching courses related to diversity.

Haywood (2010) stated that any "approach to [the] future that would give way to disclaimers against standards, against expertise, against the search for excellence, against demands for disciplines" (p. 8) is detrimental to the advancement of any initiative in higher education. Following Haywood's logic, in order for diversity offices to fulfill their mission to support a university's strategic diversity plan (SDP), diversity services staff must establish themselves as competent and knowledgeable experts with the capacity to effectively achieve their goals. There should indeed be standards of excellence for diversity service staff. In fact Student Affairs Administrators in Higher Education, also known as NASPA and the American College Personnel Association (ACPA) include diversity, inclusion, and equity in their *Professional Competency Areas for Student Affairs Practitioners: Informing Intentional Professional Development Design and Selection* (2010). This document was jointly produced by the two largest higher education and student affairs organizations in an effort to set standards of practice for the field. This inquiry in part explores the multicultural competency of diversity services staff and their capacity to lead institutional efforts related to diversity, inclusion and equity.

Researchers have shown that university staff have not always been able to support diverse groups of students even if that is their primary task (Castellanos, Gloria, Mayorga, & Salas, 2007). Some scholars maintain that many of the diversity services professionals are highly qualified and have extensive backgrounds working in both higher education administration and in diversity related areas (Williams, 2008 and Williams & Wade-Golden, 2008). Others come from a range of fields unrelated to diversity or higher education. Castellanos et al. (2007) support this notion and note that even if it is an essential job duty to facilitate “multicultural environments…their [referring to university staff] competence to provide this leadership is unclear” (p. 644). Other critics cite the multicultural myth as a challenge for diversity services offices. The multicultural myth is the idea that diversity staff are multiculturally aware and therefore they have no need to explore their own and other cultures (Longerbeam, Sedlacek, & Balon 2005). This fallacy leads to complacency among student affairs staff and can be especially damaging for diversity services staff.

Given the doubts mentioned by Castellanos et al., and other researchers, it is essential for diversity services staff to be able to justify their work. One way to do this is to establish standards for diversity and multicultural affairs professionals. For example, Hord (2005) offers a framework to support the viability and necessity of competency standards for Black culture center staff in higher education. A second framework advanced by Pope and Mueller (2000) is the Multicultural Competency in Student Affairs Preliminary Two (MCSA-P2) instrument. The MCSA-P2 measures an individual’s awareness of issues related to diversity and multiculturalism in student affairs. Multicultural competence can be developed through staff leadership experience, education, training and development (Pope, Reynolds, & Mueller 2004). Although it is possible that diversity services offices may already pursue excellence among all of their staff members, it is possible that these offices have not yet established standards regarding diversity and multicultural affairs for all departmental staff. More research is needed to examine and understand the preparation and training of diversity staff.

By examining this population and their demographic backgrounds, I hope to gain a better understanding of the staff who work in diversity services, and the ways in which their preparation and qualifications support their ability to support diverse student groups.

Statement of the Problem

This research will address the scarcity of scholarship related to the academic, personal, and professional experiences and multicultural competence of diversity staff. Institutions that place people in these positions with little background or training in the areas of diversity, for which they are responsible, could likely be contributing to a campus climate that is perceived to be insensitive or nonresponsive to the needs of their underserved populations. If this is found to be the case, it is likely that this practice does a disservice to the students who use diversity services offices. For example, if staff members do not understand the students they will be serving, then those students may not be properly supported by offices that are designed to support them. This is not the intended outcome for these offices; therefore it is necessary to make sure that diversity services staff possess the essential knowledge, skills, and awareness to perform their assigned jobs.

If the staff who work for diversity services are in fact prepared to perform their duties, then evidence of that preparation should be shared as best practices in the field as suggested by researchers (Haywood 2010, Bensimon, et. al. 2007, Pope, Reynolds & Mueller 2004). A collection of best practices may help strengthen the field of diversity services and improve the opportunities for professional and personal development that contribute to multicultural competency and the ability to support diverse students. Evidence of this preparation could be manifested in their academic background, personal and professional experiences and in their general multicultural competence scores.

Theoretical Framework

This dissertation seeks to draw from and extend the current research on multicultural competency in student affairs. The current study attempts to analyze the academic, personal, and professional experiences of diversity staff in higher education and more specifically the impact of those experiences on an individual's multicultural competence.

Multicultural competence has been defined as the knowledge, skills and awareness to work with people who are culturally different or culturally similar to you in an effective way. These qualities are essential to supporting diverse student groups and creating an inclusive campus community (Pope, Reynolds, & Mueller 2004). In this investigation, multicultural competence is operationalized and measured by Pope and Mueller's (2000) multicultural competency instrument, the MCSA-P2. Pope and Reynolds (1997) identify multicultural competence as an essential core competency for student affairs practitioners who work with diverse students.

Pope and Reynolds (2003) discovered that personal experience combined with professional expertise as well as membership in underrepresented groups may contribute to higher multicultural competency scores. Franklin-Craft (2010) examined the impact of personal demographics in multicultural competency. Hord (2005) and Patton (2005, 2010) wrote about diversity services staff and their roles and experiences in cultural centers. King and Howard-Hamilton (2003) found higher multicultural competency scores on the MCSA-P2 for diversity staff in higher education than for student affairs staff working in other departments. However, King and Howard-Hamilton's work did not yield a large enough sample of diversity service staff for them to make any conclusions about this population. This research has been undertaken in an attempt to extend King and Howard-Hamilton's findings related to diversity services staff and to see if any significant academic, personal, or professional experiences can be highlighted as important to an individual's multicultural competence.

Purpose of the Study

Multicultural competence, sometimes called cultural or inter-cultural competency, has its origins in counseling psychology dating back to the early 1980's. Within the last 20 years, researchers have analyzed cultural competency in higher education and student affairs and discussed its impact on staff and its role in professional development (Pope and Reynolds, 2004). Generally, much of the current research on multicultural competence in higher education has focused on student affairs staff. The purpose of this study is to analyze the academic, personal, and professional experiences of diversity services staff at a wide range of universities in order to describe their preparation and training to serve diverse students. An analysis of experiences of diversity services staff may help these units identify and hire people who are better prepared to do the work with which they are tasked. This study may also contribute to the design of professional development programs for diversity services staff to train those who are not prepared for diversity work. This analysis of the field and its outcomes may also contribute to strengthening the knowledge, skills and awareness of diversity services staff.

Research questions

In this dissertation I examined the following research questions;

1. Which demographic characteristics of the respondents correlate with high multicultural competence scores?

2. How significant are personal characteristics (ie. age, gender, race/ethnicity, sexual identity, religious identity) when compared with formal education and professional experience in determining multicultural competence scores?
3. Is there any difference in multicultural competence in respondents on the basis of the following identities; gender, ethnicity, educational level, socioeconomic status growing up, religious identity, sexual orientation, years working in diversity, age, and first generation college status?

Significance of the Study

Very little has been written about the multicultural competence of diversity services staff. Pope, Reynolds & Mueller (2004), among others have written about multicultural competence in student affairs. Hord (2005) and Patton (2005, 2010) have written about the history of cultural centers and the experiences of their staff. Most studies have focused on the multicultural competency of student affairs staff in general or specific aspects of diversity services, however this research will bridge the gap between what is known about multicultural competence and what is known about the experiences of diversity staff.

There is a need for more research about the multicultural competence of and the experiences of diversity services staff. This study examined the academic preparation, personal experiences, and professional training of diversity services staff. This research is particularly important as universities look to maximize their budget dollars on proven efforts. Research into the training and experience of diversity and multicultural office staff may help these offices create more effective professional development programs and better support diverse students.

Limitations.

Some limitations of this study include the fact that all responses were self-reported and the possibility exists that some respondents may have inflated their credentials. The impact of self-reporting may have had a negative effect on the multicultural competency scores derived from the MCSA-P-2 (Pope and Mueller, 2000). Another limitation of this study is the fact that not every college or university that has a diversity services office could be sampled and the survey tool is optional and not all people surveyed responded. Finally this study was limited to the members of NASPA and people who qualify to be members of NASPA.

Delimitations.

The qualitative portion of this study examined only the open ended survey question responses of participants. Based on the sampling techniques, the generalizability of the results of this study is limited to the population of professionals who are members of NASPA and people who qualify to be members of NASPA. The participants for this study represented only a small portion of professionals across the United States who work in student affairs and diversity services offices.

Assumptions.

For this study, the researcher assumed that the respondents provided honest answers to the survey and demographic profile form, respondents reported their actual and true experiences, and perceptions about the questions asked. This research also assumed that respondents were not affected by the design of the study. The researcher assumed that diversity services departments are interested in being multiculturally competent in order to best serve their diverse student body and campus community. This research also assumed that institutions are serious about living up to their missions and meeting their stated diversity goals. Finally, this study assumed that the participants are familiar with the field of diversity services.

Definitions.

Diversity services - departmental units that primarily provide support for students who are underrepresented or otherwise marginalized on an institutions campus.

Gender identity- self reported descriptions of female, male or transgender status.

Multicultural competence- the awareness, knowledge, and skill necessary to work effectively and ethically across cultural differences (Pope and Reynolds, 1997 p.270).

Sexual identity- self reported descriptions of sexual orientation; including bisexual, heterosexual, gay, lesbian, pansexual, and queer.

Underrepresented students- Students from academically underserved regions, first-generation college attendees, and/or from low income households (Pope and Reynolds, 1997).

Organization of the Study

Chapter 1 introduces the study of the experiences and multicultural competence of diversity services staff. The initial chapter presents the problem, purpose, research questions, limitations and definition of terms. Chapter 2 includes a review of related literature concerning diversity services offices, multicultural competence, diversity training and attitudes towards diversity. Chapter 3 reports the procedures used in this study, including the sample, instrumentation, the data collection, and the data analysis. The findings of this study are presented in Chapter 4. Chapter 5 includes a summary of the study, conclusions, implications and recommendations for further practice and research.

Chapter 2

Literature Review

Introduction.

This study examined the academic, personal, and professional experiences as well as the multicultural competence of diversity services staff in higher education. Multicultural competence has been defined as the awareness, knowledge, and skill necessary to work effectively and ethically across cultural differences (Pope & Reynolds, 1997, p.270). Diversity services staff are charged with working with diverse student and community populations. In spite of this apparent link, very little has been written about diversity services staff and multicultural competence. This study examined both in an effort to support professional development and highlight the best practices for diversity services staff as it relates to multicultural competence. By examining this population and their demographic backgrounds, I hoped to gain a better understanding of the staff who work in diversity services, and the ways in which their preparation and qualifications support their ability to support diverse student groups Following a review of the literature three relevant themes emerged that impact the experiences of diversity staff. Those three themes can be categorized broadly as the history of diversity services in higher education, the experiences of diversity services staff, and finally, the journey towards multicultural competence in diversity services. These three themes are explored further in the following review of literature.

History of Diversity Services Offices

Kupo (2011) looked closely at the history of educational exclusion in the United States and the laws that supported this exclusion and the efforts to combat these legal edicts. Kupo explains some of the legal history in the United States in terms of legal segregation and legal exclusion from higher education. Laws and practice contributed to the initial disparities in higher education participation between White students and students of color. Kupo noted that legal action was necessary to help mitigate the gap in higher education attainment. Princes (1994, 2005) points specifically to Title IV of the Higher Education Act of 1965 and the Higher Education Amendments of 1968 as the starting points for increased access to higher education for underrepresented African American students and others. The increased presence of students of color on predominately White institutions (PWIs) led to the creation of diversity services offices to support the new students on these campuses. Title IV was the basis for the federal financial aid program that allowed more poor students to attend college. Patton (2005, 2010) also mentions that the Servicemen’s Readjustment Assistance Act of 1972 known as the GI Bill also helped provide increased access to higher education for Black students. Over the past 18 years scholars (Princes, 1994, 2005, Stovall, 2005, Patton, 2005, 2010, Rogers, 2008, Strayhorn, Terrell, Redmond, and Walton, 2010, Loss, 2011 and Shuford, 2011) tend to agree that three main factors contributed to the institutionalization of diversity in American higher education. The first of these factors was the previously mentioned Higher Education Act of 1965, which provided grants, loans, and work-study opportunities to make college more affordable for middle class and low income students. Student protests and demands constituted the second factor and the third factor was the response of college administration to those demands with ethnic studies course, ethnic resources, and additional staff to support the arrival of Black students at PWI’s.

These actions and others contributed to the creation of cultural centers and diversity services offices that exist today.

Over the past 50 years the demographics of higher education institutions have shifted significantly. Prior to 1965 most predominately White Institutions (PWIs) did not enroll Black students. Patton (2004, 2010) and others share that Black student enrollment in higher education more than quadrupled from 1960-1977, increasing from less than 250,000 students to more than 1 million students in higher education in less than two decades. By the mid-1990s, nearly 85 percent of all African American college students were enrolled in PWIs. The increase in the numbers of Black students at PWI did not lead to a critical mass of Black students at many of the schools that they attended and small numbers on various campuses led to "feeling[s] of isolation and marginalization" (Patton, 2005, p. 153).

Princes (1994, 2005) points out that many of the Black students who took advantage of this new access struggled academically and socially. As a result of increased black students on college campuses, cultural centers and diversity services offices were created in response to this phenomenon and designed to help student adjust to college and deal with all of the related academic and financial aid challenges. Princes (1994, 2005) suggested that many of these challenges emerged from open admissions policies that were designed to take advantage of the new financial aid rules at the time. Princes (1994, 2005) highlights the controversy surrounding some of these offices at the time of their founding, some criticisms which still exist today. Critics thought these offices were temporary or created only as a result of Dr. Martin Luther King Jr.'s assassination and that they cause racial divides on campuses. Diversity services advocates argue that these criticisms are wrong and that these offices actually encourage inclusivity. Stewart (2005) goes on to discuss the emergence of multicultural centers and other resources for diverse students when he says "like black students of the 60s and 70s, (other diverse students) are looking for a safe space in which to celebrate and recreate their cultures" (Stewart, 2005, p. 79). Princes (1994, 2005) shares that multicultural centers and diversity services offices that now serve diverse underrepresented students emerged out of the original African American or Black student services offices. It is important for diversity services staff to be aware of the history of cultural centers so that they can share that history with their students and colleagues.

Patton (2005, 2010) shared the history of Black cultural centers and the history of diversity in American higher education in her research. Patton (2005, 2010) explores the experiences of students who frequent Black culture centers through qualitative examination. She reviews relevant literature and explores theories that help frame the experiences of Black students. Hord (2005) also outlines the history, purpose, and future of Black cultural centers. His discussion gives some insight into the evolution of Black cultural centers. In Hord's interview with Maulana Karenga, the reader is exposed to some firsthand history about the establishment of cultural centers. Karenga shares that he founded the African American Cultural Center in Los Angeles in 1966, and he goes on to say those cultural centers can't exist without high level staff and skilled personnel. Patton (2005) reports that the first cultural center on a college campus emerged at San Francisco State University (SFSU) as the result of a yearlong protest by Black students who demanded a range of concessions from the school, including a Black Studies department, a representative increase in the number of Black faculty, more Black students and "a center or house where students could gather" (Patton, 2005, p. 155). The initial demands at SFSU became the blueprints for Black students all across the country to follow and thus the stage was set for the creation of culture centers and diversity services offices. These students wanted to see their "culture manifested throughout the entire system of higher education. In essence they wanted to see their culture recognized in academics [curriculum and faculty], social life [student activities, residential life] and administrative affairs [financial aid, admissions]" (Patton, 2005, p. 157).

These insights are relevant to the current study because they provide not only background to the field but also an in-depth exploration of one important aspect of diversity services in higher education. Patton cautions that Black cultural centers should not give way to multicultural centers; both should exist on campuses that need them. She says that it is important for institutions to value the history of all forms of diversity on their campuses in order to keep students engaged and feeling welcome.

According to Princes (1994, 2005) and others, there is a fierce ongoing debate about the evolution of Black cultural centers to multicultural centers, as well as a debate between the evolutions of diversity services offices from offices that primarily served Black students to serving diverse underrepresented students. This debate is not central to this research, but it is important to note that this debate exists and is central to the history of diversity services offices.

Stewart (2005) revisits the historic role of cultural centers. "In predominately white colleges and universities, they became safe places for African American students, many of whom were, for the first time, thrust into truly cultural milieu. The Center was a home away from home" (Stewart, 2005, p. 76). The characterization of these spaces as 'homes away from home' is reinforced by many others, including Kimberly Foote (2005) and others also mention the idea of a home away from home. Along the same lines, Lundberg (2007) affirms that Native American students also do well in environments that are supportive and don't force them to abandon their cultural heritage.

Patton describes cultural centers as recruiting tools used to bring more Black students to predominately White campuses. Pope, Reynolds & Mueller (2004) suggest that "no one should feel the need to constantly be in the minority or among those who are different" (p. 21) and they advocate for students' right to convene with other students who are similar to them in places like cultural centers. The researchers acknowledge that it is important to spend time with one's own cultural group, but that more ways need to be found to help promote cross cultural relationships as well.

Shuford (2011) separates the history of cultural centers and diversity services offices, but that is not done in this current research. For this dissertation, multicultural services offices and cultural centers are collectively referred to as diversity services offices. Ultimately, Shuford suggests that those doing a good job in this field are working themselves out of jobs. Shuford warns that no one is free when others are oppressed and until all forms of oppression are gone from colleges and universities, diversity offices will remain relevant.

Rhoads' (1998) research highlighted the idea that the unrest of the 60's and 70's that led to the creation of diversity services offices in the first place was the inspiration for a second wave of protest in the 1990's. By the late 1990's more than 90 percent of campuses had experienced the more recent wave of protests according to Rhoads. Some protest efforts were designed to create more diversity on campus and provide more resources for the diversity that was present, much like the earlier protests. Primarily these were efforts to secure space and support for Black, Latino, and Native American students. Other protests were designed to gain rights and support for Gay Lesbian Bisexual and Transgender (GLBT) students on campuses, as well as women's rights. Rhoads also highlights the history of these offices and their evolution from serving just Black students, to serving GLBT students and international students as well as students with disabilities in some cases.

More recently and over the past ten years many universities have revisited their diversity efforts and have created or reviewed their diversity plans and have hired chief diversity officers (CDOs) to implement these plans. The diversity plans that institutions have implemented are ambitious and tend to encompass the entire university (Gose 2006, Fogg 2008, Hernandez 2010, Rountree 2010, Schmidt 2006, Schmidt 2008, Williams 2008, and Williams and Wade-Golden 2008). Diversity plans cannot be executed by one person alone; it is not enough to solely hire competent CDO's. Institutions must provide these officers with capable staff throughout the organization in order to accomplish the ambitious goals highlighted in these diversity plans.

Understanding the history of cultural centers and diversity services offices helps provide some grounding in understanding the present roles and functions of those spaces. This history also gives some insight into the people who work in these offices. Stovall (2005) and Patton (2005, 2010) suggest that cultural centers and practitioners engage in scholarship related to their efforts and the populations they serve.

The Experiences of Multicultural Affairs Professionals

Another theme that emerged from the literature related to the experiences of diversity services staff. The mostly qualitative insights help develop an image of the people who work in these areas and their impact on the experiences of diverse students. Patton (2005, 2010) indicates that one of her most significant findings was related to the role that the staff at the Black cultural centers played in supporting students. The student interactions with staff as well as well as the staff's continuity were seen as assets for student engagement. Strayhorn, Terrell, Redmond, & Walton (2010) reported student interviews relating the support and counseling provided by diversity staff in an effort to share more of the experiences of these professionals. Those authors also highlight the roles that center staff play as familial support for students of color. Museus and Quaye (2009) point out that students do not have to disassociate themselves from their home culture to be successful in college. They point to the importance of cultural agents and highlight the need for spaces and people to help students of color transition to college life. The Presidential address by Bensimon (2007) affirms the research that says diversity services professionals play an important role in student success; particularly those staff who can relate to and support underrepresented students.

The literature gives specific advice for staff including recommendations to continually assess student needs to ensure that you are responsive to those needs, be visible to the campus community, create effective partnerships across campus, and lastly understand that Black students are not a monolithic group. Patton (2005, 2010) offers a number of areas for future research, including exploring the experience of staff in these centers and gaining some understanding of the experiences of staff in other centers besides Black cultural centers. This study attempted to follow Patton's advice.

Carolyn Princes (1994, 2005) highlights a complaint that many have who work in diversity services offices. She reported that "unless an event is primarily social and or/recreational in design, we find that the numbers in attendance are not as high as we might want or expect. Moreover, this seems to be the case especially for the students for which the programs were designed to serve in the first place" (Princes, 2005, p. 141). The make-up of the staff may need to be changed to get more students involved according to Princes (1994, 2005). Stewart (2005) suggests that new cultural center directors must update their users on any changes that take place in centers to keep them engaged as university policies shift.

