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This dissertation, directed and approved by the candidate's committee, has been accepted by the College of Graduate and Professional Studies of Abilene Christian University in partial fulfillment of the requirements for the degree

Doctor of Education in Organizational Leadership

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June 29, 2022

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Portraits of Leadership in Higher Education: Directors of Centers for Teaching and Learning
Leadership Styles and DEI Practices at Four-Year Universities in the U.S.

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by
Angela K. Johnson
July 2022

Dedication

Throughout this journey, I often reflected on my Dad's perseverant, unwavering love for family and friends and great passion for lending a helping hand to anyone. Anytime and anyplace, he was there to provide great strength. Now more than ever, I value his example, and I dedicate this to your memory. We miss you every day and will forever carry you in our hearts.

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Above all, I thank my Lord and Savior, Jesus Christ, for giving me the perseverance and ability to accomplish this goal. Throughout many hardships and barriers, I found strength in you.

Thank you, Dr. Elias, for the continuous support and guidance. Your many phone calls, emails, and feedback always motivated me to persevere. Your confidence in me encouraged my overcoming challenges and commitment to crossing the finish line. I will forever remember your support and mentorship. To Dr. Patterson and Dr. Msengi, I thank you for your time and feedback. Your guidance and advice have been especially appreciated.

To my mom and mother-in-law, thank you for providing words of encouragement and resilience. You were always there, providing support during several periods of feeling defeated. I must also recognize the many times you guys helped with the boys, picking them up, chauffeuring them to activities, and keeping them when I worked.

To my boys, I will value the motivation I found in your sweet smiling faces. Hank and Hoyt, 2020 was the most challenging time of the last 3 years. However, all the memories made and the enduring love that persevered in your little hearts will forever be an inspiration to me.

Finally, to my husband, Casey, there are no words for the amount of appreciation you deserve. You always encouraged me to continue until I crossed the finish line, and you went above and beyond to provide for our family. Thank you for everything, and now I am anxious for the time to make new memories!

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Abstract

This study aimed to examine Directors of Centers for Teaching and Learning DEI practices and understanding of leadership style within their 4-year universities in the United States.

Information indicates that student enrollment of students identifying as members of historically marginalized groups is increasing and that persistent descriptions of experiences related to educational barriers negatively impact learning experiences. Integrating this information into this narrative life span study and considerations of the components of leadership identity development provided themes regarding the critical practices among higher education institutional leaders. The study presented findings that described the impact of the life span factor on DEI practices and understanding of leadership styles of Directors of Centers for Teaching and Learning using a qualitative narrative life story approach. Through interviews, the participants described their current role as a Director for a Center of Teaching and learning and their life span factors impacting DEI practices. Through thematic analysis, three prominent themes emerged regarding the influential life factors, including (a) relationships, (b) geographic locations, and (c) experiences, and two prominent themes emerged regarding understanding leadership, including (a) support and (b) self-perspectives. This study provided higher education leaders, such as Directors of Centers for Teaching and Learning, the self-reflective awareness of such life span factors impacting leadership practices and perspectives in addition to consideration of similar life span influences contributing to the practices of the faculty, staff, and students. Furthermore, this study contributes to the expanded understanding of leadership development theory among Directors of Centers for Teaching and Learning.

Keywords: Center for Teaching and Learning (CTL), Director of Centers for Teaching and Learning, Diversity (DCTL), Equity, and Inclusion, Higher Education (DEI), Historically Marginalized Ethnic and Racial Groups (HMREGs), Leadership Identity Development (LID)

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Chapter 1: Introduction

The most recent U.S. Census reported a significant change in demographics. As the White population has decreased by 8.6%, the non-White population has grown (U.S. Census Bureau, 2020). For instance, the population identifying as Two or More Races or Multiracial, increased by 276%. In addition, 51.1% of the population growth over the past decade came from the Hispanic and Latino populations (Jones et al., 2021). Furthermore, since 2010, the American Indian and Alaska Native population has grown by 160%, the Asian population by 4.8%, and Pacific Islander by 55.5%. Moreover, the non-White population increase directly contributed to the nation's population growth between 2016 and 2020 (Frey, 2021), and the projection representations indicate possible increases between 2017 and 2060 in the Hispanic population by 93.5%, the Multiracial population by 197.8%, the American Indian and Alaska Native population by 45.9%, the Asian population by 101%, and the Pacific Islander population by 45.9% (U.S. Census Bureau, 2020). Additionally, between 2010 and 2019, the Brookings Institution analyzed the 2020 U.S. Census Bureau estimates, which indicated a continuous and natural increase in diverse groups (Frey, 2021).

Similarly, the National Center for Education Statistics (2021) also reported a persistent postsecondary enrollment rate of 41% in 2010 and 2019 but with a transition in student demographics. For example, whereas the White student enrollment decreased by 2%, students identifying as two or more races increased by 9%, Hispanic students increased by 4%, and Pacific Islander students increased by 7% (National Center for Educational Statistics, 2021). Therefore, according to Williams et al. (2018), it is critical to provide safe intellectual spaces that suit the needs of the evolving student demographics in U.S. higher education.

As the United States demographics increasingly change (Frey, 2021; Jones et al., 2021; U.S. Census Bureau, 2020; Vespa et al., 2020), the attempts of higher education institutions to provide adaptive educational experiences (Center for Urban Education, 2021; Clayton, 2021; Kachani et al., 2020; Skrla et al., 2004; Storlie et al., 2018) depend on organizational leadership's diversity, equity, and inclusion (DEI) practices (Bustamante et al., 2009; Clayton, 2021; Furman, 2012; Gerstl-Pepin & Aiken, 2012; Khalifa et al., 2016). For this study's purposes, DEI practices are defined as practices of diversity, equity, and inclusion, summarized as interpersonal relationships to create feelings of support and value for all participant attributes (Gentle-Genitty et al., 2021).

The population projections also indicate continuous diversification of the country's population predominately due to age, race, and ethnic composition (Vespa et al., 2020). Such demographic transitions are persistently reported with postsecondary education enrollment (National Center for Educational Statistics, 2021). However, providing the fundamental DEI support practices has been elusive for colleges and universities (Bustamante et al., 2009; Clayton, 2021; Furman, 2012; Gerstl-Pepin & Aiken, 2012; Khalifa et al., 2016). Following the guidance of leaders, such as Directors of Centers for Teaching and Learning (DCTLs), DEI operations impact educational strategies utilized among their associated educators (Kachani et al., 2020). This study defined DCTLs as CTL administrators who influence teaching practices and student learning experiences.

The leadership's impact on the DEI practices in higher education was considered. An organization's cultural norms define its leadership standards; however, the creation and management of organizational culture fundamentally depend on leaders' perceptions (Schein, 2004). Therefore, given that leaders should promote safe learning spaces that lead to the success

of all students (Bustamante et al., 2009; Clayton, 2021; Furman, 2012; Gerstl-Pepin & Aiken, 2012; Khalifa et al., 2016), it is critical to understand the perceptions of higher education leaders, such as Directors of Centers for Teaching and Learning (DCTLs), because these leaders serve as a resource for developing diversity and social justice training (Haley et al., 2021).

Background and Context

The impact of DCTLs on the educational environment, particularly DEI practices, were observed in the context of 4-year higher education institutions and sharing descriptions of CTLs. CTLs provide professional development services that impact teaching and learning methods across campuses, contributing to initiatives to address distinct student needs based on demographics (American Council on Education, 2018). Furthermore, the leaders, such as DCTLs, play a role in shaping teaching and learning practices and the educational experiences of students (Estes et al., 2018; Haras et al., 2017). By implementing DEI techniques, campus leaders can help marginalized students overcome academic challenges (Arif et al., 2021; Kezar, 2008). As a result, this study investigated DCTLs' leadership identity development, encompassing life span interactions and experiences (McCain & Matkin, 2019), and their subsequent impact on an organization's DEI practices (Worsham et al., 2021).

Centuries of Higher Education

From the 1800s to the 2000s, events impacting higher education have affected the educational opportunities for students (Cabrera et al., 2017; Korn, 2018; Thelin, 2019). Some events target educational opportunities based on race, but others have emphasized gender equality or financial support (Thelin, 2019). Historically Marginalized Racial and Ethnic groups (HMREGs) often consider earning a college degree as a chance to overcome economic challenges and achieve professional opportunities (Fouad et al., 2008; Guiffrida & Douthit,

2010). However, academic equality remains a challenge as surveys indicate students remain excluded based on demographic attributes such as race or ethnicity (Cabrera et al., 2017; Eckel & King, 2004). As a result, administrators and educators must work together to establish an environment in which all services and activities are consciously structured to assist students' progressive growth toward college completion and favorable postcollege outcomes (McNair et al., 2016).

CTL and Student Needs. Higher education and universities began as an environment for teaching and learning (Alemu, 2018) and have intentionally attempted to expand the educational opportunities for students from all demographic backgrounds (National Center for Education Statistics, 2019). However, the changing student population initiatives strive to accommodate unique needs based on student demographics (National Center for Education Statistics, 2021). Campus departments, such as CTLs, and campus leaders, such as DCTLs, contribute to overcoming the challenges and generating a commitment to diversity, inclusion, and equitable academic experiences for all students (American Council on Education, 2018).

DEI Practices. Personalizing learning strategies allows instructors to incorporate individualized learning experiences based on students' backgrounds, interests, and improvement needs (Alamri et al., 2020). The U.S. Department of Education (2016) recommended that institutional leaders create support systems to meet individualized student needs. As higher education entities commit to DEI strategies, institutional leaders represent the crucial priorities and commitments to support all students. Specifically, DEI practices in higher education entail developing a critical mission for DEI approaches, and generating core competencies of institutional DEI practices, awareness of inequalities, and responsibility for DEI practices (Clayton, 2021), and as impactful leaders, DCTLs address CTL domains such as those targeting

unique student needs inclusively (American Council on Education, 2018; Haras et al., 2017).

This study provided insight of the DEI practices on college campuses include expanding college access, recognizing equity gaps, identifying student barriers, and being accountable to change (U.S. Department of Education, 2016).

DCTLs and DEI Initiatives. The U.S. Department of Education (2016) recommended that academic leaders contextualize definitions based on the institutional context, explicitly recognize populations served and their different social identities, and utilize asset-based language. Higher education leaders and DCTLs represent the essential generators of the groundwork for DEI initiatives among faculty and staff. Specifically, the Center for Urban Education directs college and university leaders to adopt “equity-mindedness” to impact student success and facilitate institutional delivery of inclusion endeavors (Clayton, 2021).

Historically Marginalized Racial and Ethnic Groups. Higher education missions, including DEI practices, have the potential to promote educational opportunities among Historically Marginalized Racial and Ethnic Groups (HMREGs; U.S. Department of Education, 2016). The HMREG communities include “women; historically oppressed racial/ethnic groups; people who identify as lesbian, gay, transgender, bisexual and queer; immigrants; individuals with mental or physical disabilities; older individuals; and those of lower socioeconomic status” (Tate et al., 2021). As previously noted, for the purposes of this study, a HMREG will refer to Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, or two or more races particularly (National Center for Education Statistics, 2021). Surveys indicate that although HMREG student groups are increasing in enrollment, equity gaps impact their success and graduation rates (Skrla et al., 2004).

Diversity, Equity, and Inclusion. Three methods to advance institutional DEI practices involve outreach and relationships with HMREG students, supportive student services, and inclusive environments (U.S. Department of Education, 2016). First, it is critical to articulate DEI. Recognizing the importance of DEI practices in colleges and universities, relegating institutions to real change in the old way of academic business demonstrates a lack of serving underrepresented students (Martinez-Acosta & Favero, 2018). Indeed, people do not have equal access to higher education concerning class, gender, race, or geographic location (Gelber et al., 2021). Some wealthy groups are overrepresented in higher education systems, whereas disadvantaged groups are subjected to various discriminations (Gelber et al., 2021). As a result, the social mobility that equitable access to higher education is expected to provide is not realized (Gelber et al., 2021). Ultimately, leader accountability of equity-mindedness involves the DEI practices, which is defined for the purposes of this study as meeting the needs of all participants and creating feelings of support and value (Clayton, 2021; Gentle-Genitty et al., 2021). Therefore, the study of DCTLs leadership in higher education and DEI practices provided advancement in the understanding of institutional DEI practices.

Overview of Leadership

Leaders are said to embody a group's will to change and complete activities and are conceptualized through personality perspectives as a combination of characteristics and traits (Northouse, 2016). The relationship between the leader and follower represents a transformational process to accomplish more (Dunst et al., 2018; Krishnan, 2004; Northouse, 2016; Van Vugt & von Rueden, 2020). The operational definition purposefully gives room for various leadership styles to fit, the determination for the most effective leadership style (Gandolfi & Stone, 2017). In addition to definitions of leadership, the context in which leadership is

examined must be considered (Northouse, 2016). More recent research found evidence of life durations as architects of a leader's identity, including experiences, connections, and education (McCain & Matkin, 2019). Changing leadership habits and practices as a result of the personal experiences of leaders is explained as leadership identity development (LID) theory (Lord et al., 2016; Priest & Seemiller, 2018; Riessman, 2005), which is the theoretical leadership lens of this study.

Leadership Identity Development Theory

Previous studies investigated the correlation between leadership development and leadership identity (Lord et al., 2016; Priest & Seemiller, 2018; Riessman, 2005). Specifically, the results share evidence of changing leadership behaviors and actions due to the leaders' personal experiences (Lord et al., 2016; Priest & Seemiller, 2018; Riessman, 2005). Lord et al. (2016) conceptualized leadership as an inclusive and dynamic change of identity and behavior styles dependent on the leader-member relationship and organizational context. While Lord et al. (2016) recognized the impact of a leader's nature and background, suggestions propose that the situational constraints in addition to the leader and follower roles articulated the processes associated with leadership.

Focusing on theory development, Lord et al. (2016) shared a review of published articles that focused on social cognitive theory leadership and identity, leadership in context, and leadership styles but illustrated broad themes. Consequently, Lord et al. (2016) conducted a narrative investigation to describe leadership trends resulting from personal experiences. In conclusion, suggestions implied that leadership processes adjusted to and were created based on the leader's cognitive and relational ambidextrousness (Lord et al., 2016). Therefore, conducting

analogous investigations of DCTLs offered insights into the leadership trends of DEI practices in higher education.

Educational Leaders. Priest and Seemiller (2018) investigated the preparation of education leaders. The narrative exploration on the educators' identity construction, presentation experiences, beliefs, and practices collectively represented the development of professional identities (Priest & Seemiller, 2018). Retelling stories illustrated a method to study the self-identification of educators (Priest & Seemiller, 2018) and allowed for reflections on past experiences to communicate who they are (Riessman, 2005). The responses provided descriptions of words or concepts used frequently by the leaders to contextualize leadership beliefs in education (Priest & Seemiller, 2018). Collectively, this study found that past experiences shaped leaders' views, beliefs, and application practices (Priest & Seemiller, 2018).

Centers for Teaching and Learning

In a study by POD Network (2018), Centers for Teaching and Learning were recognized for contributing to teaching behaviors and student learning, and insights into the current hub role were outlined (POD Network, 2018). Overall, as a “cross-pollination” hub, the Centers for Teaching and Learning contributed to the functional growth of campus initiatives such as diversity and inclusion efforts (POD Network, 2018). Furthermore, employees that served in Center for Teaching and Learning positions were reportedly proud of being key facilitators of cultural change within the institution that created many opportunities through undergraduate research initiatives and contributed to a university mandate to reduce drop, fail, and withdrawal rates (POD Network, 2018).

Leadership in Centers for Teaching and Learning. Kim (2020) suggested DCTLs have a significant influence for nine reasons. First, starting with the point that DCTLs have a

sense of guiding the institution and resources for advancing learning, Kim (2020) emphasized the university's contributions collectively to serve students. Additionally, DCTLs optimized the strategies for organizational change and offered a model of campus and faculty support (Kim, 2020). Furthermore, the promotion and leading of DEI practices constituted a core set of values among most DCTLs, and the relationships with professors revolved around support and assistance (Kim, 2020). Finally, while Kim (2020) reported each leadership skill among DCTLs as institutional assets, inquiries about DCTLs leadership development and leadership identity were deficient.

Statement of the Problem

The documented increased enrollment in higher education indicates that HMREGs earn fewer degrees than their White peers (Hamilton et al., 2020; McNair et al., 2016; National Center for Education Statistics, 2021). HMREGs express experiences with academic barriers associated with guilt, racial identity, and microaggressions (Choi et al., 2021; Moreno, 2021; Rolón-Dow & Davison, 2021). Previous surveys recognized the need for a set of heutagogical strategies to raise equity, acknowledge educational barriers among HMREGs, and generate inclusive educational experiences (Arif et al., 2021).

HMREGs have articulated adverse effects on completion rates when DEI practices are not implemented (American Council on Education, 2018; Clayton, 2021). Haras et al. (2017) and Hines (2017) recognized leaders, such as DCTL administrators, directly contributing to teaching and learning practices positively impacting HMREG students' learning experiences. However, the constructors of a leader's lived experiences, relationships, and education of one's leadership identity (Davis & Buchanan, 2020; Hailey & Fazio-Brunson, 2020; McCain & Matkin, 2019; Zuckerman, 2020) may impact the ability to foster an organizational stance of social justice for

all (Barakat et al., 2021; Furman, 2012). Therefore, it is critical that higher education institutional practices represent a commitment to promoting HMREGs (Arif et al., 2021; Moríña, 2020).

Purpose of the Study

The purpose of this qualitative life story narrative study was to understand the impact, if any, of Directors of Centers for Teaching and Learning's (DCTLs') experiences on their DEI practices and leadership styles at 4-year universities in the United States.

Research Questions

Two broad research questions guided this study.

RQ1: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States?

RQ2: How do Directors of Centers for Teaching and Learning understand their leadership styles at 4-year universities in the United States?

Positionality Statement

Briscoe (2005) wrote that “no matter a researcher’s intentions, their perception stand thus a representation of the other will always be from their particular perspective” (p. 26). Therefore, positionality for researchers requires defining one's position in respect to a study and knowing that this position has the potential to impact many components of the investigation, including the questions that were posed and the conclusions that were reached (Foote & Gau Bartell, 2011).

The evident conclusion is that without the researcher's introspection, their research may not be ethically conducted (Copestake et al., 2020). Through personal reflection, I must disclose my implicit bias. While I acknowledge my privileged position as a White female and not a

member of an HMREG, I have experienced stereotypical judgment of my academic and professional abilities, and such experiences have led me to biased support toward women. In addition, as an educator, I have also observed that minority female students, and other HMREGs, begin their educational journey with tremendous motivation but minimal support for success.

As an instructional designer in a CTL, I have not observed recognition or regular professional development opportunities on DEI practices meeting student needs. Organizational and departmental mission statements incorporate references of academic environments considering DEI. However, very few employees know of DEI practices that align with the evolving student population. Therefore, recognizing the contributions of DCTLs to the organizational teaching and learning practices, I formed my topic of interest: the life span factors impacting the leadership of DEI practices.

When I began my professional career in higher education, I realized the variety of willingness and awareness of meeting student needs based on unique backgrounds. For example, some faculty and staff willingly adjusted the cost of resources required by students, but others implied that college is not free. Additionally, the willingness to adapt or adjust due dates after students express personal challenges is limited. Moreover, student surveys typically analyze learning experiences directly related to higher education institutions providing opportunities for individualized challenges or expressions of needs. Therefore, CTLs and the DCTLs represent a resource for considering students' actual needs based on demographics and improved DEI practices.

Definition of Key Terms

Centers for teaching and learning (CTL). Multifaceted operations within institutions of higher education that provide campus services pertaining to student success and faculty development (Truschel & Reedy, 2009).

Centers for teaching and learning (DCTLs) initiatives. CTL administrators impacting teaching methods and student learning outcomes (Haras et al., 2017).

Directors of centers for teaching and learning (DCTLs). Directors of Centers for Teaching and Learning are individuals who lead and are over institutional employees responsible for providing campus services pertaining to student success and faculty development. Their leadership influence teaching practices and student learning experiences (Haras et al., 2017).

Diversity, equity, and inclusion (DEI) initiatives. The influence of “equity-mindedness” on student progress and institutional delivery of inclusion initiatives (Clayton, 2021).

Diversity, equity, and inclusion practices. Practices of diversity, equity, and inclusion are summarized as interpersonal relationships to create feelings of support and value for all participant attributes (Gentle-Genitty et al., 2021).

Higher education institutions. Learning institutions and academic environments for teaching and learning (Alemu, 2018).

Historically marginalized ethnic and racial groups (HMREGs). Marginalized groups, including African American, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, and individuals identifying as two or more races, persistently face challenges to succeed in higher education (Hoffman & Toutant, 2018; National Center for Education Statistics, 2021).

Leadership identity development. Life span experiences and relationships influence leader identity and practices (McCain & Matkin, 2019).

Summary

The continuously changing demographics of higher education students enrolling in U.S. universities (National Center for Educational Statistics, 2021) creates a sense of urgency to adapt educational experiences (Alamri et al., 2020). Furthermore, as the student needs evolve based on cultural backgrounds, services must be intentionally designed for positive outcomes and student success (Condon et al., 2016; Haras et al., 2017; McNair et al., 2016). Therefore, incorporating institutional DEI practices warrants accountability among the leaders (American Council on Education, 2018; Center for Urban Education, 2021; Clayton, 2021).

Chapter 1 introduced the context and background of higher education institutions and the contributions of DCTLs as leaders. In addition, Chapter 1 stated the problem statement and significance, purpose, and research questions for this study. The chapter concluded with the researcher's positionality statement and key definitions. Chapter 2 will provide a further review of relevant literature describing the background and context of higher education students from HMREGs and their academic experiences, the domains of CTLs, and the DCTLs' influence on teaching and learning practices. Chapter 2 also expands on the theoretical framework of leadership identity development theory. Additionally, Chapter 3 will present the narrative research methodology.

Chapter 2: Literature Review

The purpose of this qualitative life story narrative study was to understand the impact, if any, of Directors of Centers for Teaching and Learning (DCTLs') experiences on their DEI practices and leadership styles at 4-year universities in the United States.

Two broad research questions guided this study:

RQ1: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States?

RQ2: How do Directors of Centers for Teaching and Learning understand their leadership styles at 4-year universities in the United States?

This literature review is divided into three parts. Part 1 provides the Literature Search Methods and an overview of the context of the study, including a historical overview of higher education. Additionally, Part 1 navigates through literature related to historically marginalized groups (HMREGs), including student perceptions of academic experiences and faculty pedagogical practices. Part 2 depicts the Centers for Teaching and Learning (CTLs) domains and Directors of Centers for Teaching and Learning's contributions to teaching and learning practices. Finally, Part 3 provides the theoretical framework of leadership identity development theory and a conclusion.

Part 1: Literature Search Methods and Context

The literature search supported the evidence for the overall literature review and, more specifically, the context of higher education institutions within Part One. Through searching the databases, a timeline illustrating significant changes related to the history of higher education is depicted from the 1800s to the present. Moreover, the HMREGs' intentions of enrollment and

completion data based on awarded degrees are presented. Additionally, literary evidence portrays the documented experiences of minority students in the context of higher education and institutional DEI practices.

Literature Search Methods

Utilizing the Brown Library databases at Abilene Christian University and Google Scholar, I searched for supporting contemporary and seminal literature. In addition, these searches included the keywords *higher education, marginalization, leaders, center for teaching and learning, leadership identity theory, cultural identity, organizational influence, and diversity, equity, and inclusion practices*. The searches of recent literature provided equally significant resources and seminal articles, including books on the history of higher education and leadership.

Context: 4-Year Higher Education Institutions Overview

The context of 4-year higher education institutions and sharing descriptions of CTLs provided insights into the DCTLs' influence on the educational environment, including DEI practices. Historical events, such as the Civil War, Morrill Act of 1862, Civil Rights Act, and Title IX, impacted higher education by generating opportunities for marginalized groups (Cabrera et al., 2017; Korn, 2018; Thelin, 2019), but students continuously express experiences with exclusion (Eckel & King, 2004). Contributing to the initiatives of addressing unique student needs based on demographics, CTLs offer professional development services impacting teaching and learning practices across campuses (American Council on Education, 2018).

Additionally, the DCTLs represent a leadership role influencing teaching and learning practices influencing the students' educational experiences (Estes et al., 2018; Haras et al., 2017) and serve to address the existence of educational barriers of marginalized students and initiate

DEI practices (Arif et al., 2021; Kezar, 2008; Moriña, 2020). Therefore, the leadership identity development, including life span relationships and experiences (McCain & Matkin, 2019), and subsequent influence on an organization's DEI practices (Worsham et al., 2021) among DCTLs was investigated in this study.

Higher Education Throughout the Centuries. Beginning in the colonial period, higher education and universities represented a learning institution and academic environment for teaching and learning (Alemu, 2018). By the nineteenth century, colleges contributed to American life by offering a reasonably affordable entrance into a new and educated elite society (Thelin, 2019). However, higher education and educational opportunities continuously excluded certain groups based on gender, religion, race or ethnicity, and social class (Eckel & King, 2004).

