Increasing Cultural Responsiveness Among University Faculty

Through Cultural Intelligence Training

by

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ABSTRACT

In this mixed-methods action research study, I guided a small cohort of university faculty members through a semester-long professional development program to learn strategies for creating more inclusive environments for culturally and linguistically diverse (CLD) students. During the program, and guided by my original, reconceptualized framework of Cultural Intelligence (CI), faculty sought to implement culturally responsive behaviors to demonstrate inclusion in teaching, classroom environments, or materials. To understand these behaviors in detail, faculty used an Innovation Configuration (IC) Map I developed over several research cycles. During this final cycle, I ascertained how well the IC Map helped faculty participants demonstrate CI via the three Cultural Capabilities of Cultural Openness, Cultural Awareness, and Cultural Responsiveness, to promote the outcomes of Diversity, Equity, and Inclusion (DEI). Using document analyses, surveys, observations, and focus group discussions, I determined that faculty benefited from the program in building community and understanding better how to practically apply CI for CLD student inclusion, particularly as it related to demonstrating Cultural Responsiveness in teaching and classroom environments. Faculty reported a nearly unanimous need for greater Cultural Awareness in creating more responsive materials for not just CLD, but all, student success. Faculty consistently agreed on the relevancy of such professional development initiatives in helping them achieve DEI-related outcomes.

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FOR SUCH A TIME AS THIS

> We do things when it is our time to do them. They do not occur to us until it is
> time; they cannot be resisted, once their time has come.

> — Bharati Mukherjee, *The Holder of the World*

Years before I moved into my current work as an intercultural competence trainer, even before my decades-long career as university English faculty, I was drawn to and inspired by cross-cultural voices within literary fiction, namely those of ethnically diverse women. Alice Walker's *The Color Purple*, Amy Tan's *The Joy Luck Club,* and Jhumpa Lahiri's *Interpreter of Maladies* have been anthems in my becoming. Whether it was for the purpose of my burgeoning into my own personal identity as a woman of color, the firstborn daughter of a Punjabi immigrant, or being the first and only person to serve as Senior University International Educator (UIE) at Arizona State University (ASU), these texts not only helped me understand who I was, but they also empowered me in advocating for people from multicultural backgrounds. The convergence of communities through cultural curiosity has subsequently guided my personal and professional endeavors throughout everything I have done and now do.

Traditionally, I have eschewed fantastical tales, gravitating instead toward works grounded in the real world, so imagine my surprise when, during April 2020, in the wake of the COVID-19 lockdown, I agreed to watch the extended director's edition of *The Lord of the Rings* with my husband. I had considered it an act of generosity but had not foreseen Tolkien's words' potential impact on me regarding current events.

In the novel's first book, *The Fellowship of the Ring*, the young Hobbit Frodo laments having in his possession a magical ring, one that imparts sinister levels of power

to its owner. He confesses to Gandalf the wizard: "I wish it need not have happened in my time." The astute and empathetic Gandalf agrees: "So do I," he says, "and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us" (Tolkien, 1954, p. 60).

As I was mesmerized by an epic adventure in a world far from our own, reports throughout the United States (U.S.) emerged about the backlash against many Asians who were being blamed for the COVID-19 virus, since it had been discovered in China. Then-U.S. President Donald Trump had referred to COVID-19 as the "Chinese" or "China" virus over twenty times between March 16 and March 30, 2020, and later integrated "Wuhan virus" and "Kung Flu" as alternative monikers (Abdul-Alim, 2020). I felt responsible for advocating on behalf of the Chinese population, as it represented the largest international student demographic at ASU. I immediately integrated into my professional development trainings verbiage aligned with the World Health Organization's (2015) virus-naming protocol, in which it is written that countries of origin could not be referenced in a virus's identification. One week into the lockdown, attacks against Asian-Americans escalated, with over 650 incidents of overt verbal or physical attacks reported, motivated solely on the basis of their racial identities. Several relayed their stories, from non-Asians refusing to stand near them in grocery store lines for fear of becoming infected, to being spit on and explicitly held responsible for the virus (A3PCON, 2020). Many of those attacked were Asian, but not of Chinese descent; they too wondered what they had done to deserve such hatred, cruelty, and abuse.

I thought about Frodo, who had done nothing to deserve the portentous ring, and considered the weight of responsibility he had in understanding this: if he fulfilled the

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task of destroying the ring, it would be for the safekeeping of the entire world. To Frodo, the cost was worth it. He recognized in others—whether they were fellow Hobbits or wizards, elves, dwarves, or humans—an intrinsic value, the priceless worth of one who exists. I wanted to embrace this message during a pandemic that made time seemingly stand still, one that asked of humanity a singular question: *What are we going to do with the time that has been given to us?*

Six weeks into the lockdown, the world observed a video of the lynching of George Floyd, a Black man who cried out, "I can't breathe," as a police officer knelt on his neck for nine minutes and twenty-nine seconds[1], suffocating him to death. Time, as it were, was critical for Floyd, and what the officer chose to do with this time cost a man his life.

In the aftermath of Floyd's murder, during a time in which many Americans deeply misunderstood and sometimes mistreated the innate humanity in other Americans, some educators like me wondered if this issue of race was our business. Charles and Deardorff (2020), two prominent intercultural competence scholars, stressed that it was, indeed, our responsibility to intervene, in that "[s]uch intercultural work is the flip side of diversity education and the parallels are plentiful and similar enough to obligate international educators to be just as energetically engaged with anti-racist education" as any other (para. 4). In defining intercultural competence, Bennett (2009) wrote that it is "a set of cognitive, affective, and behavioral skills and characteristics that support

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[1] This time was originally, and infamously, reported as eight minutes and forty-six seconds.

effective and appropriate interaction in a variety of cultural contexts" (p. 97). During cross-cultural interactions, the work of anti-racism—a form of action against racist policies and behaviors—is what intercultural competence trainers know and do (Kendi, 2019). Accordingly, the diversity, equity, and inclusion (DEI) facilitator must usher people toward understanding when they are confronted with difference—particularly a dissimilarity in culture. In understanding DEI[2] more comprehensively, diversity allows students, in this case, to feel represented at a university; equity promotes fairness within systems; and inclusion assures students they are valued and belong. According to Lily Zheng, DEI are outcomes, not intentions (Brown, 2020). Further, Riordan (2014) defined inclusivity as, "An atmosphere in which all people feel valued and respected and have access to the same opportunities" (para. 2); diversity—the bringing together of many different cultures—is a fact across most institutions. Inclusion, however, takes intentionality and effort. As an intercultural competence trainer who provided faculty and staff cross-cultural education and support, I had been prepared for this work.

Study Setting

ASU (2021) established my role as UIE in 2015 to uphold its eighth design aspiration to "engage globally." Altbach and Knight (2007) defined globalization as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (p. 290). Internationalization involves the choices members of an institution make in response to globalization, as a process of change that

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[2] The acronym for DEI continuously evolves, including variations such as EDI, JEDI (adding the word "Justice"), or DEIB (adding the word "Belonging"), among others.

integrates international dimensions and perspectives into all of the institution's core activities (Blight et al., 2003). Related, ASU's (2021) stated mission of measuring itself "not by whom it excludes, but by whom it includes and how they succeed" underscores the tenets of intercultural competence and DEI. In this role, I work alone but collaborate with colleagues across campus departments to help operationalize ASU's mission and produce DEI-focused outcomes. I do this through guiding faculty and staff in demonstrating culturally responsive teaching or professional practices, as directed by research to be discussed later. Also to note, during my time as UIE, I developed a new framework for Cultural Intelligence (CI), based on Earley and Ang's (2003) original research. CI, as I define it, is the ability to gather, interpret, and act upon drastically different cues to behave responsively across cultural settings, in multicultural situations, and with people of diverse ethnicities, genders, ages, abilities, and backgrounds. Although I also discuss this framework in more detail later, three Cultural Capabilities guide and measure CI: Cultural Openness, Cultural Awareness, and Cultural Responsiveness.[3]All terminologies that I use are included in a Glossary of Terms & Acronyms, located in Appendix B.

As of the beginning of lockdown during March 2020, ASU was the largest public university and sixth overall in the nation to host international students, welcoming 10,000 students from 136 countries (Institute of International Education, 2019); these were the varied populations on behalf of whom I had been hired to advocate. I had been tasked to

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[3] When I refer to culturally responsive behaviors in general, or as described by various researchers, I will not capitalize the term. However, when I refer directly to CI and its associated Cultural Capabilities of Cultural Openness, Cultural Awareness, and Cultural Responsiveness, I will capitalize the terms.

make sense of and help people avoid academic, linguistic, and cultural confusion that resulted in miscommunications and subsequent misunderstandings, especially during this time.

In late April 2020, a month before Floyd's death, I hosted the final workshop for a new initiative—the Advanced Global Advocacy Certificate Program (Advanced GACP)—a semester-long course that would also serve as my dissertation project. It was a next-step for those who had participated in the foundational Global Advocacy Certificate Program (GACP), a yearlong ongoing training initiative through which ASU faculty and staff received general knowledge about ASU's global landscape and strategies for assisting international students. For the Advanced GACP, I sought to guide faculty and staff members at the beginning of each semester in selecting a problem of practice from within their spheres of influence that pertained to understanding and supporting international students. Throughout the semester, I instructed them to apply CI to their respective problems of practice and report the results of their efforts at a final workshop. Although their projects had been interrupted by COVID-19 and working from home proved to be a monumental disruption, all participants noted that by delving into the work of curiosity, empathy, and compassion, the guiding values of CI, they had gotten through the semester a bit easier. Moreover, several Advanced GACP participants reported that, prior to the Spring 2020 semester, some faculty with whom they worked had been reluctant to implement new culturally responsive strategies into their pedagogy. A notable example included a science, technology, engineering, and mathematics (STEM) unit in which leaders had been encouraging faculty to integrate more accessible tools through Canvas (Instructure, 2021), ASU's online learning management system. Faculty

could not find nor justify the time required to add subtitles to videos, integrate visual

descriptions for graphics, or add icons indicating assignment types in their courses.

However, once these faculty members were required to teach entirely online through

Canvas, the very practices they had avoided they now admitted to needing.

Likewise, between the Spring 2016 and Summer 2020 semesters, most ASU

faculty who solicited my services had done so as a form of "triage," to address challenges

they already had encountered but did not know how to manage effectively. The staff-to-

faculty ratio of attendance at the GACP, in particular, had been 6:1. During my four years

of being the UIE, I learned that faculty often faced linguistic and cultural communication

barriers that inhibited many, specifically international, students' abilities to understand

and engage with both academic content and university-wide resources. This largely

occurred because many students for whom English was a second or other language were

accustomed to drastically different pedagogical approaches than the innovative teaching

styles found at ASU (Pelton, 2017). As my Advanced GACP colleagues had learned, I

too discovered during Spring and Summer 2020, and amidst stay-at-home orders due to

COVID-19, how the sudden shift to online teaching modalities for all faculty members

meant that those who ordinarily may not have understood the significance of my trainings

now sought them out. After the public murders of Floyd and other Black Americans,

faculty outreach for my work increased even more. Most significantly, the registration

rates for the GACP and Advanced GACP tripled, and the staff-to-faculty ratio moved

closer to 2:1. The audience I had wanted to engage now wanted to engage me.

Thus far, however, my professional scope had been in supporting faculty and staff

on behalf of international students. But by Fall 2020, I realized that my work was not just

for international students, but for a wider culturally and linguistically diverse (CLD) population. In defining culture, most people default to national origin, thus singling out international students. However a broad and more inclusive understanding of culture not only comprises nationality, but also variations in ability, artistic expression and preference, ethnicity, family dynamics, gender and sexuality, generation, geographical location, language, personality, political worldview, religion, and socioeconomic status (Barnett, 2013). Adopting a more comprehensive cultural outlook allows individuals to move beyond stereotypes and acknowledge people as intersectional individuals with multifaceted aspects of culture influencing their interpersonal and academic engagement.

Intersectionality is the ability to "[recognize] that identities are dynamic and emergent, [so] it seeks to identify the ways in which identities are negotiated, rather than considering them as static markers of difference" (García & Ortiz, 2013, p. 36). Thus, though the GACP had been created decidedly for global advocacy, hence its title, the techniques I provided through it on culturally responsive practices applied to *all* students, especially those who, although American, were from historically excluded communities—whether that of disability, generation, gender, geography, race, religion, sexual orientation, or socioeconomics. As a result, the Fall 2020 semester became one in which those of us who had been ready were asked to lead those who were having trouble understanding this new world, its inhabitants, and confusing political acrimony. Indeed, Americans faced a triple pandemic of COVID-19, racism, and polemics, all fueled by politics.

Study Context

      This political divide on how the U.S. was to respond to both internationalization and racism became an ongoing dilemma. During 2020, the Trump Administration recommended successive legislation that requested to limit both international students' access to education within the U.S., as well as approaches to DEI efforts that would aid organizations across the country in creating culturally responsive environments. In July 2020, the administration sought to revoke the visas of international students who planned to take classes entirely online in the fall, despite the travel restrictions due to and the threat of contracting COVID-19. This was presumed to be a way of pressuring institutions to reopen, as international students provided valuable tuition dollars (Jordan et al., 2020). In fact, the Institute of International Education (2019) reported that in the U.S., the 2018-2019 international enrollment population totaled over one million students, while Arizona's higher educational institutions ranked twelfth in the nation, welcoming nearly 23,000 students from China (34.6%), India (27.3%), Saudi Arabia (6.8%), Kuwait (4%), and South Korea (2.5%). International students contributed over $45 billion nationally during the 2018 academic year, and Arizona received approximately $727 million from international student expenditures (National Association of Foreign Student Advisers [NAFSA], 2019). The administration withdrew the plan in response to lawsuits brought forth by over seventeen universities, including ASU (Binkley, 2020).

      Then, in September 2020, the administration proposed a four-year restriction on student visas, which previously allowed international students to stay in the U.S. indefinitely if they remained in school (Redden, 2020). Concurrently in September 2020,

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reaching beyond the international community into broader areas of DEI efforts, the administration issued an *Executive Order on Combating Race and Sex Stereotyping* (2020) declaring that any federally-funded DEI training could no longer "combat offensive and anti-American race and sex stereotyping and scapegoating" (para. 1). This mandate specified that critical theories which explicitly identified White or patriarchal supremacy as barriers to inclusion or anti-racist progress were forbidden as discussion topics in trainings. Regardless of what motives lay behind these drastic pursuits, DEI initiatives seemed to increase throughout the summer and fall, presenting a counternarrative to the administration's actions. Alas, by the close of 2020, new data emerged revealing that, during the 2019 academic year, for the first time in nearly fifteen years, international student enrollment at U.S. universities had decreased by 2%, and their expenditures in the U.S. also dropped by 2.2%, to $38.7 billion (NAFSA, 2020). Although these declines did not account for the impact COVID-19 had on international student enrollment during Spring 2020, NAFSA (2020) Executive Director and CEO Dr. Esther D. Brimmer cited the effects xenophobic rhetoric, detrimental regulatory actions, executive orders, and lack of a coordinated response to the pandemic undoubtedly had on international students' willingness to enroll in U.S. universities. Subsequently, even though traditional internationalization did not aim toward mere profitability, universities (and corporations) across the U.S. increasingly acknowledged that DEI efforts were not merely good for society, but also for business (Fluker, 2020).

During this time, it also became evident to me that I needed to reconceptualize my research and expand my trainings to reflect the many manifestations of diversity—of ability, age, ethnicity, gender identity, race, and socioeconomics—to incorporate all CLD

individuals in my mission to promote DEI outcomes. This informed how I reconceptualized the CI framework I present in this document.

Notably, by the end of 2020, a year marked by a triple pandemic and an administration that in my estimation exhibited limited CI and leadership, the U.S. elected a new President, Joe Biden, and the nation's first female Vice President, Kamala Harris. Significantly, Harris was also the first person of East Indian (!) and Black heritage to serve in her capacity. Even more meaningfully, within one month of the November 2020 election, Biden made history by selecting the most culturally diverse members for his administration, appointing people of color, women, and those from historically excluded communities to lead various departments (Tran, 2020). Accordingly, the nation as a whole began again the work of representation, the first fruit of inclusion: when the makeup of leadership represents the demographics of its diverse constituents, people feel a sense of inclusion through this representation (Roberts & Mayo, 2019). Then, if leaders (and educators) engage their constituents and apply culturally responsive practices in their interactions, the people (and students) feel like they belong. Again, when people feel a sense of belonging, they are empowered to succeed (Baumeister & Leary, 1995).

Despite these efforts from the new administration to encourage equity, or at least representation, on January 6, 2021, approximately 25,000 Americans—many classified by experts as White nationalists and conspiracy theorists—forced entry into the U.S. Capitol building for a "Stop the Steal" mission, claiming Biden fraudulently won the 2020 Presidential election (Mendoza & Linderman, 2021; Tavernise & Rosenberg, 2021). Four people died from violent attacks at the scene, and four officers who responded to the attack died by suicide the summer following. Police later arrested 500 people in

connection with the day's events (Wolfe, 2021). U.S. Congress members of the Select

Committee concluded 2021 with an investigation into the attack on the Capitol ("Select

Committee Subpoenas Groups," 2021). In addition, toward the end of 2021, the U.S.

Federal Bureau of Investigation (FBI, 2021) released the "Updated 2020 Hate Crime

Statistics" report, in which the FBI evidenced that hate crimes against Asian and Black

individuals rose sharply in the U.S. Specifically, hate crimes against Asians rose by 70%,

and against the Black community about 20% (FBI, 2021). Table 1 provides a partial list

of these related crimes (see also "George Floyd: Timeline," 2021; Miranda & Etehad,

2021).

Table 1

Partial List of Hate Crimes Against People of Asian and Black Heritage, 2020-2021

Date of Incident	Description of Incident with Location	Targeted Population
March 13, 2020	Shooting death of Breonna Taylor by police; Louisville, KY	Black
May 25, 2020	Shooting death of George Floyd by police; Minneapolis, MN	Black
March 16, 2021	Shooting death of eight at a spa by single gunman; Atlanta, GA	Asian
April 11, 2021	Shooting death of Daunte Wright by police; Minneapolis, MN	Black
April 15, 2021	Shooting death of eight at a FedEx facility by single gunman; Indianapolis, IN	South Asian

From these events and others, it seemed that the U.S.—regardless of political party or

people governing—found itself at another impasse, reminding Americans again of the

ongoing national chasm that revealed a country divided, with voices from non-White

Americans typically, and historically, left out (Dimock & Wike, 2020). In fact, in a study

by the Pew Research Center, researchers found progressively blatant disagreements

between Democrats and Republicans on many issues, including the economy, racial justice, climate change, law enforcement, and international engagement, noting, "What's unique about this moment—and particularly acute in America—is that these divisions have collapsed onto a singular axis where we find no toehold for common cause or collective national identity" (Dimock & Wike, 2020, para. 7).

Against this political backdrop, many DEI practitioners rethought their training and communication strategies to factor in undeniable ideological divides, recognizing that if our work was going to have any impact, it would have to focus on unifying goals and demonstrable outcomes.

The Advanced Global Advocacy Certificate Program

As briefly noted prior, during the 2018-2019 academic year I launched and hosted the GACP for ASU faculty and staff who wanted to cultivate a globally-minded campus. To earn certificates as Global Advocates, participants register for and attend the Foundations of Global Advocacy core course plus, at minimum, three elective courses, which I offer at least once a month during an academic year. All courses are free of charge and offered on a first-come, first-served basis. In response to COVID-19, all professional development trainings shifted to Zoom (Version 5.8.7), a video communications platform, for the 2020-2021 and 2021-2022 academic years.

To provide ongoing support for GACP certificate recipients, during the 2019-2020 academic year, I launched the Advanced GACP to a singular cohort to further engage in independent semester-long projects. Advanced GACP participants are required to attend three workshops throughout a semester, during which they focus on solving a problem of practice by implementing a culturally responsive strategy. The objective of

the Advanced GACP is to introduce specific tools to guide faculty and staff in modeling culturally responsive practices in their professional interactions. My motivation for creating the GACP was to address the common misperception that attending one professional development workshop on CI was enough to equip people to produce DEI outcomes. The purpose behind the Advanced GACP, accordingly, is to allow participants to interact with members among a likeminded community and implement, even if slowly, culturally responsive behaviors over the long-term. More details on the Advanced GACP will be provided in the forthcoming section on Methods.

While my purview focuses on both faculty and staff, given my intervention and associated research pertained to faculty only, I refer to participants as faculty hereafter. Via my intervention, and as facilitated through the Advanced GACP, I set out to increase Cultural Awareness and offer practical strategies for faculty to establish culturally responsive classroom environments. To do this effectively, I aimed to provide a practical approach for instructors to understand, demonstrate, and implement appropriate behaviors. Aligned with CI principles, strategies, and tools, I based this approach on Hord et al.'s (2014) Concerns-Based Adoption Model (CBAM; see more forthcoming). I will also discuss CI in more detail forthcoming, but for now it is important to note that it is the most pragmatic approach to helping faculty understand CI, as it can be used to straightforwardly assist them in exhibiting culturally responsive teaching behaviors. Complementarily, I will use CBAM components to "designate the research-based strategies necessary for successful change" by describing the specific culturally responsive behaviors faculty should demonstrate (Hord et al., 2014, p.v).

Purpose of the Study

As noted, my problem of practice focused on equipping ASU faculty with CI strategies to help promote CLD student success before critical situations arose. The purpose of my study was to, therefore, ascertain the effectiveness of the CBAM tool [IC Map] I provided to Advanced GACP participants and determine how well faculty implemented culturally responsive practices for CLD student success. I sought to answer three research questions: (RQ 1) How did participation in the Advanced GACP affect faculty CI? (RQ 2) What CI strategies contained within the IC Map did faculty perceive to be most helpful in promoting CLD student engagement and success? (RQ 3) How did faculty demonstrate Cultural Responsiveness in their teaching practices, classrooms, or materials, and how did their practices in each of these areas change post-involvement in the Advanced GACP?

LITERATURE REVIEW

Presented next is the literature I deemed foundational to our collective understandings about the main tenets of this study. The purpose of this literature review, accordingly, is to explain why faculty needed intercultural competence training; to establish how sustaining culturally responsive environments fostered greater inclusion and participation of CLD students; to demonstrate the significance of university faculty's exhibiting culturally responsive behaviors on CLD student success and retention; and to introduce the currently limited scholarship available on developing Cultural Responsiveness in university faculty. These four subareas of the literature helped underscore the relevance and timeliness of my intervention in creating professional development opportunities for faculty, especially in the 2020-2021 socio-political

climate. Moreover, I posited that if faculty better understood their essential role in CLD student engagement, they might be more motivated to attend professional development trainings and exhibit culturally responsive behaviors, as guided by CI.

