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**Exploring Community College Health Science Adjunct Faculty's Perception of Culturally
Responsive Teaching Practices and Implementation Readiness**

by

Catherine A. Sirangelo

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Submitted in partial fulfilment of the requirements for the degree of

Doctor of Philosophy of Health Sciences

Seton Hall University

2023

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School of Health and Medical Sciences

Department of Interprofessional Health Sciences and Health
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APPROVAL FOR SUCCESSFUL DEFENSE

Catherine A. Sirangelo has successfully defended and made the required modifications to the text of the doctoral dissertation for the Ph.D. degree during this spring semester, 2023.

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ABSTRACT

Exploring Community College Health Science Adjunct Faculty's Perception of Culturally Responsive Teaching Practices and Implementation Readiness

Introduction. Millions of students enroll in public community colleges in the United States. They are often first-generation or first in their family to go to college. They are often culturally and linguistically diverse, with English not being their first language. They often choose a community college because of its high-quality, lower cost, and successful implementation of programs to assist and acclimate them to post-secondary education. Students look to community college as a first step into a professional healthcare career. Health Science faculty teaching at community colleges are either full-time or part-time (adjunct) contingency faculty. Adjunct faculty are often content experts but not necessarily familiar with pedagogical principles. Therefore, they may not implement culturally appropriate teaching methods. This study will explore community college health science adjunct faculty's perceptions of culturally responsive teaching and their readiness to implement these practices. **Method.** This is a qualitative study of health science adjunct faculty teaching in New Jersey community colleges. Data was collected by using in-depth interviews conducted virtually through Microsoft Teams. The interviews were then coded, and emergent themes were sought. **Results.** The data from 15 faculty were secured to reach data saturation. Findings support that adjunct faculty have a general level of cultural awareness but employ less culturally responsive teaching methods. They note having little to no preservice training and perceive that the community college may not be ready to implement culturally responsive methodologies. **Discussion.** While adjunct community college faculty believe that they are culturally aware, limits in their culturally responsive teaching is evident and can impact student success. In order for community college adjunct faculty members to meet the needs of the student population they serve in the health

sciences faculty must be better informed and prepared. The academy has a major role in not only supporting student growth but that of faculty as well. **Conclusions.** The academy must support faculty by providing meaningful and ongoing training to successfully implement culturally responsive teaching concepts.

Keywords: Cultural awareness, culturally responsive teaching

CHAPTER I

INTRODUCTION

Background of the Problem

Over six million students were enrolled in public two-year community colleges in 2019 (American Association of Community Colleges [AACCC], 2020). Of these, 29% were the first in their families to attend college, 15% were single parents, 9% were non-citizens, 5% were veterans, and 20% were presented with disabilities and/or linguistic challenges. Most students who enroll in a two-year community college do so because of the lower tuition costs, and the overall responsiveness of the system to their basic educational needs. New immigrants and first-generation citizens look to the community college as an introduction into the higher education environment. Traditionally, two-year community college associate degrees lay a strong foundation in the liberal arts and sciences for students seeking to further their education to a bachelor undergraduate degree at a four-year college or university (American Association of University Professors [AAUP], 2020). For many students in the United States, the community college experience is the first step in their higher education journey (Duffin, 2022). Many students use the community college experience as a formative experience leading to a future professional career, especially in the growing field of healthcare.

Community colleges employ both full-time and part-time faculty. A full-time faculty member is one that provides a minimum of 15 credit hours or 5 courses of instruction per semester and traditionally is in the process of attaining tenure or has been tenured. An adjunct or part-time faculty member teaches 3 to 9 credit hours per semester, based upon college need and is not a tenured instructor at the institution or eligible to seek tenure. Surprisingly, adjunct faculty in community colleges are responsible on average for over 70% of all classes taught (Integrated Postsecondary Education Data System [IPEDS], 2020). Given this prevalence,

adjunct faculty has a major impact on community college student's learning experience, acquisition of knowledge and overall learning outcomes. Health science programs in Nursing, Medical Science, Community Health, and others often rely on part-time adjunct faculty to teach in community colleges because of their professional expertise (AACC, 2020). Since these part-time faculty members provide the instruction for most health science students in community colleges, they can have a major impact on the teaching and learning process.

Often community colleges are in urban and rural locations within a State. Community colleges are frequently culturally diverse with faculty, both full-time and part-time, and students representing diverse cultural, racial, and ethnic groups (AACC, 2020). Thus, the community college is a learning community rich in cultural diversity and thus requires faculty to recognize and value the differences among many diverse social groups.

Cultural diversity in academia and society is important as it provides an opportunity for individuals to engage with, recognize, and learn to respect 'ways of being' that are different from our own. When we can interact with others across cultures, we strengthen our trust, respect, and understanding of all. Appreciating cultural diversity in academia enables the learning community to embrace every person's unique contribution to the larger society of learners. Often human beings within a global society use their own cultural references as the lens with which to evaluate all things (Jones, 2014). As an academician this assertion is concerning because if we only view others through our cultural lens, how can we truly embrace and capitalize on the strengths of cultural diversity in society and academia (Kardong-Edgren, 2007). Recognizing the concern surrounding this notion, one might argue that ensuring cultural competence in all faculty within the academy is imperative.

Cultural competence is a process through which one becomes competent by being aware of, sensitive to, and possessing a desire to understand other beliefs. In literature, it has been noted (Campinha-Bacote, 1999) that an educator's level of cultural competence is a key factor in impacting their effectiveness in meeting the educational needs of students from cultures other than their own. Traditionally, while faculty are hired for their content expertise, the academy provides additional staff development to full-time faculty to further support their developments in teaching pedagogy, human relations, cultural awareness, and diversity. Adjunct faculty often do not or cannot avail themselves of college supported staff development opportunities and thus miss out on learning with and from their colleagues.

Problem Statement

Given the prevalence of courses taught by adjunct faculty at community colleges, the culturally diverse background of its students and faculty, and adjunct faculty inconsistent engagement in staff development experiences, questions arise as to the level of cultural competence of adjunct faculty within community colleges and their abilities to address student needs. Therefore, exploring the level of cultural competence of adjunct community college faculty will fill the gap in the literature and add to the body of knowledge on cultural competence in general. Additionally, it may also provide insight for institutions of higher education as they seek to provide resources and training to meet the needs of expanding the cultural competency practices of part-time faculty.

Significance of the Problem

The United States is continuing to grow in population and in cultural diversity. New immigrants and first-generation citizens look to the community college as a first step into a

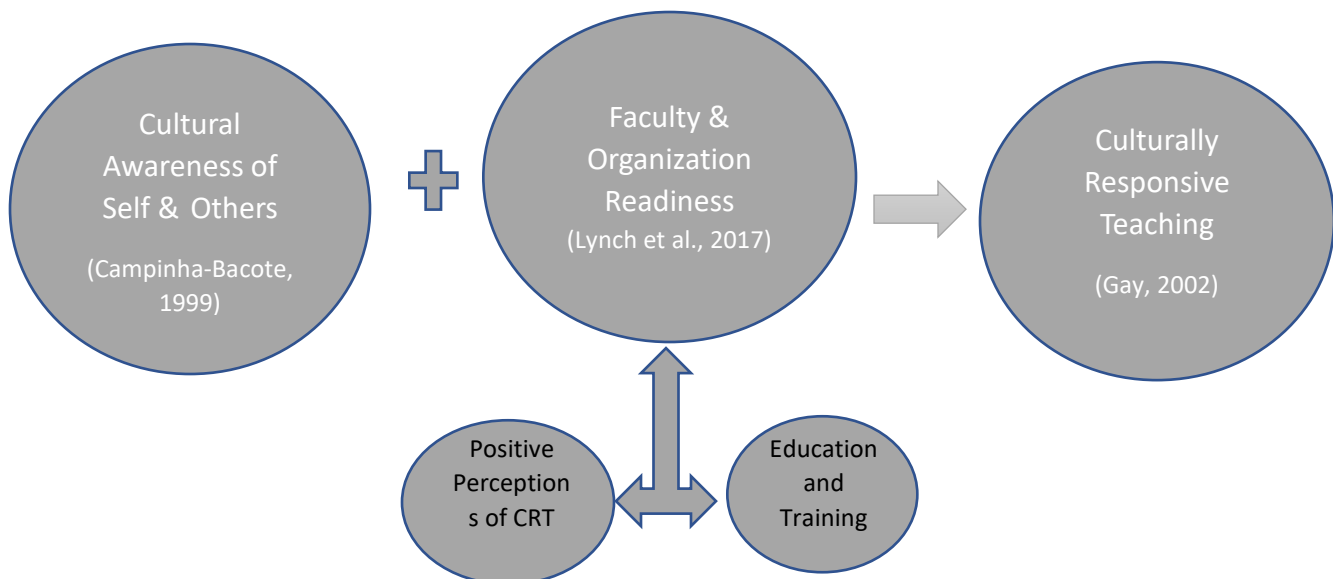
profession especially those in the health sciences. Education at the community college is affordable and high quality. Health Science programs in Nursing, Medical Sciences, Community and Public Health and others rely on part-time adjunct faculty to teach in health science programs. Since part-time faculty members often provide the instruction for health science students in community colleges, understanding faculty's perception of culturally responsive teaching practices and their readiness to implement them can provide insight for administrators of community colleges as they seek to provide adjunct faculty with the resources needed to create a culturally responsive and inclusive learning environment for all.

Conceptual Framework

In literature numerous theoretical frameworks explore cultural competence and can be used as a lens to explore culturally responsive teaching practices.

Figure 1.

Conceptual Framework



The conceptual framework used to guide this work identifies encompasses the following constructs (Figure 1). First, cultural awareness of self and students is imperative for all faculty to effectively engage with their students. Second, faculty need to be ready to implement a cultural basis of their teaching. This readiness is determined by positive perceptions and initial training as an educator and/or staff development or ongoing training as an educator. If both elements exist, then the teacher is ready and able to implement culturally responsive teaching techniques. This in turn enhances their cultural competence and they become more comfortable with cultural aspects of their teaching pedagogy. This increases faculty readiness to implement Culturally Responsive Teaching strategies.