Jenkins (2010) discusses some strategies for diversity services staff that work in cultural centers. Jenkins outlines the varying type of staff in cultural centers, those with experience and those without. Jenkins shares how both have room to improve in their programming and understanding their students. He cites the monotony and routine of veteran staff and the lack of preparation for work in cultural centers in graduate programs for new graduates as a challenge for diversity services offices. Jenkins (2010) stated that “actual cultural practice is not covered in graduate school… change and results are expected but sufficient guidance is not provided” (p. 138). He mentions that the pace of graduate program response to emerging trends related to diversity and other areas of change in higher education are not actually on par with the changing students. Another critique that Jenkins points to is the lack of formal professional development programs for cultural center staff beyond annual conferences. In addition to the aforementioned hurdles, Jenkins highlights the additional challenge of professional development as it relates to topics of diversity and multiculturalism. Jenkins also provides a definition of cultural practitioners as those who are charged with bringing cultural theory, heritage, and ideology to practice on campus (Jenkins, 2010, p. 139). The roles are further defined as “those professionals that are charged with implementing cultural programs after the institution identifies the need for increased cultural experiences. … (They) are more than advisors. They go beyond the traditional role of student organization support resource and do the work of creating and implementing institutionally sponsored cultural programs” (Jenkins, 2010, p. 148). This definition fits closely with the operating definition for this research. He continues the often heard critiques of the small spaces that define cultural centers and he also mentions the many roles that these professionals play from course instruction to community engagement. Jenkins also reminds staff to be certain that programs are “authentic, deeply engaging, and institutionally impactful” (Jenkins, 2010, p. 148).

Patton (2005, 2010) and Strayhorn, Terrell, Redmond, and Walton (2010) have highlighted the advocacy role based on shared experiences as being a quality of diversity services staff. Strayhorn et al. identified the roles that staff play as being integral to the student experience and that students recalled those relationships vividly. The researchers describe these findings as a new revelation in the literature about staff at Black Cultural

Centers. They describe these efforts as going beyond the call of duty and suggest that it is a significant factor in the success of these offices. Finally they suggest that staff in these offices can be seen as bridges between academic affairs and students affairs because of their contributions to underrepresented students' success in both areas.

Sutton and McCluskey-Titus (2010) point to a number of challenges facing diversity staff in advancing from their current positions to senior level student affairs positions. Some professionals fear that working with minority students typecasts them as people who cannot work with majority students and therefore cannot be promoted to jobs outside of diversity affairs. Diversity professionals are often only seen as only advocates for racial parity. "These professionals are responsible for educating the campus about issues of underrepresented students through programming and research" (Sutton and McCluskey-Titus, 2010, p. 158), as well as recruitment, conflict management and advising on issues related to underrepresented students. The belief that these positions are limited and especially focused limits professional opportunities for diversity services staff. The preconception that the skills that these professionals have are only relevant to supporting diverse student and therefore they cannot work with White students is a fallacy. This belief may exist because responding to diverse students' needs was originally the primary role for many of these positions when they were created. These myths persist in spite of the research that outlines the benefits of diversity for all students and the fact that many of these positions have evolved and now have direct lines to the presidents of institutions.

Sutton and McCluskey-Titus' (2010) primary concern is outlining ways that diversity and multicultural affairs staff can advance professionally. They point out research that shows that African Americans plateau earlier in their careers in student affairs than their White counterparts and that many of these professionals do not see diversity and multicultural affairs positions as precursors to senior level student affairs positions. One reason cited for this position stagnation is the belief held by some people at colleges and universities that diversity services professionals “were hired only as a result of affirmative action…and are therefore unqualified” (Sutton and McCluskey-Titus, 2010, p.164). To combat these challenges, Sutton and McCluskey-Titus suggest five things that diversity services staff should do to combat typecasting and other professional limitations. Those five things to be engaged in are mentoring, skill enhancement, job enlargement, professional development, increased decision making roles, and soliciting feedback from peers and supervisors. All of those tips are designed to help diversity staff move beyond their current positions and keep them from being locked into diversity positions. That advice helps prepare diversity staff to do their current jobs well in addition to preparing them for senior level jobs in student affairs and related fields.

Longerbeam, Sedlcek, & Balon (2005) conducted a study of offices of Diversity and Multicultural Affairs offices to better understand the work climate that staff in these offices experienced. Their research is rich in background information about organizational climate and diversity and multicultural affairs offices which they identified as Multicultural Program Organizations or MPO’s. They identified these units as those that have the primary responsibility for serving underrepresented students and educating campuses to help combat any oppression that these marginalized groups may experience. They found a number of things about the climate in those offices including reluctance to admit personal prejudices, feelings of stress related to diversity work and a desire for more guidance from their leadership. The subjects in their study wanted to be able to participate in and facilitate more diversity training on their campuses and be made to feel more like they were a part of the departments. Longerbeam, Sedlacek, & Balon, (2005) found that a vast majority of the staff failed to disclose their own prejudices, this is significant because the research on multicultural competence indicates that self-awareness is one of the most important aspects of a multiculturally competent person and this lack of disclosure contradicts that belief. The findings also showed that diversity staff indicated that they liked to work together but they did not socialize together. Another complaint of the diversity services staff was the idea that their leadership did not want to empower them and prevented them from exercising autonomy. The authors suggest that the limited resources and wide range of responsibilities of these offices is in itself a form of neglect or discrimination. They mention that often these offices are not really empowered to make changes on campus and are often made to operate on the periphery. The authors also highlighted the fact that there was very little research available on these organizations in the first place.

Wallace, Ropers-Huilman, & Abel (2004) attempted to gain a better understanding of how professionals who work with federal outreach and student services programs known as TRIO programs feel about their work in their study. Federal TRIO programs were designed to help “first-generation, low-income, minority or disabled students” (Wallace, Ropers-Huilman, & Abel, 2004, p. 570) to attend and graduate from college. These offices are considered diversity services offices for the purpose of the current research. The researchers’ findings give more insight into the challenges and successes of the people who work in these positions. The authors suggest that the professionals who work with TRIO programs in many cases are marginalized in the context of the larger university campus on which they work. This qualitative study by Wallace, Ropers-Huilman & Abel (2004) shares in one insightful quote from a participant, “whenever there is an issue of race, they always trot us out like a dog and pony show” (Wallace, Ropers-Huilman, & Abel, 2004, p. 578). Professionals went on to share that they did not feel supported by the university or that they were even known by other units.

Wallace, Ropers-Huilman, & Abel (2004) point to some additional challenges for this population, including exclusion from university committees, “lack of communication, poor office accommodations, fewer benefits, lack of inclusion in university training, and uneven accountability standards” (p. 581) as evidence of this marginalization. Other respondents in their study recounted that their locations on or off campus contributed to their marginalization as well. Another challenge shared was the need to constantly explain their work and the purpose of that work. One participant suggested that a constant need to share the TRIO mission shows a lack of awareness and influence on campus. One participant said “we are going to have to toot our own horns. We are going to have to get out there and be noticed. You endanger yourself when nobody knows what you are doing” (Wallace, Ropers-Huilman, & Abel, 2004, p. 580). This idea of self-reporting or practitioner scholarship echoes the call of Stovall (2005) and others.

The idea of diversity services being isolated goes directly against some of the best practices that Gose (2006) described in his research. The biggest criticism from the Wallace, Ropers-Huilman, & Abel (2004) study participants was the idea that they could not be promoted to other positions within the university because the work that they do is undervalued and some even complained that the limitations placed upon them were a result of the rest of the university community not knowing more about their work. In response to some of the preceding challenges, participants suggested that TRIO staff serve on more university committees and participate in more networking on their respective campuses. These feelings and professional advancement advice are also related by Sutton and McCluskey-Titus (2010).

In addition to campus isolation, TRIO staff related that they even experience isolation in their own offices. Some staff complained that they were not invited to departmental staff meetings and that there is competition within their own departments for the already limited resources. These findings reinforce the research conducted by Longerbeam, Sedlcek, & Balon (2005). This study highlights the fact that not much research has been done into diversity services offices and attempts to take a glimpse into what is happening in these offices.

The idea of competition for scarce resources is also mentioned by Young (2005), who challenged diversity services staff to be engaged with staff from other diversity units as opposed to competing with them for limited resources. Young (2005a) offers that some "student affairs practitioners have even seen themselves as 'less valuable' or 'essential' to the mission of the university" (p. 147). Young (2005) also suggests potential conflicts on campuses as directors of cultural centers and professors in ethnic and other diverse studies compete over who has the most clout among people of color on particular campuses. These power struggles can lead to conflict among diversity services staff.

The researchers suggest that more needs to be done to recognize the work of these offices by their institutions in order to ensure that will continue to exist. One of the stories that need to be told, according to Wallace, Ropers-Huilman, and Abel (2004), is that the TRIO staff members are effective advocates for students because of their own experiences navigating through the margins as college students.

Rountree (2010) discusses getting faculty to buy in to campus diversity missions. She cautions that one must understand faculty perspectives and respect their academic and curricular freedom; diversity officers must also recognize their expertise and rely on that to bolster them when they enter into dialogue with faculty. She also recommends that diversity officers highlight the academic units that are doing exemplary jobs of incorporating multiculturalism and diversity into their curriculum.

Flowers (2003) explored the preparation of higher education and student affairs graduate students. He found that these graduate programs were failing to produce professionals who are able to support the growing diversity on the campuses that these students will ultimately work on. Flowers ultimately concludes that it is important for higher education and student affairs graduate programs to make sure that they have diversity courses required for their students in order to adequately prepare those graduates to work with diverse student populations as “culturally proficient student affairs professionals” (Flowers, 2003, p. 75). Cuyjet, Howard-Hamilton, and Cooper (2011) also suggest that higher education and student affairs graduate students be purposeful in their work to insure that they are working towards becoming multiculturally competent professionals.

Jaschik (2012) highlighted a recent study that posits “that as undergraduates progress in higher education, they become less interested, on average, in promoting racial understanding” (pg. 1). The sample in the study included students at 17 institutions of varying types. The study concluded that "contrary to [the researchers’] expectations, the average change in racial attitudes during the first year and over the entire four-year period is in a negative direction" (Jaschik, 2012, p. 1)

The authors of the study highlighted by Jaschik (2012) say that there are ways for students to actually make progress towards racial understanding. Suggestions such as having interracial friendships, engaging in frequent discussions with other-race students, having frequent discussions with faculty members whose views differ from their own, and taking courses that focus on diverse cultures and perspectives can increase racial understanding which can contribute to multicultural competency were included in the Jaschik (2012) article. These findings are in line with Flowers' (2003) and Jenkins' (2010) research that questions higher education programs' efforts to produce multiculturally competent professionals. Strange and Stewart (2011) also discuss the preparation of diversity services staff and echo the previous research and share their perspectives that a combined cultural diversity model and social justice model help close the gap in the preparation of student affairs professionals. Both approaches challenge students to examine issues of diversity through unfamiliar lenses and hopefully lead to multiculturally competent graduates.

In Jaschik's (2012) article, it is suggested that, for some students, negative experiences with diversity may dampen the relatively progressive racial views they hold when entering college. These findings echo calls for institutions to offer more than just multicultural course requirements. Flowers (2003) research supported these findings and more as he analyzed 53 student affairs preparation programs and found that 39 of them required a diversity course and 14 did not offer any diversity courses. Only four of these programs offered multiple courses on diversity and none of the programs required multiple courses of their students. A lack of academic courses addressing diversity does not help produce multiculturally competent student affairs professionals, however "colleges can take steps that promote environments conducive for cross-race friendship and other forms of positive interaction may have an even greater impact on students' racial attitudes" (Jaschick, 2012, p. 1). This suggestion points to the importance of the work done in diversity services offices in helping encourage higher education professionals and students to work towards multicultural competence.

Harper & Kimbrough (2005), highlight the role of higher education and student affairs graduate programs in passing on the history and best practices of working in higher education administration. They also highlight the professional development that takes place at conferences that continue the path started in those academic programs. The researchers critique those staff who have not had an academic or professional development background in student affairs or higher education administration. They go on to point out that staff with a student affairs academic backgrounds are better prepared to do the work required to support students. Pope and Mueller (2005) also maintain that student affairs preparation programs should reexamine how they teach diversity in order to produce more multiculturally competent professionals. Further, Pope and Mueller (2005) also point out that a majority of higher education programs require one diversity course. These two researchers noted that “the needs and concerns of …staff of color continue to receive limited attention” (Pope and Mueller, 2005, p. 680). This lack of attention may be a result of the scarcity of diversity in higher education administration in general. Harper and Kimbrough (2005) and Pope and Mueller (2005) point out that in the past 10 years only 8.4 percent of student affairs staff were African American.

Bowman (2010) discusses how diversity courses can contribute to multicultural competency and openness to diversity. He echoes the sentiments of other researchers in this assertion and points out that openness to diversity is true in the personal and professional lives of people who take advantage of these kinds of courses. Bowman reminds readers that there are challenges and resistance to these courses but also points out that those hurdles are worth it, particularly for White students who showed more benefits than students of color from taking a diversity course. Bowman also points out that taking more than one diversity course had a greater positive effect on people than just taking one course. In fact taking only one course seemed to have a negative effect on some students’ openness to diversity. Students of color were less open to diversity after one course than White students who may experience White guilt. Bowman stated “since many of today’s college students grow up in relatively homogenous environments, [one diversity class] may create a sense of disequilibrium that is not resolved”

(Bowman, 2010, p. 557). He and others recommend more than one course be required in order to help students be more open to diversity.

Harris III and Bensimon (2007) discuss how practitioners are at the root of organizational responsiveness, it is important to make sure that their voices are heard and that those practitioners are culturally competent. This is important because “lack of cultural knowledge may keep us from noticing ways in which we, unknowingly and unintendedly, create the conditions that prevent students from behaving according to our expectations” (Harris III and Bensimon, 2007, p. 80).

Harris III and Bensimon (2007), Bensimon, Dowd, Rueda, and Harris III (2007) identify the 1980’s in higher education as the beginning of the era of accountability as well as the emergence of diversity as institutional goals. The authors say that some institutions ignored past success in supporting underrepresented students and missed opportunities to continue to serve these students due to varying agendas of university staff. They support the need for diversity services offices and staff when they point out that “learning is mediated by cultural tools and artifacts” (Bensimon, Dowd, Rueda, and Harris III, 2007, p. 5) that can often be found in cultural centers or diversity services offices.

Owen (2010) discusses the role that White men can play in diversity leadership in his article. He mentions that White men are neither the expectation nor the norm when it comes to diversity leadership in higher education. He points out that that it seems counterintuitive for White men to work against a system that privileges them. Some of the benefits of this particular demographic serving in this position are that they may be able to endear more goodwill from other White men and they can change the stereotype of only people of color and White women caring about issues of diversity.

Longerbeam, Sedlacek, and Balon (2005) surveyed 33 diversity services staff members. The staff reported that their work was rewarding and they enjoyed their sense of purpose. These findings align with Pope and Mueller’s (2001) findings regarding White student affairs professionals who are multiculturally competent. The combined findings indicate that those who enjoy working with underrepresented students tend to be more competent. Another finding shared is the idea of burnout from diversity work. Some of those surveyed in the Longerbeam, Sedlacek, and Balon (2005) study expressed challenges to always having to be politically correct or serve as the diversity expert. There was also discussion about the lack of opportunity for professional growth. The authors also indicate that diversity services staff should not identify with the multicultural myth; that is the idea that everyone who does this work is multiculturally competent and free of bias.

Stewart and Bridges (2011) highlight their anonymous survey of multicultural student services staff. The authors warn that the results of the survey may not be entirely accurate due to response errors, but they do provide some insight into the field. They found that most of these offices existed at 4-year institutions and a majority of the respondents worked at private institutions. The researchers also gained some insight into the experiences of the students served by multicultural services. Their findings indicated that many diversity offices catered to students based on race and more than half of those offices supported students based national origin, sexual orientation, and gender. Other aspects of diversity supported by these offices to a lesser extent included religion, disability, and social class. Their surveys also gleaned valuable information about the ages and origins of the offices as well as their organizational make-up. The authors found inconsistency in titles and reporting lines for these offices as well.

A majority of the respondents to Stewart and Bridges (2011) survey indicated that a Master’s degree was required for the heads of their departments but there was no clear indication what field these degree were in. As far as job responsibilities, 83 percent indicated that programming was their primary responsibility, followed by counseling and consultation and diversity training. Much more was revealed in the surveys administered by Stewart and Bridges (2011) about the kinds of programs offered, size of staff, but most telling was that 80 percent of the respondents felt like their institutions were not doing enough for their diverse students. The voice of this group was heard in some of the survey feedback indicating that they wanted more resources and institutional support and the research showed that there is no universal experience for diversity services staff.

Bankole (2005) points out that diversity services offices have been created and continue to be created on campuses in response to the needs of students of color and in response to incidents on campuses. She also points out some of the challenges of hiring a culture center director. She indicates that much more is expected of staff who serve in these positions than is expected of their peers across a university. And because so much is expected of these professional it is challenging to hire people with the requisite academic and experiential preparation. Whatever that balance may be, Bankole does not specify. Bankole warns that institutions:

> Are at risk of placing personnel who are not required to provide credible and related academic grounding to the enterprise. This occurs, in part, because of traditional campus politics: the practice of placing 'the Black' professional in 'the Black' [or other underrepresented cultural group] office to give a symbolic face to the effort. This also occurs because, in Student Affairs, student personnel administrators view the process as dependent, not upon specific credentials or experience with reference to Black culture and history, but as a matter of finding the candidate who knows the intricacies of the Student Affairs division of the institution. However, no matter how well-meaning these

> practices may appear on the surface, it has produced the image that higher education personnel support the hiring of individuals who require no specialized training or credentials to oversee Black cultural programs and services (Bankole, 2005, p. 174).

Critics shared with Bankole that it seemed as if anyone could be hired to run a cultural center “with no baseline academic preparedness or cultural competency... required” (Bankole, 2005, p. 174). She insists that staff in these roles be aware of the history of their offices and the scholarship related to cultural competency and diversity in higher education. Bankole suggests that these random approaches do not fit with any other aspects of higher education and lead to challenges with developing long term strategies for the success of these offices and this haphazard approach speaks to the relative value of these units within an institution.

Gose (2006) highlights as the most important quality of a chief diversity officer (CDO), someone who “is not an isolationist…someone who can work across the” (Gose, 2006, p. 1) institution. The imperative for understanding the research and preparation of diversity services is taking on a greater sense of urgency according to Jaschik (2011) who writes that a survey by the search firm Witt/Kieffer indicates that 50 percent of the 94 CDOs surveyed plan to leave their jobs within the next three years. That same survey also found that many of the CDOs polled were the first to serve in those positions. In terms of experience, 61 percent of the people in CDO roles had worked in diversity services for more than 11 years and nearly 70 percent of the 98 CDOs polled felt that the president of their institutions listened to their recommendations.

Williams and Wade-Golden (2008) help outline the emerging role of a CDO and how they can be successful on campuses. The authors point out that colleges are obliged to keep working towards becoming welcoming environments to underrepresented students so that they have a welcoming environment for all students and prepare all of their students to work in a global society with many aspects of diversity. Some of the roles that CDO’s play in institutions are implementing diversity training programs, ensuring that staff are multiculturally competent, and that systems are in place to measure diversity goals set by the institutions. The authors remind the reader that CDO’s can only succeed in affirming and committed environments.

Williams & Wade-Golden (2007) further outline the role of CDO’s. The CDO is often the senior diversity services staff person. The CDO sets the tone for all of the staff who work with them. The authors discuss the varying structures of these offices and goes on to describe some of the qualities of a good CDO. The structures of the offices range from singular units to multifaceted organizations that house academic units and multiple diversity services offices. The range of qualifications for CDO’s outlined by the authors includes persons with law degrees, PhD’s, or other qualifications. Organizations should determine if the person they want must be a minority. Owen’s (2010), Longerbeam, Sedlacek, and Balon’s (2005), Pope, Reynolds, and Muller’s (2004) and others work suggests that one’s membership in a minority group does not automatically equate multicultural competence.

Williams and Wade-Golden warn of the dangers of selecting a candidate who cannot balance both the practical and political work of a CDO. They outline the skills needed to be successful in these roles as multicultural competency, knowledge about higher education and business; someone who has high emotional intelligence and understands how to be results driven. The researchers conclude by highlighting the progress that diversity services staff have made in the last three decades and the importance of quality leadership for these offices to remain relevant and progressive.

Arnold and Kowalski-Braun (2011) share their experience of hiring a Chief Diversity Officer. The authors echo other researchers that say it is not enough to just hire a CDO, there must be institutional support for this position and the efforts associated with them to be successful. The authors noticed the trend of creating these positions over the past few years and they agreed with the research that highlights the melting pot theory as inadequate to address the needs of underrepresented students, faculty, and staff. Their institution chose to follow the division model of diversity in order to give the CDO some support staff and to show the university community "that diversity work was [not] going to be relegated to one person" (Arnold and Kowalski-Braun, 2011, p.4). The researchers share that their institution wanted to move away from their reactive tradition to a more proactive approach to diversity.

Multicultural Competence

Pope, Reynolds, and Mueller's (2004) work, along with King and Howard-Hamilton's (2003) research, provide much of the framework for this research in terms of measuring diversity services staff's cultural competence. The authors remind us that there is not much literature in the field of higher education and student affairs that discusses how diversity staff can deal with multicultural issues. This is in spite of the fact that the field of higher education recognizes its need to be more inclusive of multicultural perspectives.

Wallace, Ropers-Huilman and Abel (2004) posit that "many student affairs professionals believe that a primary function of their position is to meet the ever changing needs of a diverse student population" (p. 573). The authors discuss student development theory as well as multicultural competency theory and how the two interact. This is insightful because it reminds practitioners that knowledge of theory is not enough. It is essential for student affairs professionals to have the ability to apply those theories to their actual practice.