Why Faculty Need Intercultural Competence Training

With the increase in international student migration in the 2000s, more colleges and universities opened their doors to CLD students and, thus, to innovative ways of internationalization. College leaders in effect have recognized that strategic alliances with international institutions help augment their own institutions' competitiveness and prestige (Altbach & Knight, 2007). Thus, among prominent and selective U.S. colleges, international programs have provided global and cross-cultural perspectives to improve their curricula and benefit students; and campus-based internationalization initiatives have included sponsoring foreign visiting scholars, creating study-abroad programs, bolstering foreign-language instruction, and enhancing curriculum development through international studies majors or regional studies (Siaya & Hayward, 2003).

Haan et al. (2017) described this type of internationalization as "transformative" because, rather than relying solely on measuring numbers of students or programs, college and university leaders have found themselves undergoing changes in character that alter how their students, administrators, and institutional players perceive themselves (p. 38). These changes often reflect students' diverse cultural and linguistic backgrounds, with which many faculty members are unfamiliar. Whether faculty can adjust to these changes and create learning environments that are inclusive of both domestic and international student needs, however, remains largely unknown. Although universities may benefit both financially and reputationally from having larger international student

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representation, as institutions across the U.S. experience character shifts in cultural and linguistic representation, faculty potentially face pedagogical challenges because of such changing student landscapes (Barrington, 2004; Booker et al., 2016; Prater & Devereaux, 2009; Mayo & Larke, 2010; Sue et al., 2009). However, Milem et al. (2005) conjectured that representation alone—the bringing together of disparate groups—is not enough; university leaders need to be thoughtful in terms of how they devise strategies for moving from diversity to inclusion.

Schoorman (2000) posited that faculty are central to creating culturally responsive curriculum and must be encouraged to be involved in greater numbers. However, a common finding in U.S. higher education is that faculty display mixed attitudes toward international students; although faculty embrace the internationalization of campuses, many are uncertain about how to accommodate multilingual and multicultural students. In addition, faculty expect universities to provide more external resources to support diverse students academically, linguistically, and culturally (Haan et al., 2017; Jin & Schneider, 2019). Many faculty members argue that their job is to teach content, while a student's job is to learn how to apply that knowledge in academically robust ways.

Correspondingly, in studies conducted by Ryan and Viete (2009), they indicated how faculty often fail to consider students' broader classroom, institutional, or cultural contexts, and instead view international students from a deficit perspective, blaming their difficulty in adjusting to classroom norms on their limited language skills. As a result, many international students experience a sense of isolation when they attempt to adjust to university classrooms because they do not feel their cultures are represented or voices heard in their classes (Gonzales, 2016; Haan, et al., 2017; Milem et al., 2005).

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In 2020, specifically, more university administrators and faculty recognized the growing disparity between many CLD students and other domestic students whose social identities were not among those historically excluded (Lederer, 2021). This occurred, as mentioned earlier, in racial inequalities specific among Black and Asian American students, as well as gaps in access to technologies like computers, cameras, and the internet (Alobuia et al., 2020). Consequently, Navia (2020) reminded faculty that the classroom is considered a privileged environment, in that prior to the pandemic, students had equal access to instructors and classroom tools. Conversely, students attending class from home environments may not have had access to computers, cameras, or internet services, thus creating an equity imbalance. Navia (2020) stressed the importance of educators not teaching to privilege—or to those students with access to technologies—from a place of privilege (the classroom).

The recognition of both racial and technological disparities has resulted in more faculty members needing to adopt an equity lens, or the ability to identify institutional and systemic barriers and discriminatory practices that limit access for many students (Alobuia et al., 2020; Lederer et al., 2021; Lenssen et al., 2016). To uphold equity in education, faculty have needed to recognize that each and every student should "receive the necessary resources they need individually to thrive" and address any known gaps (Lenssen et al., 2016, p. 2). In response, many faculty members, understanding their limitations in identifying and attending to these vast needs, have sought to engage more online resources and professional development trainings during the pandemic since, largely in the past, they relied heavily on their subject-matter expertise or natural ability to teach ("Teaching in a Time of Uncertainty," 2020). Through these behaviors, they

demonstrated cultural humility and cultural empathy. Defined, cultural humility is demonstrated in a person's "ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [other person]" (Hook, 2013, p. 354), and cultural empathy "is having an appreciation and consideration of the differences and similarities of another culture in comparison to one's own; people with cultural empathy are more tolerant of the differences of those from other cultures" (Gonzalez, 2020, para. 4).

McMurtrie (2021) also confirmed greater demand for cultural humility and empathy in faculty's need for greater awareness in teaching, indicating that notions of the "natural teacher"—one who is charismatic and commands students' attention effortlessly—is largely a myth. Teaching, even in higher education, is just as much of a science as it is an art. McMurtrie (2021) accordingly argued for inclusion of evidence-based approaches that can be learned and refined to improve students' academic performance. These recommended approaches include techniques like drafting syllabi with clear course descriptions for students to understand objectives, expectations, and intended outcomes; allowing students to interact with content during class, rather than listening solely to lectures; and allowing ample opportunity for students to practice what they learn and receive instructor feedback.

Complementing McMurtrie's (2021) demystification of the "natural" teacher, and in many faculty members' desire to adopt an equity lens in the midst of COVID-19, the need for faculty development has increased even more. Although no official data seems to exist on how many webinars, op-eds, or blogs were launched in 2020 and 2021 on best practices for teaching in university classrooms during a pandemic, The Center for Faculty

Development and Excellence at Emory University offered a continuously-updated list of resources—from webinars to articles—titled "Teaching in a Time of Uncertainty" (2020). As of December 2021, this resource listed nine webinars that focused on themes ranging from effectively conducting inclusive synchronous classes online to authentic teaching strategies. Inclusive pedagogy resources totaled twenty-five, addressing issues from racism amongst Black and Asian students to conducting fair exams online. Five sources addressed general aspects of understanding trauma, and twenty-one provided trauma-informed teaching strategies. This list concluded with six resources for best practices when using Zoom. These tools, explicitly directed at faculty, were meant to help prepare educators to extend an equity lens in the midst of trauma and uncertainty, providing many the awareness to become more responsive during a challenging time globally ("Teaching in a Time of Uncertainty," 2020). The message from pre-, mid-, and post-pandemic research seemed to say that if faculty learn and accordingly implement these techniques, they could ease almost any student's adjustment to a university setting by receiving explicit training on how to cultivate culturally responsive classrooms.

The Effects of Sustaining Culturally Responsive Environments

Researchers who have studied culturally responsive classrooms generally have focused their work within K-12 environments, around students whose identities represented diverse perspectives and histories (Prater & Devereaux, 2009; Teel & Obidah, 2008; Wearmouth, 2017). In adapting this research to my innovation, I viewed culturally responsive classrooms through the lens of supporting faculty with techniques for creating culturally responsive environments through demonstrating culturally responsive *behaviors* or *practices*.

In her description of Culturally Relevant Pedagogy (CRP), Ladson-Billings (2009) articulated how culturally responsive instructors should seek to engage students whose experiences and cultures are typically excluded from traditional settings. To allow for these demonstrations of cultural expression, faculty members' creation of inclusive environments need to comprise opportunities for students to critically engage their cultural identities before they can share their experiences with others. CRP is situated within the larger framework of Critical Race Theory which, along with Critical Social Theory, promotes scholarship that evaluates hegemonic relationships, advocates for emancipatory interests, and incorporates social and cultural investigation with interpretive, critical, and sociological exegesis (Anyon, 2009). Within CRP's framework, then, students become subjects within their educational experiences, and not merely objects for whom CRP material may or may not be relevant.

Building on Ladson-Billings' work, Gay (2010) emphasized the practice of teaching by focusing on teachers' specific strategies and behaviors. She defined culturally responsive teaching as an instructor's ability to use "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them" (Gay, 2010, p. 31). Culturally responsive teachers, then, instruct "*to and through* [emphasis in the original]" the strengths of diverse students, and their teaching behavior recognizes the importance of knowledge, beliefs, and values expressed through diverse cultures (p. 31). Culturally responsive teaching, and by extension culturally responsive classrooms, subsequently, help to motivate students to learn because faculty: (1) Respect diversity; (2) Engage the motivation of a broad range of students; (3) Create a safe, inclusive, and

respectful learning environment; (4) Derive teaching practices from across disciplines and cultures; and (5) Promote equitable learning (Ginsberg & Wlodkowski, 2009, p. ix). Perhaps former, or arguably more exclusive models of higher education initiatives were implemented to see who could be weeded out, but newer, and arguably more inclusive, mandates were introduced to inform university administrators and faculty on how diverse students can be included and have equitable chances of succeeding.

Synthesizing Ladson-Billings' and Gay's research, Larke's (2013) Culturally Responsive Teaching (CRT) model also aligned with Freire's (2000) empowerment theory. Freire (2020) viewed empowerment as acquired knowledge that augments an individual's strength, competence, and creativity, which aids the person in attaining freedom of action, along with a knowledge of social relations. When these attributes help people dignify their own histories, languages, and cultures, they feel encouraged to act, grow, and become, since the goal of CRT is to provide students with knowledge as a means to empower them (Larke, 2013).

Also extending CRP into a reconceptualized theory, Paris and Alim (2014) introduced Culturally Sustaining Pedagogy (CSP), which provided a "loving critique forward" from Ladson-Billings' CRP. Through CSP, the authors argued that although CRP may have been *good*, its approaches may not continue to be relevant for students' "repertoires of practice," or the ways in which learners' identities and cultures evolve (p. 88). Instead, CSP seeks "to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change;" thus, as societies shift, so do "cultures of power" (Paris & Alim, 2014, p. 89). In effect, culturally sustaining educators assist students in

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developing positive cultural identities as they engage with any subject, from mathematics to literature. Paris and Alim (2014) underscored that CSP, "has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers" (p. 95). Ultimately, Paris and Alim (2014) asserted that by integrating students' "funds of knowledge" (p. 91) into the curriculum, policy makers, administrators, and community organizers might better ensure that the most *current* cultural norms are being reflected in educational reform.

This "funds of knowledge" (Paris & Alim, 2014, p. 91) approach emerged from research by Moll and González (1994) and Gonzáles et al. (2005) to help faculty acknowledge and incorporate current contexts of society and individuals. This method, along with Appadurai's (1996) theory of globalization, then, invited both faculty members and students to bring into classroom environments their respective cultural backgrounds in order to co-create knowledge through sharing diverse experiences and examining situations from wider lenses of learning. Thereafter, encompassing the international student perspective, Appadurai's (1996) theory of globalization, along with the funds of knowledge approach, further asserted that immigrants—with their cultures, languages, experiences, and even testimonies—can contribute to curriculum creation, where multi-literate speakers are "no longer defined by a temporary lack [in language], but by the powers that they have" (Anyon, 2009, p. 18).

When more faculty adopt a teaching philosophy inclusive of students' funds of knowledge, academic institutions become more equitable by reflecting the values and cultures of those they seek to educate (Cabrera et al., 2014; Gándara, 2016). CSP and Appadurai's (1996) theory of globalization, therefore, offered reconceptualized

educational environments for multi-ethnic students who need to feel a sense of belonging to succeed (Arthur, 2017; Baumeister & Leary, 1995; Gonzales, 2016; Singh, 2020). Hearkening back to the DEI model, faculty who apply CRP create representation, which invites students to engage with academic works that embodies their social and cultural identities.

Impacts of Culturally Responsive Behaviors on CLD Student Success and Retention

Arthur (2017) contended that students feel an increased sense of belonging at host institutions when they are provided opportunities that encourage intellectual and social engagement at deeper levels. Faculty members, thus, become critical social resources in helping CLD students adjust to learning in local contexts. Leask (2015) viewed faculty as the "keepers of the curriculum" whose focus on the content and processes of teaching and learning is linked to CLD students' academic motivation. Impacting a broader population, when universities cultivate a diverse student body, thus increasing multicultural experiences and awareness of unique backgrounds in classrooms, all students experience enhanced educational outcomes (Gurin et al., 2002; Larke, 2013; Manning & Calaway, 2021; Milem et al., 2005; Willett, 2021). Faculty commitment to supporting the academic success of all students is, therefore, imperative when creating inclusive environments (Bauman et al., 2005; Fairweather, 2008; Killpack & Melon, 2016).

To effectively support faculty engagement with CRP, then, university leaders must provide more resources to build intercultural competence within and across its educators (Haan et al., 2017; Jin & Schneider, 2019; Milem et al., 2005). Professional development opportunities can assist with this by helping faculty embrace diversity as not

a deficit but an asset (Barrington, 2004; Gay, 2018; Dahdah, 2017; Echevarria et al., 2008; Hafernik & Wiant, 2012; Lucas & Villegas, 2011; Marchesani & Adams, 1992; O'Leary et al., 2020; Powell et al., 2016; Prater & Devereaux, 2009). When faculty embrace professional development opportunities and extend their learning toward inclusive and responsive practices, students respond positively.

In investigating the impact COVID-19 has had on student success and retention, in a post-pandemic article surveying faculty who developed student-centered changes in their syllabi and practices, Supiano (2021) quoted a faculty member who recognized the importance of exhibiting culturally responsive behaviors. The faculty member said, "We're living in a completely different time. We can't go back" (para. 3). Although not all faculty believe in creating more inclusive ways for students to engage content, more are revisiting policies on attendance, participation, and deadlines. Many faculty who never could have imagined accepting late work prior to the pandemic are now collaborating with instructional designers to offer alternative ways for students to submit work, thus addressing both personal and academic limitations while also maintaining academic rigor (Supiano, 2021). When professors look at policies and handouts through the eyes of their students, they can create more equitable materials that invite all types of learners, with myriad academic and cultural backgrounds, to create mutual understanding among students for higher engagement and achievement.

In reflecting on other equity-based practices that occurred during the pandemic, there is consensus that when university leadership integrated culturally responsive practices, such as providing virtual tours of campuses or equipping faculty with inclusive

instructional tools, historically excluded students experienced a sense of increased access and belonging (Bensimon, 2021; Swaak, 2021).

Developing Cultural Responsiveness in Faculty

There is limited scholarship on developing CI and intercultural competence in university faculty (Booker et al., 2016; Clarke & Antonio, 2012; Morrier et al., 2007); although, Deardorff and Jones (2012) listed studies (Harrison & Peacock, 2010a, 2010b; Leask, 2009; Montgomery, 2010; Summers & Volet, 2008; Thom, 2010; Volet & Ang, 1998) in which authors criticized universities throughout the U.S. for not leveraging opportunities provided by international and intercultural units and experts across campuses, and only provided strategies for increasing intercultural competence to student-centered initiatives. Otherwise, researchers of several recent studies (Barrington, 2004; Gay, 2018; Dahdah, 2017; Echevarria et al., 2008; Hafernik & Wiant, 2012; Ginsberg & Wlodkowski, 2009; Goh, 2012; Lucas & Villegas, 2011; Marchesani & Adams, 1992; O'Leary et al., 2020; Powell et al., 2016; Prater & Devereaux, 2009; Smith & Paracka, 2018), as well as dissertation projects (Cicero, 2019; Cippoletti, 2018; Dahdah, 2017; Ellis, 2017; MacDonald, 2012), revealed a heightened interest in and awareness of the need to direct more intercultural competence or CI-specific training at faculty.

Emerging research, particularly in STEM, shows promising results after faculty participate in inclusive pedagogy interventions, such as trainings (O'Leary et al., 2020). Researchers of these studies illustrated that faculty who attend trainings increase their intentionality in selecting representative content and incorporating instructional strategies that influence the educational benefits of CLD students (Booker et al., 2016). From these

trainings, faculty also reported having increased awareness of their social identities and related privileges, which assisted them in acknowledging and confronting their unconscious biases, or implicit attitudes that may lead to their viewing or treating CLD students inequitably (Cooper & Chattergy, 1993; Killpack & Melon, 2016; Singh, 2020). These interventions, consequently, encouraged faculty's overall CI and corresponding responsive behaviors. As a result, when faculty not only display, but learn how to transmit intercultural sensitivity and skills to their students, students' abilities to exhibit intercultural competence within their own lives increases (Booker et al., 2016; Cushner & Mahon, 2009). These increased levels of CI are ideally executed, again, through creating culturally responsive environments.

Arising in conjunction with training options are tools that help faculty design for belonging. Whether these are templates designed to give faculty examples of culturally responsive behaviors, like the award-winning Peralta Online Equity Rubric ("Online Equity Rubric," 2021), or learning management system tools that offer "accessible syllabus" options, alternative format integration (e.g., PDF, braille, audio), and syllabus checklists, faculty have access to inclusive materials to demonstrate responsiveness ("ASU Online Faculty Expectations," 2021; Bensimon, 2021). The limitation that arises in having such a vast array of tools, however, is increasing faculty awareness of and understandings about how to implement them.

In looking at professional development reports that emerged—but did not necessarily occur—during the COVID-19 pandemic, researchers (Hassan et al., 2021; Haynes-Baratz et al., 2021; Muammar & Alkathiri, 2021) agreed that faculty want more

ongoing training sessions, with integrated activities and demonstrations, that focus on implementation of relevant techniques and actionable practices.

In meeting the increased need for creating culturally responsive environments and supporting DEI solutions, while also teaching faculty how to implement responsive materials, I believe using CI, as guided by tools provided through CBAM, offers faculty practical strategies for demonstrating effective behaviors and inclusive practices within their classrooms.

THEORETICAL LENSES

> I think us here to wonder, myself. To wonder. To ask. And that in wondering bout the big things and asking bout the big things, you learn about the little ones, almost by accident. But you never know nothing more about the big things than you start out with. The more I wonder, the more I love.

> — Alice Walker, *The Color Purple*

In the context of a COVID-19 age of widespread xenophobia and racial discord, stemming from the highest levels of the U.S. government, as noted above and as juxtaposed against a counterplay of DEI initiatives, I conceived an approach to intercultural competence for higher educational audiences. Accordingly, I present next my reconceptualization of the framework of CI as the most relevant process for teaching intercultural competence as, again, CI straightforwardly assists faculty in demonstrating culturally responsive behaviors and creating culturally responsive environments.

Cultural Intelligence (CI)

CI is a relatively young construct in the field of intercultural competence. Developed by Earley and Ang (2003), and also defined earlier, CI helps to capture peoples' capabilities contained within emotional intelligence (EI) for behavioral

adaptation across cultures. Mayer et al. (2011) described EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (p. 396). In effect, EI that is culturally bound creates CI (Verghese, 2016). When Earley and Ang (2003) tried to make sense of a world that had just been brandished by cultural confusion across the U.S. after the events of September 11, 2001, they recognized the salience of cross-cultural understanding. They drew from Sternberg's (1986) multiple-loci of intelligence theory to highlight motivational, cognitive, and behavioral processes. The CI response to intercultural competence work has been deliberate and ongoing since, notably with The Cultural Intelligence (CQ) Center (2021), which trademarked the "CQ" acronym.

Earley and Peterson (2004) depicted initial approaches to intercultural competence education as being akin to a buffet, with an assortment of activities meant to suit individuals' learning styles. During the authors' work with global managers, they recognized that old intercultural competence models produced a series of interrelated problems because they lacked conceptual frameworks that linked the specifics of training interventions with the strengths and weaknesses of trainees. Particularly in light of globalization, people express their cultural values conditionally, and not unvaryingly, depending on their environments (Early & Peterson, 2004; Bandura, 2005). Furthermore, Bandura (2005) asserted that this "categorical" and "dichotomizing" attitude to teaching intercultural competence "masks extensive diversity" and "can spawn a lot of misleading generalizations." These "contentious dualisms" inevitably create territorial culturalism (p. 27). By integrating motivational, cognitive/metacognitive, *and* behavioral processes, trainers can subsequently ensure participants receive a holistic approach to understanding

themselves to respond insightfully to new cultures and diverse people with empathetic intelligence, without treating cultures as monolithic.

Although there are several ways of presenting the CI framework (CQ Center, 2020; Earley & Ang, 2003; Friedman & Antal, 2005; Goh, 2012), through my 20 years of experience in working with CLD academics and leaders throughout the U.S. and overseas, I have determined CI is best understood through engaging the values of curiosity, empathy, and compassion. These values are displayed through the capabilities of Cultural Openness, Cultural Awareness, and Cultural Responsiveness, which align with motivational, cognitive/metacognitive, and behavioral processes. Figure 1 illustrates the conceptual understanding of values guiding the three Cultural Capabilities of Cultural Openness, Cultural Awareness, and Cultural Responsiveness.

Figure 1

Cultural Intelligence Model with Values and Capabilities

CULTURAL INTELLIGENCE (CI)—VALUES & THREE CULTURAL CAPABILITIES

Cultural Intelligence (CI) is the ability to **gather**, **interpret**, and **act** upon drastically different cues to **behave responsively** across cultural settings, in multicultural situations, and with people of diverse ethnicities, genders, ages, abilities, and backgrounds.