Upon exploring literature, culture can be defined as a set of interrelated values, behaviors, knowledge, and attitudes that can influence an individual's perception of the world around him. These perceptions affect how we interact with others. Cultural competence as theorized by Campinha-Bacote in 1999 and further developed in 2003, is a journey or a process that begins with first securing a sense of awareness of one's own values and beliefs, then exploring others through gains knowledge, finding sensitivity with openness and respect for differences, and finally possessing a desire to become competent. Campina-Bacote (2003) describes that the ongoing process of seeking cultural competence can affect the work healthcare providers engage in when working with a multicultural patient/client population.

Providing culturally competent healthcare is an expectation of all professional health care workers. According to the National Center for Cultural Competence [NCCC], 2005, the need for competency is a result of three factors: first the changing demographics within the USA, second, the need to eliminate disparities in those with diverse backgrounds, and third, to improve the quality of health care services and health outcomes. Health professionals must possess

knowledge and an understanding of culture and be competent in the delivery of care to meet the needs of an ever-increasing diverse population. Competency in this context is the capacity to function effectively within an organization of multicultural individuals. Thus, understanding culture, and how it impacts and influences one's abilities to practice as a competent healthcare professional is vital to the delivery of healthcare and health related services. Additionally, understanding how cultural competency of healthcare professionals is shaped by prior experiences and learning environments which include their academic preparation is imperative to gaining a full understanding of the process.

The Community College is the academic setting where a large majority of health care professionals begin their educational journey. Therefore, Community College faculty, both full time and adjunct, can impact students' experiences and influence their understanding and appreciation of culturally responsive teaching practices. The educator's own level of cultural knowledge and understanding can be key factors impacting their effectiveness in meeting the educational needs of students from cultures other than their own. While adjuncts may be content experts, they may have less formal training pedagogy/andragogy and may lack an understanding of cultural awareness, sensitivity, and the diversity of their students. According to Gay, "culturally responsive teaching uses the cultural knowledge, prior experiences, frames of references and performance styles of ethnically diverse students to make learning encounters more appropriate and effective for them" (Gay, 2018, p. 36). Thus, questions arise as to the faculty's perceptions regarding culturally responsive teaching practices, colleges support for developing faculty culturally responsive teaching practices, and ultimately if there is a relationship between faculty who are culturally competent and their readiness to incorporate culturally responsive teaching practices into their teaching.

As healthcare educators, we influence and guide our students so that they can become competent healthcare professionals. Becoming culturally competent is a slow process of continual learning through exposure to different cultures and a desire to understand behaviors and their meanings. Understanding cultural influences is vital to the delivery of health care. In the literature, Campina-Bacote (1999, 2003), defined five constructs that have an interdependent relationship. They are awareness, knowledge, skill, experiences, and desire. These five constructs eventually are experienced or addressed by health care providers who in turn become more culturally competent in the care they provide. Based on these constructs, Campina-Bacote developed in 2003 a tool to assess the level of competency, Inventory for Assessing the Process of Cultural Competency Among Healthcare Professionals-Revised (IAPCC-R ©). The IAPCC-R is designed to measure the level of cultural competence among healthcare professionals and graduate students in allied health fields. It is a paper and pencil self-assessment tool that measures one's level of cultural competency in healthcare delivery. It consists of 25 items that measure the five cultural constructs desire, awareness, knowledge, skill, and encounters. The tool has been found to be reliable and has both content and construct validity as evidenced by the many published references. The author also maintains a website listing the known uses of the instrument with reliability and validity noted if reported. Campinha-Bacote reports an average reliability coefficient Cronbach's alpha of .83 for the IAPCC-R.

Laurence Purnell (2005) reflecting on literature developed a global worldview theory of cultural competency as it relates to transcultural nursing care. The theory and its subsequent model were first developed as a clinical assessment tool for nurses. Purnell's global worldview of culture is believed to be learned first in the family, then in school, then in the community and other social organizations. The model has four concentric rings that include the person, the

family, community, and global society. Within the rings or 12 domains that transect the rings. The 12 domains are heritage, communication, family roles, workforce issues, bio cultural ecology, high risk behavior, nutrition, pregnancy and childbearing, death rituals, spirituality, health care practice and health care practitioner. The Purnell model is described as a process not an end point. The process starts with an unawareness or unconscious state that moves through four phases to a state of conscious competency.

Two tools were developed using the Purnell model as a framework to measure cultural competence. Krainovich-Miller et al. (2008) replicated the phase two study originally done by Rew, Becker, Cookston, Khosropour & Martinex (2003) of the Cultural Awareness Scale (CAS) which is also based on the Purnell model of cultural competence. This 36-item questionnaire with five subscales is a survey tool designed to test cultural awareness. It has been tested for reliability and has content validity. Cronbach's alpha for the total instrument was 0.869 which was comparable to the original findings of Rew et al. (2003).

Jones (2014) developed a measurement tool entitled Global Worldview, based on Purnell's model. The survey tool contains Likert scale questions based on Purnell's diagram of concentric domain circles. Cronbach's alpha was reported for the overall at .841 in this study population.

When reviewing the literature, there have been several studies which have employed one of the abovementioned tools to assess the level of cultural competency of students and faculty. Many are centered on students in nursing programs with less focus on other Health Sciences professional programs (Kardong-Edgren, 2010; Leyerzapf, 2017; Sargent, 2005). These studies shed light on the level of cultural competency of health professional students. Sargent (2005) further identified the importance of health professional students learning to be culturally

competent to provide appropriate health care to patients and families they serve because as consumers they are entitled to such care. Based upon these findings and insights Sargent described the need to incorporate cultural competency training into nursing curricula.

In Luquist and Perez (2005, 2006) studies, they compared the level of cultural competency and the demographic characteristics, professional experience and training, and health education of the participant. They determined there was a statistically significant difference ($p < .001$) on cultural competency means scores based on the racial groups and possessing a degree in health education. Overall, they found that most participants were operating at a level of cultural awareness not at a culturally competent level. In a qualitative study of medical school students in a Dutch university (Leyerzapf & Abma, 2017), the authors determined through interviews and observations that intercultural competence activities had limited effect and seemed to support the polarization of cultural minority and majority students and teachers.

There have been several studies exploring the cultural competency levels of faculty across a variety of disciplines. In a longitudinal study of Health Science faculty (Wilson et al 2010), the authors concluded that faculty's cultural competence means scores between did increase pre to post IAPCC administration following participation in a learning module. In nursing faculty studies, (Marzilli, 2016; Montenery et al., 2013) demonstrated that faculty were found to be moderately culturally competent. In a study of allied dental faculty, (Bejar-Horenstien et al., 2016) revealed that allied dental faculty in Florida were moderately skilled and needed minimal training on the culture centered practice subscale. They further noted that dental faculty may benefit from moderate training on the knowledge of diversity subscale as a means to increase their level of cultural competency. Of importance to note is that each of these studies

did not differentiate full-time from part time faculty status of the participants Therefore, little is known about cultural competence of adjunct faculty and more specifically adjunct faculty in community colleges.

Culturally responsive teaching first appeared in educational literature in 2002 with the seminal work by Geneva Gay. In her writings, of K through 12th grade teachers, she expressed that “teacher preparedness and therefor readiness to implement CRT was dependent on their preservice training and continuing education once in the field” (Gay, 2002, p.106). Years later, Gay (2013) and Gordon (2020) proposed that teachers need to value cultural differences and demonstrate that value in the classroom. Both authors describe a conceptual framework of culturally responsive teaching and suggest that this pedagogy is reflective of the student’s culture and beliefs.

In summary, what is known about culture awareness and competency is that it begins with self-assessment and then continues to develop with exposure to various cultural beliefs. Competency occurs over time and requires a self-desire to become competent. Recognizing that higher education has and will become more culturally diverse, educations must embrace that a student’s ability to learn, and their learning styles/preferences can be rooted in their cultural beliefs and norms. Therefore, as educators we must employ culturally responsive teaching practices that recognize and value a students’ multicultural beliefs. While the literature may provide some insight and understanding of the level of culturally responsive teaching (CRT) of faculty globally, limited insight is available specific to part time community college adjunct faculty perceptions of CRT and their readiness to implement this concept. Also unknown is the adjunct faculty’s preparation, training, and staff-development specific to culturally responsive teaching methods.

Purpose Statement

The purpose of this qualitative study is to explore community college health science adjunct faculty perceptions of culturally responsive teaching practices and their readiness to employ culturally responsive teaching strategies. The study will help to identify faculty staff development needs in culturally responsive teaching.

Research Questions

CENTRAL QUESTION: What is the Community College Health Science adjunct faculty's perceptions of culturally responsive teaching practices, and their readiness to implement culturally responsive teaching.

SUB QUESTIONS:

RQ1 – What are the community college adjunct faculty perceptions of being culturally aware?

RQ2 – What are the community college adjunct faculty perceptions of teaching culturally responsively?

RQ3 – What do community college adjunct faculty believe is their role in Culturally Responsive Teaching?

RQ4 – What do community college adjunct faculty believe about staff-development offered them by the college?

RQ5 – How do community college adjunct faculty describe staff-development offered them by the college specific to Culturally Responsive Teaching?

RQ6 – What are the community college adjunct faculty perceptions of their staff-development needs regarding Culturally Responsive Teaching?

RQ7 – How do community college adjunct faculty describe their readiness to teach culturally responsively?

CHAPTER 2

LITERATURE REVIEW

Historical Background

Cultural competence has been studied in a variety of disciplines and settings, most notably in health care and social work. Culture influences how we see the world, how we work within settings and how we interact with others. As early as 1989, Cross et al., describes cultural competence as a complex framework that emphasizes a process of achieving competency that occurs along a continuum. The National Center for Cultural Competence [NCCC], 2005) supported the seminal work of Cross et al., and utilized its framework in foundational publications. These publications highlighted the need for organizations to define a set of values and principles that enable employees to work effectively in a cross-cultural environment.