The idea of multicultural competence originated in the 1980's in the field of counseling psychology. Sue, Bernier, Durran, Feinberg, Pederson, Smith and Vasquez-Nuttal (1982) identified multicultural competence as a three part model that included knowledge, skills, and awareness. Pope and Reynolds (1997) and others looked at the history of counseling psychology and its similarities to the field of higher education and student affairs and adopted Sue et. al.'s (1982) model for higher education and student affairs. King and Baxter-Magolda (2005) and Reason and Watson (2011) also identify the same components of multicultural competence. They have added to Sue et. al.'s finding and made the model more relevant to higher education and student affairs since the initial movement towards identifying diversity as an overarching goal for student affairs programs and practitioners. Pope and Reynolds (1997) said that "multicultural competence is a necessary prerequisite to effective, affirming, and ethical work in student affairs" (p. 270).

Multicultural competence is defined by Pope, Reynolds, and Mueller (2004) "as the awareness, knowledge, and skills needed to work with others who are culturally different from self in meaningful, relevant, and productive ways" (p. 13). They note that having those same features to "address cultural issues with someone who is culturally similar (to you) is just as crucial" (Pope, Reynolds, and Mueller, 2004, p. 14). Howard-Hamilton, Richardson, and Shuford (1998) echo this sentiment when they discuss a person having an understanding of who they are in relation to their own cultural identity and personal pride based on that identity. These authors also point out that having the ability to articulate the differences between cultures is an essential skill as well.

Pope, Reynolds, & Mueller (2004) remind us that it is important to be responsive to the ever changing demographics and varying aspects of diversity in order to be able to support our students in culturally relevant and culturally appropriate ways. By remaining responsive and self-aware, student affairs professionals can continually ensure that they are supporting their diverse students. “The goal of multicultural competence is to create a more welcoming and affirming campus for all students by developing more relevant, meaningful, and culturally appropriate services” (Pope, Reynolds & Mueller, 2004, p. 27). The creation of diversity services offices on college and university campuses was an attempt to do just that. In spite of these best intentions, “many student affairs practitioners and scholars are not effectively trained to address the complex and constantly evolving cultural dynamics on today’s campuses” (Pope, Reynolds & Mueller, 2004, p.27).

Another challenge highlighted is the researchers’ finding that even though graduate students indicate that they look forward to additional multicultural experiences, many are “uncomfortable in situations where they must work and respond to multicultural issues and people unlike themselves” (Pope, Reynolds, & Mueller, 2004 p. 175). “ Knowing how to deconstruct one’s personal assumptions and core beliefs as well as the underlying beliefs of a theory being used is a fundamental skill that is rarely taught in graduate school” (Pope, Reynolds, and Mueller, 2004 p. 42). Many higher education preparation programs are attempting to add more diversity to their course offerings (King and Howard-Hamilton, 2003, Flowers 2003, King and Shuford, 1996 and others). But these offerings are not comprehensive which leads to another criticism that is levied about diversity preparation programs is that they are usually just added on to training or courses and not integrated throughout; this approach minimizes the importance of understanding diversity even if that is not the intent. An example of this occurs when diversity courses are not required courses in higher education and student affairs preparation programs (Pope, Reynolds, and Mueller 2004 and Flowers 2003).

In an effort to offer more than just criticism, Pope and Reynolds (1997) have identified 33 characteristics of multiculturally competent student affairs professionals. These characteristics relate to things learned on the job and in the classroom and are shared on the following page.

Table 1

Characteristics of Multiculturally Competent Student Affairs Professionals

Multicultural Awareness	**Multicultural Knowledge**	**Multicultural Skills**
A belief that differences are valuable and that learning about others who are culturally different is necessary and rewarding	Knowledge of diverse cultures and oppressed groups (i.e., history, traditions, values, customs, resources, issues.)	Ability to identify and openly discuss cultural differences and issues
A willingness to take risks and see them as necessary and important for personal and professional growth	Information about how change occurs for individual values and behaviors	Ability to assess the impact of cultural differences on communication and effectively communicate across those differences
A personal commitment to justice social change, and combating depression	Knowledge about the ways that cultural differences affect verbal and nonverbal communication	Capability to empathize and genuinely connect with individuals who are culturally different from themselves
A belief in the value and significance of their own cultural heritage and worldview as a starting place for understanding others who are culturally different	Knowledge about how gender, class, race, ethnicity, language, nationality, sexual orientation, age, religion or spirituality, and disability and ability affect individuals and their experiences	Ability to incorporate new learning and prior learning in new situations
A willingness to self-examine and, when necessary, challenge and change their own values, worldview, assumptions, and biases	Information about culturally appropriate resources and how to make referrals	Ability to gain to trust and respect of individuals who are culturally different from themselves
An openness to change, and belief that change is necessary and positive	Information about the nature of institutional oppression and power	Capability to accurately assess their own multicultural skills, comfort level, growth, and development
An acceptance of other worldviews and perspectives and a willingness to acknowledge that, as individuals, they do not have all the answers	Knowledge about identity development models and the acculturation process for members of oppressed groups and their impact on individuals, groups, intergroup relations, and society	Ability to differentiate among individual differences, cultural differences, and universal similarities
A belief that cultural differences do not have to interfere with effective communication or meaningful relationships	Knowledge about within-group differences and understanding of multiple identities and multiple oppressions	Ability to challenge and support individuals and systems around oppression issues in a manner that optimizes multicultural interventions
Awareness of their own cultural heritage and how it affects their worldview, values, and assumptions	Information and understanding of internalized oppression and its impact on identity and self-esteem	Ability to make individual, group, and institutional multicultural interventions
Awareness of their own behavior and its impact on others	Knowledge about institutional barriers that limit access to and success in higher education for members of oppressed groups	Ability to use cultural knowledge and sensitivity to make more culturally sensitive and appropriate interventions
Awareness of interpersonal process that occurs within a multicultural dyad	Knowledge about systems theories and how systems change	

Note: Pope, Reynolds & Mueller p. 18 (2004)

Pope, Reynolds, and Mueller (2004) remind practitioners that they have made a commitment to their field and in order to stay abreast of the emerging and evolving trends, multiculturally competent professionals must make a commitment to professional development.

Pope, Reynolds and Mueller (2004) suggest seven multicultural competencies that student affairs professionals need to focus on.

1. Acquiring appreciation, knowledge, and understanding of cultural groups, especially those individuals and communities that have been historically underserved or underrepresented
2. Increasing content knowledge about important culturally related terms and concepts such as racial identity, accumulation, or worldview
3. Enhancing awareness of one's own biases and cultural assumptions, and assessing one's own multicultural skills and comfort level
4. Developing the ability to use that knowledge and self-awareness to make more culturally sensitive and appropriate interventions
5. Developing an awareness of the interpersonal dynamics that may occur within a multicultural dyad
6. Deconstructing the cultural assumptions underlying the counseling process
7. Applying advocacy skills to assist in the development of a more multiculturally sensitive and affirming campus in Pope, Reynolds, and Mueller (2004) (pp. 85-86).

The preceding skills can contribute to diversity services professionals to support all of the students they work with and the survey tool used in this research attempts to measure how well the respondents do those things outlined by the authors that contribute to student success. It is also suggested that student affairs staff analyze their own lives to see how diverse they are outside of the workplace for a better understanding of what areas of multicultural competency they may need to work on.

One of the challenges highlighted by the researchers (Pope, Reynolds & Mueller 2004) is the idea that practitioners and scholars are multiculturally aware and therefore they have no need to explore their own and other cultures, Longerbeam, Sedlacek, and Balon (2005) have referred to this as the multicultural myth. This fallacy leads to complacency among student affairs staff and can be especially damaging for diversity services staff. Pope, Reynolds and Mueller (2004) highlight some additional challenges related to personal identity as individuals work towards multicultural competency. One of those challenges is the fact that some terms referring to individuals and groups and their identities are constantly in flux and it is important to be aware of these changes in order not to offend or exclude. In an effort to be responsible in this area; the survey instrument for this research allowed respondents to self-identify in the demographic section of the survey.

Pope, Reynolds, and Mueller (2004) highlight other factors that can impact multicultural competency, including race, gender, life experiences and others. The author's point out;

> [i]n addition to racial identity, other demographic and experiential variable influence how individuals perceive, address, and make meaning of multicultural issues. Factors such as whether one has had much experience living or working with individuals of other races or sexual orientations or had any opportunities to receive multicultural training or supervision can influence the perceptions, attitudes, and multicultural competence of individuals (Mueller and Pope, 2001, p. 159-160).

The authors suggest that examining the preceding factors is an opportunity for further research.

There have been very few tools designed to measure multicultural competency in student affairs. One of them, the Multicultural Competence in Student Affairs-Preliminary Form 2 or the (MCSA-P2) was created by Pope and Mueller (2000). With the researchers' permission the MCSA-P2 was adapted for this current research. Pope and Mueller created this tool with the help of a diverse group of graduate students and professionals. The tool was initially given to 238 student affairs practitioners who served in a variety of functions across their campuses, including faculty positions. The researchers found that the initial tool had an alpha coefficient of .92 which is very good and they also found that the MCSA-P1 measured a single factor that they called general multicultural competence. The researchers indicated that this single factor was actually in line with previous findings that show "multifactor conceptual models tend to be unidimensional or bidimensional in structure, largely because of substantial overlapping of the three domains in multicultural competence" (Pope, Reynolds, & Mueller, 2004, p. 171). Additional research by authors confirmed these findings. Because of these initial findings the multicultural competence tool was revised to the current MCSA-P2 form that contains "thirty-four items arranged using a Likert-type self-report scale, measuring individual responses to items where 1 equals *Not at all accurate* and 7 equals *Very accurate*" (Pope, Reynolds, & Mueller, 2004, p.172). This revised tool was sent to 190 student affairs professionals across the country and the MCSA-P2 had an alpha coefficient of .91, which the researchers considered acceptable.

King and Howard-Hamilton (2003) studied the multicultural competency tool called the Multicultural Competencies for Student Affairs-Preliminary Form (MCSA-P) designed by Pope, Jordan, Stern, and Mueller (1997). They discussed some of the results and limitations of the instruments and also pointed out that because there were so few instruments that measure cultural competence it was not easy to determine the validity of the instruments.

King and Howard-Hamilton (2003) sought to test the validity of the MCSA-P (the initial version of Pope and Mueller's multicultural competence measuring tool) by testing graduate students, established student affairs professionals and diversity educators with the idea that the diversity educators would score the highest based on their experiences and expertise. They also sought to analyze the MCSA-P scores based on race and gender. The researchers found that “self-identified diversity education specialists… scored the highest level of multicultural competence” (King and Howard-Hamilton, 2003, p. 126). The sample size of diversity educators, faculty who teach topics related to diversity and diversity service staff in the King and Howard-Hamilton study, was deemed too small to do much further analysis. King and Howard-Hamilton (2003) also confirmed that the MCSA-P had high internal consistency with an alpha = .93.

King and Howard-Hamilton’s (2003) findings help to validate the MCSA-P2 and served as a starting point for this current study. Assuming that diversity educators score higher than general student affairs professionals because of the nature of their work, it would provide further insight into the field of diversity education or services to try to determine how this population gained their knowledge, skills, and awareness of multicultural issues and experiences.

As of 2004, only two additional documented studies had been done using the MCSA-P2, one by Mueller and Pope (2001) that examined multicultural competence in relation to Whiteness. The researchers found that if White student affairs practitioners also identified themselves as members of marginalized groups, they scored higher on the multicultural competence tool.

One of the criticisms of the MCSA-P1 and P2 (Pope, Reynolds, and Mueller, 2004, King and Howard-Hamilton, 2003 and Franklin-Craft, 2010) is that the tool requires one to self-report their scores. It is pointed out that “respondents may have a false sense of competence and may overrate their abilities… [conversely] they may underrate their skills” (King and Howard-Hamilton, 2003, p. 131). Franklin-Craft (2010), in later research attempts to minimize this challenge by using objective observers to corroborate the scores of her subjects.   This criticism is cited as a limitation of this current research.

Franklin-Craft's (2010) study has also served as a model for this research. She examined the literature and current tools that measure multicultural/intercultural competency and designed her own tool, the Cultural Intelligence Survey to try to get a better picture of the multicultural/intercultural competency of student affairs professionals. Franklin-Craft looks at a range of student affairs professionals, while this current study looks only at diversity services staff. In spite of her broader focus, Franklin-Craft's work has been a useful blueprint for this current research.

Franklin-Craft (2010) outlines the emerging demographics of the United States and highlights the importance of student affairs staff being multiculturally competent. She points out the fact that there is no completely agreed upon definition for cultural competence and that ambiguity leads to some confusion when trying to identify the best practices and measures for cultural competence. Franklin-Craft uses the term intercultural competence rather than multicultural competence because she feels that multicultural competence is limited to diversity within the United States versus a more worldly perspective that intercultural competence represents. This criticism was shared by a graduate student in the pilot study for the current research.

Franklin-Craft (2010) asks some demographic questions of student affairs staff and questions about professional development and personal experiences to determine if those things have an impact on measures of cultural competence. Franklin-Craft (2010) found that men scored higher on the MCSA-P2 than women. Franklin-Craft also found that Whites scored the lowest on the MCSA-P2 and that Latinos scored the highest (Franklin-Craft 2010). In ascending order were Whites, Multiracial, Black, Asian, and Hispanic. GLBT respondents had significantly higher overall scores on the MCSA-P2. Franklin-Craft found no difference in scores between Christians and non-Christians. The multicultural competence scores U.S. born staff were lower than international born staff scores. These findings conflict with Pope, Reynolds & Mueller's (2004) findings that there was no significant difference in the MCSA-P2 scores by race.

Castellanos, Gloria, Mayorga, and Salas (2007) explore the intersection of demographics of student affairs staff and their self-reported multicultural competency. The authors found that multicultural knowledge was the best predictor of multicultural skills in their study of 100 student affairs professionals using an assessment tool based on Pope and Reynolds' MCSA-P2. They found no other significant differences by race or gender related to multicultural competency and mentioned that social desirability or political correctness may have contributed to the self-reported scores.

Bensimon et. Al (2007) discusses the idea of "equity-mindedness" (p. 6) which aligns closely with multicultural competence. This idea of "equity- mindedness" encompasses ideas of justice and cultural theory and pulls from many other disciplines that focus on well-being. Some of the qualities of practitioners that they describe include awareness of the impact of color on people, awareness of cultural beliefs and expectations, actively working to mitigate barriers to equality, and genuinely caring for the students served. The authors also point out that a barrier to becoming a genuinely caring practitioner can include a lack of access to professional development funds and hostile superiors.

Diversity, inclusion, and equity have been cited by ACPA and NASPA in the *Professional Competency Areas for Student Affairs Practitioners: Informing Intentional Professional Development Design and Selection* (2010) document, the two largest national student affairs organizations as critical goals for professionals. These organizations specifically highlight knowledge and skills that are the hallmark of competent professionals from basic to advanced. Some of specifics highlighted in this document include self-awareness of personal identities and basic awareness of multiple cultures. The document also highlights the ability to affect institutional policies as feature of an advanced multiculturally competent professional.

Raechele Pope (2000) discusses student affairs professional considerations when working with students of color. She enforces other studies that suggest that familiarity with student development theory is helpful to supporting students who are exploring their racial identities. She highlights the need for "additional training and skill building for student affairs practitioners" (Pope, 2000, p. 310) to become multiculturally competent.

Pope and Mueller (2001) discuss the implications for White student affairs staff members having some awareness of themselves as White people helping students of color. They relate that while White practitioners can support diverse students as well as administrators of color, they must work more diligently at acknowledging the privilege that comes to them due to their status as White people in the United States. They also discussed social desirability and how it can impact self-reported scores on instruments, particularly those that address "sensitive issues like … [multicultural competence]" (Pope and Mueller, 2001, p. 136).

One of the characteristics of multiculturally competent White student affairs professionals is a mature White racial identity. Pope and Mueller (2003), reiterate that while there is no evidence to suggest that White diversity services staff cannot support underrepresented students, it is also true that White professionals may have fewer opportunities to interact with people of color or other Whites who emphasize the salience of racial identity. They again mention the relationship between marginalized identities such as female, GLBT, disabled as factors contributing to multicultural competence as well as a desire to work with underrepresented students.

Bonner II (2012) shares that “for the higher education official, it will become ever more prudent to develop competencies based on what Millennials in general and African American Millennials in particular bring to the institutional context. Seeking a universal template to address a myriad of issues this generational cohort is experiencing is a mistake” (Bonner II, 2012, p. 69). Pope and Mueller 2003 and others speak to the need for diversity services staff to have ongoing training and learning in their efforts to move towards the ever elusive goal of being multiculturally competent. Bonner II also discusses the important role that professionals of all ethnicities play in mentoring African American students in helping those students adjust to college.

Cuyjet, Howard-Hamilton, and Cooper (2011) suggest that the current research on multicultural competence is rich, as evidenced in this literature review. It also becomes clear that the experiences of diversity staff are missing from the conversations about multicultural competence. Cuyjet, Howard-Hamilton, and Cooper (2011) also remind diversity services staff and student affairs to try to consider who might be left out in any actions that they take. The researchers also comment on the need for faculty to consider issues of diversity in their classrooms to help prepare multiculturally competent professionals.

An insight provided by the Arnold and Kowalski-Braun (2011) study that can help diversity services staff members is the need to learn about the history of diversity at your own institutions. Asante (2005) outlines need for black cultural center directors to be culturally competent as he points out that “you could still go into some cultural centers and wonder whether or not the directors understood what center they were directing” (p. 38).

Jenkins (2010) introduced the Tri-Sector Practitioner's Model or TSPM that gives a model for professional development and program improvement in cultural centers. This model advises staff on how to be more deliberate in their programing, networking, and cultural knowledge. Staff are also encouraged to develop their expertise and knowledge of the cultural demographics of the students they serve. An understanding of the impact of race and student development is also mentioned as essential skills to hone. Jenkins also recommends basic customer service training for all cultural center staff. In order to ensure that staff of cultural centers are always up to date with their skills, Jenkins (2010) ultimately recommends that "professionals must have a lifelong commitment to continued study" (p. 149) through a range of personal, professional, and academic research and practice, including coursework, reading, travel and other immersion experiences.

Hord (2005), like Asante (2005), continues to emphasize the need for cultural center staff to reflect the knowledge base of the cultures that they are charged with representing, and for that staff to have "the lived experience to manifest and pass on … [a] worldview. …If staff members are [culture]-centered, then the Center's resources and activities will no doubt reflect that. … Thus it is imperative that …staff members are knowledgeable about historical sources of …power" (Hord, 2005, p. 57). Hord makes a point that is similar to the idea related in the multicultural myth. Sometimes it is assumed that just because a person of color is in a diversity staff position that person must be culturally competent. Stovall (2005) reiterates this when he says "in far too many cases, campus personnel, such as counselors and administrators of special programs designed for 'minorities,' are not culturally prepared or trained to help [diverse] students" (p. 104). Stovall (2005) suggests that these offices support university efforts to train faculty and staff on cultural competency issues, in order to do that, the staff themselves must be multiculturally competent.

Kline, Internicola, and Flaherty (2010) discuss the impact that Social Justice Training can have on Higher Education and Student Affairs Masters students. The authors discuss a case study method that they implemented in a program at a large Northern University. The framework of the study was centered on multiple theories and one of the foci was Multicultural competence. The authors echoed much of the research that says that Higher education professionals should have some awareness of diversity and be able to respond to the needs of their diverse student populations. Their findings were similar to King and Howard-Hamilton's (2003) finding that there is a gap in the skills and knowledge of higher education professionals and the experiences of the diverse students that they work with on a regular basis. Kline, Internicola, and Flaherty (2010) encourage a reflective approach to dealing with social justice.

There is a general agreement among higher education scholars that professionals and graduate students who aspire to work in student affairs should reflect on their experiences with diversity as they encounter it (Kline, Internicola, & Flaherty 2010, Strange and Stewart 2011 and Cuyjet, Howard-Hamilton, and Cooper 2011). Such reflection should involve writings or discussions as identified in Strange & Stewart's (2011) Social Justice Model. This model outlines the role that classrooms and other professional development opportunities can play in advancing social justice and an understanding of multicultural competence and an understanding of the relationship between privilege and oppression.

Summary.

There is very little research focused on multicultural competence and diversity services. The majority of studies centered on student affairs professionals in general. While there is some overlap between diversity services and student affairs, the two units are not synonymous. There is not a wide range of research or analysis of the experiences of diversity services staff and almost no specific research on the academic, personal, professional experience of diversity services staff. The lack of research on the multicultural competence of this population makes this study significant and seeks to provide a starting point to understanding more about diversity services offices and multicultural competence. This study also examines the backgrounds of diversity staff to gain some insight into the experiences that may contribute to multicultural competence.

The literature covered a multitude of topics related to the experiences of diversity services staff, however three themes emerged from the literature. Those themes were history of diversity services, an overview of the roles diversity services staff members have on their campuses, and multicultural competence. These themes all impact the academic, personal, professional experiences of diversity staff and contribute to their multicultural competence.