The **values** of curiosity, empathy, and compassion guide the **Three Cultural Capabilities** of Cultural Openness, Cultural Awareness, and Cultural Responsiveness

EMOTIONAL INTELLIGENCE

ACROSS CULTURAL DIVERSITY

CULTURAL INTELLIGENCE

Motivational CI

Cultural Openness

Wanting to learn about oneself and others

Curiosity

Cognitive/Metacognitive CI

Cultural Awareness

Learning about oneself and others

Empathy

Behavioral CI

Cultural Responsiveness

Doing what you've learned

Compassion
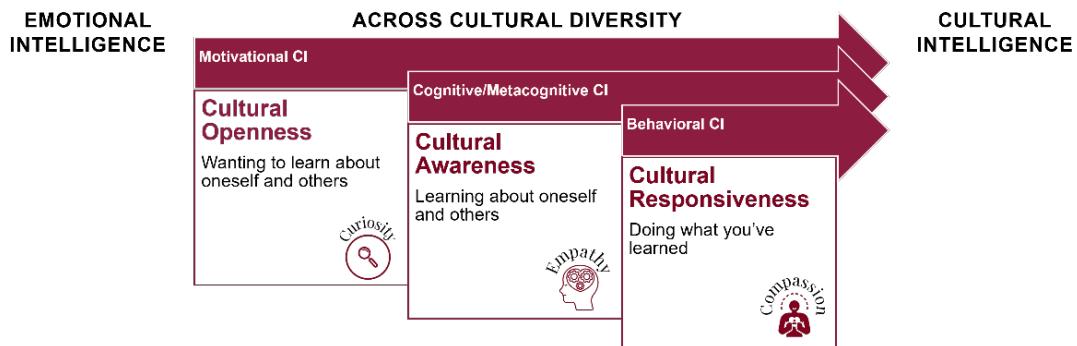
Bhatti-Klug, 2020; adapted from Earley and Ang, 2003 (CI) and Salovey & Mayer, 1990 (EI)

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Using motivational CI offers learners increased confidence and persistence when they seek to ascertain experienced differences. In terms of Cultural Openness, people who eagerly engage curiosity are willing to understand themselves and people across diverse communities to identify how worldviews and cultural perspectives may contrast. Curiosity, a strong desire to know or learn something, can be driven by intrinsic or extrinsic interest, but it is the first step in recognizing that cultural differences might exist to begin the work of inclusion (Merriam-Webster, 2021). Brown (2021) further explained that "Choosing to be curious is choosing to be vulnerable because it requires us to surrender to uncertainty. We have to ask questions, admit to not knowing, risk being told that we shouldn't be asking, and, sometimes, make discoveries that lead to discomfort" (p. 65). Indeed, the work of inclusion often requires embracing discomfort since it asks people to acknowledge, and often accept while reserving judgment, differences across cultures (Gay, 2021). Thus, curiosity guides Cultural Openness, the motivation or willingness to learn about and work with people who may believe, appear, or behave differently.

Once people become Culturally Open, they can begin to learn about others from a place of non-judgmental inquisitiveness.[4] Further, Shim and Perez (2018) correlated campus climate with students' openness and engagement. They defined openness to diversity and challenge (ODC) as "a psychological proclivity that manifests itself through a variety of emotions, attitudes, behaviors, and reactions to experiences" and argue that

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[4] See also the phrase, "Be curious, not judgmental," as used in *Ted Lasso* (Sudeikis, et al., 2020); note this quotation has been falsely attributed to Walt Whitman.

"taken together [high levels of ODC] suggest a willingness to have one's beliefs and values challenged and a desire to interact and learn from others who are different from oneself" (Shim & Perez, 2018, pp. 454-5). If faculty, in this case, can demonstrate Cultural Openness, their students can demonstrate similar behaviors.

When people become open-minded toward diverse communities and people, they can develop Cultural Awareness. Cultural Awareness might begin when trainers, specifically, employ metacognitive CI to adapt to peoples' different learning strategies, while integrating cognitive CI to address cultural content differences. For this capability, empathy becomes critical in assisting people in conscientiously realigning their perspectives to understand the cultural mindsets and emotions of those whom they seek to engage. Wiseman (1996) described empathy as one's ability to see the world as others do, to understand others' feelings, to remain non-judgmental, and to communicate an understanding of that person's viewpoint or needs. Keller (2016) directly linked the importance of empathy in academic relationships, arguing that faculty and curriculum developers of in-person and online academic content, "should be asking who our students are and why they might need a particular course" (para. 8). This claim highlights how, by extending empathy toward and factoring in cognitive and metacognitive knowledge of their students, curriculum creators can seek to understand the people they serve before designing content for them. As such, empathy guides Cultural Awareness, the active process of becoming well-informed of the interpersonal and cultural values of diverse individuals by engaging cognitive and metacognitive processes. In faculty members' refusal to assume, but rather understand students' needs, they promote the work of

inclusion by incorporating characteristics of CRP and CSP, in which students' cultural backgrounds and identities can help shape curriculum.

Faculty, then, become culturally aware by recognizing the positions of privilege they hold, owning their mistakes, examining their attitudes, and learning about how their cultural values align with, or diverge from, others'. These attitudes and concepts should be addressed over time through ongoing training (like the GACP and Advanced GACP). Ultimately, using the CI approach encourages participants to discuss the broader topics behind the "right" answers when distinguishing among many intelligences regarding how cultures are different, and what actions people might take to bridge any divides (CQ Center, 2020; Earley & Ang, 2004; Goh, 2012). A significant component of moving beyond "right" and "wrong" perceptions, as well as a key aspect of developing Cultural Awareness, is in distinguishing people's cultural value orientations, which might be influenced by backgrounds, personalities, or circumstances. Values such as context—the degree to which people communicate openly—and time—the degree to which people are schedule-oriented— might be viewed as "right" or "wrong"; however, integrating CI allows for more nuanced and non-judgmental approaches to interacting with others. By first understanding manifold value orientations, and then recognizing how others may engage the same value differently, people can become more aware of how they might need to communicate information to others[5].

After acquiring awareness of cultural differences, applying behavioral CI allows faculty to demonstrate diverse, equitable, and inclusive ways of interacting with and

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[5] For a complete list and descriptions of cultural value orientations, see Appendix A.

teaching people of different cultural backgrounds (Earley & Peterson, 2004). The behaviors people display after becoming aware exhibit Cultural Responsiveness and are guided by the value of compassion. Although empathy and compassion are closely related, empathy generally refers to a person's ability to adopt the perspective and experience the emotions of another person, and compassion extends these viewpoints and feelings to include the desire to help ("What is Compassion?", 2021). In this way, compassion occurs when people intentionally demonstrate empathy and respect through behavioral changes in dynamic cultural contexts. In her description of intercultural competence, for example, Deardorff (2006) echoes this relationship between empathy and compassion, writing, "I used to think the most important characteristic a person needed to qualify as interculturally competent was empathy. I have come to believe that while empathy is still essential, it is now, in my opinion, of secondary importance to the primary characteristic of *compassion* [emphases in the original]" (p. 256). Therefore, CI is ultimately measured through people's demonstration of Cultural Responsiveness—the ability to plan for and implement inclusive behaviors in response to multicultural opportunities and challenges.

People's levels of Cultural Responsiveness should generate meaningful connections with those who share different worldviews and opinions (Bhatti-Klug, 2020). Further, faculty members demonstrate Cultural Responsiveness by explicitly communicating their expectations to students. In providing unambiguous materials, faculty promote DEI outcomes when they consistently articulate policies.

Factoring these values and Cultural Capabilities into DEI initiatives, this CI model provides a forthright framework for guiding people in increasing intercultural

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competence and holding themselves accountable when doing so. In other words, advocacy must move beyond performative tasks (like attending a singular training) into action-oriented and implementable behaviors to demonstrate Cultural Responsiveness with measurable results. As faculty develop the values of curiosity, empathy, and compassion, they can more readily demonstrate the Cultural Capabilities of Cultural Openness, Cultural Awareness, and Cultural Responsiveness. Moreover, the process is ongoing and, as people become continually engaged, the likelihood of their increasing curiosity and Cultural Openness, and thus empathy and Cultural Awareness, encourages ongoing compassion and Cultural Responsiveness. Figure 2 illustrates this relationship.

Figure 2

Diagram of CI for DEI outcomes
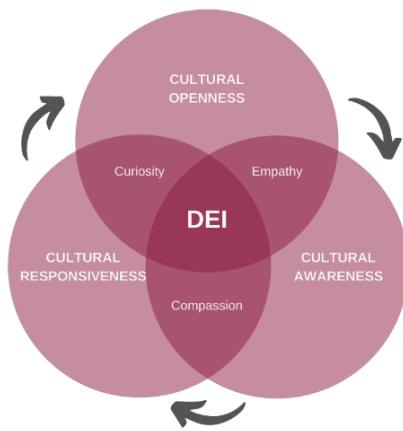
By using CI as a practical approach to teaching intercultural competence through my innovation, faculty had the opportunity to consider alternative ways of designing their curricula, conducting their classroom interactions, and viewing CLD students with a heightened sense of equity. When faculty engaged in my innovation and aligned their practices with the descriptive and straightforward strategies offered through CBAM, they

were invited to learn how to continuously adopt inclusive mindsets and create culturally responsive environments, ultimately so that faculty members might better use CBAM to help guide them in demonstrating the three Cultural Capabilities—Cultural Openness, Cultural Awareness, and Cultural Responsiveness—through actionable behaviors and measurable outcomes.

Concerns-Based Adoption Model (CBAM)

As a facilitator of change, my responsibility at ASU is also to implement a culturally responsive mindset within faculty to support CLD students' academic and personal success. This mindset shift will hopefully help the academic community carry out ASU's mission for inclusivity in retaining and recruiting more international and CLD students. Individuals develop inclusive mindsets when they recognize the importance of belonging and actively engage in the process of increasing CI. Faculty demonstrate inclusive mindsets when they can ascertain the areas in which they might apply culturally responsive behaviors in their respective workplaces. They model CI by exhibiting these behaviors.

However, Guskey (1985) cautioned university administrators and trainers that faculty will likely not embrace models of change. Most innovations, he added, are unsuccessfully executed or implemented, reminding innovators that requirements for teachers must be communicated in incremental steps, having been described clearly and explicitly with an emphasis on efficiency and practicality (Guskey, 1985). In following Guskey's recommendations in facilitating positive change, I used components of Hord et al.'s (2014) CBAM to integrate research-based strategies to guide actionable change.

As one of three CBAM diagnostic dimensions, the Innovation Configuration (IC) process can be used to develop a unique set of expected actions and behaviors to offer clear, specific, and shared descriptions that characterize culturally responsive teaching methods. The IC process, according to Hord et al. (2014), focuses on the key components of responsive teaching and lists variations for each component in terms of the actions and behaviors that are ideal (Level A), acceptable (Level B), and varying levels unacceptable (Level C and Level D), although it should be noted that Level C is incrementally more acceptable than Level D. This process is executed through the Innovation Configuration Map (IC Map), which describes clear and explicit behaviors that provide small, incremental steps in which faculty are to engage and exhibit CI strategies in their teaching. The IC Map also serves as "a tool for identifying specific components or parts of an innovation and the variations that might be expected as the innovation is put into operation in classrooms" (Hord & Hall, 2011, p. 15). A complete IC Map is available in Appendix C.

The second component of the IC process is used to determine to what extent, if any, participants have implemented the intervention. Hord et al.'s (2014) Levels of Use (LoU) inventory "describes the behaviors of the users of an innovation through various stages—from spending most efforts in orienting, to managing, and finally to integrating use of the innovation" (p. 54). Hord and Hall (2011) underscore how LoU is not based on feelings but behaviors to determine how "people [act] with respect to a specific change" (p. 159). A complete LoU inventory is available in Appendix D.

Because an IC Map is used to describe rather than rate a new practice, and the LoU inventory is used to investigate the degree to which IC Maps have been successful

in guiding action-oriented change, IC Maps can provide necessary guidance to seasoned and new faculty. More importantly, these tools can serve in tandem as gauges to assist faculty (and supervisors) in determining what initial or further CI training workshops are needed to bolster faculty members' abilities in exhibiting culturally responsive teaching. The use of IC tools also streamlines practices by allowing administrators to ensure change is diffused effectively among faculty members, even across departments. Though the IC Map naturally is transferable to a variety of professional contexts, the process of implementing a map should be done with care and caution. IC Map developers must include feedback from those who will be using it, incorporating diverse perspectives on an ongoing basis. As such, the diffusion of an inclusive mindset across ASU, and potentially other universities, might encourage others to implement these strategies well beyond the academy.

<div align="center">METHODS</div>

An action research approach to any study, according to Mertler (2017), can be viewed as a grassroots effort to foster change within educational settings. Action researchers, who are often practitioners within the settings they seek to transform aim to "improve the quality of actions and results within" these settings through pragmatic solutions (Schmuck, 1997, p. 28). Action researchers' responsibilities, as such, involve systematic processes of gathering information about a respective educational setting to subsequently improve the ways in which those involved in the setting operate, to "empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination" (Creswell & Guetterman, 2019. p. 587). Bradbury et al. (2019) further describe action research as:

…a catalyst to successfully transmute the inexhaustible resource of human

creativity in all spaces—self to society—toward addressing our global

problems….[action research] requires drawing much more from diverse people on

the ground who understand the problems at hand and can offer solutions anchored

in their experience of what is meaningful for them. (p. 15)

Action research is conducted through several cycles (Buss et al., 2014). Its

cyclical nature is a "dynamic process," involving iterations of activities in which the

researcher "spirals" between actions, going back and forth in reflecting about the

problem, data collection, and action (Creswell & Guetterman, 2019, p. 597). For this

study in particular, I conducted three cycles of research (Cycles 0, 1, and 2) before

embarking on my final cycle, for which feedback from the previous three iterations or

cycles informed not only my intervention, but also my research on it and its effects. Since

my aim within this study was to train faculty to increase CI—the action-oriented art of

including—I was even more drawn toward an action research approach, as its practicality

seemed not only logical, but also achievable.

More specifically, for my dissertation project, as facilitated through the Advanced

GACP, I employed a mixed-methods action research (MMAR) design, also known as

triangulation mixed-method design or concurrent design, in which I placed equal

emphasis on the simultaneous collection of both quantitative and qualitative data

(Mertler, 2017). This design proved helpful for me to understand *to what extent*

participants displayed their attitudes and behaviors toward CLD students, CI, and the

tools I provided, via the quantitative data that I collected and analyzed. To understand the

how and *why* regarding participants' attitudes and behaviors, I collected and analyzed

qualitative data (Brinkmann & Kvale, 2015). In collecting quantitative and qualitative data concurrently, I brought together information to interpret convergences and divergences, with the key advantage of producing what ultimately became well-validated findings and conclusions (Ivankova, 2015; Teddlie & Tashakkori, 2009).

Before I discuss methods for data collection, I provide a description of my innovation, introduced in more general terms prior. For the Advanced GACP, I requested all participants to select a problem of practice within their workplaces as a point of focus for applying culturally responsive strategies for professional improvement and student success, using the IC Map as a guide. Advanced GACP participants were scheduled to meet three times during the semester: twice during the first month and once at the end. Although, and again, while all GACP events had been conducted both in-person and synchronously over Zoom before COVID-19, I hosted the Fall 2021 program entirely over Zoom. Each workshop was two hours long and recorded through Zoom, which also generated editable transcriptions.

During Workshop 1, I instructed on CI, the three Cultural Capabilities, and the IC Map. There also, I introduced the Advanced GACP Project (see more forthcoming). Between Workshops 1 and 2, I asked participants to select at least one IC Map component on which they would like to focus during the program.

During Workshop 2, I provided a reminder of CI, the three Cultural Capabilities, and the IC Map and answered any questions. Thereafter, participants who selected the same IC Map components were placed in Zoom breakout rooms to discuss strategies for implementing culturally responsive behaviors, as described under Level A. They did this through the following general guidance: "Discuss how you have already begun

implementing culturally responsive behaviors and give each other suggestions on what other strategies you might consider." Specifically, they discussed the following prompts: (1) How have you tried to implement this component within your work setting? (a) What ideal behaviors have you implemented? (b) What materials have you created? (c) What questions do you have in moving forward? (d) What suggestions can you give each other? At the end of the meeting, all participants came back together to report strategies developed during their breakout room discussions. Then, throughout the semester each participant's goal was to implement the descriptions within Level A of the component(s) to exhibit higher levels of culturally responsive practices within their teaching, classrooms, or materials. Full descriptions of Level A behaviors are in the IC Map located in Appendix C. Additionally, if participants had questions or concerns, I met with them individually to offer clarification, more context, or encouragement.

One week before Workshop 3, I sent participants a Google Forms survey to report their answers to the following: (1) Select the IC Map Component(s) on which you focused for your Advanced GACP project (with a drop-down list of options); (2) Explain your "Problem of Practice" you selected within your work setting or situation that you sought to improve; (3) Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice (this might be a behavioral change, materials created, and/or strategy developed); (4) Evaluate the effectiveness of your project: How well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? Then, during Workshop 3, participants voluntarily presented to the entire group their

problems of practice, selected IC Map components, culturally responsive behaviors implemented, and perceived outcomes of their implementations.

A description of this study's timeline and procedures is located in Appendix E.

Participants

For my dissertation research study, I selected faculty or academic professionals who registered for the Fall 2021 Advanced GACP. Via my selection process, I sent email invitations, with an introduction of myself as GACP coordinator and doctoral researcher, to all faculty registrants with a reminder of their registration in the Advanced GACP, an invitation and brief description of the doctoral research requirements, and the ASU Institutional Review Board (IRB) Recruit Consent Form (located in Appendix O). From these invitations, I selected faculty participants using a non-probabilistic, or convenience sampling, method to include all who were willing and available to participate (Creswell & Guetterman, 2019; Creswell & Plano Clark, 2017).

Nine Advanced GACP participants began the study, and eight completed it. Of these nine, seven were student-facing faculty members. Of the seven faculty members, three represented two of ASU's five in-person campuses, and four taught exclusively online. The final two participants were staff members who had served as faculty at some point in their careers and whose current work as instructional designers was not student-facing but allowed them to create online tools, resources, and materials that directly applied to faculty development or classroom use. Notably, with COVID-19 mandates for universal online learning facilitation, I felt it important to invite instructional designers because their contributions to online curriculum would be used by CLD students in various capacities. Because so much future learning likely will be conducted online, it is

critical that instructional designers also understand and apply culturally responsive practices. Table 2 shows the characteristics of faculty participants.

Table 2

Faculty Characteristics

Characteristics		N = 9	%
Race	White	8	88.9%
	Hispanic	1	11.1%
Gender	Female	6	66.7%
	Male	2	22.2%
	Non-Binary	1	11.1%
Age	35-44	7	77.8%
	45-54	1	11.1%
	55-64	1	11.1%
Title/Rank	Instructional Designer	2	22.2%
	Lecturer	3	33.3%
	Senior Lecturer	1	11.1%
	Principal Lecturer	1	11.1%
	Clinical Assistant Professor	1	11.1%
	Assistant Professor	1	11.1%
Overall Teaching Experience	5-10 years	5	55.6%
	10-20 years	3	33.3%
	More than 20 years	1	11.1%
Teaching Experience at ASU	Less than 1 year	1	11.1%
	1-5 years	1	11.1%
	5-10 years	4	44.4%
	10-20 years	2	22.2%
	20-30 years	1	11.1%
Academic Level Taught	Undergraduate	8	88.9%
	Graduate	1	11.1%
Teaching Modality	Synchronous	3	33.3%
	Asynchronous	4	44.4%
	Non-faculty	2	22.2%
Estimated Percentage of CLD or International Students in Advanced GACP Project-affiliated Course	5-10%	1	11.1%
	10-20%	5	55.6%
	Unsure	1	11.1%
	Not Applicable	2	22.2%

Demographically, the majority of participants identified as White and female between ages 35-44, with at least five years' teaching experience. More than half had been teaching at ASU for five years or longer. All participants represented different departments from within ASU, ranging from liberal arts to behavioral and natural sciences. Additionally, three identified as CLD, with one sharing the experience of having been an international student in the U.S., as well as a second language learner of English. More than half estimated that CLD students comprised about 20% of their classroom populations.

In this study, I reference faculty members by the following pseudonyms that they chose or asked me to select, along with their pronouns: Renata (she/her), Paula (she/her), Pearl (she/her), Eric (he/him), Maia (she/her), Thea (she/her), Dave (he/him), Jack (he/him), and Iris (she/her). A list of faculty descriptions is available in Appendix F.

Iris, who completed half of the data collection process, withdrew because of personal limitations; therefore, I include her pre-intervention survey qualitative responses and observation reports but not Advanced GACP Project or post-interventional data. Though participants were not incentivized to participate, after the program commenced, I individually thanked those who completed all research components by sending them $10 Starbucks digital gift cards.

In the following sections, I discuss how I collected and analyzed my data.

Data Collection

Smagorinsky (2008) posits that the preeminent concern in discussing the data collection process is the researcher's ability to describe methods in such a way that readers understand the particular, and not just the generalizable or replicable aspects of

the study, so they can trust the author's claims. In fact, Smagorinsky (2008) admonishes researchers to treat their methods sections with care, as with a recipe, given that "in order for it to be credible, the methods of collection, reduction, and analysis need to be highly explicit" (p. 392), as per conducting a replicable study (Creswell & Guetterman, 2019). Indeed, few people can bake a cake without knowing which ingredients should be used at their precise measurements and temperatures. Additionally, since researchers are seeking to account for social phenomena within their work, specifically involving researcher-participant interactions, researchers must explain their social constructions and subsequent analyses of data. With action research approaches such as this one, there is even more need for researchers to document all methodological processes, decisions, and so forth. Creswell and Plano Clark (2017) state that the foremost purpose of data collection in a MMAR study, specifically, is to develop answers to the research questions posed. I accomplished this using document, survey, observational, and focus group-based research methods.

Table 3 describes how my data collection instruments aligned with my research questions, as well as tools I used to analyze the data.

Table 3

Research Questions and Data Collection Instruments

Research Question (RQ)	Collection Instrument	Data Analysis Tool
RQ 1: How did participation in the Advanced GACP affect faculty CI?	Document Analyses Pre- and Post-Intervention Surveys Observations Focus Groups	LoU Inventory Descriptive Statistics Process & Thematic coding
RQ 2: What CI strategies contained within the IC Map did faculty perceive to be most helpful in promoting CLD student engagement and success?	Document Analyses Post-Intervention Survey Focus Groups	LoU Inventory Descriptive Statistics Process & Thematic coding
RQ 3: How did faculty demonstrate Cultural Responsiveness in their teaching practices, materials, or classrooms, and how did their practices change post-involvement in the Advanced GACP?	Document Analyses Pre- and Post-Intervention Surveys Observations Focus Groups	Descriptive Statistics LoU Inventory Process & Thematic coding

Data Collection – Document Analyses

My document analyses were on the following materials: IC tools (IC Map and LoU inventory), as used in conjunction with the Advanced GACP Project tools (handout/report form and scoring rubric). My analyses of the Advanced GACP Project Report form provided me valuable evidence with which to rate the potential effectiveness of the Advanced GACP on increasing faculty CI, as well as helped me understand central

phenomena that emerged from my findings (Creswell & Guetterman, 2019; Ivankova, 2015).

IC Tools. The IC Map, defined earlier as an element of CBAM, describes ideal behaviors to guide faculty in demonstrating Cultural Responsiveness within their teaching, classrooms, or materials. Hord et al. (2013) recommended a collaborative process to develop the IC Map; thus, during all prior cycles of my research I engaged with faculty participants in an interactive and iterative process to mitigate issues that arose which required resolution through consensus building.