In 1970, Madeline Leininger first described a concept of culture and its effects on patient care. By 1996 Leininger's work was described as a knowledge base that nurses need to practice in a culturally diverse world. In her groundbreaking work, she defined this knowledge as the theory of transcultural nursing. Nurses guide their care through a cultural lens. Understanding that patient's perspectives, how they think about health and illness, and respond to nursing interventions will be through their cultural beliefs and values.

Theoretical Research

Campinha-Bacote in 1999 and 2003 further developed the concept of cultural competence as a journey not a destination and that health care providers strive to achieve competency through understanding oneself and being sensitive and open to the differences of others. The five constructs are awareness, knowledge, skill, experience, and desire. These five constructs eventually are experienced or addressed by the health care provider who in turn

becomes more culturally competent in the care provided. This theory has been described extensively in nursing literature.

Laurence Purnell in 2005 used Campinha-Bacote's conceptual framework to further explore and develop his model for health professions as they become competent through learned behaviors. Purnell's global world view of culture is believed to be learned first in the family, then in school, then the community and other social organizations. The model has four concentric rings that include the person, the family, community, and global society. Within the rings are twelve domains that transect the rings. Purnell incorporates social and family interactions as keyways in which cultural competence can be achieved.

Jirwe et al., (2006), described a simplified theoretical framework of cultural competence with four themes; awareness of diversity, an ability to care for individuals, non-judgmental openness for all and realizing a continuous process of developing competence. She states that there is similarity between Sweden and the U.S. education of nurses and curriculum that includes cultural concepts. She further states that cultural competence is a core component of nursing education. This conceptual framework simplifies both Campinha-Bacote and Purnell models and makes the theory easier to understand and implement in the real world.

Empirical Studies

In the literature several studies have explored faculty cultural competence in a variety of disciplines including nursing (Marzilli, 2016; Montenery et al., 2013; Wilson et al., 2010), Physician Assistants (Kelly, 2012), Allied Dental (Bejar-Horenstien et al., 2016) and Medicine (Leyerzapf & Abma, 2017). In Wilson et al., (2010), a longitudinal study of Nursing faculty, the researchers demonstrated that developing cultural competence is a continual growth process that

occurs over time and with a focus on workshops designed to develop knowledge and skills. Montenery et al., (2013), states that there is limited literature on nursing faculty and cultural competence. Their research centers around cultural desire and the question as to whether nursing faculty have the desire to teach and promote nursing care that is culturally competent. In Marzilli (2016), studied Texas nursing faculty and determined that the gap is in the research evaluating cultural competence in faculty. Using Purnell's model and a mixed-method approach, the researchers determined that these faculty members were moderately culturally competent. They go on to recommend the creation of professional development opportunities for faculty. In Kelly (2012), study of physician assisting faculty, she determined that unless there is institutional ownership and value place in being culturally competent, the importance will not be recognized by students. The results of the Bejar-Horenstien (2016), study revealed that allied dental faculty in Florida are moderately skilled and need minimal training on the culture-centered practice subscale but that they may benefit from moderate training on the knowledge of diversity subscale.

In 2008, Krainovich-Miller et al. (2008) replicated the phase II study originally done by Rew, Becker, Cookston, Khosropour and Martinex (2003) of The Cultural Awareness Scale (CAS) which is also based on the Purnell model of cultural competence. This 36-item questionnaire with 5 subscales is a survey tool designed to test cultural awareness. It has been tested for reliability and has content validity. Cronbach's alpha for the total instrument was 0.869 which was comparable to the original findings of Rew et al. Also, Jones (2014), developed a tool entitled, Global World View, based on Purnell's model. The survey tool and Likert scale contained questions based on Purnell's diagram of concentric domain circles. Cronbach's alpha was reported for the overall at .841.

The importance of cultural awareness, perceptions of self and others, and readiness of faculty is evident by the influence they have on future health care practitioners. These studies all have relevance and significance; however, they do not differentiate full-time from part-time faculty status. While they add to the body of knowledge of what is known about faculty in general, they do not specifically look at the impact of part-time adjunct faculty and cultural competency.

Creating a culturally responsive classroom has been cited in the literature by several notable researchers. Howard-Hamilton (2000) outlined the importance of understanding the African American student learning process which may be different than other cultural identities. She states that “it is imperative that faculty use racial identity theory to understand the complexities of diverse students” (Howard-Hamilton (2000, pp.47-48). Colbert (2010) also describes cultural identity as being integral to the learning process. Common beliefs and shared meanings are the basis of an organization’s culture and identity. It is how humans learn and behave. In this article, she describes a theoretical framework of culturally responsive teaching (CRT). Colbert identifies five basic areas that affect the development of CRT. These are family, religion, school, politics, and economics. The researchers developed a series of workshops for faculty members. Through these workshops, faculty were able to identify their own perceptions and cultural identity which is the first step toward culturally responsive teaching. The second step is for the teacher to develop an affirming attitude towards students with diverse cultural backgrounds. Gay (2002) (2013) (2018), has written extensively about preparing individuals for culturally responsive teaching. In her essays she states that “the education of racially, ethnically, and culturally diverse students should connect in-school learning to out-of-school living” (Gay, 2013, pp 49-50). Gay defines culturally responsive teaching as “using the cultural knowledge,

prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (Gay, 2013, pp. 49-50). Her research outcomes reinforce the need for teacher education and staff-development in culture and responsive pedagogy based on multicultural student needs. In Billings (2008) research, he believes that the way to implement culturally responsive teaching is to use a variety of relevant and engaging materials such as documentaries, newspaper articles and other media that reflect a multicultural student body. In this way, the students can identify with and be more inclusive of the subject matter and see themselves in the examples.

Hsaio (2015) developed a measurement scale to determine teacher preparedness in implementing CRT. There are two research questions in this study; what the main factors of are Culturally Responsive Teacher Preparedness Scale (CRTPS) and, does this scale meet the general requirements of testing fairness with race and gender. In this study, the researcher surveyed 188 preservice teachers from two universities. The instrument used included 32 culturally responsive teaching competencies and also questions about participants background and demographics. The researcher was able to provide initial psychometric support of the preparedness, and therefore readiness, of teachers to implement this type of pedagogy. By using factor analysis, the study showed that there are three key factors that support CRT preparation: curriculum and instruction, relationship and expectations, and group belonging formation. If student teachers are not prepared, they will not be ready to implement CRT in the classroom. She also states that student teachers can use this scale to self-evaluate their preparedness to teach in a diverse classroom. The major limitations of this study are two: samples were from only two universities and the survey used was self-reported. The participants may have perceived their abilities to be more competent than the reality.

Ozudogru (2018) conducted a mixed method research study to examine prospective teachers' readiness for CRT. With 403 participants in their final year of teacher training, the researcher aimed to determine the readiness level based on gender and department or subject matter they are teaching. In addition, the study aimed to describe student's opinions about CRT and undergraduate education on CRT. Independent t-test was used to find the effect of gender on prospective teachers' CRT readiness. A one-way ANOVA was used to assess the effect of department on readiness for CRT. Interviews were then conducted to collect qualitative data using a CRT readiness scale. The findings showed that prospective student teachers' general readiness was high ($M=3.63$). It was determined there was no significant difference in gender or perceptions about multicultural education. There was, however, a significant difference in the subject matter department of the participants. Those studying, for example, psychology or social sciences teaching were found to be more ready for CRT than those studying math teaching.

The importance of Billings, Hsaio and Ozudogru studies are especially helpful in showing that culturally responsive teaching is an effective tool in addressing multicultural students' needs in a classroom setting. These studies indicate the need for CRT and point out the current deficit in teacher education and ongoing staff development. Of particular interest is the finding from Ozudogru who determined that readiness may be different in departmental subject matter. None of the studies, however, differentiate full-time versus adjunct faculty status and what kind, if any, CRT staff development is available and offered to adjunct faculty teaching health science subjects.

CHAPTER 3

RESEARCH DESIGN & METHODS

This is a qualitative exploratory, one-time cross-sectional study. According to Creswell (2013), qualitative studies seek to understand the meaning that people ascribe to a particular experience. Qualitative research can delve into the thoughts, feelings, and perceptions of participants (Austin, 2015). This can result in a deeper understanding of the meaning ascribed to the participants' experiences. Data is descriptive in nature. Data was obtained through virtual in-depth interviews with health science adjunct faculty members of New Jersey Public Community Colleges. This type of research requires the researcher to reflect on the findings so as to provide a context for the readers.

Study Participants and Inclusion / Exclusion Criteria

The study participants were self-selected and came from all regions of the State of New Jersey. The inclusion criteria were adjunct faculty who teach health science subjects in New Jersey Public Community Colleges for one or more years. The exclusion criteria were full-time faculty, teaching health science and non-health science subjects in colleges other than in New Jersey community colleges, and any direct supervisee of the principal investigator.

Sample Size

The sample size number was 15 participants. Saturation occurred upon review of the transcripts for participant number 10, where no new information was obtained, however the PI did continue to interview 5 additional participants to make sure no new themes emerged and that a global representation occurred from across all participants (Creswell, 2013).

Procedures

Following IRB approval through Seton Hall University, an email letter of solicitation was sent to Deans, Directors, and Academic Vice Presidents of health science programs to all 18 New Jersey Public Community Colleges. These names and email addresses were obtained through open access college websites. The letter of solicitation explained the study purpose and requested their assistance in forwarding the letter to departmental adjunct faculty. The letter of solicitation and consent form was attached to the email. Interested faculty were invited to contact the principle investigator (PI) via the provided PI email. Upon receipt of an email inquiry, the PI arranged via email the time and day for the Microsoft Teams screening interview. Prior to initiating the interview, the PI explained the purpose of the interview, inclusion criteria, terms of confidentiality, identify the length of the interview and how the participant can reach the PI if necessary and obtained the signed participant consent via email. The interview took place over Microsoft Teams using the semi structured interview guide for no more than 60 minutes. The PI recorded the interview using Microsoft Teams recording function to capture the transcription. The video was not recorded.