Knowledge of the history of these offices helps inform the present and future of these units. This knowledge of relevant history helps ground professionals and offices in the experiences of alumni that they may work with and it may help staff tell the stories of their work more easily. Knowledge of the history of diversity offices helps practitioners understand current best practices in diversity as well as future opportunities to support diverse students.

The academic experiences of the diversity services staff emerged as a theme through an examination of the diversity courses and programs that aspiring professionals are exposed to in graduate schools. In addition to examining the graduate preparation programs, the stories of the professionals who work in this area were also discussed in the literature and gave some insight into the professional experiences of diversity staff. Understanding the experiences of diversity staff helps practitioners understand challenges and successes as they navigate through their work in diversity.

Finally, multicultural competence emerged as an overarching theme for this research because culturally competent professionals incorporate both the history of these office and the experiences of the staff in these offices in identifying the knowledge, skills, and awareness that the successful practitioner should pursue. These themes converged to help describe the experiences of diversity services staff. Additionally, the literature points out that one does not have to be a member of an underrepresented group to effectively work in diversity services, though membership in these groups may provide one with more opportunities to engage diverse groups in personal settings and those personal relationships appear to positively impact multicultural competence.

Chapter 3

Research Methods

Introduction.

This study examined the academic, personal, and professional experiences as well as the multicultural competence of diversity staff in higher education. Multicultural competence has been defined as the awareness, knowledge, and skill necessary to work effectively and ethically across cultural differences (Pope & Reynolds, 1997, p. 270). Diversity services staff are charged with working with diverse student and community populations. In spite of this apparent link, very little has been written about diversity services staff and multicultural competence. This study examines both in an effort to support professional development and highlight the best practices for diversity services staff as it relates to multicultural competence.

By examining this population and their demographic backgrounds, I hoped to gain a better understanding of the staff who work in diversity services, and the ways in which their preparation and qualifications support their ability to support diverse student groups

This chapter outlines the methods used to analyze the data collected in this study. Some of the limitations of the study are also discussed in this section as well as an outline of the participants. The instrumentation is discussed in addition to the procedure and the data analysis.

Limitations

As this analysis begins, it is important to remind the reader that there is no way to be bias free or totally objective (Harper and Kuh 2003). I recognize that my own biases in this study come from my more than 10 years of experience working and studying this field. I am also aware that some of my biases may come out in this analysis. Another limitation of the current study is the fact that the multicultural competency scores are self-reported. The literature points out a criticism of qualitative studies and shares that some critics question whether or not the information analyzed qualitatively can be trusted because it is self-reported (Pope and Mueller, 2001, Harper and Kuh, 2003, Franklin-Craft, 2010). Another concern about this type of study include whether the findings can be replicated or if multicultural competence scores accurately reflect the participants or class of participants. I have worked to mitigate these concerns by surveying as wide a range of diversity services staff as possible.

Multiple analysis methods were used in this study in an attempt to gain as much insight as possible into the academic, personal, and professional experiences of diversity staff. This study has quantitatively examined the self-reported multicultural competence scores for diversity professionals. A quantitative examination has allowed me to compare multicultural competence scores across demographics and determine if any identities or experiences contribute to multicultural competence in a statistically significant way. This data were examined to determine whether or not certain measured experiences can account for any score differences. This research used inferential statistics to make some inferences about diversity staff across the country and to describe the average multicultural competence scores of this population.

A qualitative approach was taken in this study because much of the previous research on diversity staff by Stewart (2011), Patton (2006, 2010) and others has been qualitative and has examined the history and experiences of this population. “Qualitative studies have a quality of ‘undeniability’ … [they] have a concrete, vivid meaningful flavor” (Miles & Huberman, 1994, p. 1). Harper and Kuh (2003) shared some additional insight on using qualitative methods for research and reassure that it is a valid method for making meaning of data and experiences.

This design approach provided measurements of individual multicultural competency among diversity staff and helped describe their academic, personal, and professional experiences related to diversity.

Participants

Diversity service staff at colleges and universities across the United States who are NASPA members and potential NASPA members were invited to participate in this study. This sample was selected because they were able to share their experiences and contributed to this research due to the fact that they are the target population of this research. The potential respondents were selected based on a list of diversity services professionals received from NASPA, the Student Affairs Administrators in Higher Education organization that bills itself as:

> The leading association for the advancement, health, and sustainability of the student affairs profession. We serve a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of our colleges and universities. Founded in 1919, NASPA comprises more than 12,000 members in all 50 states, 29 countries, and 8 U.S. Territories (www.NASPA.org).

As a member of NASPA, I have access to the diversity and multicultural affairs staff who are also NASPA members at no cost. NAPSA requires members who wish to survey other members to fill out a formal request [see Appendix 15] along with and IRB approval [see Appendix 7] and research study summary. Following the completion of these requirements, NAPSA then sent a list of members from around the United States who fit my request.

The NASPA list contained names and addresses only, email addresses were looked up individually and this search allowed me to identify diversity staff in addition to those on the

NASPA list for a total of 198 people. The remaining 610 people came from the list of attendees of NASPA's 2011 Multicultural Institute held in Atlanta, Georgia on December 8-10, as well as my professional contacts who work in diversity services. My survey was then sent to via email to 808 people using SurveyMonkey.com.

A total of 182 people responded to the request to participate in this research study for a response rate 23% (182/808). Of the respondents, 167 completed the majority of survey instrument and 155 were fully completed the survey for a completion percentage of 85% (155/182). Only the 155 fully completed surveys were included in the quantitative data analysis. The 155/808 makes a final response rate of 19%, which is considered representative according to Bright Ideas (2009).

Instrumentation

The participants received the MCSA-P2 designed by Pope and Mueller (2000) along with a demographic information tool designed by the researcher. The information sheet was designed to collect the background experiences of and the personal characteristics of diversity professionals respectively. [See Appendices 13 and 14 for instrument samples]. The MCSA P-2 is designed to measure the background experiences of and the personal characteristics of culturally competent student affairs professionals. The MCSA-P2:

A 34-item instrument designed to measure multicultural competence in student affairs practice. Participants use a 7-point Likert-type scale, ranging from 1 (not at all accurate) to 7 (very accurate) to describe themselves. MCSA-P2 shows a satisfactory level of internal consistency with an alpha coefficient of .91 (Pope & Mueller, 2000, p. 136).

The creators of the MCSA-P2 indicate that the tool is technically a one factor model the measures general multicultural competency. In this current study, the MCSA-P2 had an alpha coefficient of .93 indicating that the internal consistency of the survey instrument was very good. This means that the MCSA-P2 scores are reliable.

Some significant variables in an individual's multicultural competency score as measured by the MCSA-P2 are the "experiences with training and implementation of multicultural programs and policies, personal identification with a socially marginalized group" (Pope and Mueller, 2000, p. 142). Based on these assertions, the information gathered from the demographic form was analyzed to see if those experiences and characteristics do in fact contribute to higher levels of multicultural competence.

The participants in this study were asked to share personal and professional demographic information in addition to completing the MCSA-P2. The demographic data form was created based on Pope and Mueller's (2000) and Franklin-Craft's (2010) demographic data forms as well as my own design inputs. Both the demographic data sheet and the MCPSA-P2 were reviewed for face validity by a faculty member, 19 diversity staff at my institution and two graduate students as suggested by Dillman (2007).   Following some slight changes in the original survey design and acknowledging that the MCSA-P2 focuses primarily on issues of race, the final instrument was then ready to be distributed to the survey population. Some of demographic characteristics requested include age, gender identity, racial/ethnic identity, sexual identity, religious identity as well as education level, job related information, and travel experiences and others.

Procedure

The potential respondents were contacted via email and asked to participate in the research project. The survey instrument was converted to an online instrument using Survey Monkey to increase the ease of distribution and data collection. Survey Monkey provides a wide range of security precautions and urges users to take advantage of those precautions. The following security information was given:

> It is important to enable the SSL encryption feature. Sensitive data must be protected as it moves along communication pathways between the respondent's computer and SurveyMonkey servers. Please be sure to include a data confidentiality statement in your consent form. Don't make guarantees to confidentiality or anonymity. SurveyMonkey records the respondent time stamp. This is important especially for respondents that consented to taking your survey. The survey should allow for 'no response' or 'prefer not to respond' as an option for every survey question. A survey where a respondent cannot proceed without answering the question is in violation of the respondent's right to withhold information. At the end of the survey, the respondent should be given an option to withdraw from survey. SurveyMonkey has physical and environmental controls in place to protect data. SurveyMonkey will not use the information collected from your surveys in any way, shape or form. In addition, any other material provided to SurveyMonkey (including images, email addresses, etc.) will be held in the strictest confidence. Data is backed up daily on SurveyMonkey servers. (http://help.surveymonkey.com/app/answers/list/c/10).

NASPA members and potential NASPA members received a solicitation e-mail advising participants of the risks associated with participating in this study through an information letter [Appendix 1] and were asked to consent to participating in this study.

Survey responses were collected electronically and directly downloaded to the Statistical Package for the Social Sciences version 20 (SPSS), the software designed for statistical analysis. The data was temporarily kept on their server until the survey was closed. The survey data will be kept by the researcher on a secured flash drive and will contain no information that could potentially identify participants.

[See appendix 6 for participant invitation]

Data Analysis

A survey design was used in this study. Open ended survey responses were reviewed and the data was coded using ATLAS.ti v. 5.0 2nd ed. , a computer program designed to help researchers make sense of qualitative data by providing systematic ways to categorize and analyze their data. After identifying themes in the responses, I then compared the findings to the existing research.

The final quantitative data analysis examined the demographic information in relation to the MCSA-P2 scores to see if there were any significant differences based on any of those factors. For this research, gender, sexual orientation, religion, languages spoken, academic background, time spent outside the U.S., socio-economic status, first–generation status, and age were examined to see if there were any significant differences in the multicultural competence scores based on these varied demographics and experiences.

I used analysis of variances (ANOVAs) to identify any relationships between the reported demographics and experiences and the multicultural competency scores as measured by the MCSA-P2. The one-way ANOVAs determined if there was a relationship between personal identification and multicultural competency and the factorial ANOVAs tried to tease out whether or not combinations of identities and experiences significantly impact multicultural competency.

Research questions.

The following research questions were used in this study:

In this dissertation I examined the following questions;

1. Which demographic characteristics of the respondents correlate with high multicultural competence scores?
2. How significant are personal characteristics (ie. age, gender, race/ethnicity, sexual identity, religious identity) when compared with formal education and professional experience in determining multicultural competence scores?
3. Is there any difference in multicultural competence in respondents on the basis of the following identities; gender, ethnicity, educational level, socioeconomic status growing up, religious identity, sexual orientation, years working in diversity, age, and first generation college status?

Summary.

Chapter 3 describes the qualitative and quantitative approaches to this research. After identifying the research approaches, the chapter outlines the steps taken to select and survey the target population and also describes the instruments used in the surveys. Following a description of the survey methods, a description of the data analysis is given.

Chapter 4

Findings

Introduction.

This study examined the academic, personal, and professional experiences as well multicultural competence of diversity services staff in higher education. Multicultural competence has been defined as the awareness, knowledge, and skill necessary to work effectively and ethically across cultural differences (Pope & Reynolds, 1997 p.270). Diversity services staff are charged with working with diverse student and community populations. In spite of this apparent link, very little has been written about diversity services staff and multicultural competence. This study examines the intersection of both in an effort to support professional development and highlight the best practices for diversity services staff as it relates to multicultural competence.

By examining this population and their demographic backgrounds, I hoped to gain a better understanding of the staff who work in diversity services, and the ways in which their preparation and qualifications support their ability to support diverse student groups

This chapter will present the findings of this study. A descriptive analysis of the respondents gives some insight into some of the demographics of diversity services staff. The descriptive details are followed by quantitative analysis of the sample that examined the multicultural competence scores (as measured by the MCSA-P2) of the varying subgroups identified in the sample. The chapter is concluded with a qualitative analysis of the open-ended survey question responses by the participants.

Descriptive Analysis

A total of 182 people responded to the request to participate in this research study for a response rate 23% (182/808). Of the respondents, 167 completed the majority of survey instrument and 155 were fully completed the survey for a completion percentage of 85 (155/182) and a completed response rate of (155/808) or 19%. The 155 responses are considered representative because the survey was distributed electronically and typical response rates for online surveys are in the low teens (Bright Ideas 2009). Only the 155 fully completed surveys were included in the quantitative data analysis. All personal demographic information was based on respondents' self-identified statuses; no prompts were given for racial/ethnic, sexual, gender, or religious identity.

Further analysis of the responses showed that 74 of the participants or 48 % have been in their position for 0-2 years, 50 or 32% have been in their positions from 2-5 years, 27 or 18 % from 5-10 years, and 25 or 16% of respondents have been in their position for more than 10 years. In this sample, 38 people have worked in diversity services for 0-2 years, 44 people have been in diversity services from 2-5 years, 42 people from 5-10 years, and 52 people have worked in diversity services for more than 10 years.

Table 2

Years of Service

Years in position N = 176	Number of respondents	% of respondents
0-2	74	48
2-5	50	32
5-10	27	18
10+	25	16

There were 167 reported titles for diversity staff with most of them falling into four categories. Respondents indicated that 62 are at the director level, 32 respondents indicated that they were either assistant or associate directors, 21 are at the dean, provost, vice president or chancellor level, and 13 respondents are in coordinator positions. Interestingly two respondents held the title of Chief diversity officer and there were five professors, 6 graduate students among the 167 respondents.

There were 162 respondents who indicated that they did work above and beyond their assigned duties, those additional duties included teaching courses, and committee work as well as diversity training, travel abroad, and discipline hearing among many other roles.

There were 16 people who indicated that English was not their first language. Of the respondents, 20 people indicated that the United States was not their native country. A total of 168 out of 174 respondents indicated that they had travelled to different regions of the U.S. Approximately 46 percent of the respondents had spent less than one month outside of the U.S. See table 3 below for more details.

Table 3

Time Spent outside the US

Time spent outside the US N=172	Number of Respondents	% of respondents
Less than one month	80	46.5%
one to six months	38	22.1%
six months to one year	10	5.8%
more than one year	4	2.3%
1-5 years	19	11.0%
more than 5 years	21	12.2%

The respondents are highly educated with 86.6 percent possessing a master's degree or higher. Slightly less than half (47.1 percent) of the respondents indicated that they were first generation college students. The respondents ranged in age from 21-65.

In this survey, 102 or 65% of the respondents indicated that they identify as female, 49 or 34% identified as male, two or 1% as transgender, one as mostly male, and another one person as gender nonconforming both amounting to less than 1% of respondents.

Table 4

Reported Gender Identity

Optional Demographics N = 146	Number of respondents	% of respondents
Women	95	65
Men	49	34
Transgender	2	1

As far as sexual identity is concerned, seven or 5% of respondents indicated that they were bisexual, 10 or 7 % indicated that they were gay, 112 or 79% indicated that they were heterosexual, seven identified as queer for 5%, three or 2% identified as pansexual, and 1 person chose "not to identify as a rejection of the boundaries of orientation categories."

Table 5

Reported Sexual Identity

Optional Demographics Continued N = 131	Number of respondents	% of respondents
Bisexual	7	5
Heterosexual	104	79
Gay	9	7
Lesbian	2	2
Pansexual	3	2
Queer	6	5

In this research 87 people or 56% identified as African American or Black, 36 people or 21% identified as Caucasian or White, 17 people or 11% identified as Hispanic or Latino, 11 people or 7% identified as multiracial, seven people or 5% identified as Asian of Asian American, one person or less than 1% identified as American Indian.

Table 6 **Reported Racial identity**

Optional Demographics N = 154	Number of respondents	% of respondents
African American/Black	87	56
Asian/Asian American	7	5
Caucasian/White	32	21
Hispanic/Latino	17	11
Multiracial	11	7

A total of 19 people indicated that they were agnostic or atheist, 19 indicated that they were Baptist, one Baha’i, one Buddhist, 22 Catholic, one Pagan, 70 people identified as Christian, one identified as Coptic Christian, and one as Evangelical Christian, four Muslims, one Jewish person, one Korean Presbyterian, one Native American religion, one who followed both Roman Catholicism and Eastern Philosophies, five people indicated that they were spiritual, One Unitarian Universalist, One Latter-Day Saint, two Lutherans, one United Methodist, and one person was uncertain about their faith tradition. All of the Christian identities combined to equal 78% of the respondents, Agnostic and Atheist were 19% of the respondents, Muslims 3% and all other religions added up to 4% of the respondents.

Table 7

Reported Religious Identity

N = 153	Number of respondents	% of respondents
Agnostic/Athiest	29	19
Christian	114	78
Muslim	4	3
Other	6	4

Quantitative Analysis

The quantitative data was analyzed by SPSS 20. The average score on the MCSA-P2 for this sample of 155 respondents who completed the survey tool was 5.68 with a standard deviation (SD) of 0.662. This means the respondents scored in the 81st percentile. After finding the mean score, I was interested to see if there were any statistically significant differences in general multicultural competence between the following subgroups; gender; race/ethnicity; educational level; Socioeconomic status growing up; religious identity; sexual orientation; years working in diversity; age; and first generation college status.

A one-way ANOVA analysis was used to see if there were any differences in MCSA-P2 or general multicultural competency based on highest level of education. People with bachelor's degrees had slightly higher mean scores for general multicultural competency (M = 5.890, SD = .551) than all other levels of education, with associates degrees or less having the lowest scores (M = 4.451, SD .103). Respondents with master's degrees scored (M = 5.632, SD = .710) and those with terminal degrees scored (M = 5.769, SD = .677). The Levene's Test results indicated that the equal variance assumption was not violated, *p* =.058. There was a statistically significant difference in multicultural competence based on a respondent's highest level of education with *F*(1,154) = 5.68, *p* = .007. The effect size for this variable was moderate = .078. An LSD Post-Hoc test was used to determine what factor contributed to the statistically significant difference in general multicultural competency between groups. There was a statistically significant difference between an associate's degree and a bachelor's degree with *p* = .001. There was a statistically significant difference between an associate's degree and a master's degree with *p* = .004. There was a statistically significant difference between an associate's degree and a terminal degree with *p* = .001.

A one-way ANOVA analysis was used to see if there were any differences in MCSA-P2 or general multicultural competency based on graduate majors. People with general education majors had slightly higher mean scores for general multicultural competency (M = 5.898, SD = .757) than all other graduate majors, law or law related majors had the lowest scores (M = 5.127, SD = .580). Liberal arts related majors scored second highest (M = 5.797, SD = .782), next were respondents with other degrees (M = 5.753, SD = .817), followed by higher education majors (M = 5.732, SD = .595), respondents without advanced degrees scored (M = 5.403, SD = .733) and those in business related majors scored (M = 5.226, SD = 1.066). The Levene's Test results indicated that the equal variance assumption was not violated, *p* =.241. There was a statistically significant difference in multicultural competence based on a respondent's highest level of education with *F*(1,154) =5.68, *p* = .033. The effect size for this variable was moderate = .088. An LSD Post-Hoc test was used to determine what factor contributed to the statistically significant difference in general multicultural competency between groups. There was a significant difference between higher education major and law degree with *p* = .009. There was also statistically significant difference between an education major and a law degree with *p* = .004. There was a statistically significant difference between liberal arts related major and a law degree with *p* = .011. Finally there was a significant difference between general education and business related degree with *p* = .035.

The quantitative analysis determined that graduate education major and highest level of school completed were the only statistically significant factors analyzed in this study. All other demographic descriptions were not statistically significant in determining a diversity staff person's multicultural competence score.

Qualitative Analysis

"Diversity work is underfunded, understaffed and unappreciated within Higher Education. We are the only "experts" and often times solely responsible for teaching others. There is no larger institutional investment in professional development in this area for colleagues across divisions of student affairs and faculty." "The results of this survey would be very interesting as my perspective is that people get into diversity service roles from various backgrounds and are sometimes under qualified and certainly under-resourced to carry out this work sufficiently."

These quotes capture the essence of the qualitative responses analyzed in this research. As evidenced in the preceding quotes, the ideas of qualifications, lack of recognition, and few resources emerged as some of the salient themes in this research. Ultimately, there were seven main themes that emerged through a qualitative analysis of the academic, personal and professional experiences of diversity staff. Those themes appear to be a need for staff to feel passionate about diversity work, a need for increased professional development, professional isolation of diversity staff, job related stress, a need for more collaborative leadership, a desire for increased recognition of accomplishments, and finally increased resource allocation to diversity offices. Many of these themes are in line with the existing literature. People also used this research to vent about their concerns and challenges related to working in diversity.

Table 7 Qualitative Themes

Qualitative themes	Example Response
Passion for diversity work	"in my experiences, I have noticed that not only is cultural competence required to be an effective diversity staff person, but it is also vital for staff members to feel passionately about serving and helping the student populations that they work with."
Need for professional development	"there is no formalized training to be a Diversity Officer. It is a 'baptism by fire' profession."
Professional isolation	"It is shameful that even higher administrative positions such as Diversity CEOs are isolated and often relegated to deal with minority issues only or still referred to the individuals and departments that are responsible for combating racism and equity on campus."
Job related stress	"how we approach it, it can cause extra unwanted stress on the overall vision and mission of the unit."
Leadership issues	"who we work for in a supervisory level impacts our ability to do the work needed for our institutions and many times supervisors who do not accept the research about racial inequities can marginalize and negate our work."
Professional recognition	"I fear diversity work is now out of vogue in university settings, but I do not believe the need for of value of that work has diminished at all."
Increase resources	"it is a highly politicized and underpaid position, considering the education, skill sets, and stress required to be good in these roles."