More specifically, during Cycles 0, 1, and 2, faculty participants and I engaged in several meetings to determine, then validate, the most appropriate IC Map components and descriptions, using Hord et al.'s (2013) four-step approach. For step one, conducted during Cycle 0 in Fall 2019, I interviewed nine faculty participants to determine which IC Map components were critical in faculty's demonstrating culturally responsive practices in teaching, classrooms, and materials. For steps two and three, conducted during Cycle 1 in Spring 2020, I drafted several versions of an IC Map that faculty tested throughout the semester. At the end of the semester, I revised the map again. For step four, conducted during Cycle 2 in Fall 2020, I interviewed and observed a range of users to determine if the IC Map needed further revision.

Additionally, during conversations that emerged from participants discussing their Advanced GACP projects, subsequent information arose regarding the effectiveness of, or improvements needed for, the IC Map. The final version of the IC Map contained four components: Component 1: Develops Intercultural Competence and/or Cultural Intelligence; Component 2: Demonstrates Cultural Intelligence Interpersonally and

Linguistically; Component 3: Makes Expectations Explicit through Course Materials (Syllabi, Policies, Rubrics, and Test Instructions); Component 4: Encourages Dynamic Engagement to Support Inclusive Environments. Notably, upon determining after Cycle 2 that the IC Map's original Component 4: Maintaining Academic Integrity, relied heavily on U.S.-only cultural constructs, I moved one description from it to Component 3: Course Materials and deleted the component. I determined this edit to be most culturally responsive and realigned associated survey questions, accordingly. Under each component, as mentioned prior, there are four levels that contain lists describing behaviors reflecting each component. Again, Level A behaviors are ideal, Level B behaviors are acceptable, and Levels C and D behaviors are unacceptable. For example, a Level D behavior under Component 4: "Encourages Dynamic Engagement to Support Inclusive Environments" is described as, "Never invites students' contributions," whereas a Level C corresponding behavior is described as, "When inviting students' contributions, typically asks them to speak on behalf of their respective cultures." While both behaviors are unacceptable, Level D is more of an exclusive behavior than that described in Level C. Given faculty participants of the Advanced GACP have already engaged CI through the GACP, their task is to implement at least one Level A behavior throughout the semester.

I should also mention that Cycle 1 faculty did not initially see the need to engage the IC Map; however, once COVID-19 stay-at-home orders required all classes to be moved online, they unanimously noted that they engaged the map to help guide them in exhibiting culturally responsive behaviors. Cycle 2 participants also reported on the effectiveness of the IC Map during the ongoing pandemic, during which many taught

either exclusively online or in a hybrid environment, for which some students were home and others were in-person. All cycles confirmed the validity of the IC Map components, with the exception of the original Component 4, which no faculty participants selected. This could be because they already were implementing academic integrity strategies, or that they did not feel this component was as relevant to their specific or current needs; this also confirmed the decision to delete the component. I collected data on faculty's use of the IC Map through the protocols described below. A complete IC Map is shown in Figure 3 and, again, is available in Appendix C.

Figure 3

Faculty Innovation Configuration Map

FACULTY CULTURAL INTELLIGENCE INNOVATION CONFIGURATION MAP
to guide university faculty demonstrating cultural responsiveness toward culturally and linguistically diverse (CLD) students

Component 1: Develops Intercultural Competence and/or Cultural Intelligence

LEVEL A	LEVEL B	LEVEL C	LEVEL D
Attends advanced trainings every 3 years	Attends basic trainings every 3 years	Attends basic training but exhibits reluctance/resentment toward developing CI	Does not attend trainings
Seeks consultation	Possibly seeks consultation	Does not learn about nor provide tools/resources	Does not seek out consultation
Consistently learns about/uses ASU-specific tools/resources	Uses ASU-specific tools/resources when required	Can vaguely describe culturally responsive teaching	Refuses to integrate tools/resources
Can describe and demonstrate culturally responsive teaching	Can describe culturally responsive teaching	Can vaguely identify characteristics of CLD students	Cannot describe culturally responsive teaching
Can identify and respond to characteristics of CLD students	Can identify characteristics CLD students		Cannot identify characteristics of CLD students

Component 2: Demonstrates Cultural Intelligence Interpersonally and Linguistically

LEVEL A	LEVEL B	LEVEL C	LEVEL D
Displays empathy and compassion during interactions	Displays empathy during interactions	Exhibits limited awareness of cultural and linguistic diversity	Leads with intolerance and hostility
Learns and uses students' names and pronouns	Attempts to learn and use students' names and pronouns	Leads with indifference	Does not recognize students individually
Consistently evaluates and updates curriculum for diverse representation	Evaluates curriculum for diverse representation, but does not update consistently	Often uses local culture examples, slang, and idioms	Presents curriculum that does not reflect diversity
Provides diverse assignment examples	Provides 1 assignment example	Does not provide assignment examples	Frequently uses local culture examples, slang and idioms
Offers vocabulary lists/support	Offers vocabulary support	Does not provide vocabulary support	Refuses to provide vocabulary support or assignment examples
Avoids using slang and idioms	Often avoids using slang and idioms	Sometimes applies policies inconsistently	Applies policies inconsistently
Applies policies consistently	Often applies policies consistently		

Component 3: Makes Expectations Explicit through Course Materials (Syllabi, Policies, Rubrics, and Test Instructions)

LEVEL A	LEVEL B	LEVEL C	LEVEL D
Syllabi has contact information and course expectations on policies for attendance, assignments, tests, and participation (with links)	Includes course expectations within syllabus, including required elements	Provides limited course expectations in syllabi, leaving out one or more required elements	Fails to provide a syllabus or information with required elements
Uses rubrics for assignment guidelines and grading criteria	Offers general rubrics	Offers general but not specific information on assignment guidelines, test instructions, and grading criteria	Does not use rubrics or provide clear instruction on assignment guidelines, test instructions, or grading criteria.
Provides, in writing and electronically, policies on, examples of, consequences for, and resources for upholding academic integrity in U.S.	Provides, in writing or electronically, policies on, relevant examples of, consequences for, and resources for upholding academic integrity	Provides only a verbal warning or link to external resources regarding maintaining academic integrity	Does not provide any information or guidance on maintaining academic integrity
Includes links to materials and remembers closed captioning	Includes links to materials		

Component 4: Encourages Dynamic Engagement to Support Inclusive Environments

LEVEL A	LEVEL B	LEVEL C	LEVEL D
Invites many ways for students to compose thoughts and contribute to conversations	Invites students to contribute to class conversations, but with limited preparation	Demands student interaction without preparation and penalizes for not participating	Does not facilitate class interaction or student engagement, through discussion or group work
Establishes and maintains ground rules for interactions	Establishes ground rules for interactions	No ground rules for interactions	Engages in consistent use and/or tolerance of stereotypes and microaggressions
Addresses microaggressions and biases and educates	Does not directly address microaggressions, but guides conversations away from them	Tolerates stereotypes and microaggressions	Never invites students' contributions
Invites students' cultural contributions, without stereotyping	Welcomes students' contributions but does not consider cultural contexts	When inviting students' contributions, typically asks them to speak for their respective cultures	
Group work: assigns students to CLD groups; models expectations; provides checklist for task delegation	Allows students to choose their own groups with accountability for task delegation	Does not assign group work or hold small groups accountable for assignment delegation	

——————— Variations to the right are unacceptable.
- - - - - - - - Variations to the left are ideal.

The measurement I used to describe how faculty engaged the IC Map was through the LoU inventory, also aforementioned. Adapted from Hord et al. (2014), the LoU inventory contains seven levels and sublevels of "use," or ways in which faculty did or did not engage behaviors, as described within the IC Map throughout the Advanced GACP. For example, Level 0, "Non-Use," indicated no interest or involvement with including IC Map behaviors; Level III, "Mechanical use," indicated superficial reflection and implementation; Level VI, "Renewal," indicated full integration with additional improvements for greater impact. LoU determination for each faculty member was based upon the Advanced GACP Project document analyses. Results gathered from my use of this tool helped answer Research Question 2, which asked what IC Map CI strategies faculty perceived to be most helpful in promoting CLD student engagement and success. Because faculty were demonstrating IC Map behaviors differently, depending on their areas of focus and levels of implementation, I applied the LoU descriptions to how each participant's Advanced GACP Project demonstrated the culturally responsive behaviors described on the IC Map.

Figure 4 is the LoU Inventory with each level listed with its description and behavior indicators. Again, a complete LoU tool is available in Appendix D.

Figure 4

Levels of Use (LoU) Inventory with Description of Levels and Behavior Indicators

Level	Description of Level	Behavior Indicators
0	Non-Use	No interest; no involvement
I	Orientation	Exploring; taking initiative to learn more
II	Preparation	Initiating; making definite plans
III	Mechanical	Superficial implementation; little reflection
IVA	Routine	Stabilizing; establishing a pattern of use
IVB	Refinement	Improving; varying components to increase impact
V	Integration	Synchronizing; coordinating with others
VI	Renewal	Reevaluating; improving for greater impact

Advanced GACP Tools. As part of the Advanced GACP, described in detail above, the Advanced GACP Project was the culmination of semester-long individual efforts, buttressed by two required workshops early in the semester and one at the end. I introduced to faculty the Advanced GACP Project Handout and Report during Workshop 1 and clarified concepts in Workshop 2, via PowerPoint presentations and a corresponding Advanced GACP Project Handout, which had been coded for consistency and alignment (Schreier, 2013). The Advanced GACP Project Handout and Report form via Google Forms is located in <u>Appendix G</u>.

During Cycle 1 of my research, there were only two Advanced GACP workshops, one at the beginning and another at the end of the semester. Cycle 1 faculty reported that they felt like they needed more clarification and guidance around the Advanced GACP Project, so I incorporated Workshop 2 into Cycle 2, which allowed participants to brainstorm or process ideas about the IC Map and possible culturally responsive behaviors with colleagues or me before committing to their projects. Although there were more participants during Cycle 2 than Cycle 1, fewer reached out to me during the

semester for clarification or assistance. Furthermore, in the vast majority of Cycle 2 Advanced GACP Projects, faculty demonstrated high levels of CI as demonstrated through the culturally responsive practices they implemented in their classes. For this dissertation research project, my final research cycle, I scheduled Workshop 2 two weeks after Workshop 1, as the initial four-week gap between workshops may have been too long. If faculty committed to their projects even earlier in the semester, it could give them more time to implement culturally responsive practices. During my final research cycle, in Fall 2021, after the second Advanced GACP meeting, participants noted how "encouraging" it was for them to be surrounded with likeminded colleagues university-wide—from whom they could learn and with whom they could also process ideas for responsive practices—and requested an additional meeting before the final gathering. So, I hosted an optional two-hour conversational workshop a month before the final meeting, in which one participant attended to receive consultation. I met with three other participants throughout the semester for subsequent consultations, as the optional workshop meeting did not align well with faculty schedules.

During Workshop 3 I, with the Advanced GACP co-facilitator and a third facilitator who had graduated from the Advanced GACP during its first iteration (for purposes of inter-rater reliability, see more forthcoming), evaluated and assessed each faculty member's Advanced GACP Project Report and presentation.

Additionally, I collected materials that faculty created for their projects. The presentations were conducted and recorded through Zoom, and I—along with the other two evaluators—used a scoring rubric integrating the LoU inventory to rate how effectively each participant demonstrated behaviors described in the IC Map. Because I

facilitated the Advanced GACP entirely over Zoom for this round of research, I also

provided my co-raters the LoU tool and Advanced GACP Project Scoring Rubric via a

Google Form for ease in documenting and sending responses. The scoring rubric is

available in Appendix D. The recording of Advanced GACP Projects also allowed me to

collect additional and richer evidence for my findings, as well as reminded me of specific

details that could have been missed by all three of us evaluators (Creswell & Guetterman,

2019). All findings directly pertained to my research questions.

Document Analyses Sample. Since the IC Tools guided my intervention, I asked

all faculty who participated in the Advanced GACP to engage with and demonstrate at

least one component from the IC Map. Thus, participation was based on a comprehensive

sampling approach (Creswell & Plano Clark, 2017).

Advanced GACP data collection was also based on a comprehensive sampling

approach, including all Advanced GACP faculty participants (Creswell & Plano Clark,

2017). Since the Advanced GACP was a semester-long commitment, I foresaw the

likelihood of not all faculty participants who began the Advanced GACP completing their

projects. As noted previously, Iris withdrew from the study, so the total number of

Advanced GACP Project participants was eight.

Data Collection – Survey

Survey Instruments. For the survey research section of my study, I administered

nearly identical pre- and post-intervention survey instruments which I used to help me

determine faculty's "current attitudes, beliefs, opinions, and practices" as they related to

using CI to support CLD students, specifically through their participation in the

Advanced GACP (Creswell & Guetterman, 2019, p. 386). Then, I assessed faculty

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members' perceived levels of CI, Cultural Openness, Cultural Awareness, and Cultural Responsiveness, as well as their plans for and ultimate success in integrating IC Map components. I used the survey constructs included in both instruments to illustrate the "abstract idea, underlying theme, or subject matter" through the questions listed under each, and how perceptions changed over time, again, from the pre to post occasions, or after taking the Advanced GACP (Dew, 2008, p. 2). I created both surveys using Qualtrics (version December, 2021) software. I distributed pre-intervention surveys to participants via email within the week after Workshop 1, as faculty members signed onto the study, and I distributed post-intervention surveys to participants the day after Workshop 3.

The pre-intervention survey instrument had nine constructs. It contained 67 Likert-scale questions and 20 open-ended questions. I used this instrument to ascertain participants' attitudes toward and levels of understanding of CLD students, CI, and the three Cultural Capabilities before taking the Advanced GACP workshops, as well as to establish participants' plans for their Advanced GACP Projects and engagement with the IC Map (see prior and more forthcoming). Except for the general CI assessment questions, I rated all Likert-type questions using multiple series of 6-point Likert-type scales. The open-ended questions included in this instrument helped me gauge the areas in which faculty perceived there to be the most need for applying CI strategies. The complete pre-intervention survey is available in Appendix H.

The post-intervention survey instrument contained 10 constructs, with nearly identical Likert-scale questions and sets of open-ended questions, amended to reflect participants' experiences after having attended the Advanced GACP. Again, it was nearly

identical to the pre-intervention survey, given that its purpose was to assess changes in

faculty members' competence, perceptions, and future behavior, as a result of their

participation in the Advanced GACP (Baudoin et al., 2007; Hiebert & Magnussen, 2014).

Because this was a post-intervention survey instrument, it also included 14 additional

Likert scale questions and two additional open-ended questions that I used to ask

participants about their levels of understanding of CI post-intervention and, as related to

participants' respective problems of practice, descriptions of their Advanced GACP

Projects, beliefs about the intervention, and so on. Thus, it contained 81 Likert-scale

questions and 22 open-ended questions. By asking parallel questions in both surveys, I

was able to merge, analyze, and compare both the qualitative and quantitative data from

the pre to post occasions to guide answers to all of my research questions (Creswell &

Plano Clark, 2017). The complete post-intervention survey is available in <u>Appendix I</u>.

  Reliability, according to Kirk and Miller (1986), is the consistency of a method in

measuring results under the same circumstances, while validity consists of the accuracy

of the inferences derived from a method regarding whether the method is measuring what

it is intended to measure. To measure the surveys' internal reliability, during Spring 2021

Advanced GACP workshops, I used Cronbach's alpha (α) coefficient, a frequently used

test of reliability for surveys composed of Likert-scales (Barnette, 2010). The closer

Cronbach's alpha coefficient is to 1.0 the greater internal consistency of items within

each survey construct and overall. George and Mallery (2003) provide the following

scale: $\alpha > .90$ –Excellent, $\alpha > .80$ – Good, $\alpha > .70$ – Acceptable, $\alpha > .60$ – Questionable, α

$> .50$ – Poor, and $\alpha < .50$ – Unacceptable (see p. 231). With this test, I received an alpha

score of $\alpha > .80$, which indicated adequate internal consistency (Multon & Coleman,

2010). Based on participant feedback, I revised language in two Likert scales for clarity and consistency.

Survey Sample. For the pre-intervention survey, again, I used a comprehensive sampling approach and surveyed all faculty Advanced GACP participants (Creswell & Plano Clark, 2017). For the post-intervention survey, the sample consisted of all faculty participants who completed the Advanced GACP and submitted a project. Although all nine participants completed the pre-intervention survey, only eight completed the post-intervention survey.

Data Collection – Observations

Observational Protocol. To see if and how faculty demonstrated Level A descriptions from IC Map components, I conducted three in-person observations of classes that met synchronously with Paula, Maia, and Thea. According to Hord et al. (2013), this method allowed me to verify IC Map items were present and being utilized with the techniques required for the innovation, thus helping to answer each of my research questions. To do this, I coordinated with each faculty member to determine the best time during the semester to observe their classes. If faculty taught asynchronously, they added me as an observer to the Canvas course of their choice (usually the one most aligned with their Advanced GACP Projects). In adding me as a Canvas course observer, Dave, Jack, and I granted me access to most public communications with students and course components, including office hour calendar scheduling, rubrics, assignments, videos, and so forth. I could not see interactions, however, between students or students with faculty. I conducted synchronous observations during September and October 2021, and asynchronous observations throughout October, commencing when faculty added me

to their Canvas courses. Arguably, the asynchronous observations may have been more ideal for two reasons: first, they lent to the data collection of multiple artifacts; second, they tended to diminish the Hawthorne Effect, in which faculty (or students) may have altered their behavior when they were aware of being observed. For my observations, I collected fieldnotes using a template from Mertler (2017) that contained three columns for me to note the time, my observations, and my observational comments. I used these notes to describe in detail what I saw and heard from faculty participants that provided evidence for if and how they demonstrated CI through engaging IC Map components. I aligned my notes to the IC Map Level A descriptions to see which responsive behaviors faculty demonstrated. The fieldnotes template I used to gather observational evidence is available in Appendix J.

Observational Sample. Since my overall sample size was fewer than ten participants, I observed all faculty who were currently teaching a course. This totaled six participants, as Renata did not teach a class during the semester and Pearl and Eric served as staff and did not teach traditional courses. As I engaged with faculty throughout the semester and during early Advanced GACP workshops, I determined how faculty related to the IC Map, specifically as they demonstrated behavior descriptions, and observed both potential users and non-users, as it was important for me to note if and how some faculty ideally, as well as less than ideally, implemented behaviors listed within IC Map components (Hord et al., 2013).

Data Collection – Focus Groups

Focus Group Protocol. For select participants (see more forthcoming), I completed the qualitative data collection components of my study through two Advanced

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GACP Project focus groups. Through a focus group approach, with its primary purpose being to share my findings with Advanced GACP participants through member checking (also referred to as respondent validation or participant validation), I examined my working findings for accuracy, for resonance with participants' experiences, and to check and also better understand, situate, and explain study findings, all in order to work to validate my results and thereby increase the credibility and overall validity of my study (Birt et al., 2016; Lincoln & Guba, 1985; Onwuegbuzie, 2018). I also sought to better articulate my working findings by ascertaining how effective both the IC Map and Advanced GACP were, as per participants' perspectives, in assisting them with exhibiting culturally responsive behaviors through increasing CI. Focus group questions were more general and emerged from findings drawn, again, from my interactions, understandings, working findings, and the like (Onwuegbuzie, 2018).

I conducted two one-hour focus groups two weeks following the Advanced GACP Workshop 3. I hosted and recorded all focus groups using Zoom to include remote faculty participants. The recordings provided me with additional rich data to also allow me to review non-verbal cues that I and a co-moderator—who also served as a co-rater for Advanced GACP Projects—may have missed during live discussions, as well as a Zoom-created transcript from which I cross-analyzed written notes taken during the focus group sessions. As I also facilitated the focus groups entirely over Zoom, I again provided my co-moderator the ability to record focus group responses via a Google Form for ease in documenting and sending responses. Guided by Krueger's (2002) framework, the Focus Group Protocol contained five questions that confirmed findings and requested

feedback about suggestions for improving both the Advanced GACP and the IC Map. The Focus Group Protocol is available in <u>Appendix K</u>.

Focus Group Samples. Since faculty have specialized knowledge and experiences they can discuss in each focus group, Krueger (1994) recommended focus group sessions that are between one and two hours long and which center around "mini-focus groups" of three or four participants to ensure every member has enough time to share and feels comfortable doing so with a smaller audience (p. 17). Thus, I conducted two focus groups with four participants scheduled for each. I placed faculty members in groups according to each focus group member's availability. Focus group samples were based on a comprehensive sampling approach and included all faculty who completed their Advanced GACP Projects. All but one participant, due to illness, attended focus group sessions, which totaled four participants in the first session and three in the second.

Data Analyses

To guide my quantitative data analyses, because it is a useful approach for small sample sizes, I used a within-group experimental design since I did not create comparison groups like one might find in traditional, experimental research (Creswell & Guetterman, 2019). Accordingly, I employed a single-subject research (or small-N) design, which involved the study of a single group through observation and execution of an intervention to assess if the treatment affected its desired outcomes (Creswell & Guetterman, 2019). More expressly, I sought to determine if the Advanced GACP impacted faculty CI. In this design, individuals became their own control group in that I measured the extent to which participants increased CI from before and then after engaging in my intervention. In addition, since I collected numerous data points over time (e.g., documents, surveys,

observations, final projects), this helped control for traditional threats to internal validity and aided me in establishing a robust relationship between the intervention and the outcomes desired (Foster, 2010). Because Advanced GACP participants worked independently on their projects, in replicating a single-subject design across multiple faculty members, I could also demonstrate external validity (Gast & Ledford, 2014).

For all pre- and post-intervention survey quantitative data, I determined mean scores and Standard Deviations (SDs) for each construct with Qualtrics. Then, using these data for each construct, I created tables in Microsoft Word to present faculty responses on the pre- and post-intervention survey occasions. For the pre- to- post-intervention survey comparisons, I used SPSS (version 27) to run paired sample t-tests on CI and the three Cultural Capabilities. Then, I used Microsoft Excel to create figures with bar graphs showing the pre- to- post-intervention survey differences. Tables and figures are provided in the forthcoming section on Results.

To guide my qualitative data analysis, I systematically categorized excerpts in my qualitative data to find themes and patterns. To do this, I used Process and Thematic methods to run two coding cycles, respectively, and I then integrated two focus strategies between each cycle.