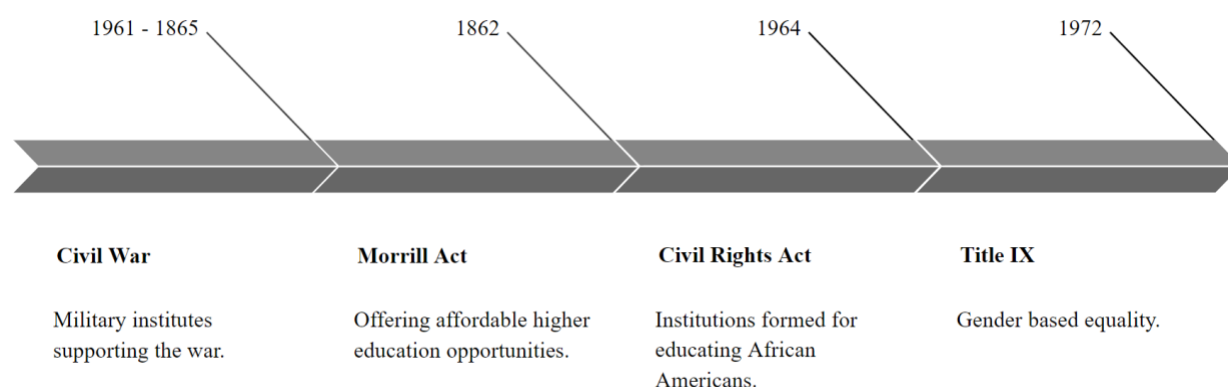
Higher Education: 1800s to 1900s. By the mid-nineteenth century, two social and political events impacted the American higher education system, including the Civil War, from 1861 to 1865, and the Morrill Act of 1862 (Thelin, 2019). Specifically, the Civil War generated initiatives to provide new higher education programs to support the war, such as military institutes to support the increased interests of male students and faculty rushing to enroll in the army (Thelin, 2019). Moreover, reports indicated that the war provided pushes through legislation, including the 1862 Morrill Land Grant Act (Thelin, 2019). Some historians identified the expansion and influx of land grants as the democracy of colleges by offering affordable and practical higher education through state colleges and universities (Thelin, 2019). On the other hand, even with further funding efforts by protestant groups, such as the American Missionary Association, the educational opportunities for African American students were inequivalent to White students (Thelin, 2019). Particularly in locations that favored segregation, Black

institutions offered a curriculum of skilled crafts and trades instead of bachelor's degree programs in preparation for professional careers or political leadership (Korn, 2018).

Higher Education: 1900s to 2000s. Whereas the Civil Rights Act, Title IX, and development and offerings of financial aid programs have contributed to academic changes between 1900 to 2010 (Thelin, 2019), racial framing and exploitation of minorities remain sustained problems within higher education scholarship and practices (Cabrera et al., 2017). Figure 1 illustrates the progressive events associated with higher education opportunities.

Figure 1

Historical Timeline of Higher Education



Note. Adapted from *A History of American Higher Education* (3rd ed.), by J. R. Thelin, 2019, Johns Hopkins University Press.

Diversified Student Population. HMREGs are defined as Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, or two or more races (National Center for Education Statistics, 2021), and in the effort to demarginalize students, recent studies surveyed and investigated student experiences and institutional strategies supporting the diversifying student population (Hartung & Blustein, 2002; Pavlakis & Pryor, 2021; Tate et al., 2021). Long-term students identified as members of an HMREG pursue higher education completion to achieve

professional opportunities and overcome economic challenges (Tate et al., 2021), while the United States provides a broad opportunity for career and workplace success (Blustein, 2006; Fouad et al., 2008; Metz & Guichard, 2009). However, the U.S. Department of Labor Statistics (2021) reported lower unemployment rates in 2020 for White populations compared to other demographic groups. Therefore, unemployment rates were more significant among Black, Hispanic, and Asian populations (U.S. Department of Labor Statistics, 2021). Data for Native Americans/Alaska Natives and two or more race populations were not provided. Moreover, the 2020 United States Census (Shrider et al., 2021) reported poverty rates for Blacks as 19.5% and Hispanics 17%, whereas the White population's poverty rate was 8.2%.

Overcoming Poverty With Education. Though HMREG students attempt to overcome unemployment and poverty by seeking college degrees, a limited number achieve college completion (National Center for Education Statistics, 2019). However, the individuals from HMREGs earn more money than those completing high school alone (National Center for Education Statistics, 2019). Therefore, through efforts to support the marginalized groups attempting to overcome economic challenges and achieve professional opportunities, leaders must recognize and address the barriers associated with higher education, such as racism, financial constraints, and intracultural conflict (Fouad et al., 2008; Guiffreda & Douthit, 2010).

Fewer Awarded Degrees. Despite the evolving enrollment of students identifying themselves as members of HMREGs, which has previously been defined in this literature review as Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native, or two or more races (National Center for Education Statistics, 2021), surveys from the National Center for Education Statistics (2019) have consistently collected data that indicate a lower percentage of degrees awarded to such groups compared to their White peers.

Therefore, the lower completion and graduation rates encourage leaders and educators to create a “student-ready institution” where “all services and activities - from admissions to the business office, to the classroom, and even campus security - are intentionally designed to facilitate students’ progressive advancement toward college completion and positive post-college outcomes” (McNair et al., 2016, p. 6). Whereas a previous study indicated that a disparity of faculty perceptions on equity impacts student success (Hamilton et al., 2020), other evidence supports the efforts to narrow the equity gap through leadership accountability (Skrla et al., 2004) and improve student success rates. Therefore, campus resources, such as the Centers for Teaching and Learning, contribute to the pivotal changes aligned with the distinctive student needs (Condon et al., 2016; Haras et al., 2017).

Whereas historical events impact educational opportunities associated with higher education, DEI practices persistently vary based on student demographics (National Center for Education Statistics, 2019). The reported increase in enrollment among HMREGs is not equivalent to increased completion rates (Hartung & Blustein, 2002; National Center for Education Statistics, 2019; Pavlakis & Pryor, 2021; Tate et al., 2021). Attempting to flite poverty and overcome economic challenges, the increasing percentages of HMREGs enrolling in higher education (National Center for Education Statistics, 2019) are continuously challenged with racism, financial constraints, and intracultural conflict (Fouad et al., 2008; Guiffrida & Douthit, 2010) which are described in the next section.

Historically Marginalized Ethnic and Racial Groups in the Context of Higher Education Experiences

As previously noted, for the purposes of this study, HMREGs students attending higher education institutions include Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska

Native, or two or more races (National Center for Education Statistics, 2021). Recent research using interviews and narrative techniques delved into the individual experiences of HMREG student groups attending higher education institutions (Kiyama, 2018; Kundu, 2019; Minarik, 2017). These transitional requirements were frequently associated with the requirements of learning in a language not inherent to them and other culturally related obstacles (Kiyama, 2018).

Perseverance of HMREGs. In a study by Storlie et al. (2018), suggestions for a campus-wide support initiative and intervention program were ultimately proposed. Additionally, the study inquired about the experiences of low-income racial minorities and found that minority students demonstrated grit to overcome barriers, such as institutional racism, but the struggle to persevere led to mental health deterioration and eventually academic disengagement (Kundu, 2019). Regardless of the HMREG, the DEI initiatives address marginalization in higher education through DEI practices (Arif et al., 2021; Moriña, 2020).

Marginalization in Higher Education. Studies have also investigated marginalized students' stories and experiences while attending higher education institutions (Bottia et al., 2021; Moreno, 2021; Rolón-Dow & Davison, 2021; Sheehan et al., 2019; Trent et al., 2021). One area of interest relates to the low enrollment of minority students in science, technology, engineering, or mathematics (STEM) higher education programs (Bottia et al., 2021). Reflections provided insights into the “nature of the race/ethnic disparities in STEM college outcomes” (Bottia et al., 2021). Ultimately, results indicated that poverty and segregated schooling cumulatively indicated disadvantaged academic preparation (Bottia et al., 2021). Although inadequate preparation was significant, participants, such as the HMREGs, reported “chilly” learning environments when attending STEM courses, and accommodations for various learning styles and cultural values were ignored (Bottia et al., 2021).

Guilt, Racial Identity, and Microaggressions. Cultural pressures, racial identity, and microaggressions are challenges for HMREGs attending higher education institutions (Choi et al., 2021; Moreno, 2021; Rolón-Dow & Davison, 2021). Depending on a student's background, emotions of guilt may be associated with leaving home and family-associated responsibilities (Moreno, 2021). Other student groups experience psychological distress due to expectations and microaggressions (Choi et al., 2021; Trent et al., 2021). Such emotions and experiences while enrolled in higher education impact a student's program or course completion (Moreno, 2021; Rolón-Dow & Davison, 2021; Trent et al., 2021). Considering the cultural norms, another narrative study investigating first-generation Latino students suggested that colleges may not be familiar with the students' emotions of guilt when attempting an academic journey (Moreno, 2021). The students described connections between the emotions of guilt and distance from family as a helpless time tempting their return home or relocation to a college closer to home (Moreno, 2021). Additionally, African American students have expressed disparity between their program expectations and experiences (Trent et al., 2021). Similarly, evidence indicates a correlation between symptoms of depression and experiences with racial microaggressions among Asian students (Choi et al., 2021). More specifically, Asian students reporting high ethnic and racial identity suffered increased psychological distress and academic disengagement when challenged with racism on campus (Choi et al., 2021).

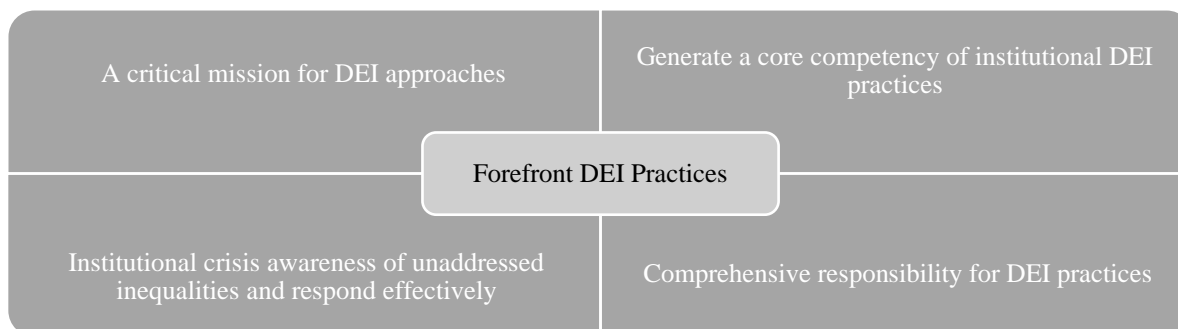
Microaggressions. The expected learning environment of belongingness alternatively constituted microaggressions and racist incidents (Rolón-Dow & Davison, 2021; Sheehan et al., 2019; Trent et al., 2021). Consequently, students experiencing racial prejudice exacerbate adverse reactions to self-protect from rejections (Sheehan et al., 2019). Alternatively, the stories of the consequences for experienced microaffirmations instead of microaggressions positively

impact the racially minoritized students and contribute to feelings of inclusion, well-being, and success (Rolón-Dow & Davison, 2021). Minority students have explained that environmental cues and microaffirmations, such as microrecognitions, microvalidations, microtransformations, and microprotections, could support their “racialized realities” and overcome the pernicious impact of microaggressions on their academic life (Rolón-Dow & Davison, 2021).

Considering the negative implications of experienced microaggressions and marginalization of students based on racial demographics (Rolón-Dow & Davison, 2021; Sheehan et al., 2019; Trent et al., 2021), the organizational DEI practices generated by campus leaders promote a collective responsibility to meet the needs of the increasingly diversified student population (American Council on Education, 2018; Clayton, 2021).

DEI Practices on Higher Education Campuses

A systemic change warrants accountability among institutional leaders to intentionally and actively stress inclusion and equity practices addressing racial and cultural awareness in higher education (Center for Urban Education, 2021). Clayton (2021), an Associate Provost and Vice President for Inclusion and Diversity, explained that “by promoting the importance of a diverse campus, adopting an equity-minded approach to leadership, and facilitating greater inclusion, institutional leaders can ensure that our institutions deliver on the nation's promise of higher education for all students” (para. 6). Additionally, through a community of practice led by the American Council on Education (2018) and Clayton (2021), four key steps were found to forefront DEI practices on higher education campuses. As demonstrated in Figure 2, such practices include incorporating DEI through a mission, core competency, crisis-related responses, and collective responsibility (Clayton, 2021).

Figure 2*Forefront DEI Practices on Higher Education Campuses*

The suggested forefront of DEI practices within higher education implements a community practice that involves all faculty, staff, and students (Clayton, 2021). Clayton (2021) proposed that the institutional problem-solving and decision-making focus on DEI in both crisis and daily operations and that such efforts extend beyond the leadership team and into the overall student learning experience. Additionally, equity-minded techniques were suggested to utilize approaches to meet the needs of all stakeholders experiencing a crisis, including students, employees, and faculty (Clayton, 2021). Therefore, the infusion of DEI practices throughout the campus community required the senior executive leaders, college and school deans, teachers, and personnel at institutions that were serious about DEI to guarantee that equity-mindedness and equity-embedded student success were well understood (Clayton, 2021).

Dismantling Barriers. Previous studies acknowledge the existence of educational barriers and experiences of marginalization among HMREGs and the necessity for a collection of heutagogical practices to elevate equitably and provide inclusive educational experiences (Arif et al., 2021; Moriña, 2020). Whereas some of the suggested practices address inequalities within specific disciplines, such as STEM (Arif et al., 2021), organizational applications could address the success and retention of HMREGs (Moriña, 2020). Arif et al. (2021) suggested committing to elevate HMREG students through teaching with practices of empathy by

considering the variety of different backgrounds and lived experiences, student-centered learning by providing choices of learning styles and paces, student empowerment by equipping students with empowerment to overcome psychosocial barriers, including anxiety and existing negative stereotypes, mediated teaching styles by participating in discussions to broaden student perspectives, and being an advocate for replacing or adapting cost. Furthermore, providing resources and opportunities through scholarships and tutors and encouraging long-term interest through intrinsic motivation, commitment, and accountability support HMREGs opportunities (Arif et al., 2021).

A summarized description of inclusive education described actions and skills of the teachers fostering the “learning and engagement of all students, thereby reducing marginalization” (Moriña, 2020, p. 135). Addressing the myriad of barriers challenging STEM students (Arif et al., 2021) and all students (Moriña, 2020) has been presented as an uplifting strategy paving the pathway for student support through DEI practices. Furthermore, Kezar (2008) identified the campus leaders, such as presidents, as important initiators of inclusive efforts and reported the results of the associated politics and conflicts involved with the negotiations with the dominant groups. Additionally, Centers for Teaching and Learning (CTLs) have been identified as significant contributors to the campus DEI practices (POD, 2018).

Part 2: Historical Overview of Centers for Teaching and Learning

The United States higher education CTLs were initially developed in the 1960s to research the psychology of learning but have since transformed into a hub for producing and sharing heutagogical practices (O'Grady, 2017). Consequently, the transformation of responsibilities occurred as universities became increasingly competitive with one another for enrollment and students became recognized as customers with unique needs (O'Grady, 2017). As

a result, CTL's efforts and frameworks pivoted from focusing on instructor-level change to long-term systemic initiatives through services such as workshops (Beach et al., 2016; Gibbs, 2013; Schroeder, 2010). Furthermore, following an ancient Roman sense, CTLs serve as places for collaborative actions and exchanging ideas (POD, 2018). Therefore, CTLs represent hubs that transcend disciplinary boundaries to include unheard voices through engagement with campus-wide initiatives, including diversity and inclusivity efforts (POD, 2018).

CTL Domains

Whereas the responsibilities for CTLs broadly impact teaching and learning practices across campuses, The American Council on Education (2018) defined three domains of practice, including contributing to the organizational structure, resource allocation and infrastructure, and program and services. Organizational structure entails CTLs developing operational guidelines for organizational operations, recognizing teaching excellence, and aligning the departmental and campus goals and mission, including a commitment to diversity and inclusion (The American Council on Education, 2018). The resource allocation and infrastructure responsibilities involve identifying faculty needs through regular communication, providing a space dedicated to pedagogical principles and practices, including an online space, and funding for the development of training programs (The American Council on Education, 2018). Lastly, CTLs' contribution to programs and services are based on the expressed needs of constituencies and the offering programs addressing the needs of course design and effectiveness, equitable assessments, and the needs of target audiences, including instructors and students of all levels and academic departments (The American Council on Education, 2018).

Considering the impactful interactions with institutional faculty and staff, the American Council on Education and the POD network released a resource titled “Center for Teaching and Learning Matrix” to identify the domains of practice for CTLs (Adapted from American Council on Education, 2018). Within each domain, descriptive characteristics of each domain demonstrate associations with institutional missions and goals, funding, teaching and learning practices, and the development of educational programs addressing targeted student needs (American Council on Education, 2018). As a representative of the vital role in promoting teaching excellence and institutional culture development (Condon et al., 2016; Haras et al., 2017), the overarching CTL domains were described as responsible for organizational structure, resource allocation and infrastructure, and programs and services (American Council on Education, 2018).

CTL Influence. As previously presented, CTL workshops and participation in systemic services have represented a hub of producing institutional change (Beach et al., 2016; Gibbs, 2013; O'Grady, 2017; Schroeder, 2010). Therefore, the responsibility of CTLs impactful influence on transcending boundaries and overcoming barriers for HMREGs becomes prevalent through the interactions with faculty and staff (POD, 2018). CTLs attempting to achieve the domains within the matrix are challenged with dialogue alignment and misguided mindsets and goals (Boye et al., 2011; Hines, 2017) described in the next section.

Challenges of Centers for Teaching and Learning. CTLs have impacted the teaching practices of faculty and students' learning experiences for decades (Hines, 2017). Investigations of the effectiveness through evaluation and assessment revealed insights regarding the benefits and struggles associated with CTLs (Boye et al., 2011; Hines, 2017). Whereas many CTLs

targeted faculty with workshops and professional development opportunities, students have been identified as the indirect benefactors (Boye et al., 2011).

Student Voices. Without considering the students' voices, CTL services could inadequately provide the means to support the actual student needs. In efforts to align the CTLs' faculty services and student experiences, Boye et al. (2011) suggested programs encouraging dialogue between a mixed audience of students and faculty to enhance the understanding of each group's perspectives. When implemented, such efforts exemplified a multifaceted approach to teaching and learning practices to address the needs of underachieving or at-risk students (Boye et al., 2011).

Misguided Mindsets. Moreover, reflections on CTL program merit through evaluations provided findings of five primary obstacles experienced by CTLs (Hines, 2017). Collectively, a “misguided evaluation mindset, weak infrastructure, ill conceptualized curricula, fuzzy goals and short aimed missions, and ill-conceived evaluation frameworks” hindered the demonstration of growth in practical and valuable areas (Hines, 2017, para. 2). Conclusively, recommendations were made for CTLs in the United States to measure the participation group, participant satisfaction and learning, and the changes in teaching practices and student learning contributing to institutional change (Hines, 2017). Aligning such improvement strategies with the suggested accountability of DEI practices and the other professional development responsibilities presented by POD (2018) encompasses a campus-wide resource of institutional teaching and learning procedures.

Considering the challenges associated with aligning the student needs with adequate professional development opportunities for faculty and staff and short aimed missions, CTLs contribute to the multifaceted institutional teaching and learning practices (Boye et al., 2011;

Hines, 2017; POD, 2018). Therefore, due to the impactful influence of the CTL leaders, DCTLs serve a substantial role in such accountabilities, which is described in the next section.

Directors for Centers of Teaching and Learning

As a direct contributor to the best practices of teaching and student retention and learning, CTL employees mindfully commit to academic support (American Council on Education, 2018), and the DCTL title signify a well-positioned leadership role for professional development, including instructional, organizational, and faculty development (Haras et al., 2017). Whereas CTLs were not historically conceptualized as an influence of the overall teaching culture, faculty developers reportedly describe a new identity of reaching more faculty and different campus stakeholders (Haras et al., 2017). Furthermore, as students represent one crucial stakeholder group, the completion gaps by race and ethnicity remain unchanged (Haras et al., 2017).

Ultimately, Haras et al. (2017) reported the devotion of many CTL administrators to positively influence teaching practices and student learning experiences. Leading the previously described domains of CTLs and addressing the associated challenges are DCTLs' behaviors or experiences of the institutional stakeholders (Hines, 2017; Kezar, 2008). In addition, correlating the faculty behaviors with the minority students' experiences (Hines, 2017) substantially addresses DEI accountabilities and mission initiatives as described in the next section.

DEI Leadership Practices. The suggestions that higher education leaders should recognize and address the policies, practices, and school structures hindering or excluding minoritized students' success are continuously promoted (Bustamante et al., 2009; Khalifa et al., 2016). However, the skills to advance social justice may require academic leaders to acquire the necessary knowledge (Furman, 2012; Gerstl-Pepin & Aiken, 2012). Barakat et al. (2021)

acknowledged that “from an organizational stance, as well as focusing on the importance of social justice for all students,” understanding the school culture represents a central concept, but second thought, among educational leaders (p. 486). The proposal that improving the leaders' cultural competence knowledge and awareness could guide the development or modification of curriculum with cultural diversity and social justice consciousness (Barakat et al., 2021; Furman, 2012). Therefore, the recognized and valued implementation of DEI leadership practices among leaders positively guides the organizational group as a community (Harvard Business Review Analytic Services, 2021; Weissmann et al., 2019).

DEI Leadership Examples. DEI Leadership Practices Analytic surveys from the Harvard Business Review Analytic Services (2021) provided results which indicated that leaders viewed as good examples to improving DEI practices established and set future goals for sustainable change, evaluated and broadly communicated regularly, and disaggregated and identified areas necessitating intervention and organizational accountability (Harvard Business Review Analytic Services, 2021; Qualtrics, 2021). Frequently, DEI within the workplace entails “programs, policies, strategies, and practices that execute a company's mission to create and sustain a diverse, equitable, and inclusive environment” regardless of an individual's ethnicity, gender, sexual orientation, or other demographic statuses (Qualtrics, 2021, para. 3). In addition, recognizing the positive benefits of leaders' DEI efforts (Harvard Business Review Analytic Services, 2021; Qualtrics, 2021) aligns with suggestions of positive outcomes when DEI practices supporting students from diverse backgrounds are implemented in educational communities (Weissmann et al., 2019).

A Qualitative Approach to Diversity, Equity, and Inclusion. A prevailing amount of research presents evidence of effective DEI practices within organizations, but studies with a

purpose to understand life stories and DEI practices among DCTLs have not been observed. However, the qualitative research on DEI practices in education has recently increased. Particular examples include studies explicitly investigating the practices of Hong Kong principals through case studies (Szeto, 2021) and the perceived meanings of inclusive recreation in collegiate recreation through semistructured interviews (Wright-Mair et al., 2021). These two studies, along with my study, follow a qualitative research approach that is particularly well suited when trying to understand personal experiences that require a high level of researcher engagement (Creswell, 2012).

Part 3: Theoretical Framework

A leader's role extends beyond the presumptions of direction for followers to outcomes (Dunst et al., 2018; Krishnan, 2004; Northouse, 2016). Positively achieving outcomes benefiting the overall organization and maintaining follower satisfaction involves an intertwined consideration for the relationship between the participants and the common goal (Khan et al., 2020; Northouse, 2016). As an impactful component in an organization, the leaders' developed and innate attributes represent predictive factors of leadership practices (Bass, 2008; Gibson et al., 2018; Kirkpatrick & Locke, 1991). Furthermore, prior studies present evidence that a leader's practices and identity begin formulating during early childhood and extend throughout adulthood job and education-related experiences (Hailey & Fazio-Brunson, 2020; Flaig et al., 2020; McCain & Matkin, 2019).

Leadership

Considering that the leadership process develops on the foundation and context of interactions between leaders and their followers, leaders' behaviors have influenced others associated with a group (Northouse, 2016). From an evolutionary perspective, leadership

implications on institutions have become the avoidance of exploitative leadership and the implementation of healthy and productive leader-follower relationships (Van Vugt & von Rueden, 2020). As represented throughout history, leadership can have positive and negative influences and impacts on others (Northouse, 2016). For example, a previous study provided supporting evidence that relationships between leaders and followers affect the overall work experience, performance, and outcomes (Dunst et al., 2018; Krishnan, 2004). Moreover, Dunst et al. (2018) concluded “there were multiple positive benefits associated with the use of the leadership practices” (p. 18) after conducting a meta-analysis of leadership practices concerning organizational, workgroup, and employee outcomes.

Ultimately, a leader's attributes, optimism, resilience, attitude, accountability, and self-identification have represented follower satisfaction, effectiveness, and performance within the organization (Khan et al., 2020). Therefore, from a developmental perspective, leadership can be defined as a process of individuals influencing a group attempting to achieve a common goal (Northouse, 2016). The following section will elaborate on leadership development theory (LID).

Leadership Identity Development Theory

Early studies presented suggestions that leadership was dependent on innate skills alone (Bass, 2008; Kirkpatrick & Locke, 1991), but more recent research provided evidence of life spans, such as experiences, relationships, and education, as constructors of a leader's identity (McCain & Matkin, 2019). McCain and Matkin (2019) presented four life span categories influencing leader identity: early childhood and adolescent development, formal education, adult and on-the-job experiences, and specialized leadership education.

Early Childhood. As an example of early childhood development, a previous narrative study investigated the stories of parent goals to encourage their first-grade children's ability to

develop leadership behaviors (Hailey & Fazio-Brunson, 2020). Whereas the results indicated the parents' goals were not to encourage leadership intentionally, the findings emphasized the parents supporting the children's development as productive citizens instead (Hailey & Fazio-Brunson, 2020). In addition, while the parents represented a childhood relationship influencing the development of leadership behaviors among the children, extended family members, aunts and grandmothers, and community members associated with extracurricular activities, church, and the community impacted the children, as well (Hailey & Fazio-Brunson, 2020).

Relationships. Furthermore, the community, especially school leaders within rural schools, have been proven to typically represent a cheerleader supporting the amplification of excluded voices (Zuckerman, 2020). Ultimately, according to Hailey and Fazio-Brunson (2020), parents reported collective contributions to the children's development of leadership behaviors, including values and culture, and were summarized as the following relationships at a microsystem level: the parents, siblings, teachers, peers, and coaches were influential; a mesosystem impact was also described as the interconnections between home, extracurricular activities, church, school, and social networking; the school board, city government, parent colleagues, and town members contributed as an exosystem level. Whereas evidence of childhood and adolescent relationships has been reported to impact leadership identity development (Hailey & Fazio-Brunson, 2020), the associated experiences have also represented a foundational behavioral constituent (Davis & Buchanan, 2020; Esentaş et al., 2017). For example, as Davis and Buchanan (2020) recognized, implementing a physical activities program to regulate the stress and anxiety of fourth-grade students from disadvantaged backgrounds positively influenced their social, emotional, and academic behaviors.