Passion for diversity.

In many cases diversity staff have a profound sense of mission regarding their work. Many feel that the work they do is very necessary and very rewarding. "Looking back over my career, I cannot imagine doing any other work. The experiences diversity work provided me have enriched my life and provided growth opportunities I could not have anticipated. I like to think I have served students, universities, and communities well, the work was always stimulating and challenging, and it brought both heartache and joy." Another respondent shared that diversity is "very rewarding work!" Still another said "A greater action and call for accountability on these issues should guide our thinking as we continue to press for change and a voice". Another shared, "in my experiences, I have noticed that not only is cultural competence required to be an effective diversity staff person, but it is also vital for staff members to feel passionately about serving and helping the student populations that they work with." This passion can be felt in the following sentiments. "Wow! There is so much - I'm not even sure where to begin....as a white woman in a diversity office I am constantly aware of how much I am unaware! I personally believe that the primary role of someone with my background in this type of work is humble listener/learner first. I am far from great at that - my culture is one of expert mentality where we like to be in charge and lead everything and know everything - this is exactly why I need to adopt some of the opposite attitudes and practices to be effective cross-culturally."

Increased professional development.

A desire for increased professional development was mentioned by some respondents, this necessary for some because the academic preparation of diversity staff appears to be limited, one respondent relayed the following “My graduate education did not focus on critical race theory but it is an area I am further exploring in my new role / position.” Another suggested “we need more ‘best practices’ to promote inclusion and a truly welcoming environment for our U(nder)R(epresented) M(inority) students.” Another respondent said “there is no formalized training to be a Diversity Officer. It is a ‘baptism by fire’ profession.” “I've done extensive work in LGBTQ advocacy, disability awareness and other forms of diversity which is why I feel much more confident about my ability to be a diversity educator at this point in my life.” “It is an ongoing process, never fully done and constantly being challenged.” “Terms of being a diversity service staff member can vary depending on geographic location. As an undergrad situations that I saw the needed addressing in South Carolina are far different than situations that need attention in Florida.”

Additional respondents touched on the need for continued professional development when they noted that they “have found that when working with a staff that is diverse in nature and not everyone is doing the work as we say to learn our own biases and stories and how those affect the work we do and how we approach it, it can cause extra unwanted stress on the overall vision and mission of the unit. Having the time built into the job to do the work on ourselves was critical to us working together and helping develop a campus community that is truly inclusive and willing to accept and learn about otherness.”

Professional isolation.

Respondents shared feelings of professional isolation related to diversity work. One person shared that “often times the staff assigned to work with diversity, multicultural student services, affirmative action or EEO are some of the most isolated people on campus. These staff are expected to collaborate, be collegial and concern about the faculty, staff and students that come to them to have issues addressed. When the people in these positions need someone to talk about issues effecting and affecting them, there is nowhere for them to go." Another respondent elaborates on the preceding themes; "In my new role, I have had to do my own work as well as help my colleagues unpack their own privileges along with helping students. Working in multicultural affairs is like working twice as hard as any other student affairs professional." Another respondent suggested that "diversity staff members contribute tremendous value to the students and professional communities on college campuses. It is shameful that even higher administrative positions such as Diversity CEOs are isolated and often relegated to deal with minority issues only or still referred to the individuals and departments that are responsible for combating racism and equity on campus." Yet another shared, "I am currently the only full-time Black staff member at my small college in Northwest Ohio". Respondents also talked about the challenges of try to move into other areas of higher education or student affairs and even within diversity services due to this isolation. "I sometimes feel I am limited in my options and ability to move up the career ladder in diversity work because I am considered 'white'."

"I believe you do not have to be a person of color to promote diversity work. I believe as a person of color, we must also do our own work, check our own assumptions and biases, and help our students of color check their own assumptions and biases. Often times I have seen professionals of color advise students of color and allow them to continuously live their lives with their limited lens. Just because we are people or students of color, it does not mean we understand diversity (hence the conversation of horizontal oppression)." "I would posit that staff of color are harder on other staff of color to succeed. I feel that there are unrealistic expectations placed on me because I am a staff member of color that a white staff member would not face."

Leadership challenges.

Further analysis of the professional experiences of diversity staff revealed leadership challenges. According to one respondent "who we work for in a supervisory level impacts our ability to do the work needed for our institutions and many times supervisors who do not accept the research about racial inequities can marginalize and negate our work."

Professional recognition.

Another theme that emerged from the qualitative analysis is a need for increased institutional recognition in the face of limited budgets and job advancement. One respondent indicated "I find my job to be drastically different from all the others in my job class because of the broad range I need to reach. I perform duties that are not relevant to others in my job class because I am considered to work in the realm of diversity. This includes student contact and student counseling." Some shared a sense that their work was not valued on their campuses. "This work is extremely difficult for a variety of reasons. For me, it's most difficult and frustrating when doing this work at an institution where the student body is, for the most part, homogeneous and does not see the value in it. I am at a small, private institution where the student body is mostly white, female, middle class and Christian." This sentiment is also echoed by another respondent who says "organizations today, use Diversity and Inclusion as a way to 'say' they are doing the right thing. However, and unfortunately it is only a smoke screen and organizations have no compliance supporting the D(iversity)&I(nclusion) initiative."

This idea of recognition for diversity work was echoed by other respondents. “I fear diversity work is now out of vogue in university settings, but I do not believe the need for of value of that work has diminished at all.” “The battle still goes on....” was the sentiment of a number of folks who recognize that diversity work is ongoing. “It is a struggle to work for equity and be a member of an underrepresented group. I LOVE that more privileged persons (White, older Male Christian faculty in particular) get involved in the conversation however it is interesting to see that they are then invited back to the table of inclusivity discussion as a replacement of my voice. No one can replace my perspective and should never try.” “I was involved early on in the fight for women's, minority, and voting rights (yup, I've walked lots of protest lines). I'm pleased that we have "come a long way" on some issues. Sadly, there is still much more work to do before we have equity and a truly diverse society.” “Much more work has to be done in the area of diversity for students of color.” “We have a long way to go attaining equality for all but it is work that is needed in all levels.”

Resource allocation.

Increased resource allocation was also a theme that was apparent in some of the respondents’ perspectives. One respondent shared that “it is a highly politicized and underpaid position, considering the education, skill sets, and stress required to be good in these roles.” Yet another said, “pay equity should be discussed and considered at the programming/office level (resources) and professionals in multicultural areas.”

Other themes.

In addition to the themes that emerged in this research, there were some concerns about this research by some of the respondents. One respondent said they were “disappointed that sex, gender identity, and sexuality were left out of this survey. I hope this is a project delimitation and not an assumption that other prejudices are not related.” Another respondent shared “the time outside of the US question does not address how Trans people are limited in their abilities to travel (within and outside of the United States).” One respondent simply said that we “need more Latino perspectives added to the conversation w/i(within) higher education.”

Summary.

Chapter four opens with an introduction to the study and is followed by a descriptive analysis of the participants in this research. There were a number of demographic characteristics analyzed in this study. Job titles, time on jobs, time working in diversity, work responsibilities, education level, and personal experiences were surveyed. Basic demographic questions and optional demographic questions were asked. Some of the optional questions asked about racial/ethnic identity, sexual identity, religious identity, and gender identity. All of these demographic questions were asked in an effort to gain more insight into the sample of diversity staff from around the United States.

In addition to the demographic questionnaire, participants were also asked to fill out the Multicultural Competency in Student Affair Preliminary scale, Version two or MCSA-P2. The MCSA P-2 measures general multicultural competency and one of the questions posed in this research, was ‘Are diversity staff multiculturally competent?’ At the conclusion of the survey, participants were then asked to share anything else that they would like.

The demographic data was then analyzed to find out if there was any relationship between reported demographics and experiences and multicultural competence scores.

Following the quantitative analysis of the demographic and MCSA-P2 data, a qualitative analysis of the open ended survey question responses was conducted.

Research questions.

An analysis of the data collected in this study found a number of things that may contribute to increased understanding of the academic, personal, professional experiences and the multicultural competence of diversity services staff in higher education. The following research questions guided this research.

1. Which demographic characteristics of the respondents correlate with high multicultural competence scores?
2. How significant are personal characteristics (ie. age, gender, race/ethnicity, sexual identity, religious identity) when compared with formal education and professional experience in determining multicultural competence scores?
3. Is there any difference in multicultural competence in respondents on the basis of the following identities; gender, ethnicity, educational level, socioeconomic status growing up, religious identity, sexual orientation, years working in diversity, age, and first generation college status?

The findings of this study indicate that people who have at least a bachelor’s degree and have a graduate degree in any field other law are more likely to have statistically significant higher multicultural competence scores than others in the sample. This study also found that personal demographic characteristics were not statistically significant in determining multicultural competence scores. There also was no statistically significant difference in multicultural competence between genders, ethnicity, socioeconomic status growing up, religious identity, sexual orientation, years working in diversity, age, or first generation college status. However, there was a statistically significant difference in multicultural competence scores based on education levels, with those who possess at least a bachelor’s degree having statistically significant higher multicultural competence scores than those who do not possess at least a bachelor’s degree. There was also a statistically significant difference in multicultural competence scores between people with graduate degrees in all fields except law and people with law degrees. In this study, people with law degrees scored statistically significantly lower than people possessing advanced degrees in all other graduate fields.

Chapter 5

Conclusions, Implications, and Recommendations

Introduction.

This study examined the academic, personal, and professional experiences as well multicultural competence of diversity services staff in higher education. Multicultural competence has been defined as the awareness, knowledge, and skill necessary to work effectively and ethically across cultural differences (Pope & Reynolds, 1997, p.270). Diversity services staff are charged with working with diverse student and community populations. In spite of this apparent link, very little has been written about diversity services staff and multicultural competence. This study examines the intersection of both in an effort to support professional development and highlight the best practices for diversity services staff as it relates to multicultural competence. By examining this population and their demographic backgrounds, I hope to gain a better understanding of the staff who work in diversity services, and the ways in which their preparation and qualifications support their ability to support diverse student groups

Conclusion.

This research will examine the dearth of scholarship related to the academic, personal, professional experiences and multicultural competence of diversity staff. Much of the previous research has focused on student affairs staff and their academic, personal, professional experiences, and multicultural competence. This current study was undertaken to add to the literature related to diversity service staff, their work experiences, and multicultural competence.

Institutions that place people in diversity services positions with little background or training in the areas of diversity, for which they are responsible, could be creating a campus climate that is perceived to be insensitive to the needs of their underserved populations. It is my hope that the findings of this research will have implications for higher education graduate programs, curriculum and professional development for diversity staff. This research may encourage higher education programs to expand their course offerings related to issues of diversity in higher education. Another goal of this research was to provide assistance to diversity services offices in identifying people who are prepared to serve diverse student populations. Finally, it is my desire that this research provide a blueprint for professional development opportunities for diversity services staff.

After reviewing the literature and analyzing the survey results, we now have a clearer picture of who some of the people are that work in diversity services. They are not a monolithic group, as they come from a wide range of cultural, educational, socioeconomic and academic backgrounds and have had a wide range of experiences in their positions. They are for the most part generally multiculturally competent. The average MCSA-P2 score was 5.68 on a 7.0 scale.

The sample in this group was highly educated with the majority, nearly 87%, possessing at least a master’s degree. Staff with a degree lower than a bachelor’s degree had a multicultural competence score significantly lower than staff who earned at least a bachelor’s. The fact that this group is highly educated belies some of the criticisms that people in these positions are only in their positions because of affirmative action. This finding also shows that there may be a need for improved professional development for diversity support staff who hold positions that only require a high school diploma or the equivalent.

The sample in this study has some ethnic diversity, but the majority (59%) of respondents identified as African American or Black. This number raises alarms because Pope & Mueller

(2005) report that only 8.4 percent of student affairs staff were Black. It appears that most of the black student affairs staff may be working in diversity services. There was also some religious diversity with 20 different faith traditions reported. The majority of respondents identified with some form of Christianity (75%). This range of diversity did not lead to any significant differences in multicultural competency after the initial quantitative analysis of the data based on any of the demographics save level of academic degree attained.

The quantitative findings aligned with the current literature for the most part in that demographics such as race, gender, religion, sexual identity, and age did not have any significant impact on multicultural competence (Pope & Mueller 2001). The literature hinted that membership in a marginalized group may contribute to higher multicultural competency scores, but that was not the case in this study. The most surprising finding in this research was that 47% of all respondents were first generation college graduates. This is an area for further research.

The qualitative data was also very much in line with the literature. Both the qualitative and quantitative data point to the need for new diversity services staff to be engaged with the alumni and student constituents of their offices. Princes (1994, 2005) suggests that diversity staff might need to be replaced if students are not taking advantage of the services provided by those offices. She also suggests that staff proactively communicate with constituents about any policy changes in their department or at their institutions. Scholars (Jenkins 2010) and respondents also critiqued the facilities that house diversity services. The criticisms of these spaces include the fact that they are often small, isolated and outdated (Wallace, Ropers-Huilman, & Abel 2000). Gose (2006) suggests that highlighting diversity services is a best practice, conversely isolating these offices and their staff could be considered a ‘worst practice’.

Another theme that emerged that presents challenges is the lack of funding for these offices. Many respondents complained that their offices were underfunded and that staff were overworked. Some researchers pointed out that the lack of funding for these offices bordered on discrimination (Longerbeam, Sedlacek, & Balon 2005).

There is evidence in the literature and in this study that diversity services staff have very little formal preparation for their jobs. Flowers (2003) found this to be the case as did Jenkins (2010) and others. Multiple respondents indicated that they had not received any formal preparation for their jobs. This may be in spite of, or because many of the respondents graduated from higher education administration programs. 53% of all respondents graduated from a higher education administration program and these programs typically do not require more than one diversity course in their curriculum and rarely offer more than a few courses related to diversity at all according to Flowers (2003). Added to this challenge is the fact that there appears to be very few professional development opportunities for diversity staff. Even the Multicultural Institute offered by NASPA that served as a resource for this study is only offered once every two years. A number of respondents also lamented the fact that there were very few opportunities for professional development for diversity staff. The lack of professional development opportunities may contribute to an additional challenge highlighted by the literature and the current research; that being an apparent lack of multicultural competence among some diversity staff members. Some of the things that respondents desired were increased opportunities to work on themselves in a number of ways, including stress reduction, team building, and diversity trainings or classes.

Frustrated by lack of effective and sometimes even hostile (Bensimon 2007) leadership and personal failures to disclose their biases may lead to additional stress for diversity staff

(Longerbeam, Sedlacek, & Balon 2005). Those scholars and the current findings suggest more opportunities for staff socialization and team building are needed to lessen these effects.

Another finding in the current research that mirrored the literature was the idea that professionals could not advance beyond their current positions. This job stagnation may be due to the stigma that diversity services staff can only work with underrepresented students and that their skills are not transferable to other jobs in higher education institutions. This is in spite of the fact that many staff in these positions have multiple responsibilities, greater work load expectations compared to their peers in other units (Bankole 2005) and often manage their offices successfully in spite of their relative isolation. The job advancement challenge contradicts the expectation that they educate the entire campus on diversity issues as they are often the only diversity experts on some campuses. Challenges to job advancement also come because some people think that diversity services staff are only employed because of affirmative action according to Sutton & McCluskey-Titus (2010) and some of the respondents for this current study. These challenges dismiss the fact that a majority of the respondents in this study (87%) have at least a masters or terminal degree.

Many respondents felt their institutions were not doing enough to support diverse students. Those findings mirror Stewart& Bridges' (2011) findings that reported 80% of the diversity staff they surveyed felt more could be done by institutions to support students of color. One survey respondent lamented the fact that diversity is always touted as an institutional goal, but the institutional commitment is less than authentic. These sentiments echo Wallace, Ropers-Huilman, & Abel's (2000) findings that diversity offices are sometimes trotted out "like a dog and pony show".

Respondents recognized some of the budget limitations of their units and suggested that leaders of these departments find alternative ways to recognize staff success and accomplishments. Longerbeam, Sedlacek, & Balon (2005) and Strayhorn, et. al (2010) concurred with the idea of recognizing staff accomplishments and acknowledging those who go above and beyond their job descriptions to support their constituents. Stewart and Bridges (2011) found that titles varied widely across diversity services offices. This was also the case in the current research with more than 62 different titles reported.

In spite of these challenges, many staff expressed that they enjoyed their work and this aligns with Longerbeam, Sedlacek, & Balon (2005) findings. Pope & Mueller (2001) also found that staff enjoyed their work and had a sense of purpose about their work. This sense of purpose and knowledge of diversity seemed to trump any affiliations with underrepresented groups in contributing to multicultural competence. Analyses of the responses in this current research also seem to agree with the idea that passion for this work is essential for doing well in diversity services.

Harper & Kimbrough (2005) suggested that staff without higher education and student affairs backgrounds may not be prepared to work with students. This research took that a step further and found that staff with backgrounds in law were significantly less multiculturally competent and my not be prepared to work with diverse students. The notion that those with law degrees may not be culturally competent directly contradicts Williams and Wade-Golden's (2008) suggestion that people with law degrees may make good CDOs.

Implications

This research suggests the hiring staff who are not multiculturally competent does a disservice to the students who utilize their services and negatively impacts the other staff in diversity services offices. If these staff members do not understand the students who they will be serving, then those students will not be properly supported by those offices that are designed to support them. As a result, these students may feel unsupported and unwelcome, which could lead to decreased retention and an poor overall college experience. This is not the intended outcome for these offices; therefore it would be in their best interest to make sure that their staff is capable of doing their assigned jobs.

There is much room for improvement in the preparation of diversity services staff. Higher education preparation programs should offer multiple diversity courses in order to prepare their students to work with a diverse student population. Institutions must do more than just create diversity services offices, they must populate those offices with staff who are continuously working on their own multicultural competence. In addition to cultural competence training, basic customer service training (Jenkins 2010) should also take place on a regular basis. Customer service skills are extremely important when working with students and the community. Arnold & Kowalski-Braun (2011), Bankole (2005), Asante (2005) drive home the need for diversity staff to know the history of their institutions and diversity at their institutions in order to be effective. This advice is one of the reasons a literature review of the history of diversity services was included in this study.

Institutions must also recognize that diversity not just the responsibility of one person or unit, there must be institutional commitment in the form of space, funding, and time for training and team building. Diversity service offices should work to identify training opportunities for those staff members who are not prepared to serve diverse students. The current research shows that ongoing diversity training is especially important for support staff who have less than a bachelor's degree. Employers should look for evidence of diversity courses and continued diversity professional development on resume and transcripts in an effort to hire the best possible candidates for diversity services positions. Another recommendation for diversity staff to overcome their real and perceived isolation is to encourage staff to do more institutional service outside of their reporting units. These kinds of opportunities can come in the form of committee service, teaching and training opportunities, special event volunteering or even participation in formal or informal book clubs.

It is of primary importance to hire chief diversity officers (CDO) who are multiculturally competent. Institutions should note that this current research showed that people with law degrees were significantly less culturally competent then all other graduates from other disciplines. If an institution hires CDOs who are not multiculturally competent then the entire unit suffers as does the campus climate for diversity. Without culturally competent leadership, diversity staff and support staff get no training or guidance on these issues.

A lack of culturally competent leadership is not the only staff complaint. Many respondents shared, and the literature (Bensimon 2007) confirms that diversity services offices should adopt more collaborative leadership models. Staff are knowledgeable and credentialed and they would like more input into their daily operations, policies, and practices. Shared governance can also lead to more buy-in from the staff and can improve morale. Related to this idea is the need for staff recognition. Recognition does not have to be monetary or financial, but titles, certificates, or even verbal acknowledgement of a job well done can go a long way towards supporting staff.

If the staff who work for offices of Diversity and Multicultural Affairs are in fact prepared to do the work that they are assigned, then many of the criticisms shared by this study's respondents can be lessened and diversity staff would be able to do their work more effectively. The students who these offices serve may feel more supported and welcome, which could lead to increased retention and an overall positive college experience.

Cultural competency is a journey, not a destination; as professionals, we can only hope that when we reach those intersections of our personal journeys towards cultural competency and our students' journeys in college that we can provide supportive directions to help them reach their varied destinations on our campuses and beyond.

Recommendations for Future Research

My findings and the literature (Pope & Reynolds 2001, Franklin-Craft 2010) show that race does not matter significantly in determining whether someone is multiculturally competent. This finding coupled with the research that says diversity services offices often serve as a 'home away from home' (Patton 2005, 2010) for students of color leads to an opportunity to further examine the impact of race in hiring staff for diversity services offices.

Another finding that lends itself to further exploration was negative impact that a law degree had on multicultural competence scores. This finding directly contradicts Williams and Wade-Golden's (2007) recommendations for chief diversity officers.

Nearly half of the research participants indicated that they were first generation college students. Even though first generation status had no significant impact on multicultural competence, this finding was surprising and lends itself to further exploration. Another surprising finding was the fact that 56% of all respondents were Black. This is interesting because only 8.2% of all student affairs staff is Black. More research should be done to investigate this trend.