The first part of the interview consisted of questions to gather demographic data. The PI then read verbatim each question on the semi structured interview guide. The questions were open-ended probing questions that were neutral and non-judgmental. Each participant was asked the same questions in the same format. In this way participants hopefully contributed as much details as they wish. According to Creswell (2013), interview bias decreases with standardized questions. The PI used additional probing questions as needed during the interview process. All interviews were transcribed by auto transcription function in Teams and verified verbatim by the

PI following each interview. The PI also, upon completion of the interviews, reviewed the transcriptions looking for global codes to determine the point at which saturation occurred.

Instrument

The principal investigator developed the interview guide questions based upon reviewing themes in the literature. The questions are standardized open-ended probing questions that are neutral and non-judgmental. A Delphi review panel was used to determine if flaws or weaknesses existed in the interview guide as well as checking for question clarity and placement. The Delphi panel consisted of three research experts familiar with qualitative research as well as community college students and faculty. The experts concluded that two questions needed rewording and one question required a change in guide placement. A consensus of 80% was reached on the second review round. During the interview, the study interview guide questions were read verbatim to each participant.

CHAPER IV
RESULTS

The interview transcriptions were read and reread by the PI several times prior to initial first cycle coding. The PI looked for consistent themes, expressions, and ideas that emerged into categories. Each category was coded, and themes emerged. The PI employed a third party (dissertation chair) to review the themes to reduce researcher bias. According to Lincoln and Guba (1985), trustworthiness of the data is determined by four elements; credibility, the confidence in the truth of the findings, transferability, the findings have applicability in other contexts, dependability, findings are consistent and could be repeated, and confirmability, findings are not shaped by the PI bias, motivation, or interest.

Demographic Profile

Participant demographic data was analyzed and revealed that these self-selected participants were reflective of the population of adjuncts both nationwide and withing New Jersey. The participants were predominantly white women (40%) less than fifty years old (60%), with a masters or doctoral degree (80%), teaching for one to five years (53%). The primary spoken language was English (53%) however, several other languages were also identified (47%). Several clinical disciplines of the participants were identified and included Nursing, Medicine, Paramedicine, and others (Table 1).

Table 1

Demographic Characteristics of Participants

Characteristics	n	%
Gender		
Male	7	46.6
Female	8	53.3
Age		

20 – 39	5	33.3
40 – 49	4	26.6
50 – 59	5	33.3
60+	1	6
Ethnicity		
Caucasian/White	6	40
African American/Black	4	26.6
Hispanic	4	26.6
Asian	1	6
Education		
BA/BS	3	20
MA/MS/MSN/MBA	6	40
PhD/DNP/MD	6	40
Years of Experience		
1-5	8	53.3
6-10	3	20
11-15	3	20
16+	1	6
Primary Language		
English	8	53
Spanish	3	20
Arabic	2	13
Other	2	13
Clinical Background		
Nursing	4	27
Medicine	3	20
Paramedicine	3	20
Radiography	1	6
Medical Assistant	1	6
Pharmacist	1	6
None	2	13

RQ 1. What are the community college adjunct faculty perceptions of being culturally aware?

In order to address RQ 1: *What are the community college adjunct faculty's perceptions of being culturally aware?* several interview guide questions were posed (IGQ 1-4).

Table 2 provides a representative example of participants responses. Table 3 provides the

categories and themes that emerged from participants descriptive and in vivo codes which led the researcher to the following thematic analysis to address RQ1.

Overall, participants noted a *general awareness* or familiarity with cultural awareness but alternately they did *not identify* the same familiarity with cultural responsiveness. Participants consistently ranked themselves as culturally aware with a range *between 6 and 9* on a scale of 1 to 10. Their level was influenced by their own cultural background and the diverse students they engage with at Community College. No participants describe cultural awareness and cultural responsiveness using exact definitions but rather have their *own diverse meanings* of each concept. Overall, participants identify different approaches that may be *needed to adapt learning methods*. Learning processes vary; responding to different needs; *adaptation* of teaching methods.

Table 2

Representative examples of participants responses to interview guided questions 1 to 4.

IGQ 1 How familiar are you with the terms cultural awareness and cultural responsiveness?	IGQ 2 If you could rate your level of cultural awareness from 1 to 10 with one being the lowest and 10 being the greatest, what would you say is your level and why?	IGQ 3 Can you describe what you think is meant by being culturally aware and culturally responsive?	IGQ 4 What is your understanding of cultural awareness as it relates to teaching and learning in higher education?
<p>P4 – “I think <i>fairly aware of culture</i> but <i>not cultural responsiveness</i>; not really sure.”</p> <p>P15 – “aware of cultural awareness and competency but not cultural responsiveness.”</p>	<p>P2 – “say an 8. The majority of my students are minorities.”</p> <p>P3 – “A 7. I am exposed to many different cultures.”</p>	<p>P11- “having an understanding of different practices and beliefs.”</p> <p>P6 – “Being aware of various cultures; communicating with them through something that they relate to.”</p>	<p>P8 – “use your cultural awareness to adapt a learning environment or material so that it is accessible.</p> <p>P12 – “adapt our teaching plan to who is in the class.”</p>

Table 3

Categories and Themes, Research Question 1.

Category	Themes
General familiarity with cultural awareness. Limited familiarity with culturally responsive teaching	General awareness or familiarity with cultural awareness but not the same familiarity with cultural responsiveness.
Above average self-ranking Personal diverse cultural background	Culturally aware with a range between 6 and 9 on a scale of 1 to 10.
Perceived differences and similarities. see students as individuals. Student centered. Adapt and employ different methods of teaching.	Used their own diverse meanings of each. Needed to adapt learning methods. Adaptation of teaching methods.

RQ 2. What are the community college adjunct faculty’s perceptions of teaching culturally responsively? (Part 1)

In order to address RQ 2: *What are the community college adjunct faculty’s perceptions of teaching culturally responsively?* several interview guide questions were posed for part 1 (IGQ 5-8). Table 4 provides a representative example of participants’ responses. Table 5 provides the categories and themes that emerged from participants descriptive and in vivo codes which let the researcher to the following thematic analysis to address RQ2.

Participants describe their belief of culturally responsive teaching as *a relationship* requiring effective communication when responding to *student’s needs*. Instructors must *adapt teaching* methods. Participants describe culturally responsive teaching in Higher Education as *using alternate methods* of teaching so that the experience is *equitable and comfortable* for all.

Respond to communication difficulties and remove barriers. Participants noted that culture does impact teaching and learning. Teachers *need awareness and understanding* of different beliefs. Overall, participants noted that if they *make changes*, it is to their teaching *methods* and use of more culturally *inclusive* examples.

Table 4

Representative examples of participants responses to interview guided questions 5 – 8.

IGQ 5 Can you describe what you think is meant by culturally responsive teaching?	IGQ 6 How would you define culturally responsive teaching in higher education?	IGQ 7 Have you thought about how culture might impact teaching and learning?	IGQ 8 Have you altered the way you teach because of the students' cultures?
<p>P4 – “Be able to respond appropriately which is extremely difficulty; select your words carefully.”</p> <p>P14 – “respond to students using various approaches; understand behaviors”.</p>	<p>P2 – “equitable experience for everyone”</p> <p>P5 – “How you teach with examples that the students can relate to.”</p> <p>P15 – “responding to students' behaviors and communication barriers”</p>	<p>P4 – “can enhance or negatively impact learning; miscommunication.”</p> <p>P10 – “a bit challenging thing; language fluency for example.”</p> <p>P11 – “religious beliefs can impact how class is conducted”</p>	<p>P12 – “yes I have done that when they are uncomfortable with a procedure because of their beliefs or customs”</p> <p>P13 – “probably to some degree; teaching methods”</p>

Table 5

Categories and Themes, Research Question # 2

Category	Theme
<p>Adapt teaching methods. Relate and respond to student needs.</p>	<p>Relationship; effective communication Responding to student needs. Adapt teaching methods.</p>

Fair and equitable experiences Communicate effectively.	Using alternate methods of teaching Remove barriers of communication
Student success Beliefs can impact the classroom.	Teachers need awareness and understanding.
Use more examples. Vary teaching styles.	May make changes to teaching method. Culturally inclusive examples.

RQ 2. What are the community college adjunct faculty’s perceptions of teaching culturally responsively? (Part 2)

In order to address RQ 2: *What are the community college adjunct faculty’s perceptions of teaching culturally responsively?*, several interview guide questions were posed for part 2 (IGQ 9-12). Table 6 provides a representative example of participants’ responses. Table 7 provides the categories and themes that emerged from participants descriptive and in vivo codes which let the researcher to the following thematic analysis to address RQ2 part 2.

Overall, participants noted that *they do not* or *cannot* change curriculum but may alter teaching methods. Participants do not adjust syllabi. They may, however, *alter or adapt delivery* or teaching methods. Participants noted that they feel making curriculum or syllabi changes may *be difficult* or unable to do so. Participants overall noted that culturally responsive teaching can have a positive impact; may increase retention; *improve student’s success*.

Table 6

Representative examples of participants responses to interview guided questions 9-12

IGQ 9 Has the curricula you have delivered been	IGQ 10 Have you adjusted the course syllabus because of students’ cultures?	IGQ 11 What are your thoughts regarding changing a curriculum or	IGQ 12 What are your thoughts regarding the impact of culturally
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adjusted because of students' cultures?		course syllabus to be more culturally responsive.	responsive teaching (CRT) in Higher Education.
P3 – “difficulty to do; methods can change.” P12 – “no but I may have to modify it.” P13 – “alter methods not curricula.”	P2- “no; flexible where I can be.” P3 – “No. I just follow the syllabus but adjust how it is done.” P5 – “no, but I can use different methods.”	P5 – “Difficult to do. I have to follow the plan I am given.” P8 – “Difficult to do” P9 – “Can’t change curriculum.”	P8 – “Important; a good idea; necessary” P10 – “Yes I think it would be beneficial.” P11- “does have an impact.”