Extracurricular Activities. The immediate benefits of extracurricular activities on children is that it was found to improve student performance, but long term skills gained from these activities include stress management and self-regulation (Davis & Buchanan, 2020). Another study of students attending an outdoor youth camp presented further support of self-leadership, including self-regulation, and expanded the knowledge of the significant benefits of teamwork, anti-prejudice, communication, and role modeling behaviors (Esentaş et al., 2017). In addition to the relationships and experiences throughout childhood and adolescence, other studies inquired about the influence of organizations and other life opportunities on adults (Brooks, 2021; Flaig et al., 2020; Flatter, 2021).

Adulthood. In adulthood, higher education student experiences have influenced leadership qualities and practices (Komives & Sowcik, 2020) and career-associated professional development (Coe et al., 2020; Flaig et al., 2020). Komives and Sowcik (2020) identified the implicit and increasingly explicit expectations of higher education to develop leaders but further recognized the missions of contemporary institutions to produce graduates representing “proactive citizens for a democracy in a complex, global world” (p. 11). Therefore, program outcomes recognizably attempted to align with the leadership attributes reported by potential employers, including systems-thinking, empathy, social justice and ethics, and confidence and decision-making (Komives & Sowcik, 2020).

Career Experiences. Professional development within professional and career setting through intentional alignment with the company goals and organizational culture improved leadership abilities (Flaig et al., 2020). Studies measuring the benefits of employees participating in such strategically planned professional development indicated increased confidence, communication skills, and self-awareness, an improved sense of a collective vision, and an

understanding of encouragement to others (Flaig et al., 2020). Another study supporting professional development opportunities through leadership pathways to address the underrepresentation of minorities and women in academic family medicine noted the importance of multidimensional mentoring teams (Coe et al., 2020). A conclusion was presented indicating that future and next-generation leaders could be developed through intentional pipeline outreach (Coe et al., 2020).

Leadership qualities have been presented as primary and consequential abilities and personalities developed by purposeful engagement within organizations (Reimer et al., 2021). Flatter (2021) self-reported leadership maturity and development of leadership habits throughout a 40+ year timeframe. As a staff sergeant, father, entrepreneur, and chief executive officer, he summarized that life and career phases contributed to his leadership development (Flatter, 2021).

Therefore, while some formal leadership programs naturally contribute to individuals developing structure and accountability, incorporating occasions to develop a humanistic perspective to value the individual and group has proven beneficial (Reimer et al., 2021). Collectively, the childhood experiences and self-perceptions developed throughout adulthood represent predictive factors of how one develops leadership practices over time and provide insights regarding an individual's LID (Gibson et al., 2018) and abilities, including DEI practices, as described in the next section.

High-Potential Leaders

Previously proposed strategies for developing high potential leaders emphasized the support of the overall company practices (Fulmer et al., 2009), but more recent studies have encouraged considerations of cultural competencies (Barakat et al., 2021; Furman, 2012) and the ability to implement DEI practices. When considering the preparation of the next generation of

leaders, both methods presented organizational benefits (Barakat et al., 2021; Fulmer et al., 2009; Furman, 2012). Fulmer et al. (2009) presented that linking potential leaders with the business strategy supports the overall company.

On the other hand, as the U.S. population evolves (U.S. Census Bureau, 2020), employee demographics and associated ethnic and cultural backgrounds also change (U.S. Department of Labor, 2021). Attempts to address the changes have included outlined policies to strengthen a company's DEI practices and consistent suggestions for those serving in leadership roles to be accountable for the organizational objectives' actions and shape (Worsham et al., 2021).

Summary

The context of 4-year higher education institutions and sharing descriptions of CTLs provided insights into the DCTLs influence on the educational environment, including DEI practices. Historical events, such as the Civil War, Morrill Act of 1862, Civil Rights Act, and Title IX, impacted higher education by generating opportunities for marginalized groups (Cabrera et al., 2017; Korn, 2018; Thelin, 2019), but students continuously express experiences of exclusion (Eckel & King, 2004). Contributing to the initiatives of addressing unique student needs based on demographics, CTLs offer professional development services impacting teaching and learning practices across campuses (American Council on Education, 2018).

Additionally, the DCTLs represent a leadership role influencing teaching and learning practices influencing the students' educational experiences (Estes et al., 2018; Haras et al., 2017). Campus leaders serve to address the existence of educational barriers of marginalized students and initiate DEI practices (Arif et al., 2021; Kezar, 2008; Moríña, 2020). Therefore, DCTLs' leadership identity development, including life span relationships and experiences (McCain &

Matkin, 2019), and its subsequent influence on an organization's DEI practices (Worsham et al., 2021) among DCTLs was investigated in this study.

This literature review reflected insights on the Literature Search Methods and provided a historical overview of CTLs and higher education contexts. Related to CTL leadership, DCTLs and leadership practices were also identified, along with incorporating constituents impacting an individual's leadership practices such as experiences and relationships. Furthermore, a collective description of the impactful constituents on LID presented a possible correlation of the associated DEI practices and awareness among DCTLs. The presented literature review serves as a lens for this qualitative narrative study. In Chapter 3, a discussion of the research design and methodology is presented as well as an explanation of the population, study sample, materials, data collection and analysis, and limitations.

Chapter 3: Research Method

The purpose of this qualitative life story narrative study was to understand the impact, if any, of Directors of Centers for Teaching and Learning (DCTLs') experiences on their DEI practices and leadership styles at 4-year universities in the United States. By utilizing Burrell and Morgan's (1979) interpretive constructivist paradigm lens, this life story narrative pursues an understanding of the participants' leadership development and practices from their life stories. More specifically, life story narratives provide researchers the insights of personal experiences through single or multiple episodes throughout the participant's life (Creswell, 2012).

The two research questions that guided the study were: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States? How do Directors of Centers for Teaching and Learning (DCTLs) understand their leadership styles at 4-year universities in the United States? This chapter introduces the qualitative research design, the life story narrative research tradition, and the processes for collecting and analyzing the stories provided by the participants for this study. It also discusses ethical considerations, limitations, and delimitations of the study.

Qualitative Research

Qualitative research involves a naturalistic approach to investigating or interpreting a subject (Denzin & Lincoln, 1994) and extends beyond relying wholly on scientific knowledge to understand human experiences and consider the collections of unique attributes, ambiguities, and complexities as tandem observations (Kim, 2016; McAdams, 2008). Scholars, including Denzin and Lincoln (2011), have previously utilized qualitative research to understand issues related to equality and justice. Additionally, qualitative research presents an opportunity to collect

information through conversations with participants to identify patterns or themes (Creswell, 2013) similar to my interviews of DCTLs.

Research Paradigm

Researchers must address personal perspectives and meanings of objects or events that occur with guided personal actions (Denzin & Lincoln, 2003; Rubin & Rubin, 2012). Therefore, to understand the experiences of each DCTL participant, I utilized an interpretive constructivist paradigm lens throughout the research and analysis processes. The interpretive constructivist paradigm approaches understanding and explaining social components of the world while reflecting on the involved actor's viewpoint (Burrell & Morgan, 1979; Creswell, 2013).

Research Tradition: Life Story Narrative

By design, life story narratives document the shifting life span components and contributions in developing one's attributes, including personal and social contexts (Clandinin, 2007; McAdams, 2008). Humans live in the present but are under the influence of the historical past and the future (Bochner & Herrmann, 2020). Representing characters in their unique stories that work through plots and challenges, individuals uniquely shape personal and social attributes (Bochner & Herrmann, 2020).

In addition, the narrative research process facilitates a collective expression of life stories, extends beyond identity construct, and represents how we view ourselves or, to an extent, how others view us (Clandinin, 2007; McAdams, 2008). Upon reflection, remembering the past sets the precedence for understanding the future and generates a linkage of collective experiences and relationships (Atkinson, 1998; Bochner & Herrmann, 2020). Therefore, individuals and their roles in society can be better understood via stories.

Participant Stories. The narrative life story approach utilizes the diverse and philosophical approach to collecting the participants' stories (Atkinson, 1998; Kim, 2016). Life span experiences, relationships, and education influence an individual's leadership identity (Coe et al., 2020; Hailey & Fazio-Brunson, 2020; McCain & Matkin, 2021; Zuckerman, 2020). Specifically, narrative research offers a rich and personal approach to understanding the life stories (Atkinson, 1998) of DCTLs. Moreover, narrative researchers benefit from utilizing the words to deliver descriptive experiences within stories to understand instead of predict data (Clandinin, 2007). Particularly related to the narrative approach for this study, life story interviews allowed stories to be told with rich and distinct description in the participants' own words (Bochner & Herrmann, 2020).

Narrative Stories in Practice. The conception and emergence of narrative research involves relationships between researchers and research participants, the kinds of data collected for a study, the focus of the study, and the kinds of knowledge embraced by the researcher (Clandinin, 2007). The researcher and participants ultimately develop a relationship centered on learning and change depending on the encounter (Bold, 2011; Clandinin, 2007; Kim, 2016). Clandinin (2007) recognized the impediment pathways of human interaction and asserted narrative inquiry permits an adaptive approach to understanding humans. Therefore, while some narrative interviews utilize structured protocols with a question set, others incorporate semistructured or unstructured protocols to permit the necessary *ad hoc* conversation (Bold, 2011; Kim, 2016). Maintaining a flexible and open-minded mindset encourages data to emerge, possibly unexpectedly, and develops rapport within the relationship (Kim, 2016).

Participants

Narrative researchers analyze cultural referents, plotlines, and themes to interpret

meaning and understand their participants (Kim, 2016). I intentionally selected three participants serving as DCTLs at 4-year universities for a minimum of 1 year. Ultimately, the goal of three participants centered on the explanations of Atkinson (1998) confirming that a researcher would be able to delve deeply into each participant's experience with a reduced participant number. According to Creswell (2012), life story narratives should explore the lives of one to two individuals.

Additionally, participants were employed with universities geographically located in the United States. Such efforts, known as purposeful sampling, permitted me to select participants and circumstances to understand a phenomenon (Creswell, 2012). Age, gender, race, or ethnicity were not considered as during the participant selection.

Recruitment and Sampling

Following the approval of the Internal Review Board at Abilene Christian University, potential participants were identified through the Practice of Education Development (2022) Centers and Programs Directory list. The list provided the contact information of documented Centers of Teaching and Learning at U.S. universities and linked to director emails. Upon identifying the directors, I recruited through an initial phone call (see Appendix A) to the possible DCTL participants. Each participant was encouraged to ask questions during the initial phone call. Ideally, three participants adhered to the sampling criteria for the study and participation allowed for appropriate finding comparisons and theme extractions.

Once agreeing to be included in the research, consent forms (see Appendix B) were emailed to the participants using HelloSign, a cloud-based signature service. After receiving the consent forms, interviews were scheduled following the protocols presented in this chapter. Per the Abilene Christian University policy, I stored all consent forms and other files and documents

related to the study for six months, then digitally destroy them using McAfee Shredder.

Life Story Interviews

Acknowledging that narratives entail complete life span stories, focusing on the experiences and relationships in the participant's life sheds insights into current behaviors (Bochner & Herrmann, 2020; Clandinin, 2007; Clandinin & Connelly, 2000). According to Creswell (2013), life story narratives frequently involve a limited number of individuals, and Atkinson (1998) suggests that the interviews be minimally organized. Additionally, the less structured a life narrative interview is, the more successful it will be (Atkinson, 1998).

Using Atkinson's (1998) life narrative questions as a reference, I designed semistructured, open-ended interview questions as provided in the interview guide (see Appendix C). The semistructured interviews included questions that guided and probed the conversation to achieve the desired depth level in answers (Rubin & Rubin, 2012). Flexible questions provided general order to the interview but permitted flexibility to expand the participants' responses while I primarily listened and asked clarifying questions as the researcher (Kim, 2016).

Interview Features and Transcription

For the purposes of this study, I gathered personal descriptions of experiences and relationships through interviews using Zoom, a video conferencing tool. Considering the distance between physical locations of the researcher and participants and the social distancing suggestions due to COVID-19, Zoom permitted interviews without health risks. All Zoom interviews were password protected, recorded, and stored on my password-protected laptop within a locked home office with a security system.

Three initial interviews, one for each participant, lasted approximately 60 minutes each. I

begin with thanking the participants and representing the purpose of the study. I also explained their identity protection and confidentiality with the offer to discontinue the interview at any time. The chronologically sequenced transcripts were emailed to the associated participant to confirm accuracy. Discussion regarding the reviewed transcripts began the three 60-minute follow-up interviews, one with each participant, intended to confirm the accuracy and share additional details or expansions of the stories shared during the initial interviews. Additionally, I asked questions to clarify responses in the previous interviews, enhancing the narrative depth and detail.

Transcription. Recordings of all interviews were uploaded to TranscribeMe, an online transcription service. As a resource complying with the legally required privacy requirements of the Health Insurance Portability and Accountability Act of 1996, TranscribeMe secures files for uploading and downloading (TranscribeMe, n.d.). All generated transcripts were compared to the Zoom recordings for accuracy and the transcripts were saved on my password-protected TranscribeMe account.

Chronological Sequencing. Interviews frequently involved forming bridges between the illuminated parts to construct the narrated story (Clandinin, 2007). Recounting past events does not typically occur with linear organization and event description (Clandinin, 2007; Kim, 2016). Therefore, the categorization of the partial connotations constitutes a deeply intertwined analysis of the beginning, middle, and end (Kim, 2016). While reviewing the transcripts, I expected to reorganize the participants' descriptions of experiences and relationships based on temporal episodes. Once stories were chronologically depicted, participants were provided and encouraged to confirm the narration to ensure accuracy. Following the transcription, identifiers,

chronological sequencing, and the participant's final approval of each composed story occurred via email (Appendix D). After this process, I completed thematic analysis and coding.

Thematic Analysis

Considering the different approaches to analyzing stories, researchers reflect on scenes and occasions presented by the participants to contextualize experiences (Bochner & Herrmann, 2020; Riessman, 2008). A theoretical explanation focuses on transforming the stories into data based on the sociolinguistic, conversational, and analysis discourse of what is said, the theme, how the story is organized, the structure, and how the story is delivered, the language, voice, and inflections (Bochner & Herrmann, 2020; Riessman, 2008). Therefore, an inductive analysis was most appropriate for this study interested in inquiring about DCTLs' life experiences.

Inductive Approach

The collected participant stories primarily described life span experiences and relationships. An inductive approach represented the process of understanding the investigated phenomenon by gathering and interpreting evidence through in-depth interviews (Pickard, 2017). Each story served as an opportunity for further research once transcribed and validated with each participant. Each narrative was analyzed using an inductive approach, which allowed for developing themes as the stories are develop.

Without the restrictions of enforced organized approaches, researcher conclusions arise from the repeated and dominating themes present in crude evidence through inductive analysis (Thomas, 2006). Narrative researchers can circumvent predefined ideas, hypotheses, or assumptions of life stories by using an inductive method (Josselson & Lieblich, 2015). The combination of the inductive approach and the Braun and Clarke (2006) six-step analysis process

encourages the avoidance of predetermined ideas or theories of the narrative researcher (Josselson & Lieblich, 2015).

Thematic Analysis Process. The thematic analysis process began with the researcher becoming familiar with the data (Braun & Clarke, 2006) while listening to the recorded interviews to confirm transcript accuracy. After confirming the accuracy, I chronologically sorted the data, developing a complete chronological story. As previously described, the chronological stories were reviewed for correctness by the participants. The first coding cycle of each chronological story generated codes, and the second search presented the opportunity to recognize possible relationships between the codes. The identified themes were reviewed and named with concise identifiers to illustrate the evidence (Braun & Clarke, 2006).

Coding. Coding compiles, classifies, and thematically sorts the collected data to create understandings (Williams & Moser, 2019). Specifically, the captured words or phrases provided during the interviews represented the codes (Saldaña, 2016). Delve®, an online service and web-based coding software, was used to organize and analyze the qualitative data, and a narrative analysis of the participant stories and descriptions of personal experiences was possible (Delve, n.d.). While using the Delve® resource, two coding cycles were conducted to identify narrative blocks as codes, life experiences, and possible relationships between the codes.

First-Cycle Coding. The first coding cycle involved identifying codes as short quotes or narrative blocks through open coding (Delve, n.d.; Fan & Fielding-Wells, 2016; Saldaña, 2016). According to Saldaña (2016), initial coding can use a variety of coding strategies, such as in vivo or process coding. In this instance, researchers block sections within the stories and search for commonalities and contrasts through initial coding (Saldaña, 2016). Processing raw data to recognize the codes may require multiple reviews of the stories (Kim, 2016). I followed the

recommendations of Saldaña (2016) to write analytic memos to support the classifications to observe the code patterns and frequencies. Collectively, the short quotes set the precedence for further exploration during the second cycle of analysis (Saldaña, 2016).

Second-Cycle Coding. The second coding cycle links the codes to form categories and themes demonstrating the relationship between codes (Kim, 2016). During the second cycle, all identified themes were reviewed and refined to improve the validity and accuracy (Braun & Clarke, 2006). Thematic mapping was used for a visual representation of the relationship between the refined themes and to possibly identify subthemes (Braun & Clarke, 2006). Such process, referred to as thematic networking, were titled based on the identified components (Baun & Clarke, 2006; Watson, 2018).

Trustworthiness

To offer validity, qualitative research must address trustworthiness. One approach to ensure accurate portrayals of participant stories is member checking (Creswell, 2012). Each participant reviewed and confirmed their stories for correctness following the chronological arrangement, and such efforts ensured the accuracy of their recorded experiences. The participant verification step assists in avoiding miscommunication, misunderstanding, or modification of the data (Schwandt et al., 2007). Participants also confirmed the use of pseudonyms, completely removing traceable identities. As previously presented, all associated documents and files were stored on my password-protected laptop. Another approach to validity was my role in building rapport with the participants and assurance in their voluntary participation.

Researcher Role

It is also worth examining the role of the researcher in the life story collection, development, and analysis process. Recognizing that narrative researchers conduct studies with

their own histories and perspectives, efforts to disregard unanticipated variances and serve as a listener as they interact with participants must be intentional (Josselson & Lieblich, 2015).

Narrative researchers solely interview the participants to learn of and from their stories (Josselson & Lieblich, 2015). Therefore, they conduct conversational interviews to collect participant's stories while steering the discussion discourse (Riessman, 2008).

Rapport

The researcher and participant relationship during the narrative research encounter influences the rapport and the nature of the disclosures (Caine et al., 2013; Clandinin, 2007).

Clandinin (2007) summarized the ideal formation of relationships and rapport as the following:

Researchers must become sufficiently acquainted with the social and cultural world of their participants to be able to engage appropriately in interaction with them. This means knowing enough about their mores and expectations so as not to appear rude, insensitive, or intrusive—but knowing little enough to be able to inquire deeply about those aspects of the world of the participant one wishes to learn about. (p. 547)

Mindful that researchers may or may not obtain high-quality data contingent on the nature of our interaction with our participants (Kim, 2016), my inquiry about the participants' cultural and social life experiences required the development of a relationship in which the DCTL openly communicated vital components contributing to their DEI practices. However, to prevent biased interpretation of stories and obscuring of the interview, the researcher formed an optimal level of rapport and not a maximal level (Kim, 2016). My interview protocol recognized the significance of the researcher-participant relationship and recognized and consisted of two sessions which served to build trust with the interviewees over time and offer plenty of

opportunities to listen to their stories to get rich and deep descriptions of influential experiences and relationships that have impacted how they lead when faced with DEI practices.

Ethical Considerations

The Abilene Christian University Institutional Review Board (IRB) grants required permission prior to contacting possible participants (see Appendix G). I called DCTLs identified through the Professional and Organizational Development (POD) Network Centers and Programs Directory following the IRB approval. Furthermore, all participants received a copy of their signed consent forms which explains the purpose and procedures of the study. Within the consent form, I emphasized the notations for the participant's voluntary participation and optional termination regardless of the reason or time. Implementing pseudonyms to identify participants in the study's transcripts and final research documents and tools, such as Zoom, TranscribeMe, and Delve, supported the collection and analysis of data, but considerations for participant selection and safety required thoughtful reflections. Maintaining the research participant's privacy throughout the study began with consent and continued in stored documents associated with analysis (Kim, 2016). The following sections explain my narrative data collection and analysis approach and my overall role in the study.

Limitations, Delimitations, and Assumptions

The number of participants and the participants' honesty were addressed as limitations of the study. Therefore, I intentionally recruit a small participant sample size. Such a small group permitted the collection of rich data based on in-depth stories of DCTLs at 4-year universities in the United States. Alternatively, limiting the study to DCTLs restricted the assumptions that the study's findings would predictably apply to other universities' leaders. Additionally, I provided anonymity and data security assurance to promote openness regarding the participants' honesty.

Chapter Summary

Narrative research permits the researcher to create a more thorough expression of the participant (Riessman, 2008). Therefore, through a semistructured interview, I gained data regarding DCTLs' life stories impacting their DEI practices as leaders at universities in the United States. After conducting the interviews, transcripts and participants' confirmation of accuracy ensured the study's trustworthiness. Moreover, accurate documentation and analysis allow future researchers to grasp how life experiences could influence DEI practices of educational leaders. Findings of the research are presented in Chapter 4 and any identified themes, as connections between codes identified by coding the data collected during the participant interviews.

Chapter 4: Results

This chapter presents the life story narratives of three Directors of Centers for Teaching and Learning at 4-year universities. The purpose of this narrative study was to understand the impact, if any, of Directors of Centers for Teaching and Learning's (DCTLs') experiences on their DEI practices and leadership styles at 4-year universities in the United States. The two research questions that will guide the study are: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States? How do Directors of Centers for Teaching and Learning (DCTLs) understand their leadership styles at 4-year universities in the United States?

First, the chapter begins with a description of the current context of 4-year universities in the United States. Two context sections provide summary of the changes and impacts of the COVID-19 pandemic and George Floyd's murder on higher education institutions. After the context, the study's methodology and participant narratives are presented. Each participant's narrative is followed by a first-person life story written in chronological periods with associated episodes. Lastly, Chapter 4 concludes with the emergent themes and subthemes observed discovered through analyzing the participants' life stories.

Study Context

Reflecting on the context in which the interviews occurred is essential considering the recent world and national events. The impact of the COVID-19 pandemic and the murder of George Floyd cannot be separated from the study. All three participants referred to one or both events. Therefore, it is appropriate to provide the details before presenting the participants' stories.

COVID-19 Pandemic

Based on a timeline, the details behind the COVID-19 pandemic will be shared first. On December 12, 2019, a cluster of patients in Wuhan, China, began to display symptoms such as shortness of breath and fever (Centers for Disease Control and Prevention [CDC], 2022). By December 31, the World Health Organization was notified of the viral cases in Wuhan (World Health Organization [WHO], 2022). By January 10, 2020, the first genomic draft of the new coronavirus was made public in GenBank (Zhou et al., 2020). Within two months, and by February 2020, reports indicated that over 80,000 existed globally (Wassie et al., 2020). The disease would later be identified as severe acute respiratory syndrome Coronavirus (SARS-CoV-2) and became a twenty-first-century deadly pandemic (Carvalho et al., 2021).

Coronavirus Spreading. Officials initially lacked evidence regarding the transmission of the virus (WHO, 2020). However, guidelines attempting to limit spreading began. First, The Wuhan Municipal officials banned the distribution of goods from the seafood markets and the sales of wild animals in an effort of environmental sanitation (Allam, 2020). Second, the lab in China that shared the virus' genome was closed following the media and government leaders' suspicions of the coronavirus escaping from the lab (BBC News, 2021). The suspicion, known as the lab-leak theory, centers on the close vicinity between the initial case and the lab (BBC News, 2021). Third, the White House 2019 Novel Coronavirus Task Force implemented new travel policies and guidelines (CDC, 2022). Regardless of the efforts, by the end of February, the CDC states that the “disruption to everyday life may be severe” (CDC, 2022). The following month, on March 11, 2020, the WHO (2022) announced and declared the COVID-19 pandemic.

Higher Education Closures. Colleges and Universities began implementing emergency operation plans as the disease manifested worldwide (Omary et al., 2020). The rapid escalation

and coronavirus reduced on-site learning and research based on the imperative social distancing requirements and state-determined executive orders, such as quarantine (Omary et al., 2020). Although universities closed, students switched to online learning, and learning experiences transformed as educational practices shifted into a digital universe (Kamarianos et al., 2020). Kamarianos et al. (2020) reported on the strategies students used to receive information regarding their studies, and 54.1% more students participated in online learning while quarantined compared to the 9.1% prior to campus closures.

The typical student pressures transitioned under the demands of the pandemic crisis (Kamarianos et al., 2020). Lassoued et al. (2020) conveyed the obstacles of distance learning among students at the time, which included the difficulty of understanding subjects in the absence of classroom interaction, lack of communication capabilities, and weak internet speeds. The study also documented the professors expressing a lack of training and willingness to implement distance learning and that their home environment and internet access were not suitable (Lassoued et al., 2020). These experiences, in addition to economic strains, remain a challenge after the COVID-19 pandemic.

COVID-19 Impacts. The consequences of the COVID-19 pandemic impacted the lives of individuals worldwide. Colleges and universities reported financial strains and enrollment of fewer students in the next academic year due to the outbreak (Dennis, 2021). Direct effects on disadvantaged, low parental income, minority groups, and first-generation students have more significant negative influences on their academic outcomes than their White peers (Aucejo et al., 2020). Extending beyond the academic environment into the everyday lives of people worldwide. A study of rural North American populations in the West, including millions of individuals from diverse backgrounds, expressed impacts related to unemployment, healthcare,

mental health, and physical and economic decline (Mueller et al., 2021). Collectively, the effects of the COVID-19 epidemic were expressed by people globally. As the world remained mostly quarantined, other impactful events reverberated through society including the murder of George Floyd.

Murder of George Floyd

In the wake of three White men murdering a Black man while jogging and Black women killed in the crossfires of police, George Floyd's murder occurred on May 25, 2020, and sustained the attention of national and international audiences (Chan et al., 2020; Chughtai, 2021). The events leading to his murder began as police arrived at the scene of an attempted purchase with alleged counterfeit money at a Minneapolis, Minnesota, grocery store (Hill et al., 2020; Levenson, 2021). A responding White police officer arrested and knelt on the neck of George Floyd, a Black man, for more than nine minutes (Levenson, 2021). In comparison to the previous acts of police brutality, the unique component regarding the George Floyd case involved the bravery of a young Black woman capturing the violence with video (Izadi, 2021), which would later become pivotal evidence. In addition, the murder prompted national protests led by the Black Lives Matter movement (Taylor, 2021). The severe and traumatizing events occurred as students studied online in isolation (Bass et al., 2021).