Finally, more research needs to be done into the fact that 66% of the respondents in this study were women. The idea the diversity services is becoming a feminine field needs further exploration.

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Appendix 1

AUBURN UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

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The Auburn University Institutional Review Board has approved this document for use from November 27, 2011 to November 26, 2012. Protocol #11-353 EX 1111

INFORMATION LETTER
For a Research Study entitled
"An Investigation of the Preparation and Training of Student Affairs Diversity and Multicultural Professionals"

You are invited to participate in a research study to investigate examine the status, preparation, and professional development of college and university staff who work in diversity services. Drawing on multicultural competency in student affairs as a theoretical lens, I explore the demographic background, academic preparation, personal experiences, and professional development of student affairs diversity practitioners. The study is being conducted by graduate student, Shakeer Abdullah under the direction of Dr. Jose Llanes, Professor in the Auburn University Department of Educational Foundations, Leadership and Technology. You were selected as a possible participant because you work or have worked in campus units that are tasked with carrying out the student support aspect of campus diversity plans including offices with names such as the Office of Diversity, Multicultural Affairs, Minority Affairs, Inclusion, federal TRIO programs, or other related offices and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete an on-line survey and demographic data form. This will take approximately 30 minutes of your time.

Are there any risks or discomforts? There are no physical or psychological risks associated with participating in this study. To minimize the risk that the information you provide will be known to others, we will not link you to your survey results in any way. Please contact the Institutional Review Board office at your institution to ensure that this research conforms to their standards for human subjects research.

Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the literature about student affairs staff who serve diverse student populations. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? There will be no compensation for participating in this study.

Are there any costs? If you decide to participate, there will be no costs to you.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Education or the project investigators.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. Information obtained through your participation will be aggregated with the information from all respondents and may be published in a professional journal and presented at a professional meeting.

If you have questions about this study, *please ask them now or* contact Shakeer Abdullah at saa0005@auburn.edu 334-844- 2946 or Dr. Jose Llanes at jrl0001@auburn.edu 334-844-3074. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. BY PROCEEDING TO THE SURVEY YOU INDICATE YOUR WILLINGNESS TO PARTICIPATE. THE SURVEY CAN BE ACCESSED AT https://www.surveymonkey.com/s/PJSGGRZ

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Shakeer Abdullah Date

Shakeer Abdullah_____________
Printed Name Date

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Dr. Jose Llanes Date

Dr. Jose Llanes__________________
Printed Name

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Appendix 2

AUBURN UNIVERSITY
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What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in an interview will take approximately 45 minutes of your time.

Are there any risks or discomforts? There are no physical or psychological risks associated with participating in this study. To minimize the risk that the information you provide will be known to others, we will ask that you submit your contact information for follow up interviews through a separate web portal so that it cannot be linked to your survey results in any way. Please contact the Institutional Review Board office at your institution to ensure that this research conforms to their standards for human subjects research.

Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the literature about student affairs staff who serve diverse student populations. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? There will be no compensation for participating in this study.

Are there any costs? If you decide to participate, there will be no costs to you.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Education or the project investigators.

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Participant's signature Date Shakeer Abdullah Date

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Appendix 3

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What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in an interview will take approximately 45 minutes of your time.

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Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the literature about student affairs staff who serve diverse student populations. We/I cannot promise you that you will receive any or all of the benefits described.

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Appendix 5

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Printed Name Printed Name Date

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Dr. Jose Llanes Date

__Dr. Jose Llanes__________________
Printed Name Date

The Auburn University Institutional Review Board has approved this document for use from
11/27/11 to 11/24/12
Protocol # 11-353 EX 1111

Appendix 6

E-MAIL INVITATION FOR ON-LINE SURVEY

Dear ______________________,

Have you ever wondered how people become qualified to working with diverse student populations? So have I and for that reason I have decided to do a research study asking those very questions. I am a graduate student, in the Department of Higher Education at Auburn University and the Director of the Multicultural Center at Auburn. I have worked in various areas of diversity services for more than 10 years and I have often wondered about the various paths to diversity services that people have taken. I would like to invite you to participate in my research study to analyze the preparation and training of student affairs diversity and multicultural professionals. Your participation in this research study is voluntary. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

You are qualified to participate if you are currently employed or have been previously employed in any number of diversity services offices, including offices of diversity, multicultural affairs, minority affairs, inclusion offices, federal TRIO programs, cultural centers and more.

You will be asked to spend 30 minutes completing the Multicultural Competencies for Student Affairs-Preliminary 2 Form (MCSA-P2) and a demographic data form. This online survey will take approximately 30 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address or IP address. All data is stored in a password protected electronic format.

The results of this study will be used for scholarly purposes only and may be shared with Auburn University representatives. If you would like to know more information about this study, an information letter can be obtained by sending me an e-mail at saa0005@auburn.edu. If you decide to participate after reading this information, you can access the survey *here*.

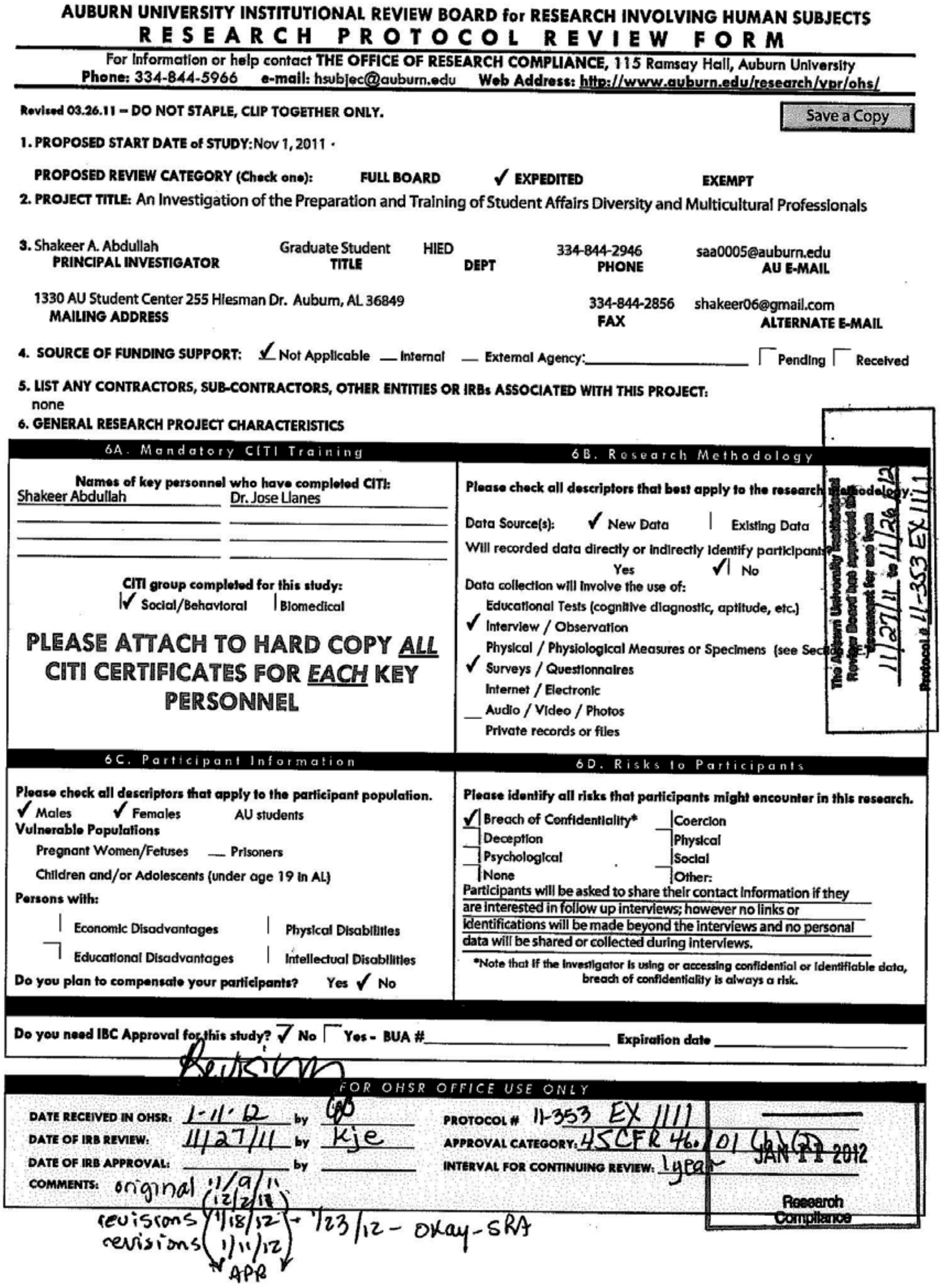
Let me thank you in advance for sharing 30 minutes of your valuable time. It is impossible to do this kind of work without participation from people like you who do this valuable work

Sincerely

Shakeer A. Abdullah, Director Auburn University Multicultural Center

(This research has been reviewed according to Auburn University IRB procedures for research involving human subjects. If you have any questions, please contact me at saa0005@auburn.edu or 334-844-2946 or my advisor, Dr. Jose Llanes, at jrl0001@auburn.edu.)

Appendix 7



AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS

RESEARCH PROTOCOL REVIEW FORM

For information or help contact **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 **e-mail:** hsubjec@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/

Revised 03.26.11 – DO NOT STAPLE, CLIP TOGETHER ONLY.

1. PROPOSED START DATE of STUDY: Nov 1, 2011

PROPOSED REVIEW CATEGORY (Check one): FULL BOARD [✓ EXPEDITED] EXEMPT

2. PROJECT TITLE: An Investigation of the Preparation and Training of Student Affairs Diversity and Multicultural Professionals

3. Shakeer A. Abdullah — **PRINCIPAL INVESTIGATOR**
Graduate Student — **TITLE**
HIED — **DEPT**
334-844-2946 — **PHONE**
saa0005@auburn.edu — **AU E-MAIL**

1330 AU Student Center 255 Hiesman Dr. Auburn, AL 36849 — **MAILING ADDRESS**
334-844-2856 — **FAX**
shakeer06@gmail.com — **ALTERNATE E-MAIL**

4. SOURCE OF FUNDING SUPPORT: [✓ Not Applicable] __ Internal __ External Agency:________________ ☐ Pending ☐ Received

5. LIST ANY CONTRACTORS, SUB-CONTRACTORS, OTHER ENTITIES OR IRBs ASSOCIATED WITH THIS PROJECT:
none

6. GENERAL RESEARCH PROJECT CHARACTERISTICS

6A. Mandatory CITI Training

Names of key personnel who have completed CITI:
Shakeer Abdullah
Dr. Jose Llanes

CITI group completed for this study:
[✓ Social/Behavioral] Biomedical

PLEASE ATTACH TO HARD COPY *ALL* CITI CERTIFICATES FOR *EACH* KEY PERSONNEL

6B. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data Source(s): [✓ New Data] Existing Data

Will recorded data directly or indirectly identify participants?
Yes [✓ No]

Data collection will involve the use of:
- Educational Tests (cognitive diagnostic, aptitude, etc.)
- ✓ Interview / Observation
- Physical / Physiological Measures or Specimens (see Section 6E.)
- ✓ Surveys / Questionnaires
- Internet / Electronic
- Audio / Video / Photos
- Private records or files

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6C. Participant Information

Please check all descriptors that apply to the participant population.
[✓ Males] [✓ Females] AU students

Vulnerable Populations
- Pregnant Women/Fetuses
- Prisoners
- Children and/or Adolescents (under age 19 in AL)

Persons with:
- Economic Disadvantages
- Physical Disabilities
- Educational Disadvantages
- Intellectual Disabilities

Do you plan to compensate your participants? Yes [✓ No]

6D. Risks to Participants

Please identify all risks that participants might encounter in this research.
- [✓ Breach of Confidentiality*]
- Deception
- Psychological
- None
- Coercion
- Physical
- Social
- Other:

Participants will be asked to share their contact information if they are interested in follow up interviews; however no links or identifications will be made beyond the interviews and no personal data will be shared or collected during interviews.

*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

Do you need IBC Approval for this study? [✓ No] ☐ Yes - BUA #________________ Expiration date ________________

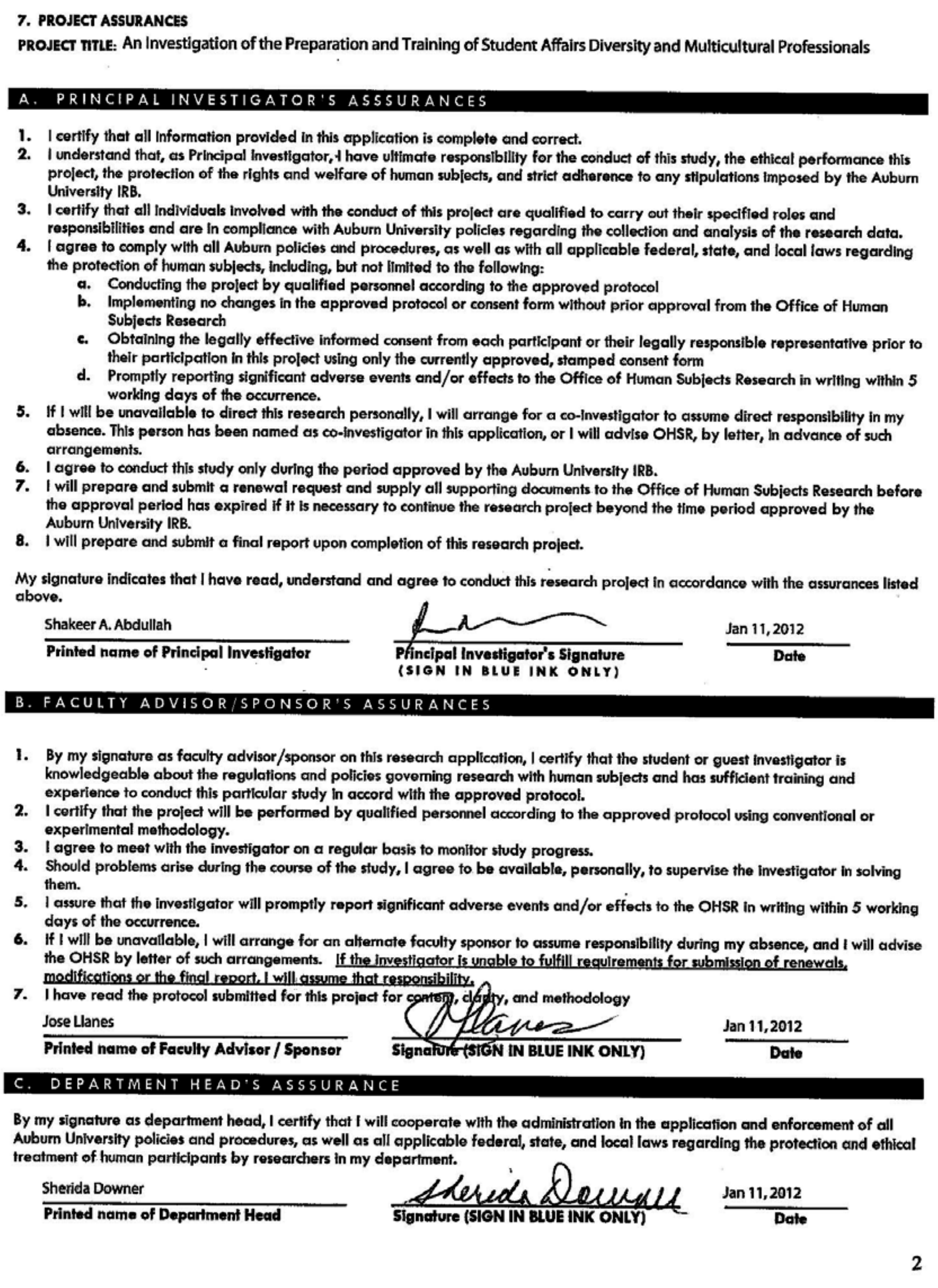
Revision

FOR OHSR OFFICE USE ONLY

DATE RECEIVED IN OHSR: 1-11-12 by
DATE OF IRB REVIEW: 11/27/11 by kje
DATE OF IRB APPROVAL: ________ by ________
COMMENTS: original 11/9/11 (12/2/11)
revisions (1/18/12) - 1/23/12 - okay-SRA
revisions (1/11/12)
APR

PROTOCOL # 11-353 EX 1111
APPROVAL CATEGORY: 45CFR 46.101 (b)(2)
INTERVAL FOR CONTINUING REVIEW: 1year

JAN 11 2012
Research Compliance



7. PROJECT ASSURANCES

PROJECT TITLE: An Investigation of the Preparation and Training of Student Affairs Diversity and Multicultural Professionals

A. PRINCIPAL INVESTIGATOR'S ASSSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
    a. Conducting the project by qualified personnel according to the approved protocol
    b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Human Subjects Research
    c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
    d. Promptly reporting significant adverse events and/or effects to the Office of Human Subjects Research in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise OHSR, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Human Subjects Research before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Shakeer A. Abdullah
Printed name of Principal Investigator

Principal Investigator's Signature
(SIGN IN BLUE INK ONLY)

Jan 11, 2012
Date

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the OHSR in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OHSR by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.
7. I have read the protocol submitted for this project for content, clarity, and methodology

Jose Llanes
Printed name of Faculty Advisor / Sponsor

Signature (SIGN IN BLUE INK ONLY)

Jan 11, 2012
Date

C. DEPARTMENT HEAD'S ASSSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

Sherida Downer
Printed name of Department Head

Sherida Downer
Signature (SIGN IN BLUE INK ONLY)

Jan 11, 2012
Date

2

PROJECT OVERVIEW: Prepare an abstract that includes:

(400 word maximum, in language understandable to someone who is not familiar with your area of study**):**

I.) A summary of relevant research findings leading to this research proposal:

(C*ite sources; include a "Reference List" as Appendix A.)*

II.) A brief description of the methodology,

III.) Expected and/or possible outcomes, and,

IV.) A statement regarding the potential significance of this research project.

9. PURPOSE.

a. Clearly state all of the objectives, goals, or aims of this project.

b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)

4

10a. KEY PERSONNEL. Describe responsibilities. Include information on research training or certifications related to this project. **CITI is required.**

Be as specific as possible. (Attach extra page if needed.) *All non AU-affiliated key personnel must attach* ***CITI certificates of completion.***

Principle Investigator____________________________ Title:_________________ E-mail address ______________________________

Dept / Affiliation: ____

Roles / Responsibilities**:**

Individual: Title: E-mail address _______________________________

Dept / Affiliation: ____

Roles / Responsibilities**:**

Individual: Title: E-mail address _______________________________

Dept / Affiliation: ____

Roles / Responsibilities**:**

Individual: Title: E-mail address _______________________________

Dept / Affiliation: ____

Roles / Responsibilities:

Individual: Title: E-mail address ________________________________

Dept / Affiliation: ____

Roles / Responsibilities:

Individual: Title: E-mail address ________________________________

Dept / Affiliation: ____

Roles / Responsibilities:

11. LOCATION OF RESEARCH. List all locations where data collection will take place. (School systems, organizations, businesses, buildings

and room numbers, servers for web surveys, etc.) **Be as specific as possible. Attach permission letters in Appendix E.**

(See sample letters at http://www.auburn.edu/research/vpr/ohs/sample.htm)

5

12. PARTICIPANTS.

a. Describe the participant population you have chosen for this project.

Check here if there is existing data; describe the population from whom data was collected & include the # of data files.

b. Describe why is this participant population is appropriate for inclusion in this research project. (Include criteria for selection.)

c. Describe, step-by-step, all procedures you will use to recruit participants. *Include in Appendix B a copy of all e-mails, flyers,*

advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate.

(See sample documents at http://www.auburn.edu/research/vpr/ohs/sample.htm.)

What is the minimum number of participants you need to validate the study? _____________

Is there a limit on the number of participants you will recruit? No Yes – the number is ___________

Is there a limit on the number of participants you will include in the study? No Yes – the number is

____

d. Describe the type, amount and method of compensation and/or incentives for participants.

(If no compensation will be given, check here .)

Select the type of compensation: Monetary Incentives

Raffle or Drawing incentive (Include the chances of winning.)

Extra Credit (State the value)

Other

Description:

6

13. PROJECT DESIGN & METHODS.

a. Describe, step-by-step, all procedures and methods that will be used to consent participants.

(Check here if this is "not applicable"; you are using existing data.)

b. Describe the procedures you will use in order to address your purpose. Provide a step-by-step description of how you will carry

out this research project. Include specific information about the participants' time and effort commitment. (*NOTE: Use language that*

would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the

Auburn University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a .PDF

file and insert after page 6 of this form.)

7

13c. List all data collection instruments used in this project, in the order they appear in Appendix C.

(e.g., surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview

questions, audio/video taping methods etc.)

d. Data analysis: Explain how the data will be analyzed.

14. RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. ***If you are using***

deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use in

Appendix D. *(Examples of possible risks are in section #6D on page 1.)*

8

15. PRECAUTIONS. Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be

classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these

individuals. ***Provide a copy of any emergency plans/procedures and medical referral lists in Appendix D.***

If using the Internet to collect data, what confidentiality or security precautions are in place to protect (or not collect)

identifiable data? Include protections used during both the collection and transfer of data.

(These are likely listed on the server's website.)

16. BENEFITS.

a. List all realistic direct benefits participants can expect by participating in this specific study.