To begin the first coding cycle, I engaged Process coding, which helped me connect action points in the data through creating gerund phrases (Saldana, 2021, p. 143). For example, if faculty members noted in reports that they liked the IC Map, I coded all similar responses with the phrase "Appreciating the IC Map." I selected this coding method since it helped "search for the routines and rituals of human life" (Corbin & Strauss, 2015, p. 173). This method was a helpful practice in determining what my

participants cared about as related to serving CLD students, why they chose to engage the Advanced GACP, and how they applied knowledge gained from participating in the Advanced GACP to support CLD students.

After creating initial codes using Process coding, I narrowed down the most commonly used codes by running HyperRESEARCH's (version 4.5.3.) frequency report bar graph function, in which I determined the most used, and most relevant, codes from cycle 1 Process coding. I used these reports to help narrow down which codes I would use in cycle 2 Thematic coding.

In developing Thematic codes, Corbin and Strauss (2015) ask researchers to systematically integrate all concepts around core categories, which provide theoretical explanations for phenomenon. Core categories, in my case, emerged after I ran frequency bar graph reports via HyperRESEARCH. I selected codes from the lists of most commonly used codes (usually between three to five) to develop outlines to begin constructing theory. After creating outlines, I generated lists of related quotations from participants through the "Top 10 lists" focus strategy to determine the most vivid examples that emerged from materials that could help define and defend the constructed theories I developed during cycle 2 (Saldana, 2021).

These data I analyzed, again, via my Advanced GACP Project Reports and rubrics, pre- and post-intervention survey open ended responses, and focus group conversations. An example of my actual qualitative coding approaches for pre-intervention survey responses are in Appendix L.

Data Analyses – Document Analyses

Advanced GACP Project Handout and Rubric (with IC Tools). From the Advanced GACP Project Scoring Rubric, which factored in both the IC Map and LoU inventory, I analyzed quantitative data in the form of inter-rater scores. To account for reliability, I used an inter-rater reliability index to measure the degree to which the different raters' scores, when expressed as deviations from their means, were proportional, thus not requiring total agreement amongst raters (Frey, 2018). Then, pending results from this first step, I averaged scores to determine each faculty participant's level of use of the IC Map (Salkind & Frey, 2020). I demonstrated how well faculty integrated the IC Map into their projects by presenting these scores as descriptive statistics (Salkind & Frey, 2020).

The qualitative data that I analyzed from the Advanced GACP Project scoring rubric included raters' responses to faculty's Advanced GACP Project responses, as well as faculty members' descriptions and evaluations of their Advanced GACP Projects. While I was going to use just the recorded presentation data, because of time limitations in participants presenting, I determined the more reliable data came from the Advanced GACP Project Reports. Hence, the co-raters and I used these forms to guide our responses, while factoring in information gathered during participants' live presentations. I used the recordings and any presentation slides or handouts to help understand their projects or plans better. I then explored the various points of data to identify broad trends and preliminary understandings (Creswell & Plano Clark, 2017). To do this, I inputted data from Advanced GACP Project Reports and co-raters' responses in the Advanced GACP Project Scoring Rubric into HyperRESEARCH and analyzed these using Process

and Thematic approaches, described prior, and independently coded the data and then compared the codings for agreement (Armstrong et al., 1997).

Data Analyses – Survey

Survey Instruments. From the pre- and post-intervention survey occasions, I ran Cronbach's alpha coefficient to determine the surveys' internal reliability (recall α >.80 was noted as sufficient during my survey pilot). Table 4 shows the Cronbach's alpha coefficients for the pre- and post-intervention surveys, measuring the reliability of all items both by survey construct and overall. Recall that Constructs 8 and 9 were only included on the post-intervention instrument; hence, I could not calculate alpha for the pre occasion.

Table 4

Cronbach's Alpha Coefficient (Pre- and Post-Intervention Surveys)

Survey Construct	No. Items	Pre-Intervention	Post-Intervention
Construct: Faculty attitudes towards CLD students	6	.91	.98
Construct 2: Understanding of CI	4	.76	.93
Construct 3: Cultural Openness	3	.52	.49
Construct 4: Cultural Awareness	4	.81	.54
Construct 5: Cultural Responsiveness in Teaching	8	.73	.55
Construct 6: Cultural Responsiveness in Classrooms	8	.84	.51
Construct 7: Cultural Responsiveness in Materials	22	.82	.51
Construct 8: Faculty perceptions IC Map	4	-	.86
Construct 9: Faculty perceptions Adv. GACP	8	-	.86
Overall		.91	.71

Both my pre- and post-intervention surveys yielded adequate overall alpha scores (α >.90 and α >.70) to indicate internal consistency, but some of the constructs were α > .50 and therefore considered "poor" (George & Mallery, 2003). To account for why these

alpha levels may have been observed, it is important to note that constructs that had fewer than five questions (e.g., "Cultural Openness" and "Cultural Awareness") seemed to yield lower reliability scores, also given my small sample size ($n = 8$). On the post-intervention survey, specifically, the constructs that measured the three Cultural Capabilities had scores that were also "poor." Because the pre- and post-intervention survey questions were identical for these constructs, yet yielded different reliability scores, the lower alpha on the post-intervention survey could have reflected the degree of between-person variation in scores. Nevertheless, as is evident here, even constructs with poor correlations can combine to yield reliable overall scores (Allen & Yen, 1979).

Given these overall alphas were adequate, I subsequently used Qualtrics to analyze the pre-survey, post-survey, and pre-to-post survey quantitative data derived all participants except Iris to better understand and illustrate faculty members' concerns related to supporting CLD students and perceived levels of CI, Cultural Openness, Cultural Awareness, and Cultural Responsiveness, as well as their perceived levels of success in integrating IC Map components and participating in the Advanced GACP. I used SPSS to conduct a series of paired-samples *t* tests to demonstrate participants' perceptions on both occasions, as well as the extent to which participants integrated the desired behaviors into their professional practices before and after participating in the Advanced GACP (Salkind & Frey, 2020). I analyzed differences for both statistical and practical significance. To note, statistical significance occurs when the difference between the hypothesized population parameter and observed sample statistic is large enough to determine that it is unlikely to have occurred by chance (Lock et al., 2017). Practical significance, or effect size— the magnitude of the difference or strength of the

relationship between variables—occurs when the variance is large enough to be meaningful in actuality, noting that what is meaningful may be subjective and contingent on the context (Lock et al., 2017). The reason the latter is important, especially in this type of research, is because my study sample was so small. Accordingly, statistical significance might be difficult to obtain; hence, practical significance may be more important, pragmatically (Lock et al., 2017; see also Salkind & Frey, 2020).

I analyzed the qualitative data from all nine participants' pre-intervention and eight post-intervention survey open-ended responses, again, transcribing responses using HyperRESEARCH, and using the same Process and Thematic coding methods described prior, to review data, generate codes, and define themes, all the while identifying patterns of meaning.

Data Analyses – Observations

Observational Protocol. From the data collected via my observational protocol, I analyzed fieldnotes that described faculty participant members' interactions with students and behaviors implemented, specifically looking for connections to IC Map components and corresponding Level A behaviors. During live or asynchronous observations, I noted behaviors alongside IC Map components to track how faculty were exhibiting CI or, conversely, could have improved CI during specific practices and interactions. For observations, I did not engage Process and Thematic coding. Rather, on my observational notes, I indicated behaviors that corresponded to IC Map components by writing the component next to the behavior, and then indicating on a chart whether each faculty member demonstrated that component (see Table 25, and more explanation forthcoming in Results section).

Data Analyses – Focus Groups

Focus Group Protocol. From focus group conversations, I analyzed levels of inter-rater reliability, again, having factored in my co-moderator's responses via Google Forms with my own (Salkind & Frey, 2020). To maintain inter-rater reliability, as described prior, I independently coded inter-raters' response data using Process and Thematic coding methods, as described prior, and then compared codings for agreement (Armstrong, et al., 1997). Lastly, I both refined and then finalized my working findings, as based on focus group participants' feedback, to guide reflections for the Discussion section (Krueger, 1994).

RESULTS

"Only ask you be your best. For you sake." – Suyuan

― Amy Tan, "Two Kinds," *The Joy Luck Club*

Results – Document Analyses

For their Advanced GACP Projects, two participants chose IC Map Component 2, Demonstrates Cultural Intelligence Interpersonally and Linguistically (Demonstrating CI); three chose Component 3, Makes Expectations Explicit through Materials (Creating Materials); and four chose Component 4, Encourages Dynamic Engagement to Support Inclusive Environments (Supporting Inclusive Environments). Pearl selected two components for her project. Most faculty could not execute their entire projects since several planned to test what they created during subsequent semesters.

On average, most faculty created, or planned to create, materials for their Advanced GACP Projects. Renata, Paula, and Thea planned inclusive synchronous workshops or asynchronous trainings. Pearl, Maia, and Dave created new materials for

inclusive practices or revised documents for clearer communication. Eric and Jack were still in the developing stages of determining how to best communicate inclusive practices to their respective audiences. Ultimately, I and two co-raters, as described earlier, indicated that all projects seemed promising, if not yet actualized. Hereafter, I will refer to myself and the co-raters as "raters" or "Rater 1," "Rater 2," and "Rater 3," as randomly assigned. Table 5 shows Faculty's selected IC Map components, project descriptions, and averaged LoU scores. Summaries in present tense indicate projects not yet developed or created; descriptions in past tense designate projects that were created, planned, or partially executed.

Table 5

LoU Ratings—Faculty Advanced GACP Projects

Faculty	IC Map Component	Project Summary	LoU Score	LoU Score Description	LoU Score Behavior Indicators
Renata	Component 2: Demonstrating CI	Facilitate(d) student workshops for increasing CI	IVA	Routine	Stabilizing; establishing a pattern of use
Paula	Component 4: Supporting Inclusive Environments	Coordinate faculty development workshops on inclusive teaching	II	Preparation	Initiating; making definite plans
Pearl	Component 2: Demonstrating CI Component 3: Creating Materials	Create template for developing and displaying teaching philosophy, identity map, and diversity statement	I	Orientation	Exploring; taking initiative to learn more
Eric	Component 4: Supporting Inclusive Environments	Make meetings more productive through relationship building	II	Preparation	Initiating; making definite plans
Maia	Component 4: Supporting Inclusive Environments	Created a team contract for improving teamwork expectations	III	Mechanical	Superficial implementation; little reflection
Thea	Component 4: Supporting Inclusive Environments	Create ways to prevent and address microaggressions in online courses	III	Mechanical	Superficial implementation; little reflection
Dave	Component 3: Creating Materials	Revised "Cultural Interpretations Team Activity" for study abroad programs	V	Integration	Synchronizing; coordinating with others
Jack	Component 3: Creating Materials	Working to rethink and replace the language of "academic integrity"	III	Mechanical	Superficial implementation; little reflection
Iris	-	-	0	Non-Use	No interest; no involvement

Table 5 indicates that faculty seemed most interested in IC Map Components 3 and 4 and, though they were not all able to fully execute projects during the semester, according to raters' comments, they engaged the work of inclusivity with thoughtfulness. Lower scores indicated faculty's inability to demonstrate a clear plan or produce a culminating work via their final Advanced GACP presentations.

Three exemplars emerged in Renata, Maia, and Dave. As an example of a responsively planned project still in the execution stages, Renata developed a three-pronged approach to teaching her students inclusive communication practices, in a course to be facilitated every semester. This course integrated the three Cultural Capabilities adopted from Advanced GACP workshops through student training, self-reflective journal writings, and focus group meetings. Renata demonstrated understanding of CI and implemented IC Map behaviors not just in her selected Component 2, Demonstrating CI, but also Component 3, Creating Materials, and Component 4, Supporting Inclusive Environments. In reflecting on the success of her project, Renata responded in her Advanced GACP Project Report that, "Students were able to begin to think about their selves as co-creators of culture with those they mentor and the value of engaging in self-reflection as a way to work towards being accomplices and not just allies of diversity." On the Advanced GACP Project Scoring Rubric, raters assessed Renata's project with an average LoU score of IVA: "Routine—Stabilizing; establishing a pattern of use" and the following specific feedback in writing:

> Rater 1: "The structure of the tools put in place seem very well thought out, are reflective and constructive. This is still in progress as some of the elements have yet to be implemented within this semester."

Rater 2: "The execution of the project seemed robust and effective."

Rater 3: "This is still in the early stages, but if the follow through is there this represents the A Level of Component 2. It feels as if what she presented in the document was successful and with the continued desire to improve the process demonstrates opportunity to improve on the assignments created."

Unlike Renata, Maia was unable to implement her Advanced GACP Project, but in addressing Component 4, Supporting Inclusive Environments, Maia's creation of a team contract for holding group work members accountable also integrated Component 3, Creating Materials. Because success could not be measured, raters' average LoU score was III: "Mechanical—Superficial implementation; little reflection." Raters' feedback on the Advanced GACP Project Scoring Rubric indicated unanimous optimism toward the implementation of the project.

Like Renata's and Maia's projects, Dave's project was still in progress, although the product itself had been completed. In revising a handout for students, Dave expanded it to include: (1) Content and connections to cultural humility; (2) Categories for investigation; (3) Refinements to assignment instructions to provide more explicit expectations; and (4) Discussion questions for in-class activity presentation debriefs. Raters' average LoU score for Dave's project was V: "Integration—Synchronizing; coordinating with others." On their Advanced GACP Scoring Rubric responses, raters unanimously agreed that outcomes of implementation would likely be effective.

In contrast to these exemplars, faculty with Advanced GACP Projects that lacked clear plans elicited critical responses from raters. Although Eric's idea reflected responsive practices via the IC Map, he did not develop a plan for training colleagues on

how to implement more efficient and inclusive meetings. In fact, in discussing why the project may not have succeeded, Eric reported in his Advanced GACP Project Report that, "Changing established behaviors with a group is challenging without all parties finding value in working on the change. Some of the participants in the meetings are slow to change their behaviors." Again, Eric did not state in his project report nor presentation any explicit instruction he may have provided his colleagues, so this is what may have factored into raters' average LoU score of II: "Preparation—Initiating; making definite plans."

Paula also noted how colleagues' perceived unwillingness to change behaviors impeded her plan to create inclusive teaching workshops. In assessing Paula's Advanced GACP Project Report and presentation, raters noted that she did not provide explicit plans regarding how she intended to execute workshops. Thus, Paula's average LoU score was also II: "Preparation—Initiating; making definite plans."

Pearl and Thea both had ideas that were important and engaging to them. Pearl planned to create a template for identity maps for students to understand faculty members who used them better, and Thea began the process of creating materials to teach students how to avoid and address microaggressions in online learning environments. Despite their passion toward their respective project goals, it seemed that time constraints during the semester limited their ability to plan, create, and implement projects. As a result, their average LoU scores were, for Pearl, II: "Preparation—Initiating; making definite plans" and, for Thea, III: "Mechanical—Superficial implementation; little reflection."

Jack encountered philosophical, cultural, and potentially political pushback in his desire to address the conversation around academic integrity. Jack described his

frustration in upholding academic integrity as a universal, rather than cultural, construct and felt CLD students faced criminalization if their home cultures viewed the integration of sources differently than U.S. academics might. As a result, Jack wanted to explore more research on the topic and potentially write a paper on the subject, noting in his Advanced GACP Project Report that his ability to actually "change the system" may not be possible through any other means. Although Jack's average LoU score was III: "Mechanical—Superficial implementation; little reflection," raters provided the following feedback on the Advanced GACP Scoring Rubric, which alluded to the larger cultural and academic climate:

Rater 1: "I would say he has achieved level C or B—however, he acknowledges that this is a cultural and structural issue that is much bigger than himself. Starting the conversation and doing the research to support potential positioning is the first step. Very engaging topic."

Rater 2: "He is figuring out how to implement most responsive AI policies and practices, something not very many across universities have been able to do. He recognizes the feat of accomplishing something effective, as the university could get in the way of any progress. With this said, he is working on it and considering writing a paper on it, understanding/recognizing that this scholarship is very much needed and may help move the conversation forward."

Rater 3: "This is in the beginning stages as he begins to draft new ideas based on his extensive research. Effectiveness cannot really be measured yet."

Raters' scores reflected some raters' assessment of a project's potential while other raters determined its actual effectiveness. If a rater employed the latter approach,

the scores for the projects were lower. Table 6 lists the inter-rater reliability index for the LoU ratings.

Table 6

LoU Ratings—Inter-rater Reliability Index

Faculty	Rater 1 (R1)	Rater 2 (R2)	Rater 3 (R3)	R1/R2	R1/R3	R2/R3	Agreement
Renata	4	6	3	0	0	0	0/3
Paula	2	2	1	1	0	0	1/3
Pearl	1	2	1	0	1	0	1/3
Eric	2	3	0	0	0	0	0/3
Maia	2	4.5	2	0	1	0	1/3
Thea	4	4	1	1	0	0	1/3
Dave	6	5	3	0	0	0	0/3
Jack	1	4.5	2	0	0	0	0/3

Overall, the inter-rater reliability score, calculated using the inter-rater reliability index, as also described prior and as shown in Table 6, was 50%. Notably, Rater 3's scores were comparably lower, indicating through feedback statements on the Advanced GACP Scoring Rubrics that deductions reflected incomplete projects. Raters 1 and 2, according to their feedback, tended to rate with a holistic approach, factoring in that even if faculty had not yet implemented the entire project, definite plans may have been in place. Note also that an inter-rater reliability score of 50% is below traditional acceptability, which requires a score of 60% or higher (Frey, 2018). Nevertheless, as described earlier, deviances in the way raters judged final projects contributed to their ratings. Discrepancies in inter-rater reliability scores could have also been because of rater error or unclear instructions from me as the researcher (Frey, 2018).

Overall, most faculty seemed engaged and intentional about their projects, even if they were not able to execute them during Fall 2021. Their responses, as captured in Faculty Advanced GACP Project Reports, with identifying information redacted, are available in Appendix M.

Results – Survey

Survey results included pre-intervention data, post-intervention data, and then pre- and post-intervention data comparisons. Unless otherwise noted (e.g., Sections 3-5 asking about general CI), for all survey constructs "6" was the highest possible score, indicating "Always," "Extremely Knowledgeable," or "Strongly Agree," and "1" was the lowest possible score, indicating "I don't know." In calculating results for this study, I did not "clean" any responses, especially factoring in participants who indicated "I don't know" on the pre-intervention survey and a substantively different response on the post-intervention survey.

Pre-Survey Results. In looking at quantitative data before faculty participated in the Advanced GACP, and in describing their attitudes toward and concerns regarding support of CLD students, as described with mean scores and SDs, Table 7 shows faculty's pre-intervention survey responses. All results are listed in order of score ranking, not question asked.

Table 7

Faculty Attitudes toward CLD students (Pre-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Add value to general learning environment	5.13	1.62
Add value to class discussions	4.75	1.56
Demonstrate diverse cultural expressions	4.38	1.80
Display diverse academic styles	4.25	2.05
Require additional linguistic support	3.63	0.99
Require additional academic support	3.38	1.32

As shown in Table 7, participants most often agreed with the overall benefit of having CLD students in class. Although they did not seem to think that CLD students required additional support linguistically or academically, in their written responses several noted that they were concerned CLD students may struggle with these issues covertly or in silence.

In gauging their perceptions of their levels of CI and the three Cultural Capabilities prior to participation in the Advanced GACP, Table 8 shows faculty's self-assessment.

Table 8

Faculty Perceptions of CI and Three Cultural Capabilities (Pre-Intervention Survey)

Behavior	Mean (6 = Extremely Knowledgeable)	SD
Cultural Openness	4.63	.70
Cultural Responsiveness	4.50	.71
Cultural Awareness	4.38	.48
Overall CI	4.25	.43

Congruent with these self-perceptions was the pre-intervention CI assessment, with scales that measured each capability using questions to ask about participants' desires to learn about and engage with CLD students. The assessment's highest measurement was 5 for "strongly agree," and the average faculty response for Cultural Openness = 4.47, Cultural Responsiveness = 4.25, and Cultural Awareness = 4.12. Faculty's written responses confirmed their concerns over limitations in Cultural Awareness, with Pearl citing her main concern as being, "How to best support [CLD students] without causing further harm."

Prior to participating in the Advanced GACP and on questions that aligned Cultural Capabilities with IC Map descriptions, on levels of Cultural Openness, Table 9 shows faculty's responses.

Table 9

Faculty's Cultural Openness (Pre-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Willingness to receive training	5.38	0.99
Willingness seek consultation on CLD student support when necessary	4.88	1.17
Willingness to use ASU-specific tools	3.13	1.54

Faculty's pre-intervention survey responses noted that their willingness to engage training and consultation was high. Though some faculty indicated in their written responses that they were not entirely sure of what using "ASU-specific tools" meant, in general, faculty understood Cultural Openness as their ability to perceive and view the world from lenses that were not solely focused on their personal or social identities.

In demonstrating their Cultural Awareness prior to participating in the Advanced

GACP, Table 10 shows faculty's responses.

Table 10

Faculty's Cultural Awareness (Pre-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Ability to recognize areas in which you still need to learn about CLD students	5.00	.87
Can describe strategies for exhibiting culturally responsive teaching	4.63	.99
Can identify characteristics of CLD students	4.25	.97

Although faculty responses were split in some of their self-perceptions on Cultural

Awareness, overall, they rated their levels Cultural Awareness lower than other

capabilities. However, in expressing why they thought Cultural Awareness might be

important in their written responses, all faculty underscored the value of learning and, in

return, teaching others. Maia added that Cultural Awareness "leads to additional

information about the background of the person I interact with. For students, it helps me

see what, how, and why they value in their education."

For demonstration of Cultural Responsiveness in teaching prior to participating in

the Advanced GACP, Table 11 shows faculty's responses.

Table 11

Faculty's Cultural Responsiveness in Teaching (Pre-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Apply policies consistently	5.63	0.48
Display empathy	5.38	0.48
Display compassion	5.25	0.43
Update curriculum for diverse representation	5.13	0.60
Pronounce students' given names correctly	5.00	0.71
Use students' correct pronouns	4.88	1.54
Avoid using slang	4.50	0.87
Avoid using idioms	4.25	0.83

In demonstrating Cultural Responsiveness in teaching, faculty reported high levels of CI in their ability to treat students equitably. Underscoring this, in her written response, Renata wrote, "I think the most important way for me is to continue to view each class, and each individual in each class, as individuals interacting with me." However, some faculty were cognizant of using slang and idioms while teaching.