Students' Consequential Mindsets. During this time, higher education learners faced financial hardship, housing and food insecurities, and a lack of resources such as technology (Student Experience in Research University Consortium [SERU], 2021). Most higher education institutions continued online through spring 2021, and students expressed feelings of heightened stress, anxiety, and fear upon returning to in-person learning (Nelsen et al., 2022). Police brutality, including the murder of George Floyd, initiated protest and unrest in Minneapolis and

across the world contributed, which consequently increased student trauma (Nelsen et al., 2022). The University of Minnesota Twin Cities surveyed the students' concerns regarding the spring 2021 semester. Results indicated that students of color were more concerned with academic performance and managing stress than White students (SERU, 2021). Thereon, in pursuit of earning college credentials, many students prepared for the return of on-campus education and learning in the 2021-2022 school year.

Methodological Organization of the Findings

Prior to presenting the participants' attributes, narratives, and the study's emergent themes, the methodology defined in Chapter 3 is revisited. The interview protocol (Appendix C) guided open-ended questions asked during narrative interviews with three participants. All transcripts were reviewed to confirm accuracy and components rearranged for a chronological representation of participants' lifespan phases, including childhood and adolescence, college and university, workforce, and leadership. The lifespan phases, assembled as a narrative research text, served as the basis for coding and thematic analysis. An inductive approach allowed for the recognition and development of themes regarding the two research questions centered on the Director's life experiences and leadership styles. The coding began with in vivo coding using direct quotes of the participants' words and statements. The second coding cycle formed categories and themes of the codes (Appendix E). Coding of life span factors impacting DEI practices resulted in three themes and eight subthemes, and coding of leadership styles resulted in two themes and four subthemes.

Role of the Narrative Researcher

Reflecting on the researcher's role, as explained in Chapter 3, the purpose is to serve exclusively as a collector and analyzer of the participant information to develop a presentation of

their life stories. Considering that the stories researchers collect could be influenced by their own experiences and viewpoints, deliberate attempts only to function as a listener while interacting with participants are required (Josselson & Lieblich, 2015). The purpose is to conduct conversational interviews to collect the participant's stories (Riessman, 2008) and exclusively learn about the participant's life experiences (Josselson & Lieblich, 2015).

Participants

All participants served as the director of a Center for Teaching and Learning in 4-year universities. The participants' responsibilities and actual titles varied based on their institutional organization, but all represent an influencer of teaching and learning practices. Table 1 aligns the participants' pseudonyms, years of experience as director, and years of experience in higher education.

Table 1

Participant Information

Pseudonym	Years as a CTL director	Years in higher education
Chris	3	24
Emily	2	10
Kevin	2	23

Portraits

Portraits introducing each participant's role as Director and leadership of services provided through the centers are summarized through a third-party description. The participant's story follows each portrait.

Portrait of Chris

Chris is serving his 24th year in higher education and third year as the Director of his University's Center for Teaching and Learning within a large northwestern university. Previously, he acted as a faculty fellow for the Center. Each staff member serves in specialty roles within the department supporting quality teaching. The Center's core service areas include course design, blended learning, assessment, inclusive teaching practices, and instructional methods. Other regularly offered services include one-on-one and group consultations that all Center staff members provide. Chris values the in-the-classroom teaching experiences and, therefore, requested that his assignment is distributed as half of the time the director of the CTL and half of the time the faculty. He explains that the distribution is based on a value and passion for the experiences that both roles offer to support teaching practices and being in the classroom.

Chris' Story

Episode 1: Childhood and Adolescence

I was born and raised in a foreign country. My formative years there were terrific. I looked much like the many people in the vast city. Diversity was all around but was centered on factions such as being a Christian. I was born and raised Catholic, which made me different from most of my classmates. We did not talk about religion in those early years, so we were all the same. We were various hues of brown, but our skin color was not a big deal in that country. Actual skin color or religion was not necessarily salient.

Influence of Traveling. Growing up there was wonderful. I traveled a lot in my first 15 years, visiting foreign countries. Traveling was an opportunity because of my father's job. I think this is important in how I view nationality and differences today. I probably spent 2 years in Australia, 4 years in England, and months in Singapore and Hong Kong. Growing up, what was

going on around me was centered on these different countries, and I loved that world perspective.

My family lived in a tiny house. There was a substantial middle-class population. My house was one-fifth the size of my classmates' houses, but we wanted for nothing. My parents always put my brother and me first, such positive memories of this period. Family relationships were great, and I enjoyed my school. The school was one of the top schools in my country and was very competitive and challenging. I loved that the schooling system put education side-by-side with athletics. It was a wonderfully, well-rounded education. I remember comprehensive national exams, and you studied 2 years' worth of material.

The system did everything it could to make me not like learning. I remember the ills of rote memorization. One specific challenge of my schooling was language. You had to pass three languages, including the national and two foreign languages, by the twelfth grade, or you did not move on. I enrolled in extra classes, which was a prevalent thing. Related to my schooling, I was voted Head Boy right in twelfth grade. At a young age, I went from being one of everybody to the person who had to be responsible for things. I was shy and surprised that I was selected.

Parental Influence. Going back to my parents, they modeled for me to treat everybody equally and lovingly. My parents, particularly my mother, helped anybody in the neighborhood, regardless of their color, socioeconomic status, religion, or anything. I have vivid memories of homeless people lying in filth that my mom would help, and it was not a surprise to have somebody knock at the door needing help. Even as a stringent Catholic, she welcomed the individual into our home. She would focus on the problem regardless of who they were or their beliefs. Her actions represented an implicit model throughout my formative years.

Socioeconomic Differences. One fact I did not like about my country while growing up were cost issues. My parents made many sacrifices for me to attend school. I was an outlier among my friends financially. My friends had 15 cars and owned buildings. They did not need school because they were the children of the most prominent industrialists and film directors. That opened my eyes to the socioeconomic status differences, so differences are not based on race or cost but money. I saw what money could buy, and that stuck with me. Regardless of the differences, I loved my friends. One of my closest high school friends, who lived in a large apartment house, probably 8,000 square feet, would come over to our 500 square foot house and sit there like it was normal. That said, just because you have money or do not have money does not mean anything. It is who you are as a person. that is what influences how I view the world and people today.

Episode 2: College and University

Coming to America as an international student, I quickly realized that Americans talked and expressed their differences of color or religion. Individuals were described as Black, White, Latino, and others. I came to America as an undergraduate at a small Midwest liberal arts college. Within my first week, while attending day three of first-year orientation, I assumed that a peer was the same as me because we looked the same. A funny memory involves people would sometimes call us by each other's names because we were all similar in color and ethnicity. Our peers were embarrassed about doing it and were very good about correcting themselves. During a conversation with the individual, I was being confused for I made the mistake of stating, "I could imagine what it is like to grow up in America," an assumption I made thinking of our cultural background. He quickly told me, "I will never know what it is like growing up looking different in America. You did not grow up here." This experience was a stellar moment for me.

University Home. My memories of home and classroom experiences were impactful. My home also became a whole different thing because I was international. My university was home. My parents were 8,000 plus miles away. I had a wonderful older woman who attended the same university approximately 30 years before my attendance who took me in as a family member. She was my family here, and she at no point saw the color difference as a big deal. She was the most egalitarian person I know. Being a privileged white woman who was very aware of her privilege, she worked very hard to help those who were not privileged.

Diverse Peers. I also remember many nights sitting outside the core doors of the dorm in the lounge, talking with my peers about learning. While it may sound geeky and nerdy, we talked about many things at 2 a.m., in the middle of the night, including politics, philosophy, classes, and fun social things. Without realizing it at the time, my exposure to this diverse composition of individuals, not just based on race and ethnicity but also on socioeconomic status and geography, resulted from institutional selection practices. Considerations were made beyond your GPA or SAT scores. In the classroom, I experienced passionate teachers. These educators were passionate about learning, not about grades, not about punishing you if you did not do your stuff, but about learning. They cared about whether I learned and not about if I skipped class.

Citizenship and a World Event. Later, I applied to graduate school on a work visa. Between graduate school and postdoctorate, I got a green card. Four days later, after September 11th, on September 15th, 2001, I was sworn in as an American citizen. I was reminded of my earlier observations that racial differences were a huge deal in America, but my experiences growing up were different. I once again experienced a pivotal moment in realizing how much your ethnicity or nationality meant to White Americans more than others. It was fascinating, and I was like, are not we the same regardless of our background and get to know me as a person.

Also, we were not aware of gender fluidity as we are now. Such experiences catalyzed my DEI focus today.

In the world outside of my university, events were the divestment from South Africa, and the first significant cases of sexual harassment were happening—however, more importantly, how colleges and universities dealt with sexual harassment. I still vividly remember a situation of an individual not receiving support from the university after reporting a case of sexual harassment. It was tough to understand why the college would not help this person. Also, the drinking age changed, so when I visited college there were keg parties for 18-year-olds. The rule changed the dynamic of college quite a bit.

Episode 3: Workforce

My first academic job in the workforce occurred at a point where the family became my direct family. We did not have children yet, but I married, and my family was my partner and myself. We both moved to the location of my first job in the middle of nowhere—a place that I would not have been able to point to on the map. Even though it was a place whose name recognition was high, that was for the wrong reasons, not academic reasons. The local National Football League team was known worldwide. The university was like collateral.

Newlywed and Beginning Career Challenges. My world at the time involved being a young, newly married couple and the pressures of being an assistant professor. The first 3 years were classic. You have to teach, publish, and serve. In addition, being a mixed-race couple, both Ph.Ds., moving to the Midwest brought its issues. Even though there was never a problem, I can overtly point to little bits on the periphery. There was a fascinating blend of both race and other demographics. I remember one event in a local business as we waited for internet, we interacted with one of the employees. She asked many questions but was super friendly. Straightaway,

finding out that I was an assistant professor, she said, “wow, you get paid a lot.” During another interaction regarding pay, I was giving a talk to the rookies of the local football team on stress and coping. I asked about their stresses, and one of the rookies raised his hand and said, “my pay.” Immediately, a guy in the room, their supervisor, verbally slapped him down and stated, “you never talk about your pay. You are getting paid more than some people and families in this town earn in an entire year.” Both individuals, one White and one Black and with different socioeconomic statuses, captured why it is so much more than surface demographics.

Local Events. Our neighborhood was a different political orientation than we were. Being in a different neighborhood and location was very jarring. In the first year, the city stopped translating documents and only provided resources and information in English. We thought this was a significant setback. Also, there was a protest about a piece of religious artwork that was deemed blasphemous.

To summarize a bit, the community was predominantly Catholic. There was a lot of anti-abortion and anti-immigration rhetoric. Even though one of the major industries in the city was 98% Latino and blue-collar and only 2% White and white-collar, there was anti-liberal sediment in the city. It was a stark contrast to the beautiful city I live in now. Today, my family lives in a place where our city mirrors the university.

Ageism Bias Experience. In my second year, I went up for early tenure, which was impactful. A couple of my colleagues who were much older explicitly stated, “you have an excellent record, but you have only been here for so little. Why don't you go up for tenure later?” Those comments peeved me because, in my view, it is not time and the chronology; it is your accomplishments. I am very confident that ageism was the only prejudice. Thankfully, the two individuals were overruled by the rest of the committee. I remember a faculty member from a

completely different unit and department I had never met but the same race congratulating me. He expressed his thoughts that my promotion was deserved. He said, “I have your back. We need to stand up for each other. I came here 20 years ago, and I do not want the same difficult experiences for you.” Having a senior full Professor say I have your back was just the most astonishing thing. However, I must say I never needed it. My colleagues were fair, but knowing he had my back was terrific. I was also saddened that he had experienced challenges.

Past Influencing Today’s Practices. As an educator, I feel that the comprehensive national exams required of my school system and experiences associated with racial and cultural identity in America feed into how I deal with individuals as the Director and as a faculty member. I reflect on those experiences when planning workshops and sessions within the Center and the classroom. Within the first half an hour of interactions, I state my identity and the components of my identity very clearly. By doing this certainly in a leadership position, being upfront about my identity encourages people to feel comfortable talking.

Episode 4: Leadership

My family at the point of leadership now includes children. We have two kids and moved across the country to another job. Our new community was and is very liberal. There is a lot more support for Progressive ideas. We also realized that our mixed-race children and their society makes a difference. For that, we are very grateful to live in our current state. In our previous state, friends with mixed-race children or children of different races experience many issues. From a life stage standpoint, my children are getting older, and somebody could say something to them because of their race and ethnicity, making me more vigilant and sensitive to DEI issues. As a parent, I often remind our children that they are privileged and lack the stresses or strains of many families.

Colleague Mentor and Motivation. Backtracking a bit, I served on a search committee in my first year. There is a search advocate at this institution, a person from outside, mandated to be on a search committee. This effort strive to ensure fairness and fair treatment. Within months of being here, I loved this place. The university recognized and valued fairness through black and white mandated policies. Additionally, DEI remains front and center.

Events Impacting Higher Education. The last 3 years have impacted the community. With a pandemic and George Floyd, I think the focus of higher education on DEI issues have been tremendous. From a leadership standpoint, I have used the momentum from the national uprising to get more DEI focus. That has led to some very explicit changes in how the CTL does things. I also must recognize the university's previous support, but it got much more substantial with all the happenings. As a leader who cares about DEI, I was in the perfect environment that was fertile to cultivate other practices after those sad incidents.

Parental Influence on Leadership. In my leadership role today, I try to model my parents by treating everyone lovingly and caringly regardless of their background and attributes. I realize some individuals need much practice, and I think now that when I design programs or help with designing programs through the Center for Teaching and Learning, I try to keep that variance in mind. Much later on, after researching learning, I recognize the variances in how we learn. When responsible for selecting teams and determining who will be on the team, I believe variance is essential. I recognize that the resulting differences in opinion do not mean we have to agree with someone's opinions, but we must be in a position to try and accept them.

Supporting Others. As I previously shared the memories of rote learning within my schooling system, I do not see it as a negative memory but as a way for me to support others. Take-home morale from my childhood and adolescence that bubbles to the top for me is not

seeing everything about a person in a short interaction. Take the trouble and have the patience to get to know them and understand how they got to that point. Individuals may have some experiences impacting them or lack experiences that would benefit them. Do not take this for granted or feel like you know them.

DEI Awareness. My early traveling experiences represented a key component of not having a knee-jerk reaction to different races or cultures, which I feel is different from the folks who have grown up here in America alone. Research clearly shows that human beings stereotype others. Stereotyping helps us deal with the blooming and buzzing madness in the world but may also be a guide to either overcome or ask about something. Reflecting on that conversation during my first year at university as an international student, I incorporate that stellar moment when working with faculty. I never assume that a White person, a non-White person, or a minority person shares the same experiences. I also reflect on my mother's example of treating everybody equally. I think that goes into my DEI work. It is not so much color blindness but recognizing the richness in color and race.

Today, I want to be the people's champion and help others find their champions. When I think about DEI, privilege, and differential privilege, I believe we have to think beyond our usual buckets of race and gender. I have learned that conversations are essential. Do not be afraid; even consider taking the opportunity to communicate with someone much higher, whether the President, Provost, Vice-Provost, or Chancellor.

Portrait of Emily

Emily has served for 4 years as director of a Center for Teaching and Learning between two different universities and 10 years in higher education. She is currently in her second year as the Director of the Center for Teaching and Learning at a medium-size southeastern institution.

Additionally, she appreciates teaching as an adjunct instructor when possible. Emily is responsible for leading a team of eight employees and directing the Center's numerous services. The daily services include faculty development, instructional design and development, learning technologies, new faculty orientation, course review, and experiential learning. In addition, following the university's mission statement, which recently incorporated inclusivity, her Center offers one service of inclusive teaching practices, including accessibility, race justice, and a universal design for learning.

Emily's Story

Episode 1: Childhood and Adolescence

I was one of the first children to very young parents. We lived in a northeastern state when I was young and moved when I was 12, and the intention behind the move was to be closer to my grandparents. I vividly remember the differences between my two residential communities as a child. Initially, we lived in a very diverse community. After the move, our community was a primarily White, small, close-knit town where everyone knew each other. My parents owned local businesses, and my siblings and I were neighborhood kids that enjoyed playing outside and making mud pies.

Leadership Roles. I remember participating in reading groups, math, and music in elementary and middle school. Later, I enjoyed participating in leadership opportunities within and beyond my schools into middle school and high school. First, Girl Scouting played a significant role in my life, and eventually, I earned the highest award in Girl Scouts. Second, I held a leadership position within the largest world service organization for high schoolers. The experiences allowed me to build leadership skills and learn to manage projects. Through these opportunities, I presented at international conferences and traveled regularly. One trip brought

me to a southern United States region closer to the Gulf of Mexico. I was exposed to gay people during this trip, contrasting with my sheltered neighborhood back home. With regards to academics, I always learned differently. I was more of a creative person, and I always fought to prove my intelligence, while my twin brother was considered the intellect.

Friends and Educational Experiences. My friends were from different cultural and ethnic groups throughout my childhood and adolescence. While we lived in a White neighborhood, my friends were from Asian, Black, and various backgrounds. I never saw them as different from me. However, one difference I do remember is that my friends at larger schools and who lived in larger cities could participate in more, such as advanced academics and learning other languages. My educational experiences were limited, and I desired more than the community's typical warehouse employment pathway.

Overall, I would describe my childhood and adolescence as an experience of accepting everybody and providing service. As an individual, I learned to be respectful to others, and as a leader, I learned how to delegate responsibility. I also realize my national and international traveling exposed me to more cultural variety than my mom, dad, and brothers have experienced.

Episode 2: College and University

During college, my influential relationships transitioned. This transition occurred because I came out in college, and my mom and dad did not accept that. I remember this being a challenging time in my life. Mom was very secretive about my sexuality, and my hometown community remained closed-minded. As a result, my parents did not take me to my freshman orientation. However, a mentor from my high school, not my direct teacher, stepped in and went with me. Reflecting, she was gay and Asian, but she impacted me as a supportive and accepting

individual. She was an impactful mentor in my early freshman university years. Also, I feel like, on campus, I had a better and more supportive community.

College Friendships and Acceptance. I had great friends and began relationships with so many people like me. So, many of my friends were in the gay community, and other friends living with me in the dormitories were just interested and having a good time. My peers and I did not want to graduate. We decided to get our master's degrees, moved into a dormitory for graduate students, and eventually shared a three-story apartment. We were having a great time together.

My college community, relationships, and leadership experiences influenced me as I fought my own battle for acceptance. One memory from college is, as the President of the LGBT organization, attending a gay conference that presented a topic on marriage rights for gay people and other subjects. That was a hopeful experience for my future family. At this time, there was not much tolerance, but at the same time, I did not experience any discrimination.

Episode 3: Workforce

Within the workforce, I did experience enlightenment early on. In one case, my boss was very sexist, and I had never experienced that before that job. Also, in my twenties, I moved to a more southern state, and for the first time, I experienced discrimination for whom I was based on my northern origin. In another job, as a Municipal Recreation Director, my mentors were the town committee members, and I remember while working for the government in this role, being told to stand up for myself and develop a thick skin.

Initial Higher Education Workforce Challenges. Upon entering my career in higher education as an adjunct, I also experienced a lack of respect from students due to my youthful appearance. At the same time, I intentionally lived in residential areas that were inviting and

welcoming to me. The campus population was very diverse, and I realized that higher education institutions are a conglomerate of people from different places and different walks of life. Within the institutions, we have people from everywhere, many international students and faculty, and others whose culture is not identical to the local community.

Current Higher Education Workforce Initiatives. I must recognize my efforts regarding DEI practices. First, I completed an Equitable Student Success in Higher Education course through another Institution. This class clarified the correlations between equity and student success and presented a reality of how we can implement actions. Second, our college has written DEI into our strategic plan and performance reviews. DEI is becoming more of an initiative at our college.

Episode 4: Leadership

My Girl Scouting and community leadership roles have impacted my leadership abilities and strategies today. I believe that through these experiences, I was exposed to a world outside of that small, close-knit hometown community.

Impacts of the Pandemic. I recognize that the pandemic impacted teaching and learning practices. Our university provided technology for students, internet access, remote computer labs, and many more resources during the pandemic. As a leader within the center, I advocate keeping those practices postpandemic. Such an opportunity provides access to low-income students and other student populations with recognized barriers to accessing higher education resources. I am advocating the support for equal access, enabling student success, addressing student limitations, and removing systemic barriers.

DEI Pursuit. My life experiences generated a commitment to equity-oriented pedagogy. I am passionate about providing equitable experiences for all individuals and removing systemic

barriers to create a learning environment regardless of background, including culture, sexuality, or learning disabilities. Following my life experiences, I have become a very caring and supportive leader of people providing services. Within the center, DEI follows suit. I believe that if I implement DEI expectations as we work with faculty, conduct performance reviews, and build management plans, we will make an impact.

Portrait of Kevin

Kevin has served in higher education for 23 years and in a Center for Teaching and Learning as director for 2 years and supports the professional and career development of the campus teaching community within a medium-sized midwestern university. Services offered include individual and group consultations and a faculty teaching certificate program. Beyond an expansive collection of teaching resources, Kevin offers regular events throughout the fall, spring, and summer semesters. Most of Kevin's services and resources target in-person teaching and learning practices, and distance education, including online and hybrid courses and programs, are coordinated through a separate university department. Overall, Kevin carries 100% of the CTL duties and workload, with only one other employee serving as an Administrative Assistant.

Kevin's Story

Episode 1: Childhood and Adolescence

I grew up as a faculty brat. My older brother and I were born while dad were in a doctoral program, and mom was teaching English until pregnancy required her to stay home. My understanding of this period was that pregnant women's presence was not appropriate in the classroom. Based on my father's employment at the university, the campus always seemed like my backyard and a wonderful place. I appreciated seeing the diverse gathering of people within

this community. Dad was employed at various universities across the United States, so his job dictated the movement of our family. Finally, we settled into a location where I graduated high school 6 years later. Regardless of the location, I grew up in an academic community.

Higher Education Exposure. Some of my fondest childhood memories relate to my mother and father. I regularly visited the university campuses while my father taught classes in the summer. Hanging out in his office and bringing a sack lunch was my routine. Students and faculty visited our home regularly. One of the visiting international students brought his clothes from his hometown. Another student who visited often was from Armenia, and by virtue, I got a chance to learn about his culture through his relationship with my folks. My parents purchased one of our homes from a faculty member teaching in the chemistry department. This experience was exotic for me because he was Japanese. Outside of the home, my parents helped launch a foreign film festival. Those films also broadened my life by reading subtitles in the movies.

I viewed my father as accomplishing a mystic rise from the land to a distinguished job. He grew up on a farm and achieved a job as a university professor. I recognized that his journey provided a life of privilege for me. I had great respect for the intelligence and capacity of what it would take to be a farmer or a working person in a nonacademic job to achieve such accomplishments. Dad had friends of all cultural, ethnic, and socioeconomic backgrounds throughout his life. One of dad's friends on the university custodial crew traded his produce from the garden. Both of my parents were an example of classlessness. I also remember my father being a campus rabble-rouser, a troublemaker of sorts. He was known for taking a stand at faculty meetings. That is a story that continuously keeps me grounded.

Awareness of Other Perspectives. My extended family, my grandparents, did not necessarily hold the same enlightened worldviews that I was taught at home. At times, their

parochialism was very clear to me and, in a way, was a little startling. For example, my grandfather referenced Brazil nuts as nigger toes at one point. My father quickly stepped in and changed the subject.

Other opportunities to explore occurred globally and in my hometown community. Around the time I was 13, my dad taught summer school in Eastern Europe. The family was allowed to travel with him. At this time, the family, including my parents and three children, got along. At the time, my community was the neighborhood kids. Many of them were like me. Only a few peers were Asian and zero African American throughout elementary and high school. My brother, whom I looked up to, and I enjoyed being with our peer group out on foot or bicycling around town. With the neighborhood kids, we had much freedom to explore. I was curious but so well behaved. I would describe us as feral.

I participated in a play reading group that was both town and gown. The cast was diverse, and I remember introducing myself to everyone. After I shared, one of the African American actors pointed out something that I said. His calling out my comment stung in some ways, but I also appreciated how it threw light on my existence.

Episode 2: College and University

I attended a pretty lefty school as an undergraduate and going through college expanded my worldview. In a new town, I realized the homogeny of my hometown, and a wider world window was opened. This location was a highly diverse community compared to my high school environment. The classmates that I socialized with were mostly White than the broad demographics within the university. However, I attended speaker sessions that informed me about a larger world. As a result, I became aware of many new pathways within my family and the University.

Based on my major, direct relationships remained with my parents, siblings, and primarily discipline-specific peers. Every break, my visits back home became different from my growing up. My parents were now divorced, and the dynamics became more unstable. I attended summer festivals and camps with my peers, largely monochromatic experiences. I moved a lot. I counted 13 different addresses within 15 years after arriving at my first University. One of the addresses moved me to the coast, where I met my wife.

Episode 3: Workforce

Upon entering the workforce, my direction was different from my siblings. My brother and sister did not select careers in higher education. I landed my first job after the encouragement from a childhood teacher to apply while he was on sabbatical. It was a one-year appointment within a large Northeastern University. His encouragement to apply made the next step a lot easier for me. I served in two sabbatical replacement positions with my foot in the door and eventually got a tenure-track job. These opportunities led me to my current Institution, which has become an excellent exploratory opportunity. In combination with where I am today, this University became my ticket to traveling to Russia five times

Family During Adulthood. The family became my spouse and daughters. My children, now adults, traveled to statewide conferences as high school juniors and seniors. I believe that through their conferences, my eyes were opened to the undergraduate population on the University campus where I was employed. Even though we lived in a large city with approximately 30,000 people and engaged with the community, I realized the diversity around us. Kids are instrumental in keeping one humble. Their pathway was central to me. Parenthood forever changes one's identity, and it is completely life changing.