Table 7

Categories and Themes, Research Question # 2 (Part 2)

Category	Theme
No curriculum changes. Adapt or modify methods.	Cannot change curriculum. Alter teaching methods.
No course syllabus changes. Alter or adapt methods.	No syllabi adjustments Alter or adapt delivery.
Curriculum changes are possible but difficult. Curriculum changes are impossible.	Unable to change curriculum.
Positive; Impactful	Positive impact; improve student success

RQ 3. What do community college adjunct faculty believe is their role in culturally responsive teaching?

In order to address RQ 3: *What do community college adjunct faculty believe is their role in culturally responsive teaching?* several interview guide questions were posed (IGQ 13-15). Table 8 provides a representative example of participants’ responses. Table 9 provides the

categories and themes that emerged from participants descriptive and in vivo odes which let the researcher to the following thematic analysis to address RQ3.

Participants overall noted a sense of responsibility to be a *role model* and make the classroom an inclusive environment; must *adapt* to student’s needs. Participants perceive their role as being culturally aware, being a good *role model*, respectful of differences, guide learning. Participants noted that CRT can have a positive influence *or benefit to students*.

More openness in the classroom; more comfort; more acceptance.

Table 8

Representative examples of participants responses to interview guided questions 13 – 15

IGQ 13 Can you describe what you believe is your role in culturally responsive teaching?	IGQ 14 What do you perceive is your role in implementing culturally responsive teaching?	IGQ 15 Is culturally responsive teaching something you feel will influence or benefit your students?
P7 – “Be informed and open-minded and a role model”	P9 – “model good behavior”	P4 – “Yes; they will be more open in the classroom; talk more.”
P8 – “Be culturally aware of student’s needs.”	P10 – “be sensitive to the differences of each student.”	P11 – “yes absolutely knowing your students more.”
P9 – “Making sure we all are being respectful of each other regardless as to different views.”	P15 – “guide to their learning”	P14 – “more acceptance; comfortable; communication”

Table 9

Categories and Themes, Research Question #3

Category	Theme
Role Model / Guide	Be a good role model.
Understanding student needs	Adapt to student needs.

Student success

Benefit to students; positive influence

RQ 4. What do community college adjunct faculty believe about staff development offered them by the college?

In order to address RQ 4: *What do community college adjunct faculty believe about staff development offered them by the college?* several interview guide questions were posed (IGQ 16-18). Table 10 provides a representative example of participants' responses. Table 11 provides the categories and themes that emerged from participants descriptive and in vivo codes which let the researcher to the following thematic analysis to address RQ4.

Participants noted that they read, research, and use personal experiences to develop greater cultural awareness but alternately, *few have participated in continuing education*. Participants noted that they have had some staff development on a cultural awareness topic but *not* necessarily through the *community college*. Participants describe staff development offered to them as topics on technology, skills training, and/or online learning. Participants also noted they were unaware of *or unable* to attend staff development at the community college due to *time* or other commitments.

Table 10

Representative examples of participants responses to interview guided questions 16 to 18

IGQ 16 As an educator, describe how you have sought to develop greater cultural awareness?	IGQ 17 Have you participated in any staff development opportunities on cultural awareness?	IGQ 18 Can you tell me about the staff development offered to you?
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P1- “experience where I work.”	P1 – “Not at the community college; in current position yes.”	P4 – “technology related topics”
P4 – “read more”	P3 – “I haven’t the time.”	P7 – “technology; online teaching; different lifestyles like LGBTQ.”
P13 – “reading, workshops, talking to colleagues.”	P11 – “at my primary job, yes”	P8 – “Not aware”
		P14 – “not at NJCC”

Table 11

Categories and Themes, Research Question #4

Category	Themes
Personally initiated training.	Personal experiences, reading research.
None initiated by community college.	Few participated in college development.
Technology, lifestyle, non-CRT.	Skills training.

RQ 5. How do community college adjunct faculty describe staff development offered to them by the college specific to Culturally Responsive Teaching?

In order to address RQ 5: How do community college adjunct faculty describe staff development offered to them by the college specific to Culturally Responsive Teaching? one interview guide question was posed (IGQ 19). Table 12 provides a representative example of participants’ responses. Table 13 provides the categories and themes that emerged from participants descriptive and in vivo codes which let the researcher to the following thematic analysis to address RQ5.

Participants noted *mixed feelings* in that some believe that the organization has or is starting to prepare them for CRT. Alternately others feel they are not prepared and are *not ready* to implement concepts.

Table 12

Representative examples of participants responses to interview guided question 19.

IGQ 19 Do you believe the organization has prepared you to implement culturally responsive teaching? If so, how?

P4 – “I don’t believe they have.”

P5 – “you are never really ready, no.”

P11 – “the college, no”

P13 – “yes but always room for improvement”

P14 – “getting there with more training.”

Table 13

Categories and Themes, Research Question #5

Category	Themes
Organizational development.	Mixed feelings
Don’t know.	Unsure
Absent development.	Not ready; no development

RQ 6. What are the community college adjunct faculty’s perceptions of their staff development needs regarding culturally responsive teaching?

In order to address RQ 6: *What are the community college adjunct faculty’s perceptions of their staff development needs regarding culturally responsive teaching?* one interview guide question was posed (IGQ 20). Table 14 provides a representative example of participants’ responses. Table 15 provides the categories and themes that emerged from participants descriptive and in vivo codes which let the researcher to the following thematic analysis to address RQ6.

Overall, participants had either mixed feelings or did not know or did not think the organization was ready to implement culturally responsive teaching.

Table 14

Representative examples of participants responses to interview guided question 20.

IGQ 20 Do you believe the organization is ready to implement culturally responsive teaching?
P2 – “No. I don’t know if it is a priority.”
P3 – “Don’t know”
P4 – “No”
P 11 – “I don’t know

Table 15

Categories and Themes, Research Question # 6

Category	Themes
Not ready	Not known.
Not sure	Don’t think so.

RQ 7. How do community college adjunct faculty describe their readiness to teach culturally responsively?

In order to address RQ 7: *How do community college adjunct faculty describe their readiness to teach culturally responsively?* several interview guide questions were posed (IGQ 21-24). Table 16 provides a representative example of participants’ responses. Table 17 provides the categories and themes that emerged from participants descriptive and in vivo codes which let the researcher to the following thematic analysis to address RQ7.

Participants can promote their readiness by *more training*, professional seminars, more tools, and continuing education programs. Overall, participants feel the organization can promote its readiness to engage in CRT by *offering more training* programs *and prioritizing* it.

Table 16

Representative examples of participants responses to interview guided questions 21 to 24.

IGQ 21 Do you believe you are ready (prepared) to teach culturally diverse students?	IGQ 22 Can you tell me about your readiness to teach using culturally responsive practices?	IGQ 23 What are some ways you can promote your readiness to engage in culturally responsive teaching?	IGQ 24 What are some ways the organization can promote its readiness to engage in culturally responsive teaching?
<p>P4 – “I still have a long way to go; complex topic.”</p> <p>P5 – “definitely based on my years of experience.”</p> <p>P8 – “yes because of my experience”</p>	<p>P4 – “I can benefit from more basic training.”</p> <p>P8 – “I believe yes.”</p> <p>P10 – “learning more each day.”</p> <p>P12 – “ready if I can learn more.”</p> <p>P13 – “room for more learning”</p>	<p>P2 – “flexible online staff-development”</p> <p>P9 – “training for faculty & students”</p> <p>P12 – “I need a playbook, something to follow about each culture.”</p>	<p>P3 – “evening programs”</p> <p>P4 – “offer workshops.”</p> <p>P5 – “more training”</p> <p>P9 – “make it a priority.”</p> <p>P10 – “talk about it more in meetings.”</p>

Table 17

Categories and Themes, Research Question # 7

Category	Themes
Diverse training opportunities	More training
Guide	Develop reference guide.

Provide training options.

Vary training options.

Prioritize training of CRT.

Make CRT a priority of training

CHAPTER V

DISCUSSION

In the literature, Campinha-Bacote (1999) identified five constructs associated with being culturally competent: awareness, knowledge, skill, experience, and desire to engage in cultural competence practice. Based upon the findings from this study, the adjunct community college faculty interviewed perceived that they are culturally aware based upon experiences with diverse students. However, they believe that they do need more knowledge to promote enhanced engagement. These findings were not surprising but are of concern in that community college adjunct faculty play a major role in preparing culturally diverse health science students.

In 2012 Kelly found that there is a relationship between faculty characteristics and the implementation of cultural competency training in physician assistant education. Conversely, the findings of this qualitative study with adjunct community college faculty did not support Kelly's findings in that these adjunct faculty identified receiving little or no formal training in culture diversity and awareness within the community college.

In Bejar-Horenstien et al (2016) faculty were found to be moderately skilled at providing culturally competent education and needed minimal training on culture, yet they did suggest that a benefit from diversity training could arise. In the current study while community college adjunct faculty, ranked themselves as moderately culturally aware, they did identify that they could benefit from more training in how to implement culturally responsive teaching thus further supporting partially supporting Bejar-Horenstien et al. (2016) findings.

In 2002 Gay noted that culturally responsive teaching is dependent upon teacher preparedness through preservice training and ongoing continuing education. In this current study on community college adjunct faculty little or no preservice training or specific continuing education in culturally responsive teaching practices was noted. Therefore, the current study

findings further support the study findings of Gay in that without preservice training and continuing education, faculty do not feel ready to implement culturally responsive teaching.

As noted, in Howard-Hamilton (2002) work, faculty that engage students in multicultural activities can then adapt their teaching practices so that the students are more successful. In this current study community college adjunct faculty also believe that adaptation of teaching methods will improve student outcomes, supporting the findings of Howard-Hamilton. Lastly, in the study by Lynch (2017), teacher readiness is associated with effective teaching and improvement in student outcomes. The current study findings in community college adjunct faculty highlight the importance of addressing readiness as adjunct faculty suggested they were only somewhat ready to implement culturally responsive teaching methods and thus needed more training.