For demonstration of Cultural Responsiveness in classrooms prior to participating in the Advanced GACP, Table 12 shows faculty's responses.

Table 12

Faculty's Cultural Responsiveness in Classrooms (Pre-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Invite students' cultural contributions	5.88	0.35
Solicit a variety of ways for students to contribute to class conversations	5.75	0.46
Establish ground rules for class interactions	5.75	0.46
Address bias	5.75	0.46
Address microaggressions	5.50	0.54
Model group work expectations	5.38	0.74
Assign students into diverse groups	4.50	2.14
Provide accountability checklists for group work task delegation	4.38	1.92

Faculty's levels of Cultural Responsiveness in classrooms seemed relatively high overall, particularly in engaging students in class participation. Faculty, as noted by several in their written responses, claimed to want to pay more attention to providing more scaffolded support for group work dynamics.

For demonstration of Cultural Responsiveness in materials prior to participating in the Advanced GACP, Table 13 shows faculty's responses.

Table 13

Faculty's Cultural Responsiveness in Materials (Pre-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Provide detailed test instructions	5.88	0.33
Include policies on tests on syllabi	5.88	0.33
Include policies on assignments on syllabi	5.88	0.33
Include instructor contact information on syllabi	5.88	0.33
Include policies on academic integrity on syllabi	5.75	0.66
Include policies on participation on syllabi	5.75	0.43
Include course expectations on syllabi	5.75	0.43
Include relevant links to handouts and other documents on syllabi	5.75	0.43
Provide consequences for plagiarizing	5.38	1.65
Include policies on attendance on syllabi	5.25	1.64
Distribute detailed rubrics with assignment guidelines	5.13	1.05
Include closed captioning on videos	5.13	1.05
Provide students consequences for cheating	5.13	0.93
Include descriptions of office hours in course syllabi	4.88	1.69
Provide diverse assignment examples	4.63	0.70
Provide relevant examples of plagiarizing	3.88	1.54
Provide vocabulary lists	3.88	1.45
Provide relevant examples of cheating	3.63	1.80
Provide resources for upholding academic integrity in U.S. contexts	3.38	2.06

On the final pre-intervention survey construct, faculty seemed to have syllabi that demonstrated higher levels of Cultural Responsiveness. However, in providing examples of academic integrity and vocabulary support, many rated themselves relatively lower. In their participating in the pre-intervention survey alone, and walking through the

constructs, many noted on their written responses that they wanted to create and provide materials they may not have already had, even as early as Fall 2021.

Qualitatively, faculty's responses to open-ended questions on the pre-intervention survey confirmed homogeny in participants' overall or seemingly collective desire to increase Cultural Awareness, on which they self-scored the lowest, and connected willingness to improve Cultural Responsiveness. Themes that emerged regarding these Capabilities related to improving communication dynamics with CLD students, providing more inclusive materials for CLD student success, and building better community with both students and colleagues.

Communication dynamics emerged as a central focus of faculty concern pre-intervention, particularly as it related to Cultural Awareness. In looking at potential student struggles, for example, Renata reported:

The biggest concern that I have is CLD students not speaking with me about their need for support. I do my best to be culturally aware about the needs of my students, but I feel that I might be imposing my own cultural interpretations that might not provide the necessary support.

Likewise, when asked about general concerns in supporting CLD students, Paula noted that some students may have a difficult time expressing themselves in class as well as face challenges in their "ability to follow along if English is not their first language."

Faculty were open to learning how their own communication dynamics impacted CLD student success. Eric commented on non-verbal communication that, "The ability to make someone at ease and open up to you simply by noticing and changing your own body language is amazing. Making people comfortable allows them to be vulnerable and

learning is an act that requires being vulnerable." Dave highlighted the need for instructors to engage in increased communication for greater Cultural Awareness. He wrote about the importance of, "Having more meaningful conversations with diverse students about how they learn [and] developing a deeper understanding of the unique needs of various cultural groups."

Many respondents mentioned their conscientiousness around not assuming Cultural Awareness in areas where students may be struggling, and this led them to wanting to create more inclusive materials. Iris described this importance:

I believe that by being more culturally aware, I can better integrate a variety of materials, methods, and mediums into my teaching, thus creating a more inclusive and inspired classroom space—for all students, not just CLD students. These materials, methods, and mediums can better reflect the diversity of students, but also the myriad of learning styles, strategies and supports needed.

Faculty noted that through their increasing Cultural Awareness and Cultural Responsiveness, they could help foster greater community-building inside and outside the classroom, impacting students as well as fellow educators. Jack stated, "I think that Cultural Responsiveness builds up in us new ways of being in community. In enables us to treat one another the way we deserve, and in the process makes possible a more robust 'we' coming to be." Additionally, in reflecting on how she hoped to apply their project to assisting colleagues in professional development, Pearl said she wanted to design an environment and community that was driven by its members to advance conversations around inclusive ideas so faculty members can share practices.

Prior to participating in the Advanced GACP, faculty revealed that they most often sought advice regarding CLD students from colleagues, the GACP/me, and the university tutoring and writing centers. In discussing why they participated in Advanced GACP, faculty responses indicated general interest in not just being more equipped to teach but also serving as role models for faculty and students.

Post-Intervention Survey Responses. In looking at quantitative responses after faculty participated in the Advanced GACP, and in describing attitudes toward and concerns regarding their support of CLD students, Table 14 shows faculty's responses.

Table 14

Faculty Attitudes toward CLD students (Post-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Add value to general learning environment	5.75	0.43
Add value to class discussions	5.63	0.48
Demonstrate diverse cultural expressions	5.00	1.22
Display diverse academic styles	5.00	1.22
Require additional academic support	3.13	0.93
Require additional linguistic support	3.13	1.05

Faculty acknowledged CLD students' abilities to add value to general learning environments, and they did not perceive CLD students as needing additional support academically or linguistically. However, in their written responses, most faculty expressed the desire to pay more attention to providing CLD students with additional academic, linguistic, and cultural support.

In gauging their perceptions of their levels of CI and the three Cultural Capabilities after participating in the Advanced GACP, Table 15 shows faculty's self-assessment.

Table 15

Faculty Perceptions of CI and Three Cultural Capabilities (Post-Intervention Survey)

Behavior	Mean (6 = Extremely Knowledgeable)	SD
Cultural Responsiveness	5.63	.48
Cultural Openness	5.63	.48
Cultural Awareness	5.50	.50
Overall CI	5.50	.50

Differing from these self-assessment scores was the post-intervention survey to assess CI, which again employed scales that measured each capability with questions I used to ask about their desire to learn about and engage with CLD students. With the highest measurement being 5 for "strongly agree," the average faculty response for Cultural Awareness = 4.75, Cultural Openness = 4.72, and Cultural Responsiveness = 4.56. From their written responses, five faculty members noted the variety of ways CI can be demonstrated in different contexts; six noted the helpfulness of Advanced GACP Projects in elucidating application of CI. For example, Paula wrote how she was surprised by "How many ways CI can fit into one's life—through work (in the classroom, administratively), but also in everyday life interactions. I loved the projects and learning from others who had amazing ideas—there was such collaboration, and it resulted in sharing and subsequent development of wonderful materials." A complete list of faculty's understanding and application of CI is located in Appendix N.

After participating in the Advanced GACP and on questions that aligned Cultural Capabilities with IC Map descriptions, on levels of Cultural Openness in receiving training, Table 16 shows faculty's responses.

Table 16

Faculty's Cultural Openness (Post-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Willingness to receive training	5.63	0.70
Willingness seek consultation on CLD student support when necessary	5.50	1.00
Willingness to use ASU-specific tools	4.50	1.66

Faculty's levels of Cultural Openness were relatively high in their overall willingness to engage outside assistance and use tools to support CLD students. On their written responses, faculty agreed that Cultural Openness was critical to their being better educators.

In demonstrating their Cultural Awareness after participating in the Advanced GACP, Table 17 shows faculty's responses.

Table 17

Faculty's Cultural Awareness (Post-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Can describe strategies for exhibiting culturally responsive teaching	5.38	.86
Ability to recognize areas in which you still need to learn about CLD students	5.13	.78
Can identify characteristics of CLD students	5.00	.50

Faculty gauged themselves as generally high in Cultural Awareness, especially in their ability to describe and recognize characteristics of both inclusive teaching and CLD students. Faculty also seemed confident in recognizing their own limitations in understanding diverse cultural differences.

For demonstration of Cultural Responsiveness in teaching after participating in the Advanced GACP, Table 18 shows faculty's responses.

Table 18

Faculty's Cultural Responsiveness in Teaching (Post-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Apply policies consistently	6.00	.00
Update curriculum for diverse representation	5.88	.33
Display empathy	5.63	.48
Use students' correct pronouns	5.63	.48
Display compassion	5.50	.50
Pronounce students' given names correctly	5.25	.48
Avoid using slang	5.00	.87
Avoid using idioms	4.88	.93

Faculty, overall, reported demonstrating higher levels of Cultural Responsiveness in teaching, particularly as related to applying policies consistently and updating curriculum for diverse representation. In fact, several faculty members added in their written responses that they developed materials during the Fall 2021 to address this construct. Faculty also reported knowing when they use idiomatic expressions while teaching, even if they have not learned how/been able to avoid using them.

For demonstration of Cultural Responsiveness in classrooms after participating in the Advanced GACP, Table 19 shows faculty responses.

Table 19

Faculty's Cultural Responsiveness in Classrooms (Post-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Invite students' cultural contributions	5.88	0.33
Solicit a variety of ways for students to contribute to class conversations	5.75	0.43
Establish ground rules for class interactions	5.75	0.43
Model group work expectations	5.63	1.65
Address bias	5.50	0.50
Assign students into diverse groups	5.50	1.50
Address microaggressions	5.38	0.70
Provide accountability checklists for group work task delegation	5.38	2.39

Faculty reported high levels of Cultural Responsiveness in Classrooms, particularly as related to engaging students' contributions and doing so in diverse ways. Faculty responses displayed the largest disparity in providing checklists for group accountability, a practice many indicated in written responses that they had hoped to address.

For demonstration of Cultural Responsiveness in materials after participating in the Advanced GACP, Table 20 shows faculty responses.

Table 20

Faculty's Cultural Responsiveness in Materials (Post-Intervention Survey)

Behavior	Mean (6 = Always)	SD
Include policies on tests on syllabi	6.00	0.00
Include policies on assignments on syllabi	6.00	0.00
Include instructor contact information on syllabi	6.00	0.00
Include relevant links to handouts and other documents on syllabi	6.00	0.00
Provide consequences for plagiarizing	6.00	0.00
Include policies on attendance on syllabi	6.00	0.00
Include course expectations on syllabi	5.88	0.33
Include closed captioning on videos	5.75	0.43
Provide detailed test instructions	5.63	0.99
Provide resources for upholding academic integrity in U.S. contexts	5.50	0.71
Provide students consequences for cheating	5.38	1.65
Distribute detailed rubrics with assignment guidelines	5.25	0.83
Include descriptions of office hours in course syllabi	5.25	1.39
Provide diverse assignment examples	5.13	0.93
Provide relevant examples of cheating	4.13	1.54
Provide relevant examples of plagiarizing	3.75	1.48
Provide vocabulary lists	3.38	1.41

For the final CI construct, faculty seemed to display consistently high levels of Cultural Responsiveness in materials related to their syllabi, specifically when providing students information and policies. In contrast, faculty did not as frequently distribute materials to assist students in understanding myriad aspects of academic integrity or vocabulary.

Post-intervention survey responses to gauge the efficacy of both the IC Map and Advanced GACP were positive overall. Table 21 shows faculty responses.

Table 21

Faculty Perceptions of IC Map

Behavior	Mean (6 = Strongly Agree)	SD
Helpful in guiding culturally responsive behaviors	6.00	.00
Is a tool to use in the future	6.00	.00
Contains descriptions relevant to work situations	6.00	.00
Contains descriptions that are realistically implemented within work situation	5.75	.50

Faculty unanimously agreed that the IC Map was helpful, useful, and relevant. One faculty member did not view the IC Map descriptions as being entirely relevant to their work situation.

In their assessment of the overall effectiveness of the Advanced GACP, which was the construct added only to the post survey instrument, faculty responded to the eight Likert-scale questions asked of them. Table 22 shows their responses.

Table 22

Faculty Perceptions on Impact of Advanced GACP

Behavior	Mean (6 = Strongly Agree)	SD
Increase levels of Cultural Openness	6.00	.00
Increase levels of Cultural Responsiveness	6.00	.00
Implement Cultural Responsiveness in teaching	6.00	.00
Implement Cultural Responsiveness in materials	6.00	.00
Implement Cultural Responsiveness in classroom	5.88	.35
Increase levels of Cultural Awareness	5.63	.52
Learn more about how to assist CLD students	5.50	.53
Increase levels of CI	5.25	.46

Results from this final post-intervention survey construct aligned with faculty's responses in previous construct questions that I used to ask participants about similar themes. From questions relating to their increased levels of CLD student awareness, CI, and the Cultural Capabilities, to their improved ability to implement Cultural Responsiveness in teaching, classrooms, and materials as a result of their participation in the Advanced GACP, all faculty respondents indicated that they "strongly" or "somewhat" agreed. After participating in the Advanced GACP, faculty stated that they continued receiving help regarding CLD student challenges primarily from colleagues and the GACP/me.

Qualitatively, and to understand why faculty's CI perception of Cultural Awareness increased as it did, several key themes emerged from the post-intervention open-ended question responses, including the benefits of having the Advanced GACP community, the CI guiding framework, and the IC Map.

First, many appreciated the collaboration and community they received through the Advanced GACP, especially in its ability to provide them with knowledge resources they may not have considered otherwise. Correspondingly, Maia praised the program's collaborative impact, especially in being able to learn from Advanced GACP colleagues:

I truly appreciate the sharing of ideas and the help of other participants with the component work I have selected; I do not think I could get the same ideas in other settings (the multidisciplinary sharing approach has added a lot)."

Paula said, "I loved the projects and learning from others who had amazing ideas—there was such collaboration, and it resulted in sharing and subsequent development of wonderful materials!" Additionally, and more personally, Eric, who was recently hired at

ASU, reported that the Advanced GACP, "helped me find a community that I feel like I belong in."

As a second emergent theme that increased overall Cultural Awareness, Paula spoke to the benefits of the CI framework, citing the multiple ways in which CI could be relevant to people's lives, whether they serve the university as faculty or staff, as well as in their everyday interactions. Eric, Maia, and Thea shared similar thoughts about the potential impact of the CI framework and its wide applicability to many settings. Of the CI Framework, especially in comparison to other models they had engaged previously, Renata reported:

> I had read books about CI before and they were always very theoretical. The breakdown offered by the Advanced GACP of the theoretical framework of CI was very refreshing and allowed me to remember the information and translate it with much more ease to my students. Cultural Openness, Cultural Awareness, and Cultural Responsiveness worked really well as an outline to the underlining process of our cultural selves too.

Thea, also, appreciated the CI framework's practicality since, in the process of implementing her Advanced GACP Project, she found herself, "Working through examples of distinguishing between acknowledging CI and CI needs and actually implementing policies and practices to improve CI."

In demonstrating CI, and serving as a third theme, faculty valued the IC Map for its specific guidance in implementing culturally responsive behaviors through increasing Cultural Awareness. Maia said, "I loved the [IC] Map, and I will use it to improve other aspects of my class (not only for international students)." Thea hoped to implement a

similar map in another area of her work, and Dave, like Maia, saw the IC Map as a tool to help with "continuous improvement" in serving not just CLD, but all students. Dave noted the value of IC Map Components 3 and 4, specifically, stating that he saw the map "mostly as a tool to help continuous improvement with teaching culturally diverse populations of students."

Aligned with behaviors on the IC Map, and to help understand why their post-intervention survey self-assessment of Cultural Responsiveness may have been lower than during the pre-intervention survey responses, faculty stated their need to continue creating clearer expectations, especially related to implementing academic integrity policies. Renata, Paula, Eric, Maia, Thea, and Jack explicitly mentioned integrating more inclusive and strategic policies and practices, as well as communication, surrounding plagiarism and integrating sources.

Pre- to Post-Intervention Survey Responses. In comparing pre- and post-intervention survey responses on specific constructs, beginning with faculty's attitudes regarding CLD students, faculty demonstrated an increase in their positive perceptions of CLD students after participating in the Advanced GACP. Figure 5 shows this relationship pre- and post-intervention.

Figure 5

Faculty Perceptions Toward CLD Students (Pre-and Post-Intervention Surveys)

Faculty Perceptions Toward CLD students
(n=8)
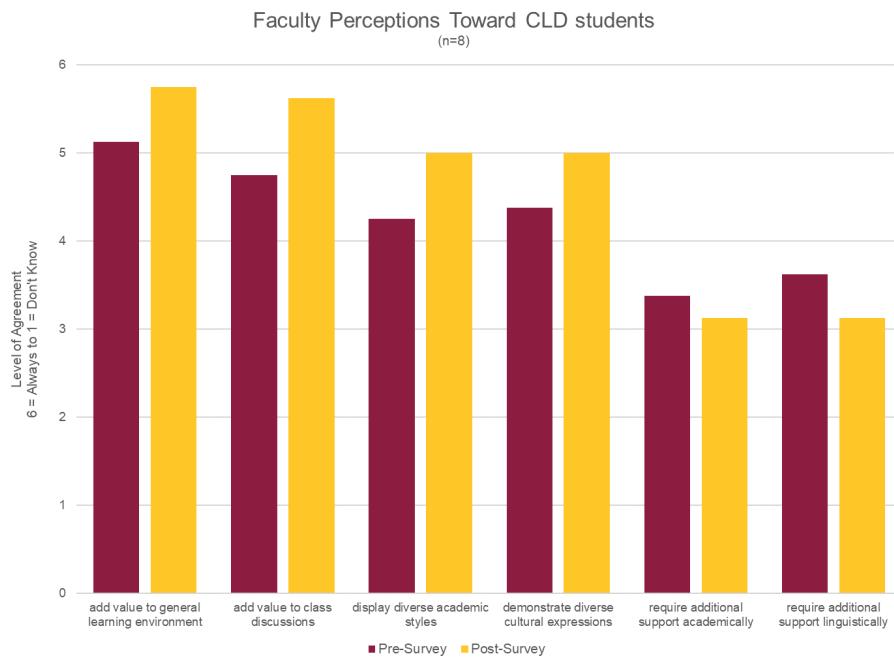
Compared to pre-intervention survey results, on the post-intervention survey, faculty agreed even more that CLD students added value to the general learning environment and class discussions, as well as displayed diverse academic styles and demonstrated diverse cultural expressions. Conversely, faculty's perceptions of CLD students' need for additional support academically and linguistically decreased across surveys. In faculty's qualitative responses as to why their perceptions of CLD students' need for support may have changed, nearly all faculty respondents reported that, after having participated in the Advanced GACP, their focus shifted from how students might be struggling to their own responsibilities in cultivating responsive teaching and environments to help all students succeed. For instance, Maia stated, "I have taken steps that should alleviate some issues I have seen over the years, and I hope my concerns will dissipate." Renata, Paula, Pearl,

Eric, and Jack listed the limitations of their own Cultural Awareness as indicators of why CLD or other students may struggle in learning environments.

Similarly, in self-assessments, faculty results from both pre- and post-intervention surveys consistently demonstrated improvement in CI and the three Cultural Capabilities. Figure 6 shows both the pre-and post-survey self-assessment scores.

Figure 6

Faculty Self-Assessment: Cultural Intelligence (Pre-and Post-Intervention Surveys)
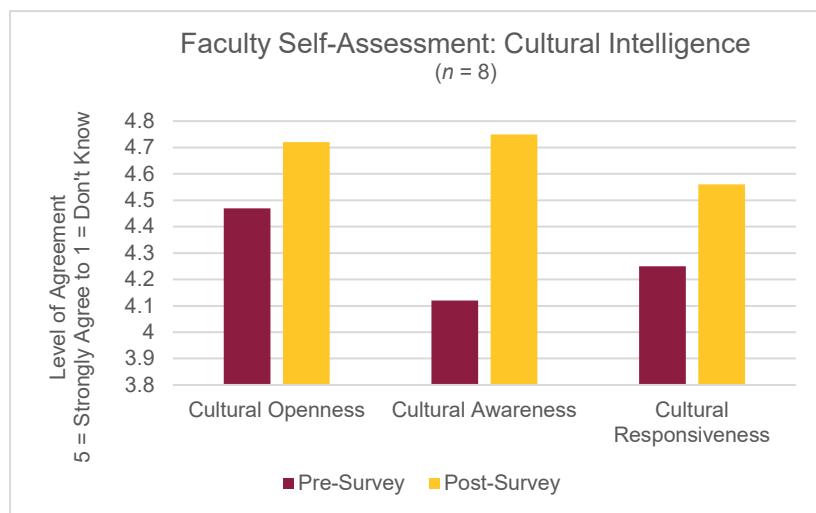
Key findings from faculty's responses indicated that they perceived all three Cultural Capabilities to have increased over the course of the Advanced GACP. In particular, their pre-intervention self-assessment of Cultural Awareness had been lower than the other capabilities. However, in the post-intervention self-assessment of the same capability, their perceived levels of Cultural Awareness were higher. Their levels of Cultural Responsiveness in the post-intervention survey, conversely, were comparably lower. Faculty's qualitative responses to explain these results indicated that their participation in the Advanced GACP, particularly in watching participants present final projects, allowed

them to see what behaviors, tools, and materials were potentially available for them to integrate into their own pedagogy.

To demonstrate the magnitude of these results, Table 23 illustrates results from the paired samples *t*-tests of measurements from the pre- to post-intervention occasions.