Community During Adulthood. In our small town, many of the front porches were not populated. That is a big change from what I remember growing up. The town was predominantly white, which was reflected in my close relationships. We did have one babysitter, an international student, that became a part of our family after his sponsor family moved within the first year of him being in the country. The relationship with him awakened me to the possibilities that an institution creates to support all students.

Higher Education Career. In an effort to support my colleagues, I became an Administrative Fellow within the Center for Teaching and Learning that I now serve. The center was where I could have conversations about teaching with my colleagues across campus. These were nonthreatening, self-selected conversations about teaching that were not discipline-specific or remedial. Individuals were choosing to come together and reflect on their practice. Unfortunately, not everyone is aware or interested in such conversation due to feelings of vulnerability. I am interested in ending the first point of connection and making contact with individuals more manageable and convenient. Some of my energy is developing on-demand resources and a go-to menu that removes obstacles to accessibility.

Episode 4: Leadership

Something from my childhood I did try to incorporate into the community I interacted with is based on my father's example. I value the example of appreciation from others regardless of their background and voice my supporting opinions to faculty and teachers and all staff and students. I feel able to stand up and voice my opinions if needed and essential subjects. For example, we do have DEI-specific programming, and it is becoming clear that this is a subject that needs to be raised. It is a need that should be incorporated regularly into our classrooms.

However, the issue is obscured in our community's demographics even though the future of our state is to only become more diverse.

Leading Faculty. Most of the faculty are from somewhere else within the university population, and our students are from the local community. I believe bringing those two groups together is an essential aspect of my work. When students express concern that their teacher has an accent and does not understand them, I encourage their exploration of the intersections in those pathways. I believe that the theme is uniting both marginalized student identities and faculty identities.

I do recognize the challenges for faculty in the field. I run the new faculty colloquium within our university. Achieving tenure is no longer an old boys' network. The difficulties for the incoming, multi-dimensional faculty are a good reason my support is indispensable. I can personally relate after developing a physical disability impacting my teaching in the classroom. Thankfully the director position became available. I was not anxious to exit the classroom or to be in administration. However, if it was not for the CTL job, I do not know what I would be doing right now. Fortunately, I do not believe I would be fired, and I appreciate the opportunities in my role today.

Institutional DEI Practices. Along the lines of DEI, it has probably been more of reality following our re-accreditation. Leaders on campus requested documents and a report on the institutional DEI efforts over the last 5 years. It occurred to me that this request was seasonal and that once accreditation was complete, it would all go away. That was not explicitly expressed to me, but it was clear that the reporting expectation was not a regular responsibility. Moving forward, I count on the people and creating an inviting environment for the people raising issues

of concern. I strive to welcome the voices to deduce a way of identifying and addressing pain and issues.

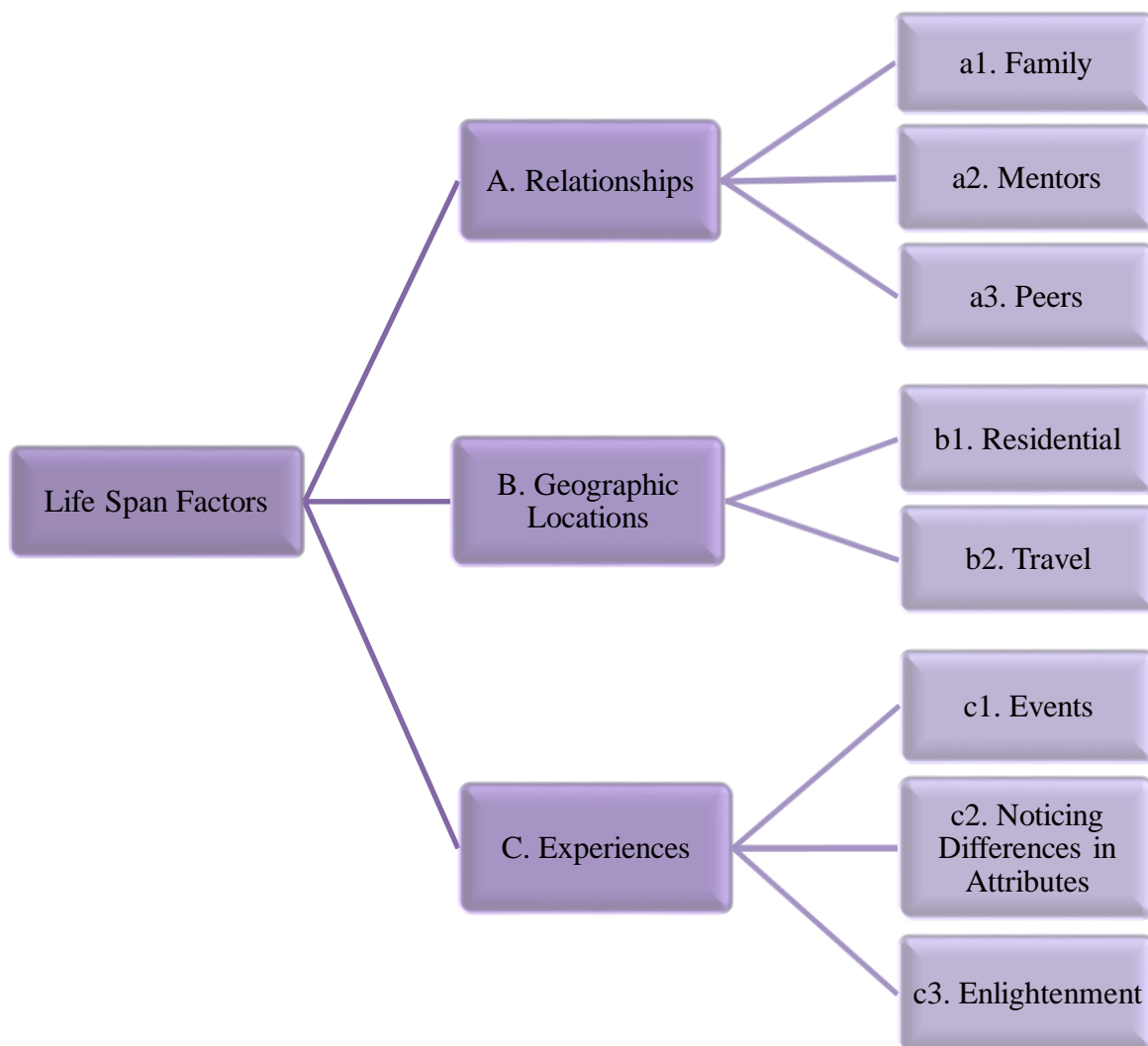
Today, I try to have my eyes up, but my blind spots are there. I am not getting rid of them because my intentions are good. That makes it easy for me to own my implicit bias when they come up in conversation. I am still parochial and confident in my beliefs. Concerning other topics, some of the racism legacies still occasionally emerge, but I remain mindful of them. This mindfulness generated my plan to offer a series of diversity awareness sessions throughout the next academic year. My previous rosy perspectives were somewhat removed, and I recognized the enormous potential. I think the higher education environment often detaches us from the physical location by going abstract, global, or cosmopolitan.

Key Themes

Key themes emerged from the analysis of the participants' stories. Major themes centered on life span factors and leadership standpoints. Life span factors are (a) relationships, (b) geographic locations, and (c) experiences. Leadership themes include (a) support and (b) self-perspectives.

Life Span Factors

Figure 3 illustrates the three themes, relationships, geographic locations, and experiences, with eight associated subthemes.

Figure 3*Life Span Factors Emergent Themes and Subthemes*

Theme A: Relationships. Relationships refer to the connections with others that the participant admired and respected. Participants referenced examples of such relationships through family, mentors, or peers throughout their life that impacted their current perspectives and practices. Participants described relationships associated with their childhood and

adolescence, university and college, workforce, and leadership during interviews. The three subtopics are defined below as (A1) family, (A2) mentors, and (A3) peers.

A1: Family. Family members are impactful individuals throughout one's life, including mothers, fathers, siblings, and grandparents. Participants reflected on their childhood and adolescence relationships during their interviews, as well as relationships while attending university, within workplaces, and as a leader. In addition to identifying lifespan relationships, guiding questions prompted foci associated with their everyday DEI practices. Chris referenced his lifespan relationships with his parents, classmates, friends, colleagues, and children. As a child, Chris described that "family relationships were great. I enjoyed my school." He remembers his parents, especially his mother, "treating everybody equally and lovingly." his mother "would help anybody in the neighborhood who needed help, regardless of their color, regardless of their cost, regardless of their religion, regardless of anything." Even as a Catholic, she "treated everybody equally." Today, when asked about his family, Chris referenced his White spouse and mixed-race children. Realizing the children are now adults, he recognized that "somebody could say something to them because of their race and ethnicity," but this makes him more "vigilant and even more sensitive to DEI issues."

Emily described her brother as the intellect, and she was "always fighting to prove" that she was smart too. Her parents were "business owners with the community" that expressed their "very Republican" perspectives, which contrasted with her "more Liberal" standpoints. While attending university, Emily's parents were "really closed-minded" about her sexuality. Her mother wanted her to "keep quiet and not tell anyone." One of the few discriminatory events in her life "occurred from mom and dad."

Home to Kevin was “a wonderful place to be and a place to gather.” He “looked up to his brother and not far beyond in some cases.” His father’s example represented “enlightening worldviews” as he traded produce from the garden with his custodial colleague. Kevin’s father’s example of “parochialism was also clear, but not in an explicit startling way.” His parents continue to represent models as they “remain willing and able to speak their minds.” As an adult, Kevin describes his family as his spouse and children. Through his children and their school, “new windows” into the community have opened and have served to inform him of possible DEI practices. He mentioned that “kids are instrumental in keeping one humble.” The extended family included an international student that was initially a babysitter for his children but became family. Table 2 provides illustrative quotes of the subtheme of family relationships.

Table 2

Illustrative Quotes: Family Relationships

Participant	Illustrative quote: family relationships
Chris	“My mother treating everybody equally and lovingly.”
Emily	“The few discriminatory events in my life occurred from mom and dad.”
Kevin	“My children and their school have opened new windows into the community and inform me of possible DEI practices.”

A2: Mentors. Mentors include community members, teachers, and colleagues. Interviews with the participants provided the descriptions of the individuals impacting their lives as an advisor. In addition, consequential emotions expressed upon reflections with mentors related to role modeling, guidance, and support. While attending university, a mentor to Chris was a White female alumna who at “no point saw the color difference a deal.” He described the woman as “the most egalitarian person” he knew as she wanted to “help those who are not privileged.”

Also, during his university attendance, he described his educators as “passionate about learning, not about grades.” Within the workforce and during adulthood, Chris shares a colleague's description. The colleague supported and congratulated an early promotion that seemed early to other colleagues. By stating, “I have your back. I am here for you. Anything that you need,” the supporting colleague set an example for Chris to similarly be people's Champions as a leader today even after the experienced ageism prejudice.

A mentor, a teacher from Emily's school, offered and attended her university freshman orientation which, had they known, her parents “would not have approved.” Because the teacher understood the disparagement that Emily was experiencing since the teacher was gay and Asian, the teacher remained a supportive mentor to Emily. As an adult, Emily's mentors became community members who would encourage her to “not let things hurt” her and “develop thick skin.”

A mentor of Kevin's, a prior teacher and eventual colleague, encouraged him to “apply for a job in higher education.” He expanded that this relationship got his “foot in the door” when it came to his career in higher education today. In his role as the DCTL, his predecessor and mentor did great work, and he “tries to keep up that great work.” Table 3 provides illustrative quotes of the subtheme of mentor relationships.

Table 3*Illustrative Quotes: Mentor Relationships*

Participant	Illustrative quote: mentor relationships
Chris	“The most egalitarian person I have ever known.”
Emily	“Understood my challenges and experiencing and remained a supportive mentor.”
Kevin	“My predecessor and mentor did great work, and I try to keep up that great work.”

A3. Peers. Peers include classmates and friends. Participants referred to their peers as individuals within their school or university and extracurricular organizations throughout their interviews. The peers were of equal age, grade, or group level as the participants. One of Chris' friends, who lived in a much larger home, would regularly visit as a child. The friend would “sit there just like it was the most normal thing.” The friendships demonstrated to Chris that “because you have money or do not have money does not mean anything. It is who you are as a person.” Transitioning into university as an international student, Chris became friends with an individual that allowed him to realize that regardless of their external cultural attributes, he would “never know what it is like growing up looking different in America because [he] did not grow up here.” Chris indicated that this university peer prepared him to “never assume that a White person or a non-White person or a minority person shares experiences.”

While growing up in her first hometown, Emily's friends were Asian and Black, and she “knew no different.” While in middle school and high school, she explained that because the environment “gets more political,” her friends were from Girl Scouts or lived in other towns. In university, Emily explained that “everybody was accepting” and her “friends were in the gay

community and living in the dorms” with her. She felt accepted within the group as she began a fight to express who she was and “fighting for who” she was based on attributes.

Kevin's childhood and adolescent classmates only included “a couple of Asian, and zero African American.” His extracurricular activities involved participating in a play performance with a “diverse cast.” One actor he interacted with was African American. While attending university, relationships with friends were “predominantly of White people.” Continuously today, Kevin's social group looks like him. Although, during this time, Kevin attended “largely monochromatic experiences,” Kevin regularly attended summer festivals and camps but began a relationship with a classmate that was African American. Table 4 provides illustrative quotes of the subtheme of peer relationships.

Table 4

Illustrative Quotes: Peer Relationships

Participant	Illustrative quote: peer relationships
Chris	“My friends, who lived in a much larger home, would regularly visit as a child. He would sit there just like it was the most normal thing.”
Emily	“In college, my friends accepted everybody. Everybody was accepting.”
Kevin	“My social groups looked a lot like me. Largely monochromatic experiences.”

Theme B: Geographic Locations. Geographic locations refer to the physical community or city of residence throughout the participants' life. Examples described by the participants included childhood and adolescence, college and university, and adulthood neighborhoods and

U.S. regions. Additionally, geographic locations refer to travel locations within the United States and internationally.

The two subtopics are defined below as (B1) residential and (B2) travel.

B1. Residential. Residential geographic locations around the participants' physical homes and the place where they lived. Interviews provided descriptions of the communities and towns in which their childhood homes, university, and workplaces were located. As a child, Chris grew up in a foreign country, but “I never grew up thinking that I am different” and “looked very much like the many people around.” Then, as an international student in college, he moved to America. He realized his “American peers seemed to have [differences] up front and center in this country.”

Emily's first hometown community was “a very diverse area.” There were “people of all different backgrounds” within the area, where she “never saw any differences.” She explained that later, she moved to a small town that “did not have a lot of diversity.” The new neighborhood was “a very White Neighborhood.” As Emily entered the next lifespan phase, she began university. She noticed higher education was a “conglomerate bunch of different people from all different places and walks of life.” As she began her career, she moved to a “huge gay community.” Today, Emily and her wife live in a Black neighborhood where “individuals are also fighting for acceptance.”

Kevin's residential community changed as a child and adolescent due to his father's employment. Many of his memories began within a “quintessential midwestern location” and “farm country that was mostly White.” However, he reflected on his youthful “interactions with diverse populations through the university” where his father was employed. Such interactions involved “international faculty and students.” Kevin transitioned into later phases regarding

maturing and going through college and his first few jobs, which offered “a different light to see how homogenous” his experiences were previously. Today, Kevin “sees the ideal community as the academic community.” Table 5 provides illustrative quotes of the subtheme of residential locations.

Table 5

Illustrative Quotes: Residential Locations

Participant	Illustrative quote: residential locations
Chris	“My American peers seemed to have up front and center in this country. Culture and ethnicity were a big deal.”
Emily	“College was a conglomerate bunch of different people from all different places and walks of life.”
Kevin	“My community was a quintessential midwestern location and farm country that was mostly White.”

B2. Travel. Travel references the geographical locations of places visited by the participants. During the interviews, participants described locations physically distanced from their residential communities, such as national and international locations. Throughout his childhood and adolescence, Chris frequently traveled with his family. He explained that “almost every year I was visiting some foreign country because of my father's job.” Chris stated that the traveling opportunities are “important to how I view nationality and differences today.”

Traveling internationally occurred regularly through Emily's Participation in Girl Scouts and a sizable world-service organization. On one trip to a southern U.S. region, she became

aware of “gay areas.” Her exposure was different from her adolescent “very sheltered neighborhood” back home. During her university years, she “went to a gay conference.”

Kevin's world was “broadened by global traveling” while his father taught summer school in Europe. He mentioned, “never being to Africa, South America, or Asia.” Traveling during the years of attending university involved “returning home every break” without ever “studying abroad.” Table 6 provides illustrative quotes of the subtheme of travel locations.

Table 6

Illustrative Quotes: Travel Locations

Participant	Illustrative quote: travel locations
Chris	“The traveling opportunities of my first 15 years are important to how I view nationality and differences today.”
Emily	“Traveling exposed me to the differences outside of my very sheltered neighborhood back home.”
Kevin	“My world was broadened by global traveling.”

Theme C: Experiences. Experiences refer to the encounters, observations, or practical contact leading to knowledge gained. Foci are based on events, noticing differences, and enlightening moments throughout the participants' lifespan. Events include local, national, and world occurrences mentioned during the interviews, and noticing differences includes mentions of occurrences throughout the participants' lives that they experienced or felt differences from others or that diversity of others was revealed. Enlightenment refers to the experience through schooling or organization, leadership development, and workforce encounters. The three subtopics are defined below as (C1) events, (C2) noticing differences, and (C3) enlightenment.

CI. Events. For the purposes of this study, events include social and public occurrences. Participants described memories of political events and national and worldwide trauma occurrences throughout their interviews, such as sorrowful experiences associated with fatalities. Reflecting on phases throughout his life, Chris named specific events occurring while attending university and the more recent world and national events, such as the “divestment from South Africa” and the “pull of money out of South Africa.” Additionally, he described his memories of the “first big cases of sexual harassment” and the victims “not getting good support from the university when they reported a case.” This event generated feelings of not “understanding why the college would not help this person more.” While attending university, he received a green card four days after September 11, 2001, the attacks on America. He stated that this timing was essential to his “trajectory in terms of citizenship and nationality.” Later, as a working adult, his “city passed an English only in city documents,” and he recalled protests regarding the removal of a “piece of artwork [that] was deemed blasphemous” which he described as “freedom of speech and art.” More recent national and world events referenced by Chris include the murder of George Floyd. He described the consequential reactions in higher education to be “very pro inclusivity.”

As a young adult, Emily remembers being “hopeful about marriage rights for gay people” that would eventually permit marriage to her wife. Emily remembered most of the events related to her Girl Scout camps and leadership opportunities.” Later, in the workforce, she referenced the “challenges for equal access and resources such as technology during the Pandemic.” As a child, Kevin remembers his family “participating in protests relating to racial tensions and nuclear disarmament.” His memories of national events in university mentioned the “aftermath

of a shooting on another college campus.” Table 7 provides illustrative quotes of the subtheme of events experiences.

Table 7

Illustrative Quotes: Events Experiences

Participant	Illustrative quote: events experiences
Chris	“My city passed an English only in city documents which was very much a setback against the community demographics.”
Emily	“Challenges for equal access and resources such as technology during the Pandemic.”
Kevin	“My family participating in protests relating to racial tensions and nuclear disarmament.”

C2. Noticing Differences in Attributes. Noticing differences in attributes references being aware of physical and behavioral variations. Chris explained that being raised Catholic “automatically made [him] a little different from most of my classmates” who did not practice the same beliefs or religion. However, he explained that he “didn’t talk about religion that much so we were all the same, and we were all various shades of Brown.” Chris summarized that skin “color, it was all a mix, and color wasn’t a big deal.” Expanding on his actions as a child and adolescent, he recognized behaviors of “operating on a stereotype and overcoming that.” One difference he recognized as a child and adolescent, related to “cost differences” and “socioeconomic statuses.” His parents “made many, many sacrifices” for him to attend private school. Within the school, his classmates were “some of the highest-ranking people within the country” and “owned 15 cars and owned buildings.”

Years later, while attending an American university, Chris noticed the classification of individuals based on “literally Black, and White, and Latino.” Within the workforce, Chris expressed a reflective description of socioeconomic variations when he interacted with a “White, middle-aged woman who thought an assistant professor salary was a lot, and then this young Black wide receiver who thought he wasn't getting paid enough.” These experiences, along with his geographic locations and traveling as previously described, prevented Chris from “having a knee-jerk reaction to different races or different cultures to the same way that some folks who have grown up here in America all along do.”

After moving as a child, Emily described noticing that her parents did not want her “hanging out with the only Black kid in town.” As an adolescent, she recognized the disparities in educational opportunities based on location. Her having friends in another school district led her to the “very limited opportunities” her school offered. Later on, as a young adult, Emily “experienced discrimination based on the region” of her hometown, and she also had a boss that “was very sexist.” Before these experiences, she had “never experienced any of that.” After “coming out in College,” her parents “were not accepting,” but she began relationships with college peers like her. Within Emily's university environment, she “did not ever experience any discrimination.” Within the higher education workplace, Emily describes the people as “being from everywhere. With many international students and faculty and individuals whose culture does not align” with the local community.

While Kevin grew up in a “life of privilege,” he recognized that his father “grew up on a farm” and “landed this distinguished job.” Today, he has a “great deal of respect for the intelligence and capacity of what it takes to be a farmer or a person working in a non-academic job.” The examples provided within his family were not common among his grandparents, and

he remembers stories of his grandfather explicitly expressing comments associated with racism, such as “nigger toes when he was talking about a Brazil nut.” A story that was described as painful but kept him grounded. Table 8 provides illustrative quotes of the subtheme of noticing differences in attributes experiences.

Table 8

Illustrative Quotes: Noticing Differences in Attributes Experiences

Participant	Illustrative quote: noticing differences in attributes experiences
Chris	“Being raised Catholic automatically made me a little different from most of my classmates.”
Emily	“My parents did not want me hanging out with the only Black kid in town.”
Kevin	“Going through college expanded my worldview. In a new town, I realized the homogeny of my hometown... This location was a highly diverse community.”

C3. Enlightenment. Enlightenment is the occurrence of obtaining knowledge through evidence. The scenarios of enlightenment can occur throughout various moments in an individual's life. Chris' schooling throughout his childhood and adolescence was “a wonderfully well-rounded education” but required the completion of “comprehensive national exams requiring study for 2 years’ worth of material.” Feeding into his role as an educator today, he recalls the “ills of rote memorization,” not “as a negative memory,” but as guidance of his work practices when “designing programs, or helping with programs from the Center for Teaching and Learning.” Within the workforce, Chris conveyed that when working with faculty and students, “different individual results may vary” and to “never assume that a White person or a non-White person or a minority person shares experiences.” He expanded to share that “you should not be colorblind” and that there is “richness in color and race.”

During Emily's youth, Girl Scouts and leadership within a large service organization guided her on "how to be a leader." The trip south enlightened Emily regarding sexuality as she "was exposed to gay people." Reflecting on her childhood and adolescence, she explains that "overall a learning to accept everybody, be a patriotic person, respect elderly, and provide service." Emily stated that her youth helped her "to be a more open, respectful person."

Kevin's father informed Kevin's own leadership values in his actions, "a campus rouser taking a stand at faculty meetings." Kevin "felt a certain classlessness" between his family and their interactions with the world around." As a child, while participating in a "play reading group," an African American cast member asked if he "talked that way." Kevin described that experience as a reality that he "had not been self-conscious about expressing" himself which "stung in some ways." This experience was "painful to recount" but made "it easy to recognize implicit bias." Table 9 provides illustrative quotes of the subtheme of enlightenment experiences.

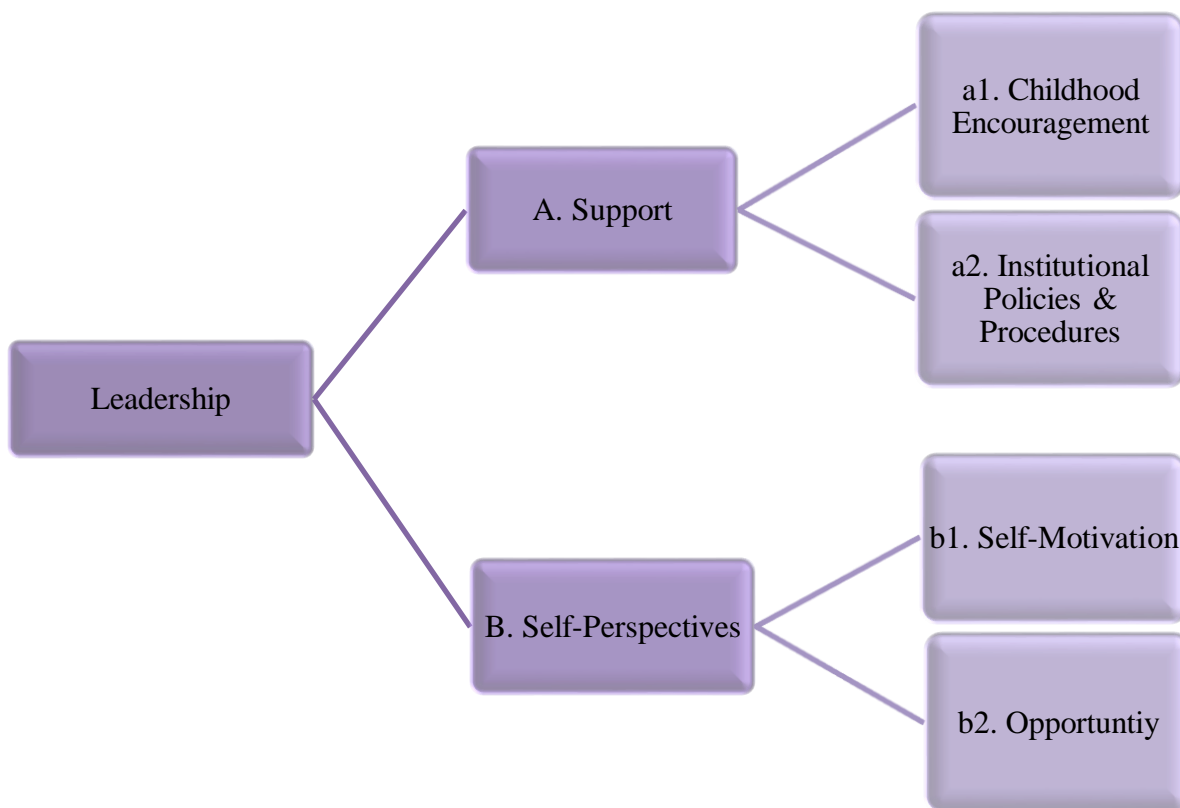
Table 9

Illustrative Quotes: Enlightenment Experiences

Participant	Illustrative quote: enlightenment experiences
Chris	"Never assume that a White person or a non-White person or a minority person shares experiences."
Emily	"Overall, a learning to accept everybody, be a patriotic person, respect elderly, and provide service."
Kevin	"The experience is painful to recount but made it easy to recognize implicit bias."