(Do not include "compensation" listed in #12d.) Check here if there are no direct benefits to participants.

b. List all realistic benefits for the general population that may be generated from this study.

9

17. PROTECTION OF DATA.

a. Will data be collected as anonymous? Yes No ***If "YES", skip to part "g".***

("Anonymous" means that you will not collect any identifiable data.)

b. Will data be collected as confidential? Yes No

("Confidential" means that you will collect and protect identifiable data.)

c. If data are collected as confidential, will the participants' data be coded or linked to identifying information?

Yes (If so, describe how linked.) **No**

d. Justify your need to code participants' data or link the data with identifying information.

e. Where will code lists be stored? (Building, room number?)

f. Will data collected as "confidential" be recorded and analyzed as "anonymous"? Yes No

(If you will maintain identifiable data, protections should have been described in #15.)

g. Describe how and where the data will be stored (e.g., hard copy, audio cassette, electronic data, etc.)**, and how the location where**

data is stored will be secured in your absence. For electronic data, describe security. If applicable, state specifically where any

IRB-approved and participant-signed consent documents will be kept on campus for 3 years after the study ends.

h. Who will have access to participants' data?

(*The faculty advisor should have full access and be able to produce the data in the case of a federal or institutional audit*.)

i. When is the latest date that confidential data will be retained? (Check here if only anonymous data will be retained.)

j. How will the confidential data be destroyed? (*NOTE: Data recorded and analyzed as "anonymous" may be retained indefinitely.)*

10

PROTOCOL REVIEW CHECKLIST

All protocols must include the following items:

1. Research Protocol Review Form (All signatures included and all sections completed)

(Examples of appended documents are found on the OHSR website: http://www.auburn.edu/research/vpr/ohs/sample.htm)

2. Consent Form or Information Letter and any Releases (audio, video or photo) that the participant will sign.

3. Appendix A, "Reference List"

4. Appendix B if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.

5. Appendix C if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in # 13c.

6. Appendix D if you will be using a debriefing form or include emergency plans/procedures and medical referral lists

(A referral list may be attached to the consent document).

7. Appendix E if research is being conducted at sites other than Auburn University or in cooperation with other entities. A

permission letter from the site / program director must be included indicating their cooperation or involvement in the project.

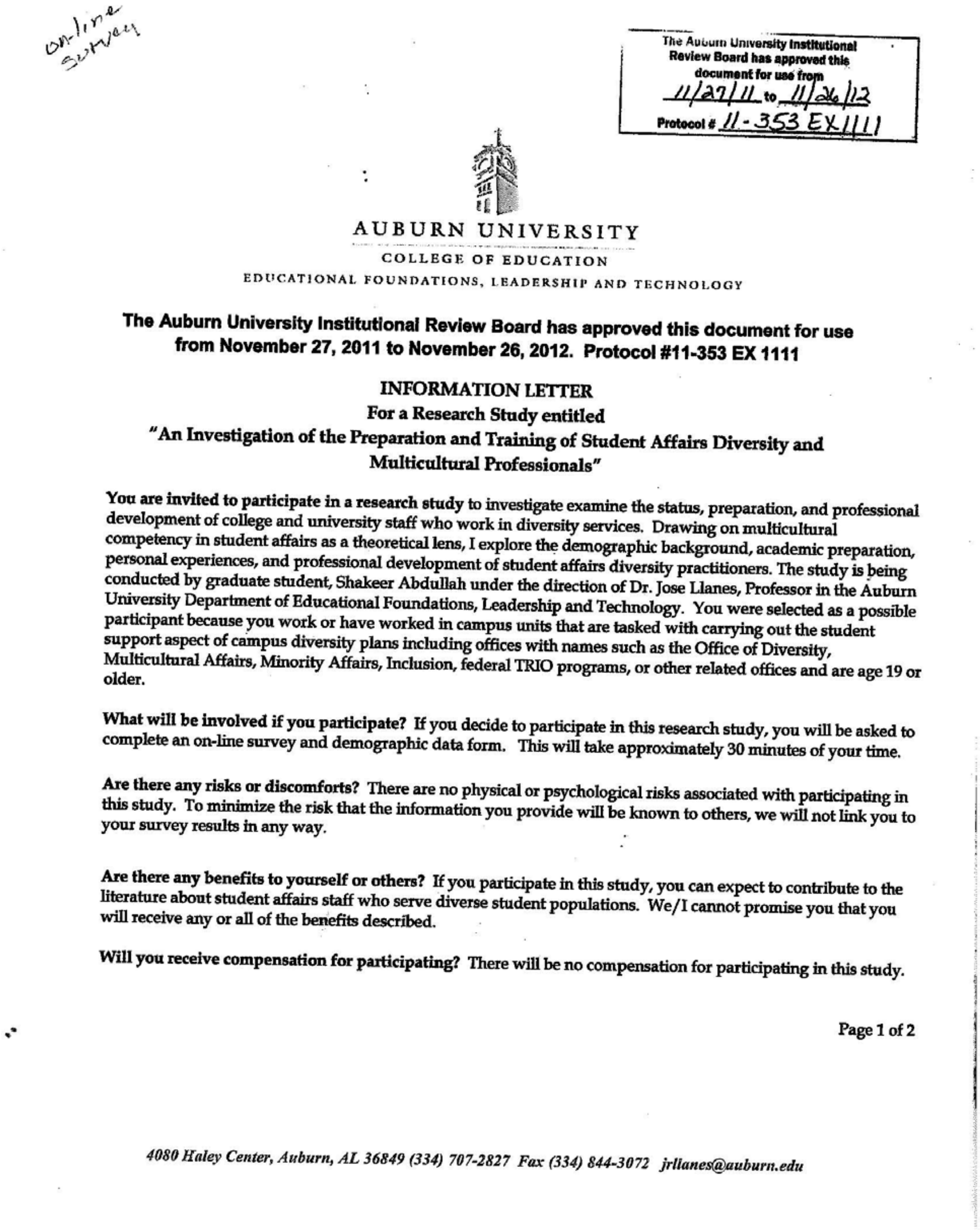
NOTE: If the proposed research is a multi-site project, involving investigators or participants at other academic institutions,

hospitals or private research organizations, a letter of **IRB approval** from each entity is required prior to initiating the project.

8. Appendix F - Written evidence of acceptance by the host country if research is conducted outside the United States.

FOR FULL BOARD REVIEW, NUMBER ALL PAGES, INCLUDING APPENDICES

Appendix 8



on-line survey

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Protocol # 11-353 EX 1111

AUBURN UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

The Auburn University Institutional Review Board has approved this document for use from November 27, 2011 to November 26, 2012. Protocol #11-353 EX 1111

INFORMATION LETTER
For a Research Study entitled
"An Investigation of the Preparation and Training of Student Affairs Diversity and Multicultural Professionals"

You are invited to participate in a research study to investigate examine the status, preparation, and professional development of college and university staff who work in diversity services. Drawing on multicultural competency in student affairs as a theoretical lens, I explore the demographic background, academic preparation, personal experiences, and professional development of student affairs diversity practitioners. The study is being conducted by graduate student, Shakeer Abdullah under the direction of Dr. Jose Llanes, Professor in the Auburn University Department of Educational Foundations, Leadership and Technology. You were selected as a possible participant because you work or have worked in campus units that are tasked with carrying out the student support aspect of campus diversity plans including offices with names such as the Office of Diversity, Multicultural Affairs, Minority Affairs, Inclusion, federal TRIO programs, or other related offices and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to complete an on-line survey and demographic data form. This will take approximately 30 minutes of your time.

Are there any risks or discomforts? There are no physical or psychological risks associated with participating in this study. To minimize the risk that the information you provide will be known to others, we will not link you to your survey results in any way.

Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the literature about student affairs staff who serve diverse student populations. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? There will be no compensation for participating in this study.

Page 1 of 2

4080 Haley Center, Auburn, AL 36849 (334) 707-2827 Fax (334) 844-3072 jrllanes@auburn.edu

Are there any costs? If you decide to participate, there will be no costs to you.

If you change your mind about participating, you can withdraw at any time during the study by closing your browser window. Your participation is completely voluntary. If you choose to withdraw after submitting your data, your data cannot be withdrawn since it will not be identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Education or the project investigators.

Your privacy will be protected. Any information obtained in connection with this study will be anonymous. Information obtained through your participation will be aggregated with the information from all respondents and may be published in a professional journal and presented at a professional meeting.

If you have questions about this study, contact Shakeer Abdullah at saa0005@auburn.edu 334-844- 2946 or Dr. Jose Llanes at jrl0001@auburn.edu 334-844-3074. You may print a copy of this document to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

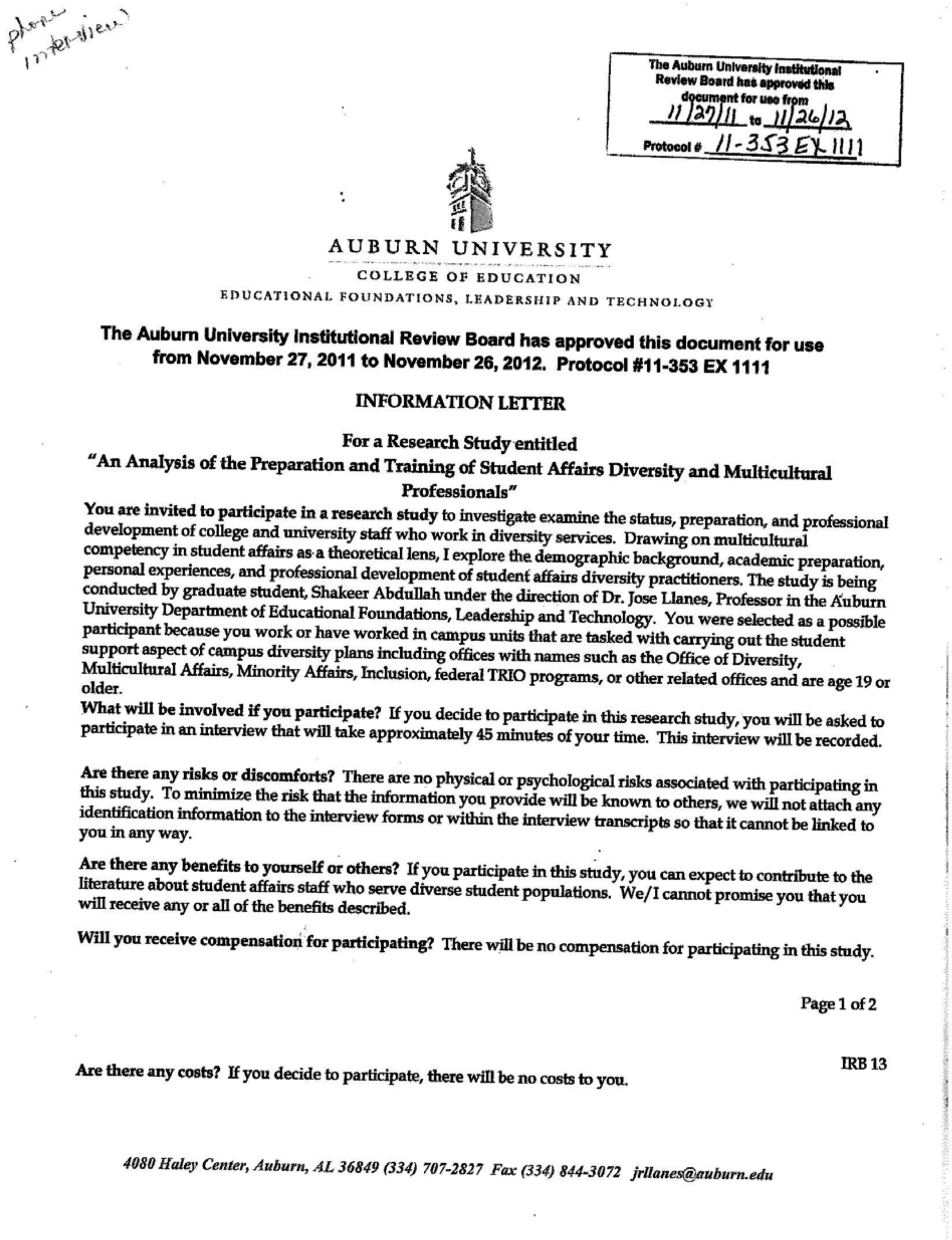
HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT TO PARTICIPATE. BY PROCEEDING TO THE SURVEY YOU INDICATE YOUR WILLINGNESS TO PARTICIPATE. THE SURVEY CAN BE ACCESSED AT https://www.surveymonkey.com/s/PJSGGRZ

Shakeer Abdullah
Investigator Date

Dr. Jose Llanes
Co-Investigator Date

The Auburn University Institutional Review Board has approved this document for use from
11/27/11 to 11/26/12
Protocol # 11-353 EX 1111

Appendix 9



phone interview)

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AUBURN UNIVERSITY
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INFORMATION LETTER

For a Research Study entitled
"An Analysis of the Preparation and Training of Student Affairs Diversity and Multicultural Professionals"

You are invited to participate in a research study to investigate examine the status, preparation, and professional development of college and university staff who work in diversity services. Drawing on multicultural competency in student affairs as a theoretical lens, I explore the demographic background, academic preparation, personal experiences, and professional development of student affairs diversity practitioners. The study is being conducted by graduate student, Shakeer Abdullah under the direction of Dr. Jose Llanes, Professor in the Auburn University Department of Educational Foundations, Leadership and Technology. You were selected as a possible participant because you work or have worked in campus units that are tasked with carrying out the student support aspect of campus diversity plans including offices with names such as the Office of Diversity, Multicultural Affairs, Minority Affairs, Inclusion, federal TRIO programs, or other related offices and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in an interview that will take approximately 45 minutes of your time. This interview will be recorded.

Are there any risks or discomforts? There are no physical or psychological risks associated with participating in this study. To minimize the risk that the information you provide will be known to others, we will not attach any identification information to the interview forms or within the interview transcripts so that it cannot be linked to you in any way.

Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the literature about student affairs staff who serve diverse student populations. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? There will be no compensation for participating in this study.

Page 1 of 2

IRB 13

Are there any costs? If you decide to participate, there will be no costs to you.

4080 Haley Center, Auburn, AL 36849 (334) 707-2827 Fax (334) 844-3072 jrllanes@auburn.edu

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Education or the project investigators.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. The voice data will be deleted once all of the interviews have been transcribed. Information obtained through your participation will be aggregated with the information from all respondents and may be published in a professional journal and presented at a professional meeting.

If you have questions about this study, *please ask them now or* contact Shakeer Abdullah at saa0005@auburn.edu 334-844- 2946 or Dr. Jose Llanes at jrl0001@auburn.edu 334-844-3074. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. BY PROCEEDING YOU INDICATE YOUR WILLINGNESS TO PARTICIPATE.

____
Shakeer Abdullah Date

Shakeer Abdullah__________
Printed Name Date

____
Dr. Jose Llanes Date

Dr. Jose Llanes____________
Printed Name

The Auburn University Institutional
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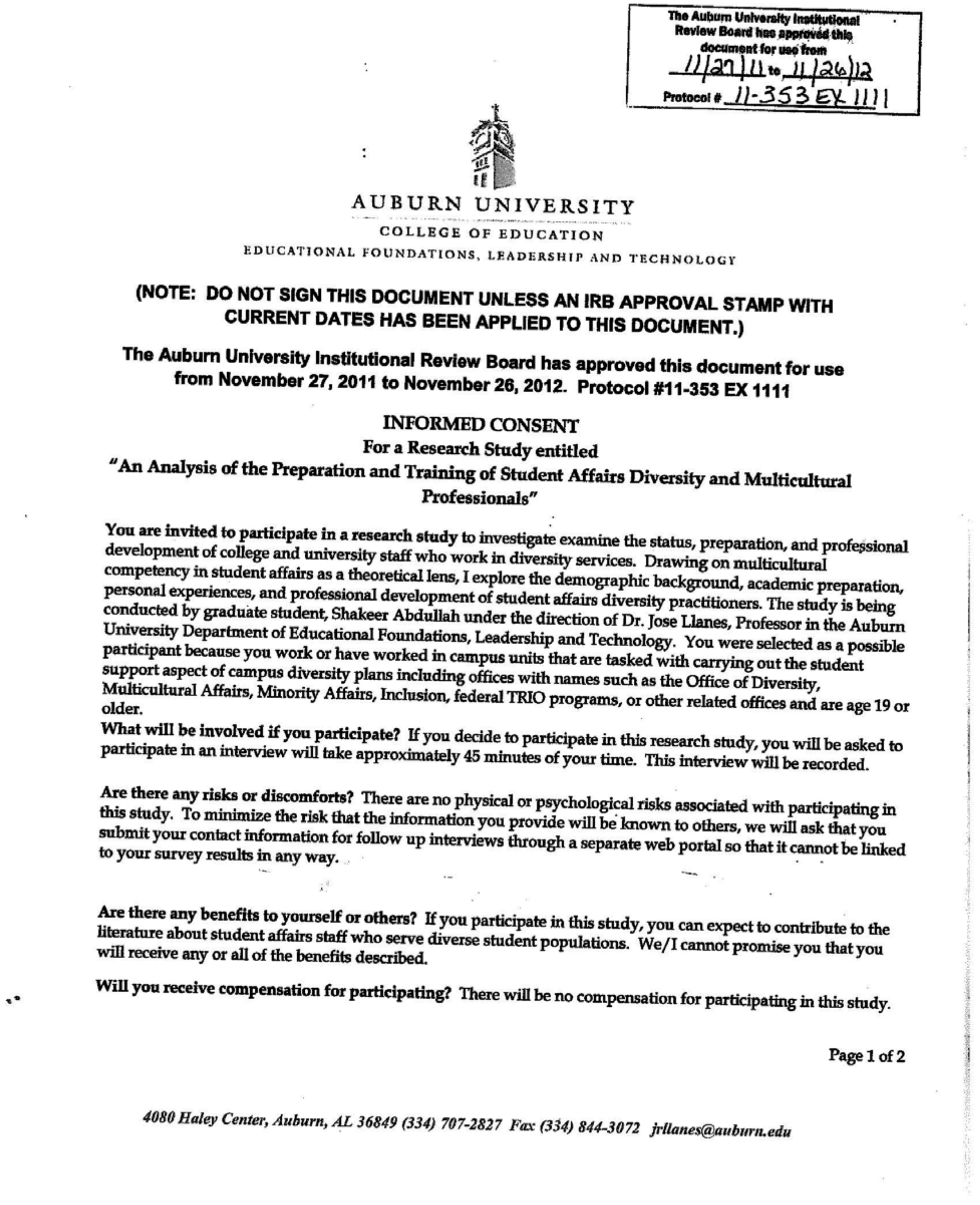
Appendix10



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AUBURN UNIVERSITY
COLLEGE OF EDUCATION
EDUCATIONAL FOUNDATIONS, LEADERSHIP AND TECHNOLOGY

(NOTE: DO NOT SIGN THIS DOCUMENT UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

The Auburn University Institutional Review Board has approved this document for use from November 27, 2011 to November 26, 2012. Protocol #11-353 EX 1111

INFORMED CONSENT

For a Research Study entitled

"An Analysis of the Preparation and Training of Student Affairs Diversity and Multicultural Professionals"

You are invited to participate in a research study to investigate examine the status, preparation, and professional development of college and university staff who work in diversity services. Drawing on multicultural competency in student affairs as a theoretical lens, I explore the demographic background, academic preparation, personal experiences, and professional development of student affairs diversity practitioners. The study is being conducted by graduate student, Shakeer Abdullah under the direction of Dr. Jose Llanes, Professor in the Auburn University Department of Educational Foundations, Leadership and Technology. You were selected as a possible participant because you work or have worked in campus units that are tasked with carrying out the student support aspect of campus diversity plans including offices with names such as the Office of Diversity, Multicultural Affairs, Minority Affairs, Inclusion, federal TRIO programs, or other related offices and are age 19 or older.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in an interview will take approximately 45 minutes of your time. This interview will be recorded.