Upon reflected on the findings from the current study findings and prior study findings via the study's conceptual lens, we can infer that adjunct faculty in New Jersey Public Community Colleges need to be culturally aware, and that culturally responsive teaching can improve the community college diverse student population outcomes. However, this can only happen when and if adjunct faculty as well as full time faculty are prepared (ready) through preservice training and meaningful ongoing continuing education to implement culturally responsive teaching strategies.

Trustworthiness

Determining whether the qualitative data and thematic analysis is trustworthy is dependent upon five key concepts (Nowell et al. 2017). First, is the data credible? Credibility is determined by examining the data by more than one person. Thus, ensuring that what has been represented is the actual respondents' views directly from transcribed data. In this study the initial categories and themes were reviewed by the PI committee chairperson. Thereby

the data was determined to be credible by peer review. Second, is the data transferable? In this study, the data has been described fully and thus can be judged by future researchers to determine transferability. Third, is the data dependable. In this study the data, including interview questions, were placed in a logical and sequential order. Additionally, the questions and answers are traceable and clearly documented. Fourth, is the data confirmable? The study interpretations and findings are clearly derived from the data collected in this study. Lastly, was there an audit trail? All the data, including transcripts and notes for this study have been retained in a confidential file which will be turned over to the Committee Chair for storage and safe keeping for a period of three years and then destroyed.

Limitations of the Study

The PI developed the interview questions used in this study. Therefore, to reduce the chance of misunderstanding, the questions were reviewed by a Delphi panel, who checked for clarity, reviewed, and revised questions and achieved consensus after the second round. The PI is a new interviewer and acknowledges that there may be bias exhibited in the way the questions were asked or by the reaction to the responses. However, the PI engaged in structured practice sessions with the chair of their dissertation to minimize this occurrence. This study only recorded audio and did not capture video recordings of the interviews thus the PI might have missed subtle nonverbal feedback offered by the interviewee. There may also have been response bias, as it is possible that the respondents gave socially accepted answers to some questions. Finally, the participants self-selected to participate in the study and their choice to participate could have been because of the nature or familiarity of the subject matter.

CHAPTER VI

CONCLUSION

Implications of the Study

In conclusion, based upon the findings of this study adjunct faculty teaching health science subjects at New Jersey Public Community Colleges have a general sense of cultural awareness of self and others. They believe that culturally responsive teaching can positively impact student retention and success and their role is to alter teaching methods to ensure their teaching practices are sensitive to students' identity and heritage. However, adjunct faculty participation in staff development opportunities including those on Culturally Responsive Teaching methods has been reported to be sporadic. Adjunct faculty note that they do not attend staff development because the topics may not be meaningful or the times in which the presentations are offered conflict with other responsibilities.

This study adds to scholarly literature an understanding of adjunct faculty's awareness, perceptions, and readiness to implement culturally responsive teaching practices. It fills a gap in the literature and adds to the body of knowledge of culturally responsive teaching practices in general. It also provides insight on adjunct faculty needs that academic institutions can use to prepare its faculty to implement culturally responsive teaching.

Recommendations for Future Research

Training for adjunct faculty on implementing culturally responsive teaching practices should be employed. However, the outcome of such training must be evaluated. Both faculty and students' perceptions of the impact of culturally responsive teaching practices must be examined and used to inform future mandatory training practices for faculty. Lastly, examining

the college's readiness to implement culturally responsive teaching in a meaningful and sustained way should be evaluated.

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Appendix A:
SHU IRB Approval Letter



05/13/2022

Catherine Sirangelo
Seton Hall University

Re: Study ID# 2022-313

Dear Catherine,

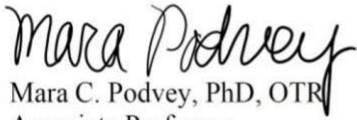
The Research Ethics Committee of the Seton Hall University Institutional Review Board reviewed and approved your research proposal entitled “Exploring Community College Health Science Adjunct Faculty's Perceptions of Culturally Responsive Teaching Practices and Implementation Readiness” as resubmitted. This memo serves as official notice of the aforementioned study’s approval as exempt. Enclosed for your records are the stamped original Consent Form and recruitment flyer. You can make copies of these forms for your use.

The Institutional Review Board approval of your research is valid for a one-year period from the date of this letter. During this time, any changes to the research protocol, informed consent form or study team must be reviewed and approved by the IRB prior to their implementation.

You will receive a communication from the Institutional Review Board at least 1 month prior to your expiration date requesting that you submit an Annual Progress Report to keep the study active, or a Final Review of Human Subjects Research form to close the study. In all future correspondence with the Institutional Review Board, please reference the ID# listed above.

Thank you for your cooperation.

Sincerely,



Mara C. Podvey, PhD, OTR
Associate Professor
Co-Chair, Institutional Review Board



Phyllis Hansell, EdD, RN, DNAP, FAAN
Professor
Co-Chair, Institutional Review Board

Office of the Institutional Review Board

Presidents Hall · 400 South Orange Avenue · South Orange, New Jersey 07079 · Tel: 973.275.4654 · Fax
973.275.2978 · www.shu.edu

W H A T G R E A T M I N D S C A N D O

Appendix B.

Seton Hall IRB Approved – Informed Consent



Seton Hall University
Institutional Review Board

MAY 13 2022

Approval Date

Expiration Date

MAY 13 2023

**INFORMED
CONSENT**

Title of Research Study: Exploring Community College Health Science Adjunct Faculty's Perceptions of Culturally Responsive Teaching Practices and Implementation Readiness

Principal Investigator: Catherine A. Sirangelo, Graduate/Doctoral Student

Department Affiliation: School of Health and Medical Sciences, Department of Interprofessional Health Sciences and Health Administration.

Sponsor: This research is supported by the Department of Interprofessional Health Sciences and Health Administration, School of Health and Medical Sciences.

Brief summary about this research study:

The following summary of this research study is to help you decide whether or not you want to participate in the study. You have the right to ask questions at any time.

The purpose of this study is to explore community college health science adjunct faculty awareness and perceptions of their role in culturally responsive teaching; examine staff development experiences that support readiness; and identify staff development needs.

You will be asked to participate in a one-time virtual interview via Microsoft Teams platform lasting no more than 60 minutes.

The primary risk of participation is none. The main benefit of participation is identifying staff development needs related to culturally responsive teaching.

Purpose of the research study:

You are being asked to take part in this research study because you are an Adjunct Faculty member employed by a New Jersey Public Community College who teaches a health science subject.

Your participation in this research study is expected to be for one interview lasting no more than 60 minutes.

You will be one of 10-15 people who are expected to participate in this research study.

What you will be asked to do:

Your participation in this research study will include:

A one-time one-to-one 60-minute interview via Microsoft Teams platform. The data collected includes descriptive data on your length and experience of teaching, your degree and subject matter you currently are teaching, familiarity with the concepts of cultural awareness and culturally responsive teaching and, perception of your staff development needs regarding culturally responsive teaching.

Your rights to participate, say no or withdraw:

Participation in research is voluntary. You can decide to participate or not to participate. You can choose to participate in the research study now and then decide to leave the research at any time. Your choice will not be held against you.

The person in charge of the research study can remove you from the research study without your approval. Possible reasons for removal include missing information, and/or non-compliance with the study procedures.

Potential benefits:

There may be no direct benefit to you from this study. You may obtain personal satisfaction from knowing that you are participating in a project that contributes to new information.

Potential Risks:

The risks associated with this study are minimal in nature. You might feel uncomfortable sharing your perceptions. Your participation on this research may include minimal risk of privacy (data breach) as audio data will be collected as part of the interview process. The recording will be kept securely by the principal investigator who will use the recording to transcribe verbatim and then code the responses. Identifying data will be coded. All material will be kept on a flash drive by the PI and then given to the Chairperson of the dissertation committee who will secure the drive for a period of three years and then destroy it.

Confidentiality and privacy:

Efforts will be made to limit the use or disclosure of your personal information. This information may include the research study documents or other source documents used for the purpose of conducting the study. We cannot promise complete secrecy. Organizations that oversee research safety may inspect and copy your information. This includes the Seton Hall University Institutional Review Board who oversees the

safe and ethical conduct of research at this institution.

This interview is being hosted by Microsoft Teams and involves a secure connection. Terms of service, addressing confidentiality, may be viewed at <https://www.microsoft.com>.

You will be identified only by a unique subject number. Your email address, which will be used to contact you will be stored separately from your interview data. All information will be kept on a password protected computer only accessible by the research team. The results of the research study may be published, but your name will not be used.

Data sharing:

Data collected from this study will not be shared with anyone outside of the study team.

Cost and compensation:

You will not be responsible for any of the costs or expenses associated with your participation in this study. There is no payment for your time to participate in this study.

Conflict of interest disclosure:

The principal investigator and members of the study team have no financial conflicts of interest to report.

Contact information:

If you have questions, concerns, or complaints about this research project, you can contact the principal investigator Catherine A. Sirangelo at catherine.sirangelo@shu.edu, or Genevieve Pinto- Zipp Genevieve.zipp@shu.edu dissertation advisor or the Seton Hall University Institutional Review Board (“IRB”) at (973) 761-9334 or irb@shu.edu.

Optional Elements:

Audio and/or video recordings will be performed as part of the research study. Please indicate your permission to participate in these activities by placing your initials next to each activity.

I agree I disagree

_____ _____ The researcher may record my [audio] interview. I understand this is done to help with data collection and analysis. The researcher will not share these recordings with anyone outside of

the study team. I hereby consent to participate in this research study.

Signature of participant

Date

Printed name of participant

Signature of person obtaining consent

Date

Printed name of person obtaining consent

Appendix C.

Interview Guide Questions and Responses

Research Question 1. Interview Guide Questions and Responses 1 to 4.