Leadership

Figure 4 illustrates the two themes, support and self-perspective, with the associated four subthemes.

Figure 4*Leadership Emergent Themes and Subthemes*

Theme A: Support. Leadership support was referenced as inspiration and help in overcoming challenges as a leader with foci on childhood encouragement and opportunity and current institutional policies and procedures. In addition, the participants referenced childhood and adolescent encounters, current institutional policies, and organizational leader practices. The two subtopics are defined below as (A1) childhood encouragement and (A2) current institutional policies and procedures.

A1. Childhood Encouragement. The interests and desires generating encouragement and conjuring circumstances that made future leadership possible were summarized as childhood

encouragement and opportunities. In twelfth grade, Chris described an experience of “being selected Head Boy” at a “young age.” He described this as going from “being one of everybody to the person who had to make the call on things, who was responsible for things.” Within the school, there was a lot of diversity beyond gender, and he worked to get “everybody on the same page.”

Through Girl Scouts, Emily “built leadership and learned how to be in charge of projects.” Today, she continues to build leadership skills through learning. Recently, she completed a course on “equitable student success in higher education.” Emily has “done a lot of leadership specifically related to DEI” which has “always been a passion” of hers.

Chris described recognition of his father “accomplishing a mystic rise from the land to a distinguished job.” He mentioned that the rise provided a “life of privilege” for him. Additionally, Chris’ father represented an example that “keeps [him] continuously grounded to take a stand and speak up through being present in conversations about teaching and learning” within his university as the DCTL. Table 10 provides illustrative quotes of the subtheme of childhood encouragement support.

Table 10

Illustrative Quotes: Childhood Encouragement Support

Participant	Illustrative quote: childhood encouragement and opportunity support
Chris	“Being selected as a leader at a young age, I went from being one of everybody to the person who had to make the call on things.”
Emily	“I built leadership and learned how to be in charge of projects.”
Kevin	“An example that keeps me continuously grounded to take a stand and speak up.”

A2. Current Institutional Policies and Procedures. The operational practices mandated by national or regional requirements are represented in policies, and the procedures involve the processes of implementing policies. Chris' university has implemented policies regarding DEI practices. For example, he explained their “quality teaching statement includes a component of being an inclusive teacher,” which the “faculty handbook endorses.” He summarized the institutional support as “not just this lone person saying this is important; it is a cohort of people.”

Within Emily's university, “DEI is written into the strategic plan” and is “incorporated into performance reviews.” When describing these institutional policies, she states that such efforts follow “the universal design of learning practices.”

Institutional practices within Kevin's organization do “have DEI specific programming.” During the previous year, the institution completed the accreditation process. Kevin's role requested that he provide “documented efforts of DEI within the last 5 years.” The request was “asked in a very seasonal way” as if “we will be off your back” once the site visitors leave. Kevin did follow up with, “DEI is a topic that people do not get defensive about, but we are still trying to figure out how to welcome those voices.” Table 11 provides illustrative quotes of the subtheme of current institutional policies and procedures support.

Table 11*Illustrative Quotes: Current Institutional Policies and Procedures Support*

Participant	Illustrative quote: current institutional policies and procedures support
Chris	“Quality teaching statements include components of being an inclusive teacher that the faculty handbook endorses.”
Emily	“DEI is written into the strategic plan and incorporated into our performance reviews.”
Kevin	“Retrieve the documented efforts of DEI within the last 5 years for accreditation.”

Theme B: Self-Perspectives. Self-perspectives refer to the participants' aspirations to support others and serve as the leader and the opportunity or circumstances of leadership. Foci regarding self-motivation and opportunity were expressed through the participants' responses. The two subtopics are defined below as (B1) self-motivation and (B2) opportunity.

B1. Self-Motivation. An individual's self-driven initiatives and actions reference the interests in pursuit of goals and achievements. Chris' nomination and selection to serve as Head Boy was an experience that “ignited a leadership inclination.” Beyond his service and during university, Chris referenced his experiences with others expressing assumptions about his interests and social groups as a “catalyst” for his DEI focus. When interacting with students and employees within his institution, he transparently makes his “identity and components of identity very clear” to others to “feel comfortable talking.” As a leader, Chris “really tries to make sure there was more diversity in committees; there is more diversity in hiring.” He also explained that he “takes the time and trouble to have a private conversation with an individual, especially another leader.”

Emily's background as a Girl Scout leader and her “experiences of discrimination for being gay” has encouraged her to “speak out and try to do things for DEI.” She expressed actions

of “being an advocate a lot for teaching styles and trying new active learning strategies.” Emily also advocates for “post-pandemic learning environments” supporting “low-income students.” Kevin is self-driven to be more “reactive in the last couple of years” in his DCTL role. He explained that he is not “typically a loud person” but “a bit more fearless about stating my mind.” Based on his acknowledgment of “implicit bias” but remaining “grounded in owning that,” Kevin is initiating a series of “DEI sessions next academic year about the decolonization of learning.” He also expressed an “energy in going into on-demand resources and maybe developing a to-go menu.” Table 12 provides illustrative quotes of the subtheme of self-motivation self-perspectives.

Table 12

Illustrative Quotes: Self-Motivation Self-Perspectives

Participant	Illustrative quote: self-motivation self-perspectives
Chris	“Really tries to make sure there was more diversity in committees; there is more diversity in hiring.”
Emily	“Being an advocate a lot for teaching styles and trying new active learning strategies.”
Kevin	“I am developing a series of DEI sessions next academic year about decolonization of learning.”

B2. Opportunity. Opportunity is the set of circumstances promoting success, advancement, and goal attainment. The opportunity that Chris visualized in his role as a leader within his institution is to “don't see everything about a person in a short interaction. Take the trouble and have the patience to get to know them.” He describes leadership as an opportunity to “to really understand” others and “realize that they may have had some experiences or lacked experiences that would be beneficial to them.” Chris explains the “opportunities for diverse

people” to come together, and for him to share a “passion for learning” amongst students and supporting instructors to “put learning front and center.”

As a leader today, Emily “spends a lot of time trying to educate about equity-oriented pedagogy.” She expanded her attempts to encourage the “next level where environments are created to remove systemic barriers and open up learning for all people.” Learning has “clarified the definition of equity and student success and how to make that a reality.” She explains that she tries to “influence equitable learning environments for all students.”

Kevin recognized the “need to raise the subject of DEI more, but because of the need in the classroom.” He expressed that the “future of the state is to only become more diverse,” but the “subject, that to the extent is not raised every day, it is inhibiting us from growing into our truth of the state and the local community.” Regarding his experiences today in higher education, Kevin recognized that expressions of diversion populations and divisions are based on teacher evaluations. However, he expressed this as an opportunity to “explore those intersections.” Table 13 provides illustrative quotes of the subtheme of opportunity self-perspectives.

Table 13

Illustrative Quotes: Opportunity Self-Perspectives

Participant	Illustrative quote: opportunity self-perspectives
Chris	“Diverse people come together with an opportunity to share a passion for learning among students.”
Emily	“Influence equitable learning environments for all students.”
Kevin	“Need to raise the subject of DEI more, but because of the need in the classroom.”

Chapter Summary

This chapter presented narratives and first-person, chronological stories of the three DCTL participants. Thematic analysis of the stories shared during interviews allowed me to present themes associated with the participants' life span factor and leadership. Key themes of life span factors included (a) relationships, (b) geographic locations, and (c) experiences, with eight associated subthemes. Key leadership themes included (a) support and (b) self-perspectives, with four associated subthemes. Next, in Chapter 5, I present the conclusions based on the emergent themes and discussion of the findings relating to the existing literature and theoretical framework of leadership identity development. Lastly, proposed recommendations for practice and future research are proposed.

Chapter 5: Discussion, Conclusions, and Recommendations

Evidence indicates a persistent transition among the enrollment demographic of postsecondary institutions (National Center for Educational Statistics, 2021), and the student accounts of academic inequality incidents while attending colleges and universities continue (Cabrera et al., 2017; Eckel & King, 2004). As the initiatives to accommodate unique student needs are based on demographics and background (National Center for Education Statistics, 2019), campus leaders contribute to the commitment to generating a diverse, inclusive, and equitable academic experience for all students (American Council on Education, 2018). Directors of Centers for Teaching and Learning (DCTLs) represent essential generators for the groundwork of the DEI initiatives and the adoption of equity-mindedness impacting student experiences and success (Clayton, 2021). Previous research reported on the leadership skills among DCTLs as an institutional asset (Kim, 2020), but an investigation of DCTLs' leadership identity development is deficient. This inductive, narrative study examined three impacts of DCTLs' life span factors on their DEI practices and leadership styles.

The purpose of this narrative study was to understand the impact, if any, of DCTLs' experiences on their DEI practices and leadership styles at 4-year universities in the United States. The two research questions that guided the study were: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States? How do Directors of Centers for Teaching and Learning (DCTLs) understand their leadership styles at 4-year universities in the United States?

The findings of this study could benefit DCTLs and serve as a guide to strengthening their institutional leadership role. Chapter 5 includes a summary of the research methodology

and analysis process, conclusions of emergent findings as presented within Chapter 4, and an alignment of the emergent themes with the literature on leadership identity development. Finally, recommendations for practice and future research are proposed.

Summary of the Study

In this inductive, narrative study, I chronologically organized the life stories of three Directors of Centers for Teaching and Learning. The life stories were collected through conversational interviews with the participants during the spring 2022 semester. Open-ended questions allowed the participants to tell their stories through their words centered on personal perspectives. Priest and Seemiller (2018) stated that the opportunity for participants to retell stories illustrates a method to study their self-identification, and Riessman (2005) summarized that story-telling allows for reflections on past experiences to communicate whom individuals become, including their leadership practices. Thus, the assemblage of the participants' stories enables an opportunity for the researcher to collectively analyze the words and phrases.

Researchers reflect on events and situations provided by participants to contextualize experiences as one method of many methods for interpreting stories (Bochner & Herrmann, 2020; Riessman, 2008). Theoretical explanations focus on converting stories into data based on the discussion of what is said, the theme, how the story is organized, the framework, and how the story is provided, including tone and inflections (Bochner & Herrmann, 2020; Riessman, 2008). Therefore, this study, which is about DCTLs' life span factors, was designed as an inductive thematic analysis.

The analysis process began with becoming familiar with the data (Braun & Clarke, 2006) to confirm the accuracy of the transcripts while listening to and comparing the transcripts to the recorded interviews. The initial coding cycle identified short quotes and narrative blocks of

phrases the participants used through in vivo coding (Saldaña, 2016). The second coding cycle linked codes to form categories and themes used for identifying subthemes (Braun & Clarke, 2006). Through the additional lens for analysis of leadership identity development, the findings addressed the interest of examining the life span factors impacting DEI practices and leadership styles of DCTLs.

After analyzing the data, I found three themes and eight subthemes demonstrating the DCTLs life span factors: (a) relationships, with subthemes, (a1) family, and (a2) mentors; (b) peers, geographic locations, with subthemes, (1b) residential, and (2b) travel; and (c) experiences, with subthemes, (1c) events, (2c) noticing differences in attributes, and (3c) enlightenment.

Conclusions

Based on the findings presented in Chapter 4, the themes were linked to rendering conclusions. The interviews generated findings and developed three conclusions as answers to the research questions: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States? How do Directors of Centers for Teaching and Learning (DCTLs) understand their leadership styles at 4-year universities in the United States? Conclusions (1) and (2) correspond with the DCTLs' life span factors and leadership identity development. Conclusion (3) corresponds with DCTLs' understanding of their leadership style within the university.

1. Relationships, geographic locations, and experiences represent life span factors impacting DEI practices among DCTLs.

2. The DCTLs in this study exhibited leadership identity development based on life span factors.
3. DCTLs' interpretation of their leadership role reflects on previous support and current university policies and procedures in addition to self-perspectives.

Conclusion 1: Relationships, Geographic Locations, and Experiences Represent Life Span Factors Impacting DEI Practices Among DCTLs

Marginalized students who are overcoming challenges can be supported through such campus leaders and DEI techniques (Arif et al., 2021; Kezar, 2008). According to Kachani et al. (2020), DEI operations are impacted by the institutional leaders. The DCTLs represent a leadership role in impacting teaching and learning methods and the associated student experiences (Estes et al., 2018; Haras et al., 2017) and contribute to institutional commitments to diversity, equity, and inclusion (American Council on Education, 2018). Important priorities regarding missions and core competencies of DEI practices target unique student needs and center on leadership accountability (American Council on Education, 2018; Haras et al., 2017). The leader's identity and practices are influenced by life span experiences and relationships (McCain & Matkin, 2021).

Relationships. All three participants reflected on their life span relationships and experiences in addition to geographic locations. Throughout various periods, including childhood and adolescence, years attending university, within the workforce, and as a leader, Chris, Emily, and Kevin explained significant life span factors influencing their current DEI practices. Chris and Kevin described their parents as having specific parental influence. For example, Chris' mother helped everyone in the neighborhood regardless of their physical appearance, socioeconomic status, and religion. In addition, Kevin's parents socialized with a diverse group

of faculty, staff, and students. Both participants summarized their parental influences as factors broadening their diversity awareness and practices today as DCTLs.

Emily also reflected on her parental relationships, but more as a contradictory influence. Specifically, her parents encouraged her to only interact with demographically similar peers to their family. Additionally, Emily's descriptions of having to prove her intelligence and her parents' disapproval of her sexuality represented significant life factors. She summarized her life relationships, particularly during childhood and adolescence, as teaching her to be respectful of others and commitment to equity-oriented pedagogy.

Beyond childhood and adolescence, Chris, Emily, and Kevin described impactful relationships with mentors, peers, and their families in adulthood. Chris' value for peers discounted the apparent differences in religious and socioeconomic attributes within the relationship. Emily also values peers, specifically while attending university, that accepted her sexuality and supported her coming out. She also described her appreciation of a teacher mentor providing support following the absence of her parents during freshman orientation. Finally, Kevin referenced his children as influences on his perspective in adulthood as they have participated in activities involving culturally diverse groups. Collectively, all participants shared examples of influential relationships associated with their adulthood that have positively impacted their DEI awareness and actions.

Each participant provided vivid memories of the relationships that impacted their DEI practices, initiatives, and awareness. All specifically mentioned their efforts as DCTLs to offer professional development opportunities for faculty and staff that centered on equity-mindedness. Additionally, all three participants valued the opportunity to engage in essential teaching and learning conversations with institutional executives. Collectively, these life relationships are

generating a mindset among the DCTLs to remove systemic and educational barriers for students through pedagogical practices.

Geographic Locations. During the individual interviews, Chris, Emily, and Kevin described geographic locations, residentially and they traveled to, as opportunities that exposed them to diverse cultures. Chris being born and raised in a foreign country and later relocating to the United States as an international university student exposed him to the disparities of cultural sensitivities. Religion and socioeconomic status differed between families in his native childhood country but were minimally observed. Such childhood experiences contradict the regular observations of cultural and ethical differences publicly addressed by Americans. Chris also valued the exposure to various nationalities when traveling to foreign countries during childhood and adolescence. When explaining residential communities during his adulthood, Chris contrasted the value of diversity within his current community to the closed-mindedness of his previous community and political leaders that removed Spanish publications and religious artwork actually reflecting the mostly Hispanic and Catholic citizens.

Emily described a similar appreciation for residential disparities and traveling. She shared descriptions of a diverse population within her childhood community, but she moved to a predominantly White community during adolescence. Reflecting on the differences between her childhood and adolescent communities, Emily appreciated her early experiences with culturally diverse peers. Also, throughout Emily's life, travel exposed her to various cultural populations. During the interviews, she enthusiastically explained her realization of cultural acceptance based on geographic locations.

Kevin's interviews provided insight regarding limited exposure to diverse populations while residing in a primarily White community as a child and adolescent. However, his father

provided and supported regular interactions with international faculty, staff, and students associated with his employment at the university. Kevin referenced vivid memories of individuals from foreign countries visiting his childhood home. His father's career also permitted international travel extending his exposure to diverse populations, unlike in his hometown.

All three participants indicated that geographic locations based on residence and travel positively impacted their diversity awareness. Whether demographics were broad or limited, Chris, Emily, and Kevin reflected on the positive impacts of geographic locations and the associated population's demographics and cultural practices. Chris specifically stated that such locations are essential to how he views nationalities and differences. Emily stated that her residence and traveling engrained practices of accepting everybody and providing services supporting educational opportunities for all students. Lastly, Kevin's locations motivated him to maintain communication, encouraging essential conversations supporting the intersections between student and faculty identities. Conclusively, Chris, Emily, and Kevin expressed significant appreciation for their life span geographic locations positively influencing their DEI awareness and practices as DCTLs.

Experiences. Additional life span factors influencing the participants' DEI practices as DCTLs include experiences related to events, noticing differences, and enlightenment. Events specifically mentioned by the participants included local, national, and worldwide experiences. For example, Chris described his experiences of a national event occurring days before earning a green card and being sworn in as an American citizen. Specifically, during his interview, Chris explained the pivotal moment of realizing the consequences of ethnicity, nationality, and background following the September 11th, 2001, attacks on the United States. Descriptions of local events pertained to the expulsion of translated public documents and limiting resources to

Chris' predominantly Hispanic community as a young adult. Chris recognized the disconnect from the citizen demographics as a significant setback. Kevin reflected on his family's participation in local and national protests relating to racial disparities and nuclear disarmament. Additionally, Chris and Emily mentioned the murder of George Floyd, and all three participants described the negative impacts of the worldwide COVID-19 pandemic on higher education.

Events of noticing differences were noted based on socioeconomic status, sexuality, and race. During Chris' interviews, he described becoming aware of the commonly discussed and emphasized racial categories that defined American identities. Such descriptors for individuals were not utilized to determine citizens' attributes within his native childhood country. Furthermore, Chris explained that his childhood and adolescent experiences of socioeconomic differences positively impacted his parenting and enforcement of financial appreciation and support of less fortunate others. Emily explained her lifelong interest in socializing with diverse groups and specifically mentioned marginalized Black and Asian peers fighting for acceptance within the society. She related and valued interactions with such individuals as she also began to express her sexuality. Kevin also described a specific event of his grandfather making racial comments that generated uncomfortable emotions for him as his family protested for racial equality.

During their interviews, Chris, Emily, and Kevin associated enlightenment experiences with their DEI practices as DCTLs. Chris conveyed that his life span factors ignited awareness to never assume individual identities based on background or demographic attributes. He mentioned the richness of not being colorblind today as a DCTL. Emily explained the refinement of how to be a leader and how to advocate for marginalized groups developed throughout her participation in service organizations. During Kevin's interviews, he recounted his family's

background of racism but emphasized that the experience formed a sense of recognition for his possible implicit biases.

All three participants directly referenced experiences, events, noticing differences, and enlightenment, positively impacting their DEI practices as DCTLs. Chris summarized his first interview by describing his efforts to become acquainted with a person instead of stereotyping nationality and background and his goals when working with students and faculty to encourage conversations regarding individual identities. Emily advocates for educational equality and resource accessibility. She particularly described her commitment to equity-oriented pedagogy, creating learning opportunities for all students, and removing systemic barriers. Kevin recognized the increasingly diverse backgrounds of students and expressed an interest in being a leader for DEI awareness efforts at his institution. Chris, Emily, and Kevin correlated their life experiences as influential factors contributing to the DEI practices utilized as DCTLs.

Conclusion 2: The DCTLs in This Study Exhibited Leadership Identity Development Based on Life Span Factors

A collective analysis of all the participants' life stories collected during the interview concluded that life span factors have contributed to the DCTLs' leadership identity. Therefore, considering childhood and adolescence, university and college, workforce, and leadership periods suggested by McCain and Matkin (2021), intentional interview questions inquired about the participants' stories. Moreover, my guiding questions centered on gaining insights into the relationships and experiences contributing to the participants' institutional and departmental leadership practices.

Examples of direct references of life factors influencing the participants' leadership practices today as DCTLs were shared during the individual interviews. First, Chris stated that

his relationships with peers, his mother's supportive efforts, and his cultural exposure while traveling and living in specific communities influenced his perspectives of the world and people today. Additionally, his experiences as an international student in America catalyzed his DEI focus in the workforce today. Furthermore, Chris summarized his leadership position and identified it as being upfront, engaging comfortably with others, and serving as a champion for everyone, regardless of demographics and attributes.

Second, Emily's accounts of contributing life factors provided quotes describing the development of her leadership identity. Specifically, she stated that her youth experiences as a service leader engrained abilities to delegate responsibilities, and her national and international traveling provided cultural awareness. Emily also repeatedly mentioned her fight to be accepted for her intelligence and sexuality during young adulthood while attending university. Today, as a DCTL, she strives to represent herself as a leader advocating for equity and student success through cultivating DEI services and commitment to equity-oriented pedagogy. Similarly, Kevin's leadership identity was formed through frequent exposure to diverse groups and activities associated with racial equality. His parents instilled a sense of classlessness that encouraged Kevin's ability to maintain his grounding in supporting faculty and teaching practices. Moreover, his children have contributed to his humbleness and realization of the community's diversity. Kevin's life span factors collectively contribute to his interest in providing faculty teaching resources and diversity awareness sessions.

Overall, Chris, Emily, and Kevin correlated life span factors to their leadership identity. First, Chris emphasized relationships with parents and peers in addition to traveling to and residential geographic locations. Second, Emily accounted for her perspectives through mentor and peer relationships, traveling, and leadership experiences. Third, Kevin referenced factors

from family relationships with his parents and children. Comprehensively, all participants provided descriptions of their life span factors impacting the development of their leadership identity that were significantly aligned with the McCain and Matkins (2021) leadership identity theory.

Conclusion 3: DCTLs' Interpretation of Their Leadership Role Reflects on Previous Support and Current University Policies and Procedures

During their interviews, the participants conveyed their interpretation of DCTL leadership roles within the institution. As DCTLs Chris, Emily, and Kevin indicated, their current leadership roles reflected previous leadership experiences and the university's policies and procedures. Two participants emphasized previous leadership roles that engrained a range of adjustments, such as overcoming shyness to the ability to delegate responsibilities, and all three described appreciation and dependence on the university policies and procedures. Chris and Emily specifically referenced previous leadership experiences. Chris explained during his adolescence, his nomination to Head Boy prompted his overcoming of shyness and encouraged his sense of responsibility. During his interviews, Chris expanded on such early leadership experiences positively impacting his strategies to develop workshops and sessions within the CTL. Additionally, Emily's childhood and adolescent leadership within service organizations allowed her to develop skills in managing projects as a DCTL. The associated traveling positively impacted her commitment to promoting equitable learning opportunities for all students and inclusive teaching practices among faculty. Previous leadership experiences contributed to Chris and Emily's interpretations of their current DCTL leadership roles and university policies and procedures.

All three participants emphasized their dependence on university policies and procedures to determine DCTL leadership roles and responsibilities. During interviews with Chris and Emily, they stated that the university policies and procedures motivated and supported their DCTL initiatives, including DEI practices. Specifically, their institutional mission statements and performance evaluations facilitated personal leadership ambitions and responsibilities. Chris' institutional policies and procedures centered on accreditation requirements. He also mentioned that his institutional structure impacted faculty teaching practices and student learning environments.

Overall, the participant interviews described the perceptions of their leadership roles within their institutions. Chris, Emily, and Kevin's present leadership responsibilities were positively influenced by their past leadership experiences and the universities' regulations and procedures. Two participants, Chris and Emily, mentioned past leadership responsibilities that taught them how to overcome shyness and delegate duties, and all three participants expressed appreciation for their universities' policies and procedures.

Implications for Research

This study provided insight into the contributing factors of DCTLs' DEI practices and understanding of their leadership styles. The guiding frameworks for this study was McCain and Matkin's (2019) leadership identity development (LID). LID considers the impact of constructors such as lived experiences, relationships, and education on one's leadership essence (Davis & Buchanan, 2020; Hailey & Fazio-Brunson, 2020; McCain & Matkin, 2019; Zuckerman, 2020). Regarding the DCTLs' life span factors impacting their DEI practices, three themes emerged: (a) relationships, (b) geographic locations, and (c) experiences. Additionally, related to the DCTLs understanding of their leadership style, two subthemes emerged: (a)

support and self-perspectives. Therefore, the findings, as presented in Appendix F of this study, supported the existing literature on LID but expanded the on the awareness of the theory within a 4-year university CTL context.

Life Span Factors Theme A: Relationships

Many forms of relationships, family, peers, and mentors represented impactful in the context of DCTLs in 4-year universities. Family relationships for all three participants served as positive and negative examples for the DCTLs in their DEI practices and awareness and leadership style today. During childhood and adolescence, the parental influence was a significant factor; as adults, two participants described their children as a grounding model. One participant indicated that as a young adult starting college, a teacher mentor's acceptance and guidance impacted her DEI practices.

Therefore, such references align with the evidence provided by Hailey and Fazio-Brunson (2020) that as children and adolescents, parents, teachers, and peers signify impactful factors of leadership identity. Another contributing collection of relationships described by all three participants included their college peers and workforce colleagues. Ultimately, suggestions from Hailey and Fanzio-Brunson (2020) and McCain and Matkin (2019) that life span relationships impact leadership identity aligned with the DCTLs' descriptions of parents, peers, and mentors contributing to their DEI practices today.