Table 23

Paired Samples t-tests of CI and Three Cultural Capabilities

Construct	Pre/Post Mean	Sig. (2-tailed)	Cohen's *d*
Cultural Intelligence	1.25	.002	0.7
Cultural Openness	1.00	.001	0.5
Cultural Awareness	1.13	.002	0.6
Cultural Responsiveness	1.13	.002	0.6

Since the *p*-value of all constructs = .001 or .002 are less than the significance level of .05, I concluded from these results that participating in the Advanced GACP increased faculty's overall CI. As such, the results of faculty members' perceived levels of CI, Cultural Openness, Cultural Awareness, and Cultural Responsiveness indicated both statistical and practical significance. *P*-values of less than .05 suggest statistical significance, so the four *p*-values > .001 or .002 postulated that the intervention worked (Lock et al., 2017). To determine how much it worked, Cohen's *d* uses the sample SD of the mean difference. Cohen (1969) developed benchmark values for the effect size *d* in small-scale behavioral science experiments, applying the following commonly used values: 0.2 = small, 0.5 = medium, and 0.8 = large. For this intervention, the Cohen's *d* values ranged between 0.5 – 0.7 to indicate a medium effect size, thus rendering the

Advanced GACP both statistically and practically significant for increasing faculty's perceived levels of CI.

In evaluating pre- and post-intervention survey results regarding faculty's levels of Cultural Openness, Figure 7 demonstrates increases in faculty's willingness to engage CLD student resources.

Figure 7

Faculty's Cultural Openness (Pre- and Post-Intervention Surveys)
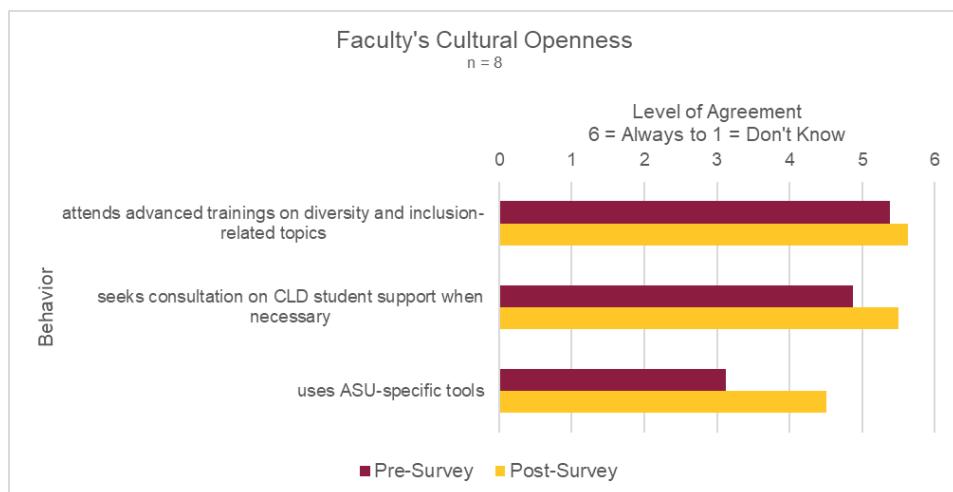
Figure 7 shows that faculty demonstrated slight, but insignificant, increases in their willingness to attend trainings ($p = .451$) and seek consultations ($p = .140$), but a significant increase ($p = .028$) in using ASU-specific tools. Faculty's qualitative survey responses on why their levels of Cultural Openness increased showed a greater sense of responsibility in not just being Culturally Open but also exhibiting this value to students and other faculty to create more equitable environments. Speaking to this overarching goal, Paula added, "I wish more people were open to Cultural Openness."

In looking at how faculty's levels of Cultural Awareness improved between pre- and post-intervention survey responses, Figure 8 demonstrates an increase in all behaviors.

Figure 8

Faculty's Cultural Awareness (Pre- and Post-Intervention Surveys)
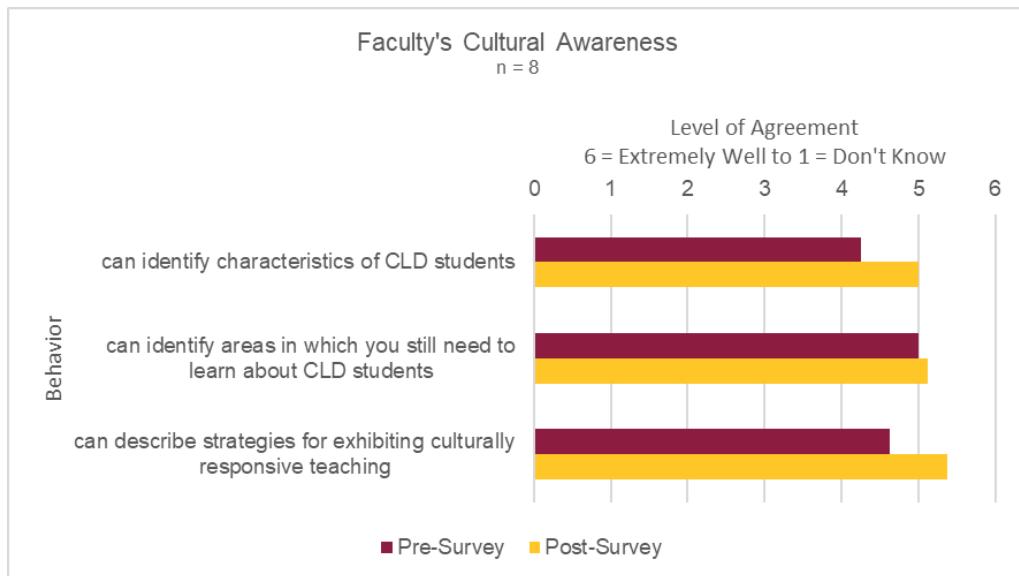
Figure 8 shows a significant increase in faculty's ability to identify characteristics of CLD students ($p = .024$) and describe strategies for exhibiting culturally responsive behaviors ($p = .031$), but not a significant increase in identifying areas in which they still need to learn about CLD students ($p = .154$). Qualitatively, faculty's open-ended responses showed faculty's commitment to expanding their knowledge so they could better support their students. Maia shared this insight:

> [Cultural Awareness] helps see how we can easily tackle issues we see with CLD students by providing a little bit of help at the start. I got a chance to work on

solving team issues where international students are often left out, and I also

decided to create a vocabulary/topic list for my future international students.

Increasing Cultural Awareness also helped faculty create a student-centered classroom; as

Jack explained, "Not increasing Cultural Awareness means allowing ourselves to remain

literally self-centered."

For specific application of CI in faculty's demonstration of Cultural

Responsiveness in teaching, classrooms, and materials, quantitative survey results also

showed increases in their integrating more culturally responsive practices in all three

areas. Since there were nearly 40 behaviors surveyed on Cultural Responsiveness in these

areas, instead of providing p-values for every behavior, Table 24 shows the paired

samples t-test of faculty's overall responses for each construct.

Table 24

Paired Samples t-*tests of Cultural Responsiveness in Teaching, Classrooms, and*

Materials

Construct	Pre/Post Mean	Sig. (2-tailed)	Cohen's d
Responsiveness Teaching	.468	.001	0.2
Responsiveness Classrooms	.375	.107	0.6
Responsiveness Materials	.331	.010	0.5

In faculty's demonstrating Cultural Responsiveness in teaching, the p-value = 0.001,

indicating that participating in the Advanced GACP increased faculty's Cultural

Responsiveness in teaching. In measuring effect size, the Cohen's d value for faculty's

demonstrating Responsiveness in teaching was 0.2, indicating a small, but positive,

practical effect. For Cultural Responsiveness in classrooms, there did not seem to be a

significant statistical effect in $p = .107$, but the practical effect in Cohen's $d = 0.6$

demonstrated a medium effect size. Similar to teaching, statistical significance in

Responsiveness in materials was high, with $p = .010$, and the practical effect, again, was

medium in Cohen's $d = 0.5$. Thus, overall, faculty's survey responses demonstrated that

the Advanced GACP worked, again, as per participants' self-reported responses, in

increasing their levels of Cultural Responsiveness.

To demonstrate how faculty indicated their increased levels of Cultural

Responsiveness in teaching, Figure 9 shows their responses on pre- and post-intervention

surveys.

Figure 9

Faculty's Cultural Responsiveness in Teaching (Pre-and Post-Intervention Surveys)
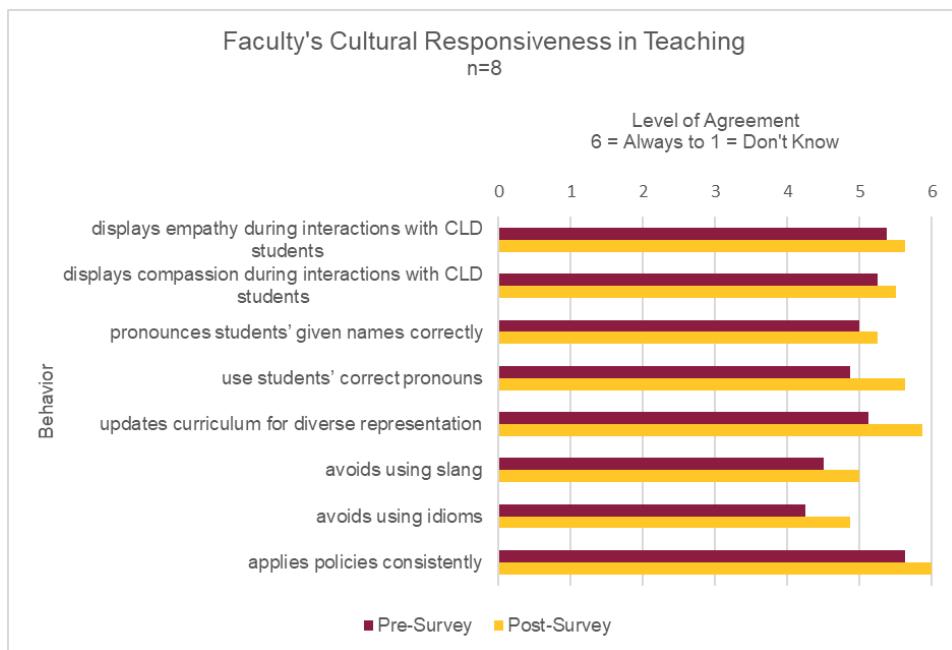
Figure 9 displays an overall increase in Cultural Responsiveness in every area among

faculty in demonstrating Cultural Responsiveness in teaching, based on the eight

questions I asked. In their qualitative responses to show how their behavior improved, Renata and Paula noted that after participating in the Advanced GACP, they paid more attention to avoiding the use of slang and idioms in their communication with students. Pearl indicated her increased focus on knowing and using student's correct pronouns. Maia, Thea, Dave, and Jack mentioned heightened interest in the development of materials to improve teaching.

To demonstrate how faculty indicated their increased levels of Cultural Responsiveness in classrooms, Figure 10 shows their responses on pre- and post-intervention surveys.

Figure 10

Faculty's Cultural Responsiveness in Classrooms (Pre-and Post-Intervention Surveys)
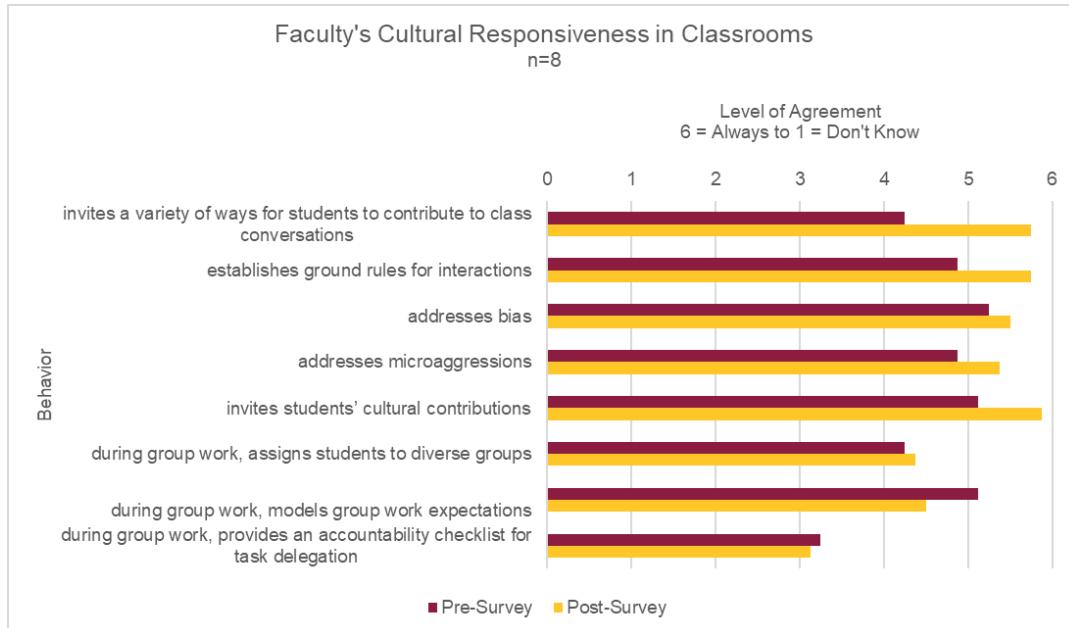
Based on responses to the eight questions I asked, faculty perceived themselves as increasing Cultural Responsiveness in classrooms in every area except for in modeling

group work expectations. Correspondingly, in their qualitative post-intervention survey responses, the majority of faculty respondents noted that, in their classroom interactions, they wanted to improve group work dynamics. Although not specific to group work dynamics, Jack integrated other components of CI when he wrote that he needed to increase his "awareness of the need to provide great context, explanation, and modeling for assignments. This is another instance of being reminded of my need to get outside of myself."

To demonstrate how faculty indicated their increased levels of Cultural Responsiveness in materials, Figure 11 shows their responses on pre- and post-intervention surveys.

Figure 11

Faculty's Cultural Responsiveness in Materials (Pre-and Post-Intervention Surveys)
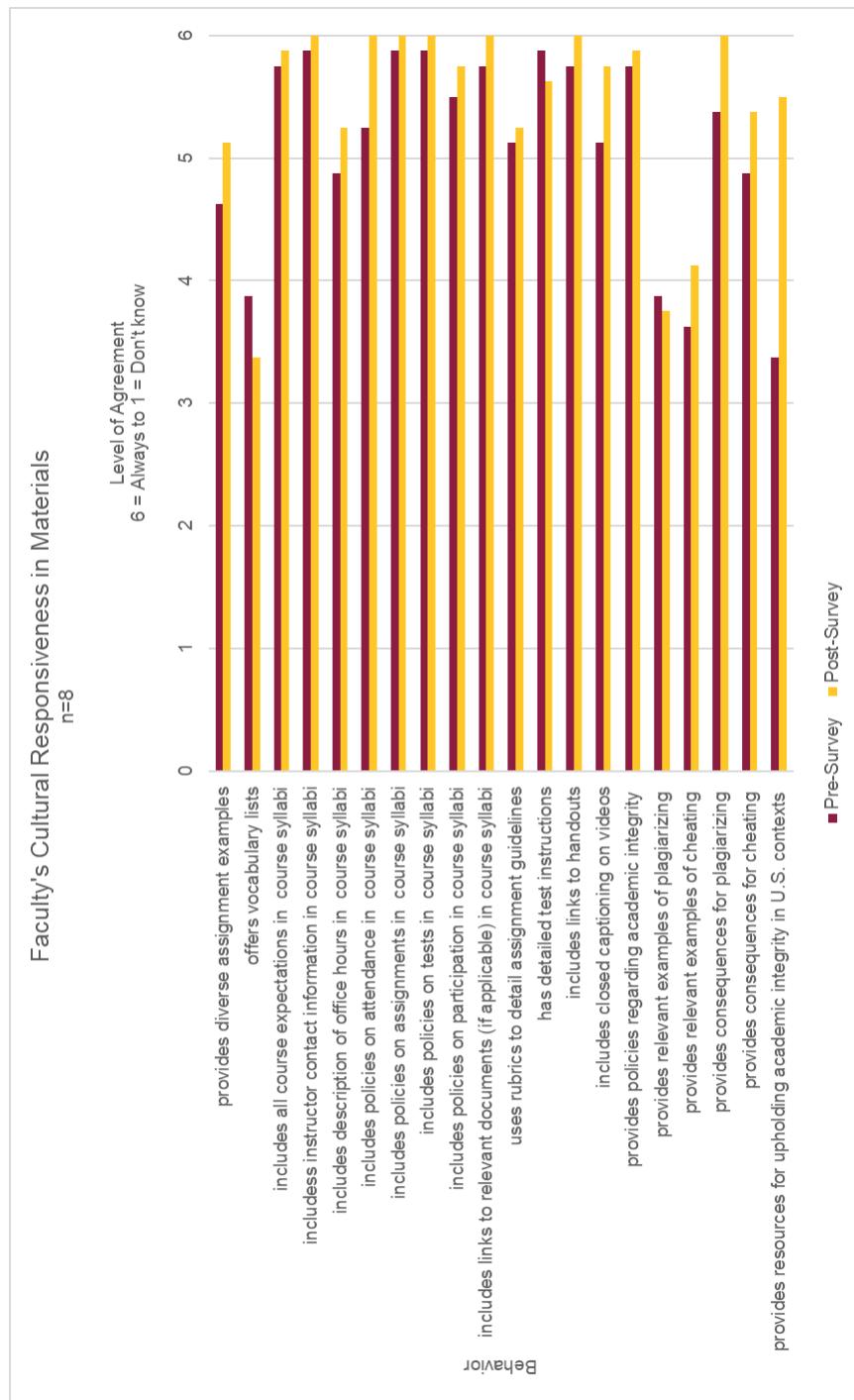
After answering 20 questions on the topic, faculty reactions revealed for all but two questions that they increased levels of Cultural Responsiveness in materials after participating in the Advanced GACP. Specifically, faculty's demonstration of providing detailed test instructions and relevant examples of plagiarizing decreased across surveys. Again, faculty's qualitative post-intervention survey responses reaffirmed quantitative data.

In their written responses, faculty unanimously admitted to needing to offer vocabulary lists, make test instructions more explicit, and integrate more instruction on academic integrity, specifically as it related to providing examples of integrity violations specific to their disciplines. Notably, and as related to their applying an equity lens to their materials, faculty also introduced new culturally responsive policies after participation in the Advanced GACP that were not necessarily related to their projects. For example, Renata bolstered her Canvas site with more resources on academic integrity, and Thea implemented a 24-hour grace period on all late work. Dave, in creating several new rubrics as a result of engaging the IC Map, summed up his experience of the program: "[Cultural Responsiveness] is a critical component of continuously improving as a teacher and facilitator of significant learning experiences for all of my students. The IC Map provided a good list to use as I go through course preps and content revisions in my courses."

Because CI is an ongoing process of self-reflection, learning, and action, in discussing how they learned to or will apply the three Cultural Capabilities, faculty responses from the post-intervention survey on their understanding and intended application of each is located in Appendix N. This visualization of faculty's thought

processes in applying CI demonstrates their understanding of the framework and intentionality in continuing to apply it.

Results – Observations

In observing Paula, Maia, and Thea in person, and Dave, Jack, and Iris asynchronously via Canvas, I aligned their practices with Level A descriptions for all IC Map Components to see if and how they demonstrated culturally responsive behaviors. Again, I did not observe Renata, Pearl, or Eric because they did not teach classes during the Fall 2021 semester.

Table 25 lists IC Map Components and Level A descriptions with my observations of faculty's demonstrations of each behavior. "X" indicates observation of behavior, and a blank indicates non-observation of behavior, either because the behavior was not demonstrated or not able to be demonstrated during observation.

Table 25

Faculty's (Fac.) Demonstration of IC Map Level A Component Behaviors

Component Level A Descriptions	Paul [a]	Maia	Thea	Dave	Jack	Iris
Component 1: Develops CI						
Attends advanced trainings every 3 years	X	X	X	X	X	
Seeks consultation	X		X		X	
Consistently learns about/uses ASU-specific tools/resources	X	X	X	X	X	X
Can describe and demonstrate culturally responsive teaching	X	X	X	X	X	X
Can identify and respond to characteristics of CLD students	X	X	X	X	X	X
Component 2: Demonstrates CI						
Displays empathy and compassion during interactions	X	X	X	X	X	X
Learns and uses students' names and pronouns		X				
Consistently evaluates and updates curriculum for diverse representation					X	X
Provides diverse assignment examples	X	X	X			X
Offers vocabulary lists/support	X				X	X
Avoids using slang and idioms	X	X	X			X
Applies policies consistently						
Component 3: Makes Expectations Explicit: Materials						
Syllabi has contact information and course expectations on policies for attendance, assignments, tests, and participation (with links)	X	X	X	X	X	X
Uses rubrics for assignment and grading criteria	X	X	X	X	X	X
Provides policies on, examples of, consequences for, and resources for academic integrity in U.S.						X
Includes links to materials and remembers closed captioning	X	X	X	X	X	X
Component 4: Encourages Dynamic Engagement						
Invites many ways for students to compose thoughts and contribute to conversations	X	X	X			X
Establishes and maintains ground rules for interactions	X	X	X	X	X	X
Addresses microaggressions and biases and educates						
Invites students' cultural contributions, without stereotyping	X	X	X	X	X	X
Group work: assigns students to CLD groups; models expectations; provides checklist for task delegation		X			X	

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Table 25 shows that at least one faculty participant demonstrated every listed behavior except that of addressing microaggressions or biases, as these infractions did not occur during my observations. Overall, all faculty demonstrated higher levels of IC Map behaviors, as described under the four components. Naturally, as IC Map Components are organized from more general to specific behaviors, Level A behaviors occurred less frequently moving from Component 1 to 4.

For Component 1: Develops Intercultural Competence and/or Cultural Intelligence, I looked for whether faculty seemed engaged in the process of developing CI. By this, I sought to observe whether faculty demonstrated, even subtly, levels of engagement in the development of culturally responsive skills, like seeking consultation or expressing curiosity in wanting to understand CLD students characteristically, and not as members of monolithic groups. Overall, faculty showed outstanding development in CI in their engagement with each other in the Advanced GACP and in several faculty members seeking out my consultation throughout the semester. For example, Paula requested my advice for supporting an international student linguistically; Maia consulted me about academic integrity; and Thea and Jack asked for my feedback on diversifying course materials. Furthermore, through their consistency in using ASU-specific tools/resources, all faculty made use of Canvas and demonstrated consistency in integrating inclusive materials, which revealed either natural or learned development of CI in their not assuming students shared the same levels of knowledge or competency. Notably, Paula, specifically, engaged all 100 students in a STEM exam review session by using iClickers with 100% participation. What normally could have been a dry, fact-based droning on of answers became an interactive discussion in which students were

able to connect back to their exams to see not just what answers they may have gotten incorrect but to understand what concepts they may have misunderstood.