IGQ 1 How familiar are you with the terms cultural awareness and cultural responsiveness?	IGQ 2 If you could <i>rate</i> your level of cultural awareness from 1 to 10 with one being the lowest and 10 being the greatest, what would you say is your level and why?	IGQ 3 Can you describe what you think is meant by being culturally aware and culturally responsive?	IGQ 4 What is your understanding of cultural awareness as it relates to teaching and learning in higher education?
P1 – “I’m pretty aware of it.”	P1 – “I would rate my cultural awareness like an 8; always room to evolve.”	P1 – “Recognizing myself and others, awareness of our own culture and differences between other cultures.”	P1 – “Helping my culture minorities develop understanding in the healthcare field.”
P2 – “Let’s say very much.”	P2 – “say an 8. The majority of my students are minorities.”	P2 – “trying to make sure that everybody that it's equitable”	P2 – “students may learn a bit differently; may take a bit longer to learn.”
P3 – “I would say I’m very aware.”	P3 – “I would say a 7. I’ve been exposed to many different cultures by my parents.”	P3 – “I believe it’s an individual’s view of who they are and what they represent.”	P3 – “for me is is the understanding that different cultures have different styles of learning.”
P4 – “I think <i>fairly aware of culture</i> but <i>not cultural responsiveness</i> ; not really sure”	P4 – “ I would say probably around 6-7 because I come from a diverse background and could relate to students.”	P4 – “trying to understand how other people analyze different words.”	P4 – Its actually very important; to make them feel comfortable in the classroom.”
P5 – “very familiar”	P5 – “I would say an 8. I am sure there are a lot of cultures that I haven’t connected with.”	P5 – “like how to treat each person based on their cultural background.”	P5 – “how to interact with students

P6 – “I think I am very familiar with that.”	P6 – “I would say an 8 or 9 because in academia for almost 10 years, dealing with multi like students with great diversity.”	P6 – “Being aware of various cultures; communicating with them through something that they relate to.”	P6 – “Identifying the various cultures of my students and start to communicate with them.
P7- “I will say fairly familiar.”	P7 – “I would give myself an 8.	P7 – “Is being deliberate about seeking out information about the culture of people one is interacting with.”	P7 – “In the classroom, the cultural mix, the background of the students.
P8 – “OK, I would say I'd say I'm familiar.”	P8 – “I think I'm better than average. I'd say a 6 or 7 maybe a 7.”	P8 – “understanding and respecting the differences in behavior and backgrounds of different cultures.”	P8 – “using your cultural awareness to adapt a learning environment or material so that it is accessible.
P9 – “I would say I'm pretty well aware.”	P9 – “I would say somewhere around six there are a few cultures and where I'm still not 100% on all their differences.”	P9 – “understanding what beliefs, ethics, morals someone may have due to their upbringing, how they were raised.”	P9 – “be understanding and identifying where their culture is and being able to respond accordingly.”
P10 – “18 years teaching...I know the majority of cultures. Yes.”	P10 – “An 8 or 9.	P10 – “Different kinds of practices, types of learning practices.”	P 10 – ‘You know the students and respond to their culture with examples they can relate to.’
P11 – “Not very, I guess.”	P11 – A 7 because of my background; working in a giant melting pot of cultures.”	P11- “having an understanding of different practices and beliefs.”	P11 – “there is a large generational gap, beliefs how education should be conducted.”
P12 – “Very familiar.”	P12 – “I would say an 8, because of my background.”	P12 – “everybody is not the same; different set of beliefs.” -	P12 – “adapt our teaching plan to who is in the class”
P13 – “I guess I am somewhat aware of it.”	P13 – “I would say an 8.”	P13 – “I believe maybe just understanding various cultures.”	P13 – “trying to respect one’s abilities.”
P14 – “ very familiar; we go through that every year.”	P14 – “I would say about a 9.”	P14 – “respect, understanding, and accepting a person’s	P 14 – “accepting they as they are; being aware and

		differences.”	adapting to political issues.”
P15 – “aware of cultural awareness and competency but not cultural responsiveness.”	P15 – “I would say it would be a solid 7.”	P15 – “dealing with multiple cultures, languages, differences.”	P15 – As an instructor, understanding culture and taboos; making students comfortable.”

Research Question 2. Interview Guide Questions and Responses 5 to 12.

IGQ 5 Can you describe what you think is meant by culturally responsive teaching?	IGQ 6 How would you define culturally responsive teaching in higher education?	IGQ 7 Have you thought about how culture might impact teaching and learning?	IGQ 8 Have you altered the way you teach because of the student’s cultures?
P1 – “giving them the knowledge of my experience....and responding to the culture”	P1 – “forming a relationship and foundation to build teaching upon”	P1 – “not really”.	P1 - “No. Maybe in explaining it a little bit different; changing my teaching style”
P2 – “adaptable and equitable for all”	P2 – “equitable experience for everyone”	P2 – “yes, different languages and customs affects understanding”	P2 – “I’ve changed quizzes to accommodate students”.
P3 – “being aware that you may have students who culturally learned through visual stimulus, so you have to incorporate that in your teaching”.	P3 – “allowing them to have their own time to process information	P3 – “incorporate their belief systems into your teaching”	P3 – “I teach in groups a lot because they are more comfortable.”
P4 - “Be able to respond appropriately which is extremely difficulty; select your words carefully.”	P4 – “I had to adapt to the cultures and beliefs of the students.”	P4 – “can enhance or negatively impact learning; miscommunication.”	P4 – “No I didn’t but delivery of content and communication maybe.”
P5 – “It is how you approach them, communicate with them, interact with them.”	P5 – “How you teach with examples that the students can relate to.”	P5 – “In different ways; how they respond to you teaching might be different.”	P5 – “You have to accommodate the way you teach based on cultural backgrounds of your students.”

P6 – “they are not all of the same culture and I have to respond and relate to them somehow”	P6 – ‘connectivism learning theory”	P6 – “better outcomes form courses when they feel connected to their life and culture”	P6 – “tweak it a little bit so it can relate to them”
P7 - “being able to reach the individual so they can learn; avoid offending them”	P7 – “maintain a relationship that is informed; able to communicate and interact with them”	P7 – “yes I’ve thought about it because I believe the whole person will have to be engaged when teaching to reach everyone”	P7 – “I have never; I just adapt.”
P8 – “I guess it means understanding that not all of your students have the same experiences that you do.”	P8 - “So you might have to provide different examples.”	P8 – “yeah, making sure the classroom is a fair environment for everyone; similar opportunities to learn”	P8 – “just try to make the information accessible in various ways”
P9 – “This would be understanding and identifying where their culture is and being able to respond accordingly.”	P9 – “Knowing the students; relating to them; understand their culture is and who they are.”	P9 – “yes it affects us and the students and how they learn”	P9 - “If you understand someone’s culture very well, you can adapt your teaching to them and to their culture.”
P10 – “you know the students and you respond to their culture.	P 10 – “understanding their way and style of thinking and understanding and learning”	P10 – “a bit challenging thing; language fluency for example.”	P 10 – “if I know the person belongs to a specific culture, then I can select some kind of examples from their culture which they can understand clearly.”
P11 – “Everybody comes from a different background, so it impacts us and how we teach them.”	P 11 - “responding to various generations of students in the same class”	P11 – “religious beliefs can impact how class is conducted.”	P 11 – “Not the way I teach but the use of more technology.”
P12 – “How we have to always respect other cultures in our classrooms.”	P12 – “Everyone is different and has different ways of learning.”	P 12 – “Culture is the basis to every learning.”	P12 – “yes I have done that when they are uncomfortable with a procedure because of their beliefs or customs.”

P13 – “Responsibility of the instructor is trying to relate to students. Being able to communicate effectively, understand various cultures.	P13 – “Try to adhere to other cultures and awareness of respect.”	P13 - I think not directly, but I've always had that in the back of my mind is always to respect, you know, various backgrounds on students and and what they're bringing into the classroom.	P13 – “probably to some degree; teaching methods”
P14 – “respond to students using various approaches; understand behaviors”.	P 14 – “It is basically teaching the various aspects of what makes a person.”	P 14 – “understand why people act in a certain way in the classroom”.	P14 – “ I would take whatever dynamics are happening in the world at the time and discuss them.”
P15 – “something new for me”	P15 – “responding to students' behaviors and communication barriers”	P 15 – “So I never really looked at it as an instructor, bridging the gap between myself and a student.	P 15 – “I may have to use other ways to get the information across.”

IGQ 9 Has the curricula you have delivered been adjusted because of student’s cultures?	IGQ 10 Have you adjusted a course syllabus because of student’s cultures?	IGQ 11 What are your thoughts regarding changing a curriculum or course syllabus to be more culturally responsive?	IGQ 12 What are your thoughts regarding the impact of culturally responsive teaching in higher education?
P1 – “No”	P1 – “No”	P1 – “No I never have”.	P1 – “I feel like there is a deficit.”
P2 – “somewhat; changed some quizzes”	P2 - “no; flexible where I can be.”	P2 – “can’t do that because I use the State standard curriculum.”	P2- “no; flexible where I can be.”
P3 - “difficulty to do; methods can change”	P3 – “No. I just follow the syllabus but adjust how it is done.”	P3 – “No. I just follow the syllabus but adjust how it is done.”	P3 – “I don’t know if I can answer that question.”
P4 – “Absolutely not”	P4 – “They do emphasize that you must follow the	P4 – Absolutely. I mean part of teaching is promoting	P4 – “It will show up as increase in student retention because

	syllabus according to their guidelines.”	inclusion in the classroom.”	they feel more comfortable.”
P5 – “Oh no, no, no”	P5 – “no, but I can use different methods”	P5 – “Difficult to do. I have to follow the plan I am given.”	P5 – “no, but I can use different methods.”
P6 – “Not the course curriculum.”	P6 – “Not the syllabus. That should not intervene or contradict with learning objectives.	P6 – “Maybe the delivery”	P6 – “Making connections with students will get a better outcome.”
P7- “I never have.”	P7 – “I just adapt. Be mindful of the words.”	P7 - “I don’t think we have the authority.”	P7 – “That might be helpful to student that needs it based on their performance level.
P8 – “No”	P8 – “No I haven’t.”	P8 – “ I think it is important but difficult to do”	P8 – “Try to make the material accessible.”
P9 – “No”	P9 – “Not a syllabus.”	P9 – “Can’t change curriculum”	P9 – “ It would be more comforting and comfortable.”
P 10 – “No. It’s a bit challenging thing.”	P10 – “Minor changes or adjustments.”	P10 – “ I always alter what I do.”	P10 – “Very much, yes.”
P 11 – “I myself have not.”	P11 – “ I personally haven’t made those adjustments.”	P11 – “ I try to use more technology.”	P11 – “Yes, absolutely.”
P 12 - “no but I may have to modify it.”	P12 – “I’ve had to change how we do things in the classroom.”	P12 – “You have to gauge their comfort level.”	P12 – “as you become more friendly with the students, they share more”
P 13 – “alter methods not curricula”	P13 – “I think we have to be able to adapt.”	P13 – “I think we have to learn, ask questions.”	P13 – “I think so.”
P 14 – “No”	P14 – “lately we have to adjust our methods”	P14 – “I think it is quite important.”	P14 – “Absolutely it will. It will make them aware of different people.”
P 15 – “I would say, I wouldn’t.”	P15 - “I would make try to make things clearer for ESL students.”	P15 – ‘May have to make adjustments when necessary.’	P15 – “Certain cultures in your classroom may not understand.”