Life Span Factors Theme B: Geographic Locations

Geographic locations represent an additional life span factor not previously observed or reported within previous studies. Whether within the United States or internationally, all three participants described the demographics of their physical geographic locations throughout their lives. Specifically, childhood and adolescent geographic locations represented a contributing life

span factor of today's DEI practices among the DCTLs. All three participants also mentioned observed changes in the community or nation demographics when relocating for university enrollment or workforce. The participants also described recognized challenges or acceptances among the community groups. Therefore, the descriptions of community members and observations of their barriers represent an additional life factor not observed in previously conducted research.

Life Span Factors Theme C: Experiences

The significance of experiences throughout the participants' lives represented another significant factor of DEI practices and leadership styles among the DCTLs. Experiences referenced by the participants associated with events, noticing differences, and enlightenment throughout all phases of their lives. McCain and Matkin (2019) proved that on-the-job experiences directly impact a leader's identity. Such adulthood and workforce-related experiences were contributing factors of the DCTL participants. However, experiences throughout the participants' entire life span represented influential contributors. For example, all three participants described experiences related to their childhood and young adult education. While McCain and Matkin (2019) suggested that education directly impacts leadership identity, this study observed that the experiences during attendance of educational institutions were the direct contributors. Furthermore, the experiences related to noticing differences among the community members or themselves, in addition to enlightenment associated with schooling, leadership experiences, and workplace environment, were described by all participants as influential factors.

Leadership Theme A: Support

Regarding the participants' understanding of their leadership within the universities, previous opportunities and institutional leadership represented contributing factors. Through the consideration of previous leadership opportunities as an experience, the establishment of foundational behaviors suggested by Davis and Buchanan (2020) and Esentas et al. (2017), the DCTL participants signified childhood, university, and workforce-related leadership experiences influencing their leadership styles today. Moreover, institutional leaders' generation of policies, procedures, and missions further supported the DCTLs' perceptions of their leadership within their universities.

Leadership Theme B: Self-Perspectives

Self-perspectives among the DCTLs centered on their leadership opportunities and self-driven initiatives significantly contributed to their leadership styles today. Specifically, participants referenced their experiences with social groups and personal interests representing catalysts to leadership identity development and DEI focus. Direct references to developing relationships with colleagues and students, in addition to fearless leadership of the DEI initiative within the institutions, were mentioned by all participants. The associated leadership opportunities, whether as a goal or by chance, permitted the participants to put learning front and center to create equitable learning environments for all students.

Recommendations for Practice

Based on this study, recommendations for the practice among DCTLs center on self-action and behaviors and considering other backgrounds. By reflecting on their actions and behaviors, DCTLs could more effectively support the faculty, staff, and students associated with their CTL services. Furthermore, inquiry and consideration of the backgrounds and life span

factors among those receiving services impact the interaction effectiveness through an adaptive approach.

Results from this study demonstrated that life factors, such as experiences and relationships, influence DEI leadership practices among DCTLs in 4-year universities. The leadership perceptions center on the foundational support from institutional policies and procedures in addition to previously serving as leaders. Therefore, DCTLs should self-reflect on their life span factors determining current DEI practices and leadership styles. Greater knowledge of self-efficacy and self-awareness is vital for individual growth, and it may help ethical leaders to empower themselves, their colleagues, and the institution in which they operate, according to Caldwell and Hayes (2016). Therefore, becoming self-aware of the relationships, geographic locations, and experiences impacting their role as a DCTL provides foundational guidance when working with faculty and staff to develop inclusive educational experiences for students. DCTLs roles were designed to guide and influence teaching and learning practices. However, they must remain aware of the life span factor influences and leadership support contributing to leadership identity, DEI practices, and leadership styles.

Additionally, the practice recommendations indicated that DCTLs should consider similar life span factors among faculty, staff, and students. When DCTLs recognize the unique backgrounds and life span factors contributing to the development of colleague and student identity, adaptive practices could align based on unique needs and barriers. As previously summarized in Chapter 2, historically marginalized ethnic and racial groups persistently face challenges to succeed in higher education (Hoffman & Toutant, 2018; National Center for Education Statistics, 2021). Additionally, the suggestions by Haras et al. (2017) that DCTLs shape teaching and learning practices and students' educational experiences and the suggestions

of McCain and Matkin (2019) indicated that leadership identity development is based on life span interactions and factors. Therefore, leaders in CTLs should continuously consider the alignment of backgrounds of those marginalized individuals impacted by their role, DEI practices, and leadership style.

This study recommends that DCTLs focus on self-action and behaviors, as well as taking the life factors and backgrounds of faculty, staff, and students into account. DCTLs should better assist the teachers, staff, and students associated with their CTL services by emulating their actions and behaviors. Furthermore, an adaptive strategy may improve the interaction efficacy by inquiring about and considering the histories and life span characteristics of persons receiving services.

Future Research

Further research opportunities are provided from the findings of this narrative study. This study conducted interviews to gather life stories of DCTLs, investigating their life influences and leadership. Future studies could specifically consider the influence of DCTLs experiencing marginalization throughout life on workforce practices and their leadership of others. Much of the research focusing on life span marginalization among higher education leaders does not investigate DCTLs. Additional studies of marginalized incidents among DCTLs, including sexuality and religious beliefs, could assist in investigating how such life span factors impact the leadership of teaching and learning practices in higher education. Additionally, future research could investigate alternative leadership techniques among DCTLs, such as servant or visionary leadership styles.

This qualitative study generated findings based on a qualitative approach with a small sample of three participants. Further research could quantify the research through questionnaires

or surveys. A quantitative approach could collect data from DCTLs to examine DEI practices and leadership behaviors to render the findings more generalizable. Furthermore, studies could collect data from students, faculty, and administrators to understand the DCTLs' role within a university and identify their leadership qualities.

Lastly, further research investigating the COVID-19 pandemic and traumatic world events impacting DCTL responsibilities and practices could better understand how such events alter university teaching and learning. Specifically, researchers could compare the DCTLs' perspectives of their institutional roles and responsibilities before and after certain events. In another study approach, researchers could inquire about the DCTLs' role and responsibilities during the COVID-19 pandemic or quarantine period.

Chapter Summary

McCain and Matkin (2019) asserted that relationships and experiences influence leadership identity. This study examined how life span factors of Directors of Centers for Teaching and Learning influenced their DEI practices and how they understood their leadership style within the institutions. Directors serving in U.S. regions, including the northwest, southeast, and midwest universities, consider their life relationships and experiences as contributing factors to their DEI practices today. In addition to their life span relationships and experiences, geographic locations represented significant components of the DCTLs' DEI practices. Moreover, the DCTLs described their understanding of leadership styles within the universities as dependent on support, previously and today, and their self-perspectives of self-drive and opportunity. Collectively, the stories relayed by the DCTL participants signified the life span influences of relationships, geographic locations, and experience and the leadership understandings based on support and self-perspectives.

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Appendix A: Recruitment Phone Call

Hi! My name is Angela Johnson, and I am a Doctor of Education Student at Abilene Christian University. I am conducting a research study on the life stories of Directors of Centers for Teaching and Learning and their approach to Diversity Equity and Inclusion practices. Participation will take two hours of your time during two separate interviews scheduled at your convenience. I would like to schedule a time to meet with you through Zoom if you are interested. There are no known risks involved in this research, and if you have any questions, please let me know. You may reach me at xxxxxx@acu.edu.

Appendix B: Consent Form

Introduction: Portraits of Leadership in U.S. Higher Education: Understanding Directors of Centers for Teaching and Learning Leadership DEI Experiences and Practices

Consent Form: You may be able to take part in a research study. This form provides important information about that study, including the risks and benefits to you as a potential participant. Please read this form carefully and ask the researcher any questions that you may have about the study. You can ask about research activities and any risks or benefits you may experience. You may also wish to discuss your participation with other people, such as your family doctor or a family member.

Your participation in this research is entirely voluntary. You may refuse to participate or stop your participation at any time and for any reason without any penalty or loss of benefits to which you are otherwise entitled.

PURPOSE AND DESCRIPTION: The purpose of this qualitative life story narrative study will seek to understand the impact, if any, of Directors of Centers for Teaching and Learning's (DCTLs') life experiences on their DEI practices and leadership styles at 4-year universities in the United States.

If selected for participation, you will be asked to attend two Zoom interviews with the study staff over the course of seven days. Each visit is expected to take one hour. During the course of these visits, you will be asked to participate in the following procedures: Answer semistructured, open-ended questions and engage in an in-depth conversation regarding life stories and diversity, equity, and inclusion practices. The first visit will center on collecting the participant stories and personal approaches to diversity, equity, and inclusion practices within their currently employed Center for Teaching and Learning. The second visit will request

participant confirmation of the life story generated from the first meeting transcript and elaborate on any of the documented experiences and relationships. All meetings will occur through Zoom, and a confidential resource, TranscribeMe, will conduct transcription.

RISKS & BENEFITS: There are minimal risks to taking part in this research study. Below is a list of the foreseeable risks, including the seriousness of those risks and how likely they are to occur:

Likely social refection on impactful relationships

Likely psychological impacts of life experiences and relationships

There are potential benefits to participating in this study. Such benefits may include the influence and awareness of diversity, equity, inclusion practices implemented within U.S. university institutions. The researchers cannot guarantee that you will experience any personal benefits from participating in this study.

PRIVACY & CONFIDENTIALITY: Any information you provide will be confidential to the extent allowable by law. Some identifiable data may have to be shared with individuals outside of the study team, such as members of the ACU Institutional Review Board. Otherwise, your confidentiality will be protected by password protected data files only stored on a password protected laptop stored in a locked office only accessible to the researcher. All identifiers will be removed from transcripts, including the use of pseudonyms for participant and institutional names. The recordings and files associated with the research will be digitally shredded six months after the study is complete.

CONTACTS: If you have questions about the research study, the lead researcher is Angela Johnson, Abilene Christian University Doctor of Education prospectus student and may be contacted at xxxxxxxx@acu.edu or (xxx)xxx-xxxx. If you are unable to reach the lead

researcher, or wish to speak to someone other than the lead researcher, you may contact Simone Elias at xxxxxxxx@acu.edu. If you have concerns about this study, believe you may have been injured because of this study, or have general questions about your rights as a research participant, you may contact ACU's Chair of the Institutional Review Board and Executive Director of Research, Megan Roth, Ph.D. Dr. Roth may be reached at (xxx) xxx-xxxx xxxxxxxx@acu.edu 320 Hardin Administration Bldg., ACU Box 29103 Abilene, TX 79699

Additional Information

Three participants are expected to be enrolled in study.

There may be unexpected risks associated with your participation in this study and some of those may be serious. We will notify you if any such risks are identified throughout the course of the study which may affect your willingness to participate.

Your participation may be ended early by the researchers for certain reasons. For example, we may end your participation if you no longer meet study requirements, the researchers believe it is no longer in your best interest to continue participating, you do not follow the instructions provided by the researchers, or the study is ended. You will be contacted by the researchers and given further instructions in the event that you are removed from the study.

Consent Signature Section

Please sign this form if you voluntarily agree to participate in this study. Sign only after you have read all of the information provided and your questions have been answered to your satisfaction. You should receive a copy of this signed consent form. You do not waive any legal rights by signing this form.

For electronic consent to complete an online survey: Please click the button below if you voluntarily agree to participate in this study. Click only after you have read all of the information provided and your questions have been answered to your satisfaction. If you wish to have a copy of this consent form, you may print it now. You do not waive any legal rights by consenting to this study.

PLEASE NOTE: ELECTRONIC SIGNATURES ARE NOW CONSIDERED AN ACCEPTABLE FORM OF DOCUMENTATION. PLEASE CONSIDER USING THIS WHEN DEVISING ELECTRONIC CONSENTS.

_____	_____	_____
Printed Name of Participant	Signature of Participant	Date
_____	_____	_____
Printed Name of Person Obtaining	Signature of Person Obtaining	Date
Consent	Consent	

Appendix C: Interview Protocol

Thank you for taking the time to meet with me. Just as a recap, the purpose of this qualitative life story narrative study will be to understand the impact, if any, of Directors of Centers for Teaching and Learning (DCTLs') experiences on their DEI practices and leadership styles at 4-year universities in the United States at 4-year universities in the United States. Key to this narrative is how the life stories of Directors of Centers for Centers and Teaching and Learning may influence their leadership of DEI practices at 4-year universities in the United States. All of the interview data will be encoded to protect the confidentiality of the participants. The interview will last approximately 60 minutes, and I will stop any time you ask me to. This interview will consist of additional questions regarding your teaching experience.

THE SEMISTRUCTURED INTERVIEW

The following open-ended questions are used to guide the interviewer.

Voice recorder will be turned on and tested. Researcher will start recording before consent is discussed.

Researcher will begin interview by asking: "Do I have your permission to record this interview?"

Purpose Statement

The purpose of this qualitative life story narrative study will be to understand the impact, if any, of Directors of Centers for Teaching and Learning (DCTLs') experiences on their DEI practices and leadership styles at 4-year universities in the United States.

Research Questions

RQ1: How do Directors of Centers for Teaching and Learning (DCTLs) understand the impact, if any, of their life experiences on their diversity, equity, and inclusion (DEI) practices at 4-year universities in the United States

RQ2: How do Directors of Centers for Teaching and Learning (DCTLs) understand their leadership styles at 4-year universities in the United States?

Early Childhood and Adolescence Questions

Life span category: Early Childhood and Adolescence	Leadership Focus Probe	DEI Focus
Experiences: What was going on in your family, your community, and the world at the time of your birth?	Do you feel that these experiences may have impacted your leadership style in the workplace?	Do you feel that these experiences may have impacted your DEI practices in the workplace?
Relationships: What was it like growing up in your home and neighborhood?	Do you feel that these relationships may have impacted your leadership style in the workplace?	Do you feel that these relationships may have impacted your DEI practices in the workplace?
Education: What are some of the earliest educational memories in elementary and middle school?	Do you feel that these educational memories may have impacted your leadership style in the workplace?	Do you feel that these educational memories may have impacted your DEI practices in the workplace?

Early Childhood and Adolescence Closing Question: Through a collective reflection on the childhood and adolescent experiences, relationships, and education you just described, how would you summarize your leadership of DEI practices in the workforce?

Formal Education Questions

Life span category: College/University	Leadership Focus Probe	DEI Focus
Experiences: What was going on in your family, your community, and the world at the time of your attend college or university?	Do you feel that these experiences may have impacted your leadership style in the workplace?	Do you feel that these experiences may have impacted your DEI practices in the workplace?
Relationships: What was it like in your home and neighborhood while attending college or university?	Do you feel that these relationships may have impacted your leadership style in the workplace?	Do you feel that these relationships may impacted your DEI practices in the workplace?
Education: What are some of the earliest educational memories in college or university?	Do you feel that these educational memories may have impacted your leadership style in the workplace?	Do you feel that these educational memories may have impacted your DEI practices in the workplace?

Formal Education Closing Question: Through a collective reflection on the formal education experiences, relationships, and education you just described, how would you summarize your leadership of DEI practices in the workforce?

Workforce Questions

Life span category: Workforce	Leadership Focus Probe	DEI Focus
Experiences: What was going on in your family, your community, and the world at the time in the workforce?	Do you feel that these experiences may have impacted your leadership style in the workplace?	Do you feel that these experiences may have impacted your DEI practices in the workplace?
Relationships: What was it like in your home and neighborhood during your time in the workforce?	Do you feel that these relationships may have impacted your leadership style in the workplace?	Do you feel that these relationships may impacted your DEI practices in the workplace?
Education: What are some of the earliest workforce memories?	Do you feel that these educational memories may have impacted your leadership style in the workplace?	Do you feel that these educational memories may have impacted your DEI practices in the workplace?

Workforce Closing Question: Through a collective reflection on the workforce experiences, relationships, and education you just described, how would you summarize your leadership of DEI practices in within the CTL?

Leadership Questions

Life span category: Leadership	Leadership Focus Probe	DEI Focus
Experiences: What was going on in your family, your community, and the world at the time of your initial leadership?	Do you feel that these experiences may have impacted your leadership style in the workplace?	Do you feel that these experiences may have impacted your DEI practices in the workplace?
Relationships: What was it like in your home and neighborhood during your leadership development?	Do you feel that these relationships may have impacted your leadership style in the workplace?	Do you feel that these relationships may have impacted your DEI practices in the workplace?
Education: What are some of the earliest leadership memories in the workforce?	Do you feel that these educational memories may have impacted your leadership style in the workplace	Do you feel that these educational memories may have impacted your DEI practices in the workplace?

Leadership Closing Question: Through a collective reflection on the leadership experiences, relationships, and education you just described, how would you summarize your influence of DEI practices in the workforce?

Is there anything else you would like to share?

Thank you for your willingness to be interviewed today and participate in in this research. I assure you that your responses will remain completely. Thank you, again.

(Recording ended)

Appendix D: Transcript Verification Email

Hi! Thank you again for participating in my study through Abilene Christian University. To ensure the accuracy of the transcripts generated from the interview, please read the attached transcript and verify all text and descriptions are valid. Then, reply to this email, xxxxx@acu.edu, stating the transcript is entirely accurate. However, if you notice any inconsistencies, respond by indicating the time stamp and correct remarks. I look forward to your response within the next week.

Appendix E: Delve Printout

Participant	First Cycle – Initial Codes	Second Cycle - Focused Codes	Subthemes	Themes
Emily	I traveled a lot I remember going up and succeeding at early promotion. And this faculty member from a completely different unit and apartment who I never met, also Indian, much, much older, ran into me and he stopped me and he said, Congratulations, I heard about your promotion really deserving.	Academic / Organizations	Travel	Geographical Location
Chris	I have your back. I'm here for you.	Colleagues	Peers	Relationships
Chris	So that's really a big learning thing for me at this point in life is take the time and trouble to have a private conversation with an individual, especially another leader.	Colleagues	Peers	Relationships
Chris	I need to be aware that my colleagues are multidimensional	Colleagues	Peers	Relationships
Kevin	I have friends who are administrators. They seem like good folks.	colleagues	Peers	Relationships
Kevin	I had a wonderful older woman who had gone to the same College who sort of took me in like a family member.	colleagues	Peers	Relationships
Chris	she was as White as you can be woman.	Community Member	Mentors	Relationships
Chris		Community Member	Mentors	Relationships

Chris	she was just at no point was the color difference a deal. And she just continued all the good work that my family did where she saw everybody the same.	Community Member	Mentors	Relationships
Chris	We have a lot of old White people who are just very stuck in their ways.	Community Member	Mentors	Relationships
Chris	White, privileged women who were very aware of their privilege and worked hard to help those who are not privileged. And that's something I saw, and that helps my DEI.	Community Member	Mentors	Relationships
Chris	White, privileged women who were very aware of their privilege and worked hard to help those who are not privileged	Community Member	Mentors	Relationships
Chris	relationships is having the good fortune to have both family esque members	Community Member	Mentors	Relationships
Emily	I had mentors that were towns folks when I moved to upstate New York, it was quite different. It	Community Member	Mentors	Relationships
Emily	was a very White neighborhood	Demographic transitions	Residence	Geographical Location
Chris	That is something that my American peers seem to have up front and center	Demographic transitions	Relocation	Geographical Location
Emily	I feel like I had a better community	Demographic transitions	Relocation	Geographical Location
Emily	I met so many people who were like me	Demographic transitions	Relocation	Geographical Location

Emily	When I was 12, I moved	Demographic transitions	Residence	Geographical Location
Emily	I just remember just loving where I lived and the people	Demographic transitions	Residence	Geographical Location
Emily	also a very diverse area	Demographic transitions	Residence	Geographical Location
Emily	I live in a predominantly Black neighborhood. I think my maturing and going through college myself and the first few jobs only expanded that worldview	Demographic transitions	Residence	Geographical Location
Kevin	towns where I grew up in a different light and to see how homogenous they were.	Demographic transitions	Relocation	Geographical Location
Kevin	connected me to even more than my parents. felt like I was part of a progressive community, both within family and college	Demographic transitions	Relocation	Geographical Location
Kevin	those pathways that aren't available to me back home	Demographic transitions	Relocation	Geographical Location
Chris	I was born and raised in a foreign country. I never grew up thinking that I'm different.	Demographics	Residence	Geographical Location
Chris	was a huge city, 21 million people, lots of diversity.	Demographics	Residence	Geographical Location
Chris	actual skin color or religion wasn't necessarily salient.	Demographics	Residence	Geographical Location

Chris	as a leader who cares about DEI, I was in the perfect environment to do it, and the community was fertile to cultivate much more of a drive that just got boosted after George Floyd and all those sad incidents there.	Demographics	Residence	Geographical Location
Emily	we grew up in a very diverse area	Demographics	Residence	Geographical Location
Emily	a small little town. We did not have a lot of diversity there, and it was great.	Demographics	Residence	Geographical Location
Emily	completely diverse area. There was just people of all different backgrounds	Demographics	Residence	Geographical Location
Kevin	campus always seemed like backyard and wonderful place to be, a place that gathered together people and both a community of people and those that were dipping in and out of that community.	demographics	Residence	Geographical Location
Kevin	our family was dictated by his job placements.	demographics	Residence	Geographical Location
Kevin	small, mid-sized towns	Demographics	Residence	Geographical Location
Kevin	We had international faculty and students visiting.	demographics	Residence	Geographical Location
Kevin	I feel at home with relating to all the people that make up this community	demographics	Residence	Geographical Location
Kevin	It's in issues that may get obscured in the demographics of our community	Demographics	Residence	Geographical Location

Chris	the neighborhood and home was all very pro change and very, very pro inclusivity and acknowledging privilege and really helping those who did not.	Diversity	Residence	Geographical Location
Kevin	I had 13 addresses I was bopping around a lot and collecting diverse experiences and would not have imagined	Diversity Transitions	Relocation	Geographical Location
Kevin	I traveled a lot all my first 15 years	Diversity Transitions	Relocation	Geographical Location
Chris	Almost every year I was visiting some foreign country because of what my father's job was.	Family	Travel	Geographical Location
Chris	visiting some foreign country because of what my father's job	Family	Travel	Geographical Location
Emily	my family didn't travel, but I traveled But that said, especially in those early years, we didn't talk about religion	Family	Travel	Geographical Location
Chris	my view back then was much more of a hang out together is better to grow things.	Friends	Peers	Relationships
Chris	I had friends, all hues, that were my contemporaries.	Friends	Peers	Relationships
Chris	sit outside in the corridors of our dorm or in the lounge of the dorm talking about learning	Friends	Peers	Relationships
Chris	friends who really modeled openness and our patience to learn about one another and acceptance.	Friends	Peers	Relationships

Emily	we were neighborhood kids	Friends	Peers	Relationships
Emily	I had great friends relationships in College, I just felt like everybody was accepting	Friends	Peers	Relationships
Emily	The community was still the neighborhood kids.	Friends	Peers	Relationships
Kevin	classmates altogether from elementary school through high school, a couple classmates who were Asian, a few classmates who were students studying abroad in high school, a couple of those, zero African American students in my high school, even in a college town.	Friends	Peers	Relationships
Kevin	very aware of the predominance of white people in my close relationships	Friends	Peers	Relationships
Kevin	fortunate that that has not defined all of my relationships	Friends	Peers	Relationships
Kevin	very clear that group looks more like me I don't have a knee jerk reaction to different races or different cultures to the same way that some folks	Friends	Peers	Relationships
Chris	that experience really feeds its way into who I am as an educator and also in how I deal with individuals in the teaching Learning Center and planning workshops and sessions and things like that.	Leading	Enlightenment	Experiences
Chris		Leading	Enlightenment	Experiences

Chris	my DEI work is the treat everybody equal. And it's interesting because it's not so much color blind being colorblind is actually not a good thing.	Leading	Enlightenment	Experiences
Chris	There's richness in color	Leading	Enlightenment	Experiences
Chris	don't see everything about a person in a short interaction, take the trouble and have the patience to really get to know them, to really understand how they got to that point	Leading	Enlightenment	Experiences
Chris	don't take things for granted or people for granted or don't feel like you know them. Take the trouble to understand them.	Leading	Enlightenment	Experiences
Chris	I think my DEI focus is to go, this is such a big deal, especially when I teach on the very first day of class. I will make my identity and the components of my identity very clear so that anybody in class can come and chat about it and talk about it and be feel free in talking about that.	Leading	Enlightenment	Experiences
Chris	we didn't even realize gender fluidity and the issues how much we did not know about gender, and we know now.	Leading	Enlightenment	Experiences

Chris	I try to instill that passion of learning in my students. I try to hope that my center for teaching and learning can help instructors be the same passionate instructors	Leading	Enlightenment	Experiences
Chris	I try to instill that passion of learning in my students	Leading	Enlightenment	Experiences
Chris	I try to hope that my center for teaching and learning can help instructors be the same passionate instructors and put learning front and center.	Leading	Enlightenment	Experiences
Chris	so many implications for how we lead and how we select teams and who's on the team	Leading	Enlightenment	Experiences
Chris	we select teams and who's on the team such a big realization in DEI. Right. It's what were the policies and structures that made things more or less likely.	Leading	Enlightenment	Experiences
Chris	we don't have to agree with somebody's opinion, but we've got to be in a position to try and accept it.	Leading	Enlightenment	Experiences
Chris	captures why DEI is so much more than don't stop at the surface demographic. as a leader, I really tried to make sure there was more diversity in committees, there was more diversity in hiring.	Leading	Enlightenment	Experiences
Chris		Leading	Enlightenment	Experiences

Chris	I really tried to make sure there was more diversity in committees, there was more diversity in hiring.	Leading	Enlightenment	Experiences
Chris	as a leader today, I want to be people's Champions, and I want to help people find their Champions, to support them.	Leading	Enlightenment	Experiences
Chris	we think about DEI and privilege and differential privilege, we have to think even beyond our usual buckets of race and even gender to more.	Leading	Enlightenment	Experiences
Chris	just because you as a leader are fair and balanced or think you are, doesn't mean other people, even at a leadership level or at a community level, feel the same way.	Leading	Enlightenment	Experiences
Chris	I try very hard to have the guts to call people out on issues. And so I think from a leadership standpoint, and I've really taken on and used the momentum wherever I could from the national uprising, as it were, to get more DEI focus going on. And that's led to some very explicit changes in how the CTL does things.	Leading	Enlightenment	Experiences
Chris		Leading	Enlightenment	Experiences