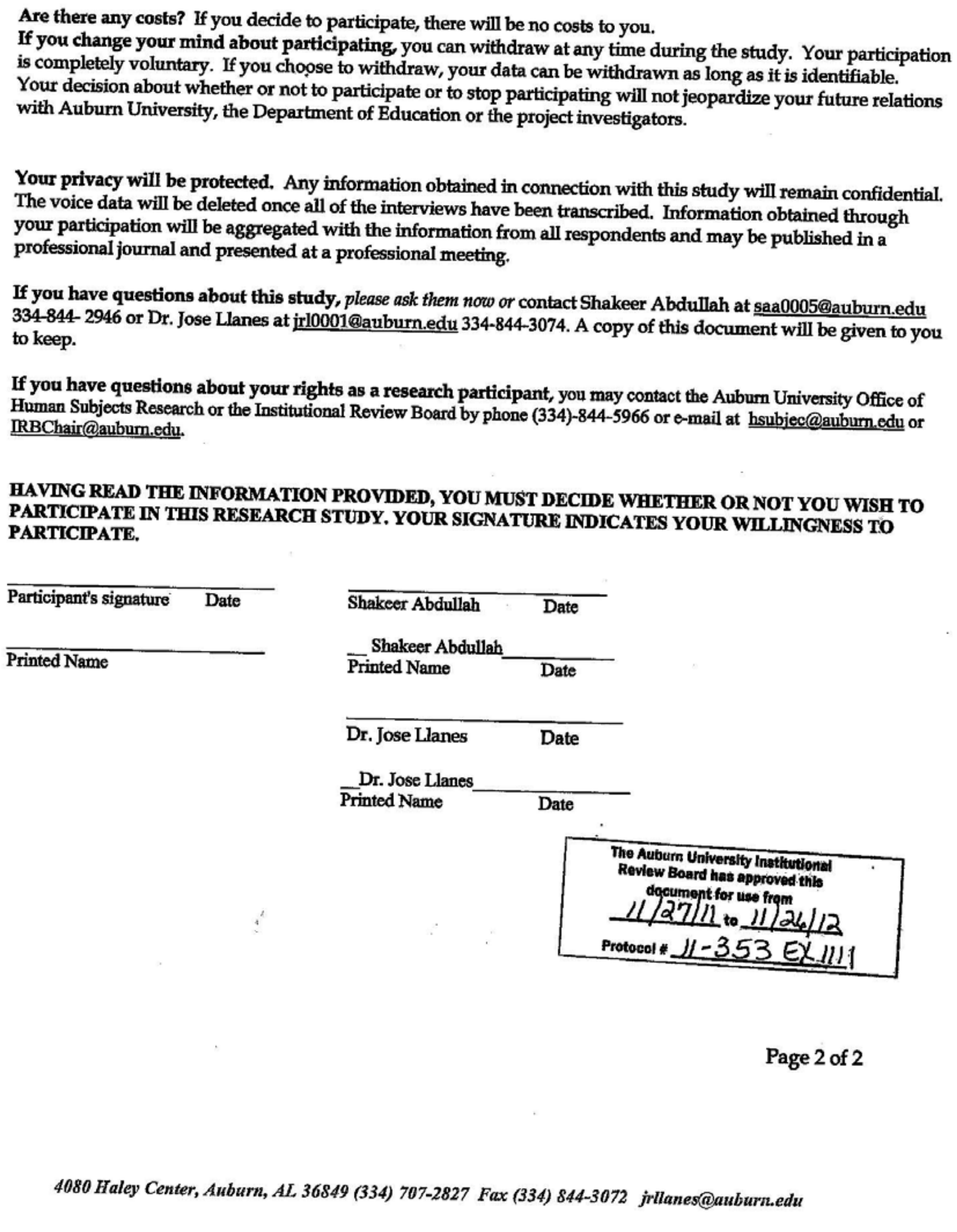
Are there any risks or discomforts? There are no physical or psychological risks associated with participating in this study. To minimize the risk that the information you provide will be known to others, we will ask that you submit your contact information for follow up interviews through a separate web portal so that it cannot be linked to your survey results in any way.

Are there any benefits to yourself or others? If you participate in this study, you can expect to contribute to the literature about student affairs staff who serve diverse student populations. We/I cannot promise you that you will receive any or all of the benefits described.

Will you receive compensation for participating? There will be no compensation for participating in this study.

Page 1 of 2

4080 Haley Center, Auburn, AL 36849 (334) 707-2827 Fax (334) 844-3072 jrllanes@auburn.edu



Are there any costs? If you decide to participate, there will be no costs to you.
If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Education or the project investigators.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. The voice data will be deleted once all of the interviews have been transcribed. Information obtained through your participation will be aggregated with the information from all respondents and may be published in a professional journal and presented at a professional meeting.

If you have questions about this study, *please ask them now or* contact Shakeer Abdullah at saa0005@auburn.edu 334-844- 2946 or Dr. Jose Llanes at jrl0001@auburn.edu 334-844-3074. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Participant's signature Date	Shakeer Abdullah Date
Printed Name	Shakeer Abdullah Printed Name Date
	Dr. Jose Llanes Date
	Dr. Jose Llanes Printed Name Date

The Auburn University Institutional Review Board has approved this document for use from 11/27/11 to 11/26/12
Protocol # 11-353 EX 1111

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Appendix 11

Shakeer Abdullah (Member ID: 1771334)

CITI Collaborative Institutional Training Initiative

Resources | Main Menu | Select Language | Logoff

Course Completion History

Institution: Auburn University
Course In The Protection Human Subjects Curriculum
International Research - SBR

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	4575087	06/23/10	Completed	None Required	100	80	06/23/10	06/22/15	Modules Completed	Print Completion Report

Internet Research - SBR

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	4575088	06/23/10	Completed	None Required	100	80	06/23/10	06/22/15	Modules Completed	Print Completion Report

Non-AU Affiliated Key Personnel - Social and Behavioral Research

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report

1. Basic Course	4575085	06/23/10	Completed	None Required	87	80	06/23/10	06/22/15	Modules Completed	Print Completion Report

Records-Based Research

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	4575086	06/23/10	Completed	None Required	100	80	06/23/10	06/22/15	Modules Completed	Print Completion Report

Workers as Research Subjects - A Vulnerable Population

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	4575089	06/23/10	Completed	None Required	100	80	06/24/10	06/23/15	Modules Completed	Print Completion Report

Social and Behavioral Responsible Conduct of Research Curriculum
Social and Behavioral Responsible Conduct of Research
: This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

Stage	Ref #	Start Date	Required Modules	Elective Modules	Score	Passing Score	Completion Date	Expiration Date	Modules Completed	Print Completion Report
1. Basic Course	4575090	06/23/10	None	Completed	81	80	06/24/10		Modules Completed	Print Completion Report

Appendix 12

Multicultural Competence in Student Affairs-Preliminary (MCSA-P2) Scale

(AKA Student Affairs Social Attitudes Survey or Instrument "A")
Utilization Request and Permission to Reproduce Form

*** On a separate page, please provide a brief description or abstract of your project ***

In requesting permission to reproduce and utilize the Multicultural Competence in Student Affairs (MCSA-P2) Scale I agree to the following terms and conditions:

1. I/We understand that the MCSA-P2 is copyrighted by Raechele L. Pope and John A. Mueller and cannot be duplicated or used without their written consent. Raechele L. Pope may be contacted at the Department of Educational Leadership and Policy, 468 Baldy Hall the University at Buffalo, State University of New York, Buffalo, NY 14260-1000 (716) 645-2471 (ext. 1095). John A. Mueller may be contacted at the Department of Student Affairs in Higher Education, 222 Stouffer Hall, Indiana University of Pennsylvania, Indiana, PA, 15705, (724) 357-4541.

2. I/We understand that permission to reproduce the instrument will only be granted for the project that I/we have described herein and that if I/we wish to use or reproduce the instrument for other projects, I/we must obtain additional approval.

3. I will **NOT** publish the instrument in a journal, book, dissertation, or other publication types, nor will I publish the instrument on-line.

4. I understand that the MCSA-P2 is not to be used for any purpose other than research and further validation. Specifically, the MCSA-P2 should not yet be used to evaluate job suitability or performance, assess readiness for graduate study or graduation, nor to determine staff training or continuing education needs.

5. I am a trained professional in counseling, psychology, student affairs, or higher education, or a related field, having competed coursework (or training) in multicultural issues, psychometrics, and research ethics, or I am working under the supervision of such an individual.

6. In using the MCSA-P2, all ethical standards of the American Psychological Association, the American College Personnel Association, and/or related professional organizations will be adhered to. Furthermore, I will follow the "Research with Human Subjects" guidelines put forth by my university, institution, or professional setting. Specifically I will receive approval from the human subjects review board on my campus (institution or professional setting) prior to the initiation of any research utilizing this instrument. Ethical considerations include but are not limited to subject informed consent, confidentiality of records, adequate pre- and de-briefing of subjects, and subject opportunity to review a concise written summary of the study's purpose, method, results, and implications.

7. Consistent with accepted practice, I will save and protect my raw data for a minimum of five

years; and if requested I will make the raw data available to Dr. Pope (who is ethically responsible to monitor developments on the scale in terms of utility, reliability, and validity), and other students/scholars researching the multicultural competency construct.

8. Within 18 months of receipt of the permission to use the MCSA-P2, I will send a copy of my research results (for any study incorporating the MCSA-P2) in manuscript form to both Dr. Pope and Dr. Mueller, regardless of whether the study is published, presented, or fully completed.

____ Date:__9/30/11__
Signature of the Requester

Name (please type): ___Shakeer A. Abdullah______________________________________

Address_____801 Hardegree Drive____________________________________

__Columbus, Georgia 31907_____

____

Phone Number: _____334-740-6025_ Email Address: ____saa0005@auburn.edu_

* * * * * * * * * * *

If a student, supervisor/advisor's name, affiliation, and signature:

Name:____

Affiliation:____

Address:____

____

____

____ Date:___________
Signature of the Supervisor/Advisor

Appendix 13

Multicultural Competence in Student Affairs –Preliminary 2 (Text)

Please indicate how accurately each statement describes you or your beliefs when working in a student affairs setting. Give the ratings that you actually believe to be true rather than those you wish were true. Please respond to each item.

1	2	3	4	5	6	7
Not at all Accurate			Somewhat Accurate			Very Accurate

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Note. (1) None of the above items are reverse-scored. (2) A single, total score on the scale measures the construct “multicultural competence”.

For more information, refer to:

Pope, R. L. & Mueller, J. A. (2000). Development and initial validation of the Multicultural Competence in Student Affairs-Preliminary 2 Scale. *Journal of College Student Development, 41*, 599-607.

When administering this instrument, it is advisable to title it and refer to it as “Student Affairs Social Attitude Scale.”

PLEASE DO NOT DUPLICATE OR QUOTE
WITHOUT PERMISSION FROM THE AUTHORS

Appendix 14

Demographic Data Sheet

1. How long have you been in your current position?
2. What is your title?
3. How long have you worked in diversity services?
4. What are your primary work responsibilities?
5. What additional responsibilities do you choose to take on in addition to your primary job responsibilities?
6. Have you travelled to different regions of the United States or the world?
7. How much time have you spent living outside the United States?
8. How many languages do you speak?
9. Which languages do you speak?
10. Have you taken courses related to issues of diversity?
11. Have you attended conferences or training sessions that address issues of diversity?
12. What type of institution do you work for?
13. How big is your institution?
14. Which of the following have you participated in over the past 2 years (check all that apply)
    a. Attended a conference related to diversity
    b. Subscribed to a diversity magazine
    c. Subscribed to a higher education magazine
    d. Subscribed to or visited diversity related website
    e. Attended a Human Resources or related professional development session
    f. Attended diversity or higher education related speaker or program
    g. Taken diversity courses
    h. Taken higher education courses
    i. Read diversity books
    j. Other; please specify
15. Are you a first generation college graduate?
16. What was your economic status growing up?
17. What is your religious identity?
18. Is the United States your country of origin?
19. What is your gender identity?
20. What is your age?
21. What is your sexual identity?
22. What is your racial/ethnic identity?
23. What is your highest level of education?
24. What was your undergraduate area of study?
25. What is your graduate area of study if applicable?

Appendix 15

NASPA
Student Affairs Administrators
in Higher Education

MEMBERSHIP LIST REQUEST POLICY

FOR RESEARCH PURPOSES

NASPA’s Center for Research was founded based on NASPA's core value of spirit of inquiry and commitment to the creation and dissemination of knowledge. Its mission is to advance knowledge creation and dissemination in the fields of student affairs and higher education in an effort to keep NASPA members up to date on the most current scholarship related to postsecondary education and postsecondary students.

The following guidelines have been put in place by the center for members interested in accessing NASPA’s membership for research purposes.

- Requests will only be considered from NASPA members.
- Research conducted must support NASPA’s mission.
- There is no cost for a list for this purpose.
- If your study is a requirement of an educational degree, your advisor must submit a letter stating your study has been approved and that they will be supervising your work.
- All requests will be reviewed, however decisions will not be based upon membership status or perceived quality/rigor of the research being completed.
- NASPA will provide an Excel spreadsheet of members – including their name, title, institution, mailing address, and phone number.
- NASPA does not provide email addresses for research purposes.
- Lists will not be released until confirmation of institutional review and approval (i.e., IRB approval, Human Subjects approval) is received. Research projects must adhere to rules of confidentiality and privacy as is consistent with ethical research practices.
- Please allow 2 weeks for delivery.

Kevin Kruger, Associate Executive Director, NASPA * kkruger@naspa.org * Fax: 202.898.5737

CONTACT INFORMATION

MEMBERSHIP LIST REQUEST FORM
FOR RESEARCH PURPOSES

Please fax request form and copy of institutional review process approval to 202.898.5737

RESEARCH PROJECT

NASPA Membership Number: ___________________________ [ ] Student [ ] Faculty [ ] Professional [ ] Other _______________ Name: ____

Institution: ____

Title: ____

LIST CHARACTERISTICS

Address: ____

City: _________________________ State/Province: __________________ Zip/Postal Code: ___________ Country: ___________

Phone: _______________________ Fax: _____________________________ Email: ____

Purpose of Project: [ ] Master's Degree Thesis [ ] Doctoral Degree Dissertation [ ] Institution Sponsored Research Project [ ] Other _____________________________

Description of Project:
On a separate page, please briefly describe your study (include purpose and methodology). Please also describe the connection of your research to NASPA's mission. If your study is a requirement of an educational degree, please have your advisor submit a letter stating your study has been approved and that they will be supervising your work.

MEMBERSHIP CLASS

[ ] All [ ] Voting Delegates [ ] Professional Affiliates [ ] Faculty Affiliates [ ] Associate Affiliates [ ] Graduate Student Affiliates [ ] Undergraduate Student Affiliates [ ] Emeritus Affiliates [ ] For Profit Members [ ] Nonprofit Members

RACE/ETHNICITY

[ ] All [ ] African American [ ] Asian Pacific Islander [ ] Caucasian [ ] Hispanic/Latino [ ] Native American [ ] Multiracial/Multiethnic [ ] Prefer to not respond

REGION

[ ] All [ ] Region I [ ] Region II [ ] Region III [ ] Region IV-E [ ] Region IV-W [ ] Region V [ ] Region VI [ ] Specific States (please list): ________

YEARS IN THE FIELD

[ ] All [ ]1-3 [ ]4-5 [ ]6-10 [ ]11-20 [ ] More than 20 [ ] Prefer not to respond [ ] Other (please list): ________________

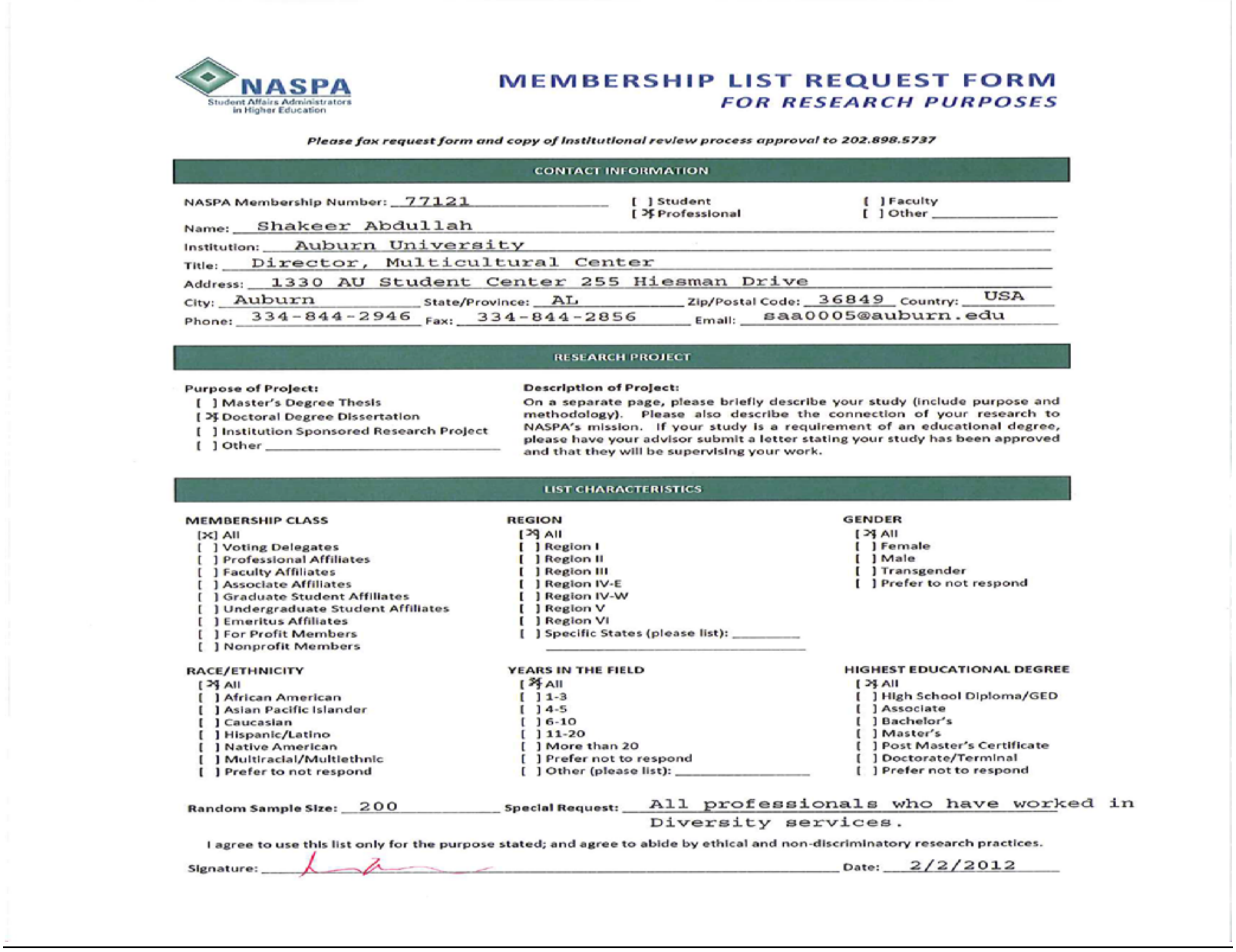
GENDER

[ ] All
[ ] Female
[ ] Male
[ ] Transgender
[ ] Prefer to not respond

HIGHEST EDUCATIONAL DEGREE

[ ] All
[ ] High School Diploma/GED
[ ] Associate
[ ] Bachelor’s
[ ] Master’s
[ ] Post Master’s Certificate
[ ] Doctorate/Terminal
[ ] Prefer not to respond **Random Sample Size:** ___________________ **Special Request:** ____ I agree to use this list only for the purpose stated; and agree to abide by ethical and non-discriminatory research practices.

Signature: ____ Date: _____________________



NASPA
Student Affairs Administrators in Higher Education

MEMBERSHIP LIST REQUEST FORM
FOR RESEARCH PURPOSES

Please fax request form and copy of institutional review process approval to 202.898.5737

CONTACT INFORMATION

NASPA Membership Number: 77121 ☐ Student ☒ Professional ☐ Faculty ☐ Other

Name: Shakeer Abdullah

Institution: Auburn University

Title: Director, Multicultural Center

Address: 1330 AU Student Center 255 Hiesman Drive

City: Auburn State/Province: AL Zip/Postal Code: 36849 Country: USA

Phone: 334-844-2946 Fax: 334-844-2856 Email: saa0005@auburn.edu

RESEARCH PROJECT

Purpose of Project:
- ☐ Master's Degree Thesis
- ☒ Doctoral Degree Dissertation
- ☐ Institution Sponsored Research Project
- ☐ Other

Description of Project:
On a separate page, please briefly describe your study (include purpose and methodology). Please also describe the connection of your research to NASPA's mission. If your study is a requirement of an educational degree, please have your advisor submit a letter stating your study has been approved and that they will be supervising your work.

LIST CHARACTERISTICS

MEMBERSHIP CLASS
- ☒ All
- ☐ Voting Delegates
- ☐ Professional Affiliates
- ☐ Faculty Affiliates
- ☐ Associate Affiliates
- ☐ Graduate Student Affiliates
- ☐ Undergraduate Student Affiliates
- ☐ Emeritus Affiliates
- ☐ For Profit Members
- ☐ Nonprofit Members

REGION
- ☒ All
- ☐ Region I
- ☐ Region II
- ☐ Region III
- ☐ Region IV-E
- ☐ Region IV-W
- ☐ Region V
- ☐ Region VI
- ☐ Specific States (please list):

GENDER
- ☒ All
- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Prefer to not respond

RACE/ETHNICITY
- ☒ All
- ☐ African American
- ☐ Asian Pacific Islander
- ☐ Caucasian
- ☐ Hispanic/Latino
- ☐ Native American
- ☐ Multiracial/Multiethnic
- ☐ Prefer to not respond

YEARS IN THE FIELD
- ☒ All
- ☐ 1-3
- ☐ 4-5
- ☐ 6-10
- ☐ 11-20
- ☐ More than 20
- ☐ Prefer not to respond
- ☐ Other (please list):

HIGHEST EDUCATIONAL DEGREE
- ☒ All
- ☐ High School Diploma/GED
- ☐ Associate
- ☐ Bachelor's
- ☐ Master's
- ☐ Post Master's Certificate
- ☐ Doctorate/Terminal
- ☐ Prefer not to respond

Random Sample Size: 200 Special Request: All professionals who have worked in Diversity services.

I agree to use this list only for the purpose stated; and agree to abide by ethical and non-discriminatory research practices.

Signature: Date: 2/2/2012