Research Question 3. Interview Guide Questions and Responses 13 to 15.

IGQ 13 Can you describe what you believe is your role in culturally responsive teaching?	IGQ 14 What do you perceive is your role in implementing culturally responsive teaching?	IGQ 15 Is culturally responsive teaching something you feel will influence or benefit your students?
P1 – “I didn’t feel like I had a role.”	P1 – “making them culturally aware, that is something we can do”	P1 – “it probably can benefit some”
P2 – “ To guide the learning and be inclusive.”	P2 – “To find ways to incorporate it in the curriculum.”	P2 – “Oh Yeah. I enjoy it.”
P3 – “I believe my role is to communicate to help a student understand what it is they are expected to learn.”	P3 – “to learn more about it”	P3 – “Yes, yes, I do believe that we we have to embrace the cultures, especially in the area of nursing”
P4 – “I feel it is limited because I am one person.”	P4 – “my responsibility is to try my best, at least to be aware.”	P4 – “Yes; they will be more open in the classroom; talk more.”
P5 – “To make sure everyone gets the same understanding.	P5 – “without offending or changing concepts.”	P5 – “yeah, of course.”
P6 – “Getting to know my students; connect with them.”	P6 – “Find ways to include everyone.”	P6 – “yes, definitely.”
P7 – “ Be informed and open-minded and a role model”	P7 – “make an effort to learn how”	P7 – “students need to feel whole and respected”
P8 – “Be culturally aware of student’s needs”	P8 – “Be prepared.”	P8 – “Definitely”
P9 – “Making sure we all are being respectful of each other regardless as to different views.”	P9 – “model good behavior”	P9 – “Culturally responsive teaching is a benefit for the students because it helps them feel more comfortable in the environment that they're learning.”
P 10 – “include everyone; communicate clearly.”	P10 – “be sensitive to the differences of each student”	P10 – “very much, yes.”
P 11 – “to cater to the ever-changing world”	P11 – “We have to make adjustments”	P11 – “yes absolutely knowing your students more”
P 12 – “make everyone comfortable”	P12 – “actually practice”	P12 – “Yeah, definitely.”
P 13 – “understand that person’s situation”	P12 – “try to get as much insight as possible”	P12 – “yes, I think so”
P 14 – ‘treatment of each other with respect”	P12 – “model inclusiveness”	P14 – “more acceptance; comfortable; communication”

P 15 – “bridge the gap between me and student”	P15 – “guide to their learning”	P15 – “yes, it will”
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Research Question 4. Interview Guide Questions and Responses 16 to 18.

IGQ 16 As an educator, describe how you have sought to develop greater cultural awareness?	IGQ 17 Have you participated in any staff development opportunities on cultural awareness?	IGQ 18 Can you tell me about the staff development offered to you?
P1 – “experience where I work”	P1 – “not at the community college; in current position, yes”	P1 – “I don’t even know what they are called.”
P2 – “it is incorporated in the curriculum I teach”	P2 – “no”	P2 – “I have not had the opportunity to participate.”
P3 – “courses that incorporate cultural awareness; culture is so vast.”	P3 – “I haven’t the time; nothing formal.”	P3 – “I can’t recall; it’s been a while.”
P4 – “read more”	P4 – “I haven’t seen any workshops where I adjunct.”	P4 – “technology related topics”
P5 – “learn from the students”	P5 – “yes”	P5 – “A course on different aspects of people’s culture.”
P6 – “I read now and then.”	P6 – “Yes at the college where I teach.”	P6 - So basically, of course, cultural diversity was addressed. Cultural awareness, cultural responsiveness, all of those points were addressed in those trainings.”
P7 – “In my boss’s program; we talk about theories, how culture affects everything.”	P7 – “Last semester there was something by our director.”	P7 – “technology, online teaching; different lifestyles like LGBTQ”
P8 – “I try to expose myself to different sources of information.”	P8 – “only at the hospital”	P8 – “not aware of any at the college”
P9 – “I took a program at the college.”	P9 - “ACUE program at the college”	P9 – “The one-year program at the college.”
P 10 - ‘Talk to students; interact with them.’	P10 – “I think a couple of places I did. Yes, I did.”	P10 – “CANVAS training; Flipping the classroom”
P 11 – “This is something you just learn because you are exposed to different cultures.”	P11 - “At my primary job, yes.”	P10 – “Not at the college but at the hospital.”

P 12 – “I love to do research.”	P12 – “Nothing on cultural awareness.”	P12 – “Sexual sensitivity workshop.”
P 13 – “reading, workshops, talking to colleagues”	P13 – “I attended elsewhere one class a number of years ago about this.”	P13 – “online teaching methods and various tools.”
P 14 – “discussion with students”	P14 – “At my primary job, cultural awareness.”	P14 – “No, I have not.”
P 15 – “continuing education as a pharmacist”	P15 – “not at the college”	P15 – “Unfortunately, No.”

Research Question 5. Interview Guide Questions and Responses 19

IGQ 19 Do you believe the organization has prepared you to implement culturally responsive teaching? If so, how?
P1 – “no”
P2 – “no”
P3 – “I would have to say no.”
P4 – “I don’t believe they have”
P5 – you are never really ready, no”
P6 – “yes”
P7 – “I believe so. There is always room to grow.”
P8 – “In my primary hospital job but not at the college.”
P9 – “yes the ACUE program several modules on culture.”
P10 – “to a certain extent”
P11 – “Don’t really know”
P12 - “I think, yeah.”
P13 – “yes but always room for improvement”
P14 – “I am in the middle with that”
P15 – “no”

Research Question 6. Interview Guide Question and Response 20

IGQ 20 Do you believe the organization is ready to implement culturally responsive teaching?
P1 – “Its something I am developing”
P2 – “No. I don’t know if it is a priority.”
P3 – “Don’t know.”
P4 – “No”
P5 – “yes they are”
P6 – “yes”
P7 – “yes and no”
P8 – “yes” (the hospital)
P9 – “I think they need more education on it.”
P10 – “I don’t know”

P11 – “I don’t know”
P12 – “I don’t think we are there yet.”
P13 – “Definitely”
P14 – “I am in the middle on that.”
P15 – “I am not sure.”

Research Question 7. Interview Guide Questions 21 to 24

IGQ 21 Do you believe you are ready (prepared) to teach culturally diverse students?	IGQ 22 Can you tell me about your readiness to teach using culturally responsive practices?	IGQ 23 What are some ways you can promote your readiness to engage in culturally responsive teaching?	IGQ 24 What are some ways the organization can promote its readiness to engage in culturally responsive teaching?
P1 – “In the beginning no”	P1 – “ I am preparing now.”	P1 – “you know, more knowledge”	P1 – “Instead of just sending out a flyer, you know I think this needs to be more.”
P2 – “yes based on my years of experience”	P2 – “I need to know more about it.”	P2 – “flexible online staff development”	P2 – “It could start with little things; community outreach”
P3 – “I believe I am preparing.”	P3 – “I don’t know if you ever reach that goal.”	P3 – “By paying close attention to how well students are understanding and seeking out different methods of teaching.”	P3 – “evening tutoring programs”
P4 – “I still have a long way to go; complex topic.”	P4 – “I can benefit from more basic training.”	P4 – “learn about other cultures; watch youtube; look up resources”	P4 – “offer workshops”
P5 – “based on my years of experience.”	P5 – “my experience teaching in NY and NJ”	P5 – “keep working with diverse students”	P5 – “more staff development training”
P6 – “yes I am”	P6 - “I know my students well.”	P6 – “learn from the students”	P6 – “cultural events and celebrations”
P7 – “yes I think so”	“I believe it is an ongoing process.”	P7 – “keep learning more about it”	P7 – “mandatory annual training”
P8 – “yes because of my experience”	P8 – “I believe yes.”	P8 – “Access to information.”	P8 – “Email or web-based training awareness programs.”

P9 – “Yes. I have a lot of experience.”	P9 – “Yes because I am also teaching middle school.”	P9 – “training for faculty and students”	P9 – “more workshops and make it a priority”
P10 – “Yes definitely.”	P10 – “learning more each day”	P10 – “teaching seminars”	P10 – “talk about it more in meetings”
P11 – “Yes from my experience.”	P11 – “I think there is definitely a lot that I can learn.”	P11 – “I haven’t thought about it.”	P11 – “maybe during new hire orientation.”
P12 – “Yes but more to learn.”	P12 – “I am pretty good but need to know more about African cultures.”	P12 – “I need a playbook, something to follow about each culture.”	P12 – “Definitely have a playbook; different cultures, different religions.”
P13 – “I think there is something to learn more.”	P13 – “I am always wanting to learn.”	P13 – “maybe improve certain things in various teaching methods”	P13 – “various teaching methods”
P14 - “Yeah, I would say absolutely.”	P14 – “Based on my years of experience.”	P14 – “working with various students”	P14 – “town hall meetings or training if I have time.”
P15 – “I would say yes.”	P15 – “I feel confident in myself.”	P15 – “learning more about it”	P15 – “module on culture”