Chris	leadership standpoint, and I've really taken on and used the momentum wherever I could from the national uprising, as it were, to get more DEI focus	Leading	Enlightenment	Experiences
Chris	We've really pushed on inclusive teaching to enhance what we do with inclusive teaching. So I feel like it's not just this lone person saying this is important it's a cohort of people, and it's actually supported by black and white faculty handbook endorsed items. And that really gives me the impetus as a leader to go much further than I think I could have if I had to get all those things into place. it's in the policy and everything that we do, everything that we do strategic plan is putting DEI front and center.	Leading	Enlightenment	Experiences
Chris	from a leadership standpoint, I think I really feel like Zoom meetings make it much harder to foster true community	Leading	Enlightenment	Experiences

	But actually or the flip side, coming into work is a privilege that makes it very hard for people depending on their family, caregiving for their own health and stuff like that. So that's been really difficult to weigh in as a leader who cares about DEI is how do you balance, on one hand, what is a structural reality being in person with the fact that that itself is a privilege.	Leading	Enlightenment	Experiences
Chris				
Emily	the President spend a lot of time trying to educate about equity-oriented pedagogy.	Leading	Enlightenment	Experiences
Emily		Leading	Enlightenment	Experiences
	learning environments are created where all students can be successful	Leading	Enlightenment	Experiences
Emily		Leading	Enlightenment	Experiences
	helping to make accessible course materials	Leading	Enlightenment	Experiences
Emily	try to remove systemic barriers, it opens up learning for all people my leadership style was just to be very caring and supportive of people and provide service and things like that.	Leading	Enlightenment	Experiences
Emily	EDI is a top-down approach	Leading	Enlightenment	Experiences
Emily	EDI is a top-down approach.	Leading	Enlightenment	Experiences
Emily	accepting person to everybody	Leading	Enlightenment	Experiences

Emily	I'm actually speaking out and trying to do things for EDI and to influence equitable learning environments for all students.	Leading	Enlightenment	Experiences
Emily	I'm actually speaking out	Leading	Enlightenment	Experiences
Emily	I'm actually speaking out and trying to do things for EDI	Leading	Enlightenment	Experiences
Emily	I'm a strong advocate for UDL and creating learning environments that enable every student	Leading	Enlightenment	Experiences
Emily	really speaking about equity-oriented pedagogy	Leading	Enlightenment	Experiences
Emily	I'm advocating to keep those practices in place so that all students could have the technology to be successful	Leading	Enlightenment	Experiences
Emily	I am today in post pandemic, it's really advocating not only for these learning environments that enable student success	Leading	Enlightenment	Experiences
Emily	I am today in post pandemic, it's really advocating not only for these learning environments	Leading	Enlightenment	Experiences
Emily	I am today in post Pandemic, it's really advocating not only for these learning environments that enable student success, but for the technologies that can help support low-income students	Leading	Enlightenment	Experiences

Emily	remove systemic barriers to learning for anybody different backgrounds or different abilities	Leading	Enlightenment	Experiences
Emily	I just feel my responsibility, it's not in my job description, is to work with those individuals to help identify what equity is and how we can provide opportunities for students to have equitable learning experiences.	Leading	Enlightenment	Experiences
Emily	provide opportunities for students to have equitable learning experiences	Leading	Enlightenment	Experiences
Kevin	also undeniable that as senior faculty, I'm in a privileged position to speak my mind, and my job is not at risk as a consequence of doing that.	Leading	Enlightenment	Experiences
Kevin	I don't think people would characterize me as a troublemaker, but I do feel able to stand up if needed for things that seem important to me.	Leading	Enlightenment	Experiences
Kevin	So while we do have DEI specific programming, it's become clear that this is a subject that needs to be raised because it needs to be raised in our classrooms.	Leading	Enlightenment	Experiences

Kevin	I try to have my eyes up, but my blind spots are there and I'm not getting rid of them because my intentions are good. And that makes it easy for me to own my implicit bias when that conversation comes up. And this is a little painful to recount.	Leading	Enlightenment	Experiences
Kevin	I would like to build a series of sessions through next academic year	Leading	Enlightenment	Experiences
Kevin	that informs my work and definitely has roots in my upbringing	Leading	Enlightenment	Experiences
Kevin	University gave me that opportunity and also gives me the opportunity to reflect on those possibilities that an institution creates, and I don't take them for granted.	Leading	Enlightenment	Experiences
Kevin	important aspect of my work, is bringing those two groups to see each other and work as a good team.	Leading	Enlightenment	Experiences
Kevin	the Center was the place where I could have some conversations about teaching that and a couple of colleagues I represented a non-threatening conversation about teaching for those who self-selected to come	Leading	Enlightenment	Experiences
Kevin		Leading	Enlightenment	Experiences

Kevin	I do work with some who have been encouraged to seek help, it's never up to anyone but the person to come have that conversation.	Leading	Enlightenment	Experiences
Kevin	I wasn't anxious to be in administration. It's a great administrative spot to be in because I see the potential and I'm at the table for a lot of important conversations.	Leading	Enlightenment	Experiences
Kevin	In many ways I try to do what I think is needed, but that's a big responsibility in the area of DEI.	Leading	Enlightenment	Experiences
Kevin	How do I know what's needed? How do I know that the voices that need to be surfaced are being surfaced? I am not clairvoyant, and my work doesn't necessarily allow me to go out and find those needs. I count on people.	Leading	Enlightenment	Experiences
Kevin	So I've tried to create an environment where people know that I thrive on people telling me where it hurts. I don't feel it on campus as being a topic DEI as a topic that people get defensive about, but just welcoming those voices.	Leading	Enlightenment	Experiences
Kevin		Leading	Enlightenment	Experiences

Kevin	I think it gave me a lot of just kind of serendipitous PR because so many faculty could admit I have a teaching problem.	Leading	Enlightenment	Experiences
Kevin	And faculty were really ready to talk to each other about it.	Leading	Enlightenment	Experiences
Chris	first big cases of sexual harassment and more importantly, how colleges and universities do not deal well with sexual harassment, something that was going on in my area of the world was somebody who did not get good support from the University when they reported a case. the city passed an English only in city documents. They literally stopped translating and stopped having stuff in other languages	Local	Events	Experiences
Chris		Local	Events	Experiences
Chris	There was a big protest about a piece of artwork that was blasphemous religious wise, and we thought, really, that's freedom of speech, and it's art. There was a big protest about a piece of artwork	Local	Events	Experiences
Chris		Local	Events	Experiences

Chris	There was a lot of in your face, anti-abortion kind of rhetoric. There was a lot of anti-immigrant rhetoric, even though one of the major industries in the city was and I kid you not, I looked at the stats, 98% Latino, 98%, and this was 98% blue collar with Latino.	Local	Events	Experiences
Kevin	wearing an armband and going to protest relating to the racial tensions and to nuclear disarmament and a whole host of issues that I guess through being physically present at these protest gatherings	Local	Events	Experiences
Kevin	how easy it was to navigate my small world and never I can't remember a parent ever saying, now be careful or warning	Local	Events	Experiences
Chris	we were all the same. We were all various hues of Brown	Others	Noticing/Discovering Differences	Experiences
Chris	there was very little difference of color or religion or caste on the periphery	Others	Noticing/Discovering Differences	Experiences
Chris	We stereotype. It is a shortcut. It is useful. It helps us deal with the blooming, buzzing madness that is the world. But it's not enough for us to just go with the stereotype.	Others	Noticing/Discovering Differences	Experiences
Chris	do not assume that just because we look the same, we are the same	Others	Noticing/Discovering Differences	Experiences

Chris	he said to me says you will never know what it's like growing up looking different in America	Others	Noticing/Discovering Differences	Experiences
Chris	vivid memories of these homeless people lying and filth that my mom would help out. he lived in, I want to say an 8000 square foot apartment house would come over to our 500 square foot house and sit there just like it was the most normal thing.	Others	Noticing/Discovering Differences	Experiences
Chris	It was pivotal where I got to realize just how much your ethnicity and your nationality meant to White Americans more than others.	Others	Noticing/Discovering Differences	Experiences
Chris	we didn't even realize gender fluidity and the issues how much we did not know about gender	Others	Noticing/Discovering Differences	Experiences
Chris	the first thing she says is, oh, wow, you all get paid a lot.	Others	Noticing/Discovering Differences	Experiences
Chris	This is rookie complaining about his pay	Others	Noticing/Discovering Differences	Experiences
Chris	Those two people, this White, middle-aged woman who thought an assistant professor salary was a lot, and then this young Black wide receiver who thought he wasn't getting paid enough, two races with both a take on socioeconomic status.	Others	Noticing/Discovering Differences	Experiences

Chris	he kids are now older. When I say A older, they're our kids, and B, the realization that they are mixed race kids and what that means in society We remind our kids often that they are privileged, and we don't have some of the stresses and strains that many families have.	Others	Noticing/Discovering Differences	Experiences
Chris	I never saw any differences. We were all just like kids growing up. I had friends that were Asian and friends that were Black, and I knew no different.	Others	Noticing/Discovering Differences	Experiences
Emily	I don't want you hanging out with the only Black kid We have a lot of international not only international students, but international faculty	Others	Noticing/Discovering Differences	Experiences
Emily	at that time, my parents just got really weird about anybody from different backgrounds.	Others	Noticing/Discovering Differences	Experiences
Emily	my parents just got really weird about anybody from different backgrounds.	Others	Noticing/Discovering Differences	Experiences
Emily	my parents get kind of, like, weird when I had a Black friend when we moved my parents just adopted that rural White philosophy, and so I just removed myself.	Others	Noticing/Discovering Differences	Experiences
Emily		Others	Noticing/Discovering Differences	Experiences

Kevin	pregnant women were not appropriate to presence in the classroom	Others	Noticing/Discovering Differences	Experiences
Kevin	my dad had friends in his new building on the custodial crew, not just his colleagues within the Department, and he was trading produce from the garden with them.	Others	Noticing/Discovering Differences	Experiences
Kevin	their parochialism was clear to me in a way that was a little startling because I was not aware of that so much at home.	Others	Noticing/Discovering Differences	Experiences
Kevin	grandfather stepped in and said, you mean nigger toes? And so he was talking about a Brazil nut.	Others	Noticing/Discovering Differences	Experiences
Kevin	classmates were much more White than my college classmates	Others	Noticing/Discovering Differences	Experiences
Kevin	most of our faculty are from somewhere else, and most of our students are from right here.	Others	Noticing/Discovering Differences	Experiences
Kevin	hope as agency and pathways, and I think those are the elements that we need to be bringing to all of our students the sense that they belong here, that in whatever kind of classroom that is	Others	Noticing/Discovering Differences	Experiences
Chris	we wanted for nothing because my parents always put myself and my brother first	Parents	Family	Relationships
Chris	I have nothing but positive memories	Parents	Family	Relationships

Chris	Family relationships were great	Parents	Family	Relationships
Chris	my parents modeled for me was really treating everybody equally and lovingly	Parents	Family	Relationships
Chris	my mother in particular would help anybody in the neighborhood who needed help, whether they were regardless of their color, regardless of their cost, regardless of their religion, regardless of anything	Parents	Family	Relationships
Chris	my mom modeled for me implicitly	Parents	Family	Relationships
Chris	I got a lot of support from the family to be a leader, and I got a lot of support from my friends in my circle to be a leader.	Parents	Family	Relationships
Emily	My mom and dad did not accept	Parents	Family	Relationships
Emily	mom was very secretive	Parents	Family	Relationships
Emily	My mom and dad did not go to orientation with me	Parents	Family	Relationships
Emily	my mom and dad are still not very supportive	Parents	Family	Relationships
Emily	They're beautiful and wonderful now	Parents	Family	Relationships
Kevin	faculty brat.	Parents	Family	Relationships
Kevin	family, at least professionally, did prepare me, although I wasn't aware of it at the time, for a life in an academic community.	Parents	Family	Relationships
Kevin	dad was a campus ravel houser	Parents	Family	Relationships

Kevin	his job as a University Professor for me represented this almost mythic rise from the land to this distinguished job.	Parents	Family	Relationships
Kevin	all through my life looking up to dad and mom.	Parents	Family	Relationships
Kevin	both my parents, their example of I felt a certain classlessness in my family and their interactions with the world around	Parents	Family	Relationships
Chris	September 15, 2001, I was sworn in as an American citizen. So that was pretty wild. That's my trajectory in terms of citizenship and nationality.	Relocation	Residence	Geographical Location
Chris	It was pivotal where I got to realize just how much your ethnicity and your nationality meant to White Americans	Relocation	Residence	Geographical Location
Chris	I'll totally go on record to say I was naive at 18 about that just because it wasn't a big deal for me. But I just realized what a huge deal it is.	Relocation	Residence	Geographical Location
Chris	My college or university was home. neighborhood and where we live was very often different political orientation	Relocation	Residence	Geographical Location
Chris	than we were very antiliberal sentiment in the city, and it's stark contrast to the wonderful city that I live in right now where the city mirrors the university.	Relocation	Residence	Geographical Location
Chris		Relocation	Residence	Geographical Location

	in our current state and not our previous state because friends with mixed race kids or kids of a different race experience a lot of issues in our past state so here	Relocation	Residence	Geographical Location
Chris	I really enjoyed my school.	Schooling / Groups	Enlightenment	Experiences
Chris	I loved that because they put education side by side with athletics	Schooling / Groups	Enlightenment	Experiences
Chris	comprehensive national exams and you study for 2 years' worth of material That system just did everything could to make me not like learning.	Schooling / Groups	Enlightenment	Experiences
Chris	at 12th grade, I was head boy.	Schooling / Groups	Enlightenment	Experiences
Chris	at a really young age go from being one of everybody to the person who had to make the call on things, who was responsible for things I was extremely surprised when I was picked, but that year just made me grow in a way that I don't think I would have grown if I wasn't picked to be head boy.	Schooling / Groups	Enlightenment	Experiences
Chris	fifth grade or so, where I first really started running into problems with language	Schooling / Groups	Enlightenment	Experiences
Chris	I had to study three languages.	Schooling / Groups	Enlightenment	Experiences

Chris	I remember seeing in fifth and 6th and 7th and 8th grade particularly. I was like, oh, yeah, here are some factors that make a lot of sense in explaining variance in how we did and how we learned and how much help we needed. people automatically expected me to go to either the International Students Clubs or the [redacted] students Clubs. And I was like, why?	Schooling / Groups	Enlightenment	Experiences
Chris	It was just myself concept did not see my [redacted] as a big deal. And that was the big learning experience in college.	Schooling / Groups	Enlightenment	Experiences
Chris	a pivotal college related thing was, hey, all these different clubs for different ethnicities and why.	Schooling / Groups	Enlightenment	Experiences
Chris	educators who were passionate about learning, not about grades, not about punishing you if you didn't do your stuff about learning. they make sure that each class has a diverse composition across not just race and ethnicity, but socioeconomic status, but geography	Schooling / Groups	Enlightenment	Experiences
Chris		Schooling / Groups	Enlightenment	Experiences

Chris	And the answer is they work so hard on selecting a class to make sure each of us in the class have this great experience.	Schooling / Groups	Enlightenment	Experiences
Chris	I got from those early years as I met a cognitively think about how I learned and where that came from, I realized how it wasn't just chance, but it was structural things.	Schooling / Groups	Enlightenment	Experiences
Emily	it was all about building leadership and learning how to be in charge of projects. a lot of public speaking and traveling and going to international conferences and building service clubs.	Schooling / Groups	Enlightenment	Experiences
Emily	You get into high school, middle school gets more political. learning how to delegate responsibilities, and it was really just about being responsible.	Schooling / Groups	Enlightenment	Experiences
Emily	took a class into college, when I was the President of the GLBT organization	Schooling / Groups	Enlightenment	Experiences
Emily	I was running a summer camp	Schooling / Groups	Enlightenment	Experiences
Emily	I was 16, I played that role as the leader campus always seemed like backyard and wonderful place to be	Schooling / Groups	Enlightenment	Experiences
Kevin		Schooling / Groups	Enlightenment	Experiences

Kevin	My dad was teaching a summer school class that went to Europe, to Eastern Europe and the kids, the whole family got to go along at that point.	Schooling / Groups	Enlightenment	Experiences
Kevin	summer festivals and camps as a musician, and those are, again, largely monochromatic experiences.	Schooling / Groups	Enlightenment	Experiences
Kevin	summer at dad's office if he needed	Schooling / Groups	Enlightenment	Experiences
Kevin	academic community as kind of an ideal community. I don't see it anymore in those rosy ways. I guess the potential is still enormous.	Schooling / Groups	Enlightenment	Experiences
Chris	most people don't think about Christian. But I do because I was born and raised Catholic	Self	Noticing/Discovering Differences	Experiences
Chris	raised Catholic, not a Hindu, which automatically made me a little different from most of my classmates	Self	Noticing/Discovering Differences	Experiences
Chris	cost issues from a very early age, I forced myself to recognize when I was operating on a stereotype and	Self	Noticing/Discovering Differences	Experiences
Chris	overcome that I made the mistake back then of saying I can sort of imagine what it was like	Self	Noticing/Discovering Differences	Experiences
Chris	growing up here because I'm Indian	Self	Noticing/Discovering Differences	Experiences

Chris	When I'm working with students, when I'm working with faculty, when I'm working with anybody is that, remember, different individual results may vary, as it were.	Self	Noticing/Discovering Differences	Experiences
Chris	my house was one fifth the size of my classmates	Self	Noticing/Discovering Differences	Experiences
Chris	my parents made many, many sacrifices for me to go there.	Self	Noticing/Discovering Differences	Experiences
Chris	opened my eyes to the differences in socioeconomic status	Self	Noticing/Discovering Differences	Experiences
Chris	that to me said, just because you have money or don't have money doesn't mean anything. It's who you are as a person	Self	Noticing/Discovering Differences	Experiences
Chris	I keep thinking about how even though I mentioned cost differences and socioeconomic status differences on average, those are not the differences that I saw in the educational setting	Self	Noticing/Discovering Differences	Experiences
Chris	my experiences growing up were different	Self	Noticing/Discovering Differences	Experiences
Chris	I was like, really, aren't we sort of the same and get to know me as a person, not just because I'm Asian	Self	Noticing/Discovering Differences	Experiences
Chris	And I am very certain that the only prejudice there was ageism.	Self	Noticing/Discovering Differences	Experiences

Chris	I think my previous reflection was don't take a person for granted.	Self	Noticing/Discovering Differences	Experiences
Emily	it was the first time I actually experienced discrimination for who I was	Self	Noticing/Discovering Differences	Experiences
Emily	I actually came out in college, and so my early collegehood years were very hard.	Self	Noticing/Discovering Differences	Experiences
Emily	my fight with becoming who I was and fighting for who I was	Self	Noticing/Discovering Differences	Experiences
Emily	I remember students, like, kind of disrespecting	Self	Noticing/Discovering Differences	Experiences
Kevin	the legacy of racism in my family, still little bits of it can emerge	Self	Enlightenment	Experiences
Kevin	privileged life And I thought, oh, my gosh, I have not been self-conscious about how I express myself, but it was so studied to him, and I'm sure affected.	Self	Noticing/Discovering Differences	Experiences
Kevin	I'm still parochial I think my eyes must have been fairly looking down at my feet or up to my brother and not far beyond in some cases	Self	Noticing/Discovering Differences	Experiences
Kevin	Family wise, we're now at a point where family really becomes my direct family.	Sibling	Family	Relationships
Chris	my wife is White. That probably became a mixed-race couple	Spouse & Children	Family	Relationships
Chris		Spouse & Children	Family	Relationships

Chris	we were both PhDs. So same amount of privilege, same amount of academic knowledge. We were both fortunate to not have significant money, debt	Spouse & Children	Family	Relationships
Chris	We have two kids. We happen to move cross country from one job to the other.	Spouse & Children	Family	Relationships
Emily	getting to know who I was and starting relationships	Spouse & Children	Family	Relationships
Emily	marriage rights for gay people	Spouse & Children	Family	Relationships
Kevin	babysitters grew up in Sierra Leone, and we kind of adopted him as a son.	Spouse & Children	Family	Relationships
Kevin	because of where I work that they could become a part of our family	Spouse & Children	Family	Relationships
Kevin	our home became that nuclear family of two when we had kids, two daughters that opened up	Spouse & Children	Family	Relationships
Kevin	Their path was central to me.	Spouse & Children	Family	Relationships
Kevin	recently that it dawned on me parenthood forever.	Spouse & Children	Family	Relationships
Kevin	parenthood, marriage, and that have done the most to shape my identity since arriving in the job	Spouse & Children	Family	Relationships
Emily	I think she became more like my mentor.	Teacher	Mentors	Relationships
Emily	she became like a mom figure for me	Teacher	Mentors	Relationships
Chris	not known for its academics	Workplace	Enlightenment	Experiences

Chris	newly married couple, assistant professor doing all the things and having all the pressures that assistant professors have my colleagues who were much, much older who would explicitly say, you have a great record, but you've only been	Workplace	Enlightenment	Experiences
Chris	here for so little. And that peeved me because in my view and this really influences my leadership is just because it's not the time and the chronology, it's your accomplishments.	Workplace	Enlightenment	Experiences
Chris	And my earliest experience there was being so impressed with the fact that at this institution, in the yearly faculty activities report is a whole section on what have you done to advance DEI.	Workplace	Enlightenment	Experiences
Chris	there are policies mandated that just are consistent with my DEI leadership style.	Workplace	Enlightenment	Experiences
Chris	At this university, there is a quality teaching statement that has three components, one of which is being an inclusive teacher.	Workplace	Enlightenment	Experiences
Emily	my boss was very sexist	Workplace	Enlightenment	Experiences
Emily	we all have different backgrounds	Workplace	Enlightenment	Experiences
Emily	We're all different.	Workplace	Enlightenment	Experiences

Emily	why are we still following traditional practices in education?	Workplace	Enlightenment	Experiences
Emily	written in our strategic plan for EDI	Workplace	Enlightenment	Experiences
Emily	I believe that if I show that and that's an expectation, and it already is because it's in our performance management, performance reviews, and we work with faculty.	Workplace	Enlightenment	Experiences
Emily	we see everybody, different backgrounds, different cultures, everything's different. And that top down moves all the way down not only who the staff are, it moves down into our customer service and how we treat everybody.	Workplace	Enlightenment	Experiences
Emily	a conglomerate of a bunch of different people from all different places and walks of life and a lot of international	Workplace	Enlightenment	Experiences
Emily	Our school did a really good job in providing technology for students, Internet access for students, access to remote computer labs	Workplace	Enlightenment	Experiences
Emily	EDI was in our performance reviews. We just released a new strategic plan	Workplace	Enlightenment	Experiences
Kevin	I think higher Ed often does a good job of detaching us from place by going abstract or global or wanting to be very cosmopolitan.	Workplace	Enlightenment	Experiences

Kevin	I've landed someplace that's a crossroads.	Workplace	Enlightenment	Experiences
Kevin	I thought, faculty don't talk about teaching with each other.	Workplace	Enlightenment	Experiences
Kevin	It's just what we do all day, and we're defensive about it because we're vulnerable.	Workplace	Enlightenment	Experiences
Kevin	I think, especially faculty of my generation, that's a generous thing to do is to pull together resources and make a cogent explanation, to weed through and find the best things	Workplace	Enlightenment	Experiences
Kevin	it was clear that this was a reporting expectation	Workplace	Enlightenment	Experiences
Chris	divestment from South Africa	World/Nation	Events	Experiences
Chris	I got a green card. And then literally four days after September 11.	World/Nation	Events	Experiences
Chris	Pandemic and George Floyd, I think the focus in higher education on DEI issues has been tremendous	World/Nation	Events	Experiences
Chris	I actually saw this before. George Floyd and before the pandemic, literally, it was all happening and it just got so much stronger.	World/Nation	Events	Experiences
Emily	I don't know what was going on in the world around me.	World/Nation	Events	Experiences
Emily	I just was very oblivious to the world around me, but I just remember what my experiences were	World/Nation	Events	Experiences

Emily	moving into this new post pandemic kind of normal in teaching and learning.	World/Nation	Events	Experiences
	I think the profession I entered is not the one that I'm living in and that my junior faculty are entering as they take on jobs, let alone the pandemic.			
Kevin		World/Nation	Events	Experiences

Appendix F: Leadership Identity Development

Source	Theory	Design	Scope of the Study	Leadership Influences	Context	Participants
This Study (2022)	Leadership Identity Development	Qualitative Narrative	Empirical	(a) Relationships (b) Geographic Location (c) Experiences (d) Support (e) Self-Perception	U.S. 4-year Universities	Directors of Centers for Teaching and Learning
McCain & Matkin (2019)	Leadership Identity Development	Literature Review	Theoretical	(a) Experiences (b) Leadership Programs (c) Leadership Training		
Davis & Buchanan (2020)	Trauma-Informed	Pilot Study	Empirical	(a) Exercise (b) Learning Strategies (c) District Leadership	Elementary Schools	4th Grade Physical Education Students
Hailey & Fazio-Brunson (2020)	Leadership Identity Development	Qualitative Case Study	Empirical	(a) Parents (b) Contextual Situations (c) Relationships (d) Tools (e) Characteristics	Rural town in Louisiana - Riverdale	Children
Zuckerman (2020)	Leadership Identity Development	Boundary-Spanning Leadership	Empirical	(a) Formal Leadership Role Constraints (b) Community Members (c) Self-Interest	Rural School Districts	District leaders - Principals, Superintendent, After-School Director, School Board Member

Appendix G: IRB Approval

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

Office of Research and Sponsored Programs

320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103
325-674-2885

April 7, 2022

Angela Johnson
Department of Graduate and Professional Studies
Abilene Christian University



Dear Angela,

On behalf of the Institutional Review Board, I am pleased to inform you that your project titled

"Portraits of Leadership in Higher Education: Directors' of Centers for Teaching and Learning Leadership Styles and DEI Practices at Four-Year Universities in the U.S.",

(IRB# 22-037)is exempt from review under Federal Policy for the Protection of Human Subjects.

If at any time the details of this project change, please resubmit to the IRB so the committee can determine whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

Megan Roth

Megan Roth, Ph.D.
Director of Research and Sponsored Programs