For Component 2: Demonstrates Cultural Intelligence Interpersonally and Linguistically, I looked for behaviors that showed empathy and compassion interpersonally, linguistically, and academically. All faculty demonstrated empathy and compassion in their interactions with students. For example, in person faculty greeted and checked in with students before attending to class content—even in large survey courses. For online faculty, all demonstrated CI through Canvas announcements that arrived in email inboxes, and which had welcoming greetings, cheerful encouragements about upcoming assignments, and reassuring language about potential struggles or setbacks. All faculty set tones of reassurance, communicating to students that they were available and willing to connect whether through office hours or via email. A large part of demonstrating CI is in the ability to "see" people as individuals, which is why using correct name pronunciation and pronouns fosters connection. As an example of facilitating this kind of relationship in large courses, Maia's students had name plates on their desks. This practice serves both the faculty member, who may not be able to memorize names, and students, who may feel a greater sense of belonging in being recognized at least by name. Recalling research from Ladson-Billings (2009), Gay (2010), and Paris and Alim (2014), who cite the importance of students' connecting to their social identities within the academic texts they engage, and as noted earlier, Jack evaluated and updated curriculum for diverse representation. Additionally, as news stories updated and more current research became available, Dave and Iris updated resources via Canvas announcements.

For Component 3: Makes Expectations Explicit through Course Materials (Syllabi, Policies, Rubrics, and Test Instructions), I investigated materials distributed in person or those over Canvas modules to see whether faculty used care in communicating their expectations to students and integrating relevant examples. Overall, faculty demonstrated high levels of CI in their detailed syllabi, use of rubrics, and integration of accessible content (e.g., subtitles/closed captioning and links to online materials). In my observations of academic integrity, the IC Map listed several "Level A" behaviors, all of which I could not observe among all participants. Therefore, although all participants provided students policies regarding, consequences for violating, and resources to uphold academic integrity, not all offered examples specific to their disciplines. In looking at materials that may have been a hindrance to students' success in learning, a potential disadvantage of Paula's materials were PowerPoint slides that contained too much and too small text with photos that were placed in a distracting way. As a second example of a prohibitive application of materials, although Jack sent out announcements via email, the content of the emails was blank. This required students to log into Canvas to read the contents of the announcement, which could have resulted in a drop-off in engagement by adding a second, unnecessary step for students. Third, a potential drawback to Iris's practice may have been that in her posting numerous announcements, sometimes as many as three a day, she provided ample opportunity for engagement but could have potentially created communication overload for students.

For Component 4: Encourages Dynamic Engagement to Support Inclusive Environments, I looked at how faculty sought to create atmospheres of equity and belonging for students to feel seen, heard, and set up for success. Again, as an example of

successful execution of this component, Paula's use of iClickers seemed to validate these qualities in and for students. Maia, likewise, facilitated efficient and seemingly easy group work interactions by having pre-assigned teams. As a potential limitation to students being able to succeed based on their particular skill-sets, although Dave, Jack, and Iris offered multiple ways for students to communicate their ideas, such as via discussion boards and papers, they did not explicitly offer students the ability to demonstrate knowledge through video or other multimedia options. Also, Thea covered a sizeable amount of material during class, and did integrate a video, but did not appropriately time an activity, thus rushing students to learn about a new website toward the end of class. Although Thea offered to stay later to help students, if she had integrated the activity more deliberately throughout class, perhaps there could have been a more artful connection and execution to the concepts taught.

Even if there was still room for improvement, faculty consistently demonstrated inclusive behaviors in their teaching methods, classroom interactions, and materials. Throughout observations, they demonstrated high levels of CI and willingness to engage in and apply behaviors as guided by the IC Map.

Results – Focus Groups

During both focus group sessions, faculty agreed that all survey, observational, and Advanced GACP Project findings were accurate. Markedly, they nearly unanimously felt that survey results may have "sold short" (Maia and Jack) the impact of the Advanced GACP because this faculty sample already demonstrated high levels of Cultural Openness prior to joining the program. Lavrakas (2008) cautions about self-selection bias in studies, citing that self-selection likely leads to biased data since

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respondents who opt to participate will not aptly represent the entire target population All focus group members recognized the limitations of Advanced GACP participant self-selection and wondered how faculty who were resistant to CI and culturally responsive teaching might respond to the program (Lavrakas, 2008). With this said, faculty agreed that implementation of the program was needed across campus and, more importantly, they wanted to see more support from administration for encouraging best practices among faculty.

Faculty also agreed that learning from colleagues was most impactful during the Advanced GACP experience. For example, they cited their interactions with others when explaining the lower CI scores observed in the pre- to post-intervention survey responses. Specifically, Renata, Paula, Pearl, Maia, and Thea admitted to lowering their scores for Cultural Awareness on the post-intervention survey after watching colleagues present their Advanced GACP Projects because they recognized personal areas of limitations they had not realized before. Paula said, "I didn't know what I didn't know," but by seeing the resources presented by colleagues, her Cultural Awareness increased. Paula also mentioned having displayed both the faculty and staff versions of the IC Map in her office to refer to it throughout the semester.

In addition, in having learned from engaging her Advanced GACP colleagues during the program, Maia also consulted her students for feedback on materials and discovered within themselves an increase in Cultural Awareness and Cultural Responsiveness. In reflecting upon this phenomenon, Maia pointed out the long-term impact of the Advanced GACP in its providing Maia a framework for actionable change through ongoing development of Cultural Awareness and Cultural Responsiveness. On

the whole, faculty agreed that the IC Map was an important tool for implementing culturally responsive behaviors and promoting DEI outcomes across disciplines.

Focus group participants offered similar feedback in how to improve both the Advanced GACP and the IC Map. Nearly unanimously, faculty wanted interactive links in a digital IC Map that connected to resources for faculty to see examples of component behaviors. To build this resource bank, faculty suggested developing a repository of resources based on all Advanced GACP participants' final projects that could be shared in an open-access database (like Google Drive) between programs, in perpetuity.

Finally, because most faculty members sought to address academic integrity in culturally responsive ways, several wondered if a fifth component to include only academic integrity should be reincorporated into the IC Map. Other faculty, particularly Jack, resisted this inclusion, but recommended perhaps parsing out the elements within the singular description to appear over several behaviors rather than its own component.

Other suggestions that emerged from focus group discussions were related to faculty's ability to practice IC Map behaviors and implement Advanced GACP Projects. Dave, in desiring more practice, recommended adding to an Advanced GACP early workshop scenarios with critical incidents that program participants solve using IC Map component behaviors. According to Dave, this could potentially increase CI in helping faculty understand how to implement responsive behaviors. The second suggestion, from Jack, was to stretch the Advanced GACP out over several semesters to allow faculty to test their Advanced GACP Projects and report their actual findings. For example, faculty who participated in a fall Advanced GACP would report their findings at the end of the subsequent spring; spring participants would present the following fall, and so on. Jack

recognized the limitations in crossing over academic semesters and years, noting the uncertainty of adjunct faculty contracts. However, since all faculty wanted to see these behaviors sustained over time, it seemed like a potential option for any future participant to select.

Faculty's candor and enthusiasm during both focus group discussions revealed high levels of confidence in and commitment to the CI framework, the IC Map, and Advanced GACP. Their suggestions demonstrated continued engagement in the process of helping colleagues engage with and succeed in future programs.

DISCUSSION

Presented here is a discussion of findings, limitations of the study, and recommendations for future directions. A more personal presentation of implications for practice and my concluding thoughts are in the next section, "What Awaits."

Discussion of Findings

In addressing the three research questions (RQ) that I posed, and upon completion of this final research cycle, I engaged eight faculty members through the entire Advanced GACP. Through the within-group experimental design single-subject approach, I learned that many faculty members are willing and able to demonstrate culturally responsive behaviors, and—like their students—benefit from having explicit examples of responsive behaviors described in accessible tools, like the IC Map.

Based on Advanced GACP Project Report and pre- and post-intervention survey results, participation in the Advanced GACP positively affected faculty CI (RQ 1). Interestingly, in the pre-intervention survey CI assessment results, faculty's scores on Cultural Awareness were lower than those on Cultural Openness and Cultural

Responsiveness. This could mean that faculty's perceived levels of Cultural Openness and Cultural Responsiveness demonstrated their willingness to incorporate culturally responsive practices within their teaching and materials. Their comparably lower scores in Cultural Awareness could have illustrated their desire to learn more about students to assist in their Cultural Responsiveness, revealing their innate levels of cultural humility. Noted in the post-intervention survey data on CI, faculty's perceived levels of Cultural Awareness increased more significantly than that of both Cultural Openness and Cultural Responsiveness, which might have suggested several reasons for these observed disparities. First, faculty may have been more intentional during the semester when paying attention to or learning about their students; second, and as confirmed during focus groups, faculty may have perceived both the Advanced GACP and IC Map as being helpful in equipping them with more Cultural Awareness when guiding them to demonstrate Cultural Responsiveness.

In their Advanced GACP Project Reports, faculty demonstrated—even if they were not able to implement their projects in a singular semester—higher levels of CI in their Cultural Openness to learning about CLD student inclusion and Cultural Awareness in actively considering how to best implement responsive practices. Because of the noted limitations with faculty's abilities to implement new innovations during the semester, much of their Cultural Responsiveness needed to be estimated or assumed based on their responses. So, although faculty scores may have revealed increases in overall CI levels, they realistically only gauged faculty's *potential* for demonstrating actual CI in subsequent semesters. With this said, faculty's enthusiasm during focus group conversations indicated that they were willing to continue implementation of CI in

subsequent semesters. Ultimately, related to impact on faculty CI, the Advanced GACP

seemed to have increased, in already culturally curious faculty, the ability to apply an

equity lens to concrete, actionable behaviors to create meaningful experiences for all

students (Alobuia et al., 2020; Lederer et al., 2021; Lenssen et al., 2016). Moreover,

faculty seemed particularly motivated to demonstrate higher levels of CI to colleagues

and students to model behaviors they would like to see more often in others (Shim &

Perez, 2018).

        Of the CI strategies contained within the IC Map that faculty perceived to be most

helpful in promoting CLD student engagement and success (RQ 2), faculty selected most

often Components 3 ("Creating Materials") and 4 ("Supporting Inclusive

Environments"). Although faculty embraced the IC Map and unanimously said they

would use it in the future, there is no way for me to guarantee the certainty of their doing

so apart from following up with them over the years. As for one faculty's perception that

the components may be only "somewhat" realistically implemented, it is hard to ascertain

why this may have been, making note that this participant may not have conducted

traditional courses but rather provided tangential support to CLD students. If this is the

case, their response would seem reasonable and, for them, I may recommend using the

staff IC Map for their professional interactions and the faculty IC Map in developing

student-centered resources. Whether faculty continue engaging the IC Map itself, based

on post-intervention survey results and focus group discussions, faculty seemed

committed to implementing IC Map behaviors, confirming what researchers have posited

about the impact training has on faculty's ability to increase awareness and intentionality,

as well as incorporate culturally responsive practices in their teaching, classrooms, and

materials to instruct and for the benefit of all students (Booker et al., 2016; Cooper & Chattergy, 1993; Killpack & Melon, 2016; O'Leary et al., 2020; Shim & Perez, 2018; Singh, 2020).

As such, and in general, faculty demonstrated potential Cultural Responsiveness in their teaching, classrooms, and materials through their Advanced GACP Projects and pre- and post-intervention survey responses. For faculty who had not yet implemented their projects, it is difficult to gauge success—or even whether the projects will actually be introduced. However, from faculty's involvement in the Advanced GACP to their interactions during Workshop 3 and focus group conversations, results indicated that their CI levels consistently increased because of their participation in the program. I feel confident faculty—especially those who created materials—will implement their projects.

Faculty's practices in their teaching, classrooms, and materials changed post-involvement in the Advanced GACP in several ways (RQ 3). First, in faculty's increased scores on Cultural Awareness in their post-intervention survey responses, their overall levels of CI improved and, ideally, could indicate future implementation of culturally responsive practices based on this heightened awareness. Second, faculty's levels of empathy and compassion increased in their willingness to support CLD students and integrate more culturally sensitive academic integrity policies. These increases also indicated a greater likelihood of faculty continuing to apply CI over time to respond to students' evolving needs (Paris & Alim, 2014). Focus group discussions provided me with a deeper understanding of how much faculty seemed positively impacted by participation in the Advanced GACP. To begin, many reported to having felt isolated in

their individual pursuit of Cultural Responsiveness; the Advanced GACP gave them a community of likeminded individuals with whom to interact and exchange ideas. Faculty then confirmed the value of seeing others' Advanced GACP Projects, which allowed them to see the breadth of CI application. Many participants reported that their work is ongoing, and they hope to make small, incremental changes to their pedagogies and practices. Confirming studies on the impact of faculty not just receiving training but in their actually demonstrating acquired culturally responsive practices (Hassan et al., 2021; Haynes-Baratz et al., 2021; Muammar & Alkathiri, 2021), the most significant impact of the Advanced GACP seemed to be in faculty's having the IC Map.

Limitations of the Study

As with any study, there were potential threats to validity that I anticipated even before data collection began. In looking at the potential threats to my study, I foresaw several. First, the study's projected smaller sample size impacted much in this study, ranging from the indicators related to my survey's reliability, especially by construct, to some indicators of statistical significance. The most common potential issue with validity or, again, how true actual results might be given the study sample, could also have led to bias in my assuming broader impact despite the small sample size (Visser et al., 2012).

Second, among this sample, participants reflected an accessible, not target, population. Banerjee and Chaudhury (2010) describe a target population as the ideal group which would have been available if random sampling could have been used.

Third, given two faculty members noted in their pre-intervention survey responses that taking the survey helped them understand IC Map components better, this could reflect a *pretest effect*, or when a research subject experiences a cognitive change after

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engaging a part of the research process (Salkind, 2010). To assist future Advanced GACP participants, I likely will need to embed more instruction on understanding the IC Map components during earlier workshops.

Furthermore, external validity, or transferability, determines how well the results might be generalized to apply to other populations. The probability of this study's participants' preexisting inclinations towards adopting culturally responsive behaviors could have posed a threat to external validity (Banerjee & Chaudhury, 2010).

Another threat to validity, also as related to generalizability, was the novelty effect. With any freshly introduced innovation, the term "novelty effect" is used to describe a positive result that can be credited to a new tool or process presented, regardless of the potential change it brings about (Georgiev, 2019). A novelty effect can diminish over time and be considered "illusory," which indicates that it could be misleading to ascribe any positive results to the new tool or process. Researchers also should not anticipate that change or progress will continue after a potential novelty effect no longer exists (Smith & Glass, 1987). When factoring in the novelty effect, in other words, researchers may find it difficult to ascertain if the results of the study are due to a tool that works or, rather, to the newness of said tool (Georgiev, 2019; Smith & Glass, 1987). In my previous discussion, I noted my reservation in assuming Cultural Responsiveness of faculty and recognized that only in subsequent discussions or observations of them can I know if they sustained CI or behaviors described on the IC Map.

As with any innovation, time will ultimately help to determine the IC Map's usefulness. However, and notably, with many faculty members during all research cycles

reconceptualizing the map to their department's needs, there seemed to be an optimism regarding the tool's long-term practicality and applicability.

Lastly, as is typical of many professional development workshops, attrition (also called morbidity or mortality) rates could have impacted validity, particularly concerning the small size of my participant sample (Smith & Glass, 1987). However, and fortunately as also mentioned prior, there was only one faculty member who dropped out toward the end of the program, forgoing the Advanced GACP Project and post-intervention survey.

Recommendations for Future Direction

My recommendations, based on this research, are several-fold. First, I believe in encouraging faculty professional development, even (and especially) for those who are tenured. As communities of students evolve and change—due to age, ability, ethnicity, and other aspects of social identity—faculty need to remain attuned to the ongoing and ever-changing needs of not just CLD, but all, students, echoing Paris and Alim's (2014) reminders to uphold CSP. Sharing of expertise is only one part of the teaching mandate; the larger responsibility for educators is to ensure their students are learning, and genuine understanding occurs in responsive environments. Professional development can look unique to each department, and whether it is through training or the use of tools—like the IC Map—administrators should acknowledge and reward faculty for their commitment to sustaining culturally responsive environments. Second, and perhaps for a subsequent study, researchers should seek to measure how faculty engagement with CI, or other frameworks, directly impacts CLD students. If living through a triple pandemic taught us anything, it is that our collective ability to thrive during uncertain times and

circumstances is high. I wonder now how faculty's and staff's increased engagement with CI for DEI-related outcomes influences student success.

My final recommendation is personal. If, through my role at ASU, I am to continue supporting faculty through the GACP and Advanced GACP, I will need more higher-level support from, for example, the provost's office to ensure faculty are aware of programs. Further, implementing the GACP campus-wide requires provost-level support to maintain accountability and ensure continuity. The fact that I work alone, with no budget and scarce support to disseminate this research and tools developed, is a common narrative for many DEI practitioners. We want to do the work, but we are unfortunately limited by our capacity and lack of administrative and financial support.

Faculty want and need the same thing. Humans pursue that which we know will yield results. Faculty who have participated in the Advanced GACP know that culturally responsive tools via CI directly benefit all students, just as DEI trainers recognize the value of people exhibiting responsive behaviors. However, if leadership pays little attention or offers limited financial support or acknowledgement, the ability to sustain such practices is not as realistic. Just as our students require support, so do we. I hope the results of this study prove the efficacy of my innovation and demonstrate the relevancy and impact of creating culturally responsive environments to encourage a broader initiative across ASU.

WHAT AWAITS

I am not the only man to seek his fortune far from home, and certainly I am not the first. Still, there are times I am bewildered by each mile I have traveled, each meal I have eaten, each person I have known, each room in which I have slept. As ordinary as it all appears, there are times when it is beyond my imagination.

— Jhumpa Lahiri, "The Third and Final Continent," *Interpreter of Maladies*

I wrote and defended my dissertation proposal during the height of the COVID-19 pandemic. In determining whether to transfer the *Lord of the Rings* anecdote and analogy to my dissertation, I decided that keeping it was important for several reasons. Foremost, my engaging Tolkien's text was an act of curiosity that demonstrated Cultural Openness; the subsequent impact its content had on my work illustrates how integrating diverse perspectives can transform how we engage others personally and professionally. Although the idea of not taking life for granted is not a new one, in my remaining culturally open to a genre I ordinarily would not have been, I learned—and embraced—something new. During workshops in which I asked the question of what we were going to do with the time given to us, many participants seemed visibly moved. Some even noted in Zoom chats the significance of this Tolkien quotation in their own lives and work situations. Our individual and collective Cultural Responsiveness invariably increased because of this literary reminder, and this is why I have kept it in my culminating academic work.

More meaningfully, during Fall 2021, as I collected final data, it became evident that many academic and corporate institutions were not interested in applying lessons learned during the triple pandemic. Instead, most wanted to return to pre-2020 standards, and their demanding a reversion to the status quo resulted in what Cohen (2021)

forecasted in April 2021 as "The Great Resignation," sometimes called "The Workers' Revolution," or "The Great Reprioritization," a prognostication proven true by August 2021, during which 2.9% of the entire U.S. workforce, totaling 4.3 million people and mostly women of color, quit their jobs (Rosalsky, 2021). In answering the question of whether living through a pandemic has had long-term consequences, Malmendier (2021) argues that *experience effects* during the pandemic has shaped risk attitudes, beliefs, and decision-making within people's professional and personal lives. Experience effects occurs when "individuals living through and personally experiencing the realizations of macro, finance, and other economic processes respond to these experiences differently from people who are fully informed about the same outcomes, but did not personally experience them" (Malmendier, 2021, p. 2). So, even if institutions wanted to return to "business as usual," people's lived experiences working from home, attending to their children's academic and personal needs, and recognizing the freedom in certain flexibilities would not allow for a cavalier going back; the notion of moving forward required a demonstrated shift in culture. By the time I completed this dissertation in late Fall 2021, most organizations were still scrambling (and paying consultants large fees) to determine how to regain balance. If ever there were a need for genuine Cultural Responsiveness guided by Cultural Awareness, it was during this moment.

At ASU, I noticed similar professional shifts, and executive leadership quickly addressed resignation surges by offering remote working options and merit pay increases ("Flexible Work Arrangements," 2021). Academically, Fall 2021 figures revealed an historic increase in international and CLD student enrollment across U.S. universities, and specifically at ASU. During the pandemic, international student numbers at ASU

dipped to 8,600 from Fall 2019 figures. During 2021, however, this number increased by 25% to 10,800 students representing 152 nations. Four of the top five most represented nations remained, with the exception of Kuwait, which Taiwan replaced (University Office of Institutional Analysis, 2019; 2021). Regarding CLD student representation, 45% of those enrolled identified as being members of historically excluded populations, with almost one in three students considering themselves first-generation college students ("Record number of students," 2021). The increase in CLD students on ASU's campuses underscored even more the need for greater inclusivity across the institution, especially when juxtaposed against "the Great Resignation."

In moving forward within the U.S. and admitting there seems to be little promise in unifying ideologies, most DEI practitioners recognize that this divide is also nothing new—both in this nation and others (Dimock & Wike, 2020). In fact, in a 2021 documentary about British rock band The Beatles, band members responded to a 1969 national protest against immigration and the presence of non-White immigrants by making their contrasting viewpoint clear in the never-released song "Commonwealth" (Jackson, 2021). Indeed, White (or ethnic) and nationalistic supremacies have existed across millennia and cultures, but it seems that now more than ever, increasing numbers of people—both White and non-White—have been willing to take a stand in not only confronting ideological and social supremacies, but also addressing (as The Beatles did— and not even publicly) and working to dismantle these for equitable outcomes.

Thus, in looking at the big picture, some might argue that the development of CI requires more than a lifetime, and they would not be entirely wrong, as history shows. But in actuality, demonstrating CI is a daily practice, the conscientious deliberation of

what we are going to do with the time given to us. It is the recognition that inclusion matters, and synchronized with intentionality in increasing our Cultural Openness, Cultural Awareness, and Cultural Responsiveness, we not only can better understand others, but also learn from them. In doing this, we begin to understand ourselves—from what informs our biases to what liberates us to see others as who they are, not as how we might assume them to be. CI, as it were, allows us to recognize and break down stereotypes to engage people in ways that make them feel like they belong. This is the art of inclusivity.

In Tolkien's Middle Earth, dwarves and elves bear deep resentment toward each other. Their extreme cultural differences, violent history, and origin stories encouraged mutual mistrust and even hatred. However, when Gimli the dwarf and Legolas the elf accompany Frodo on his expedition to destroy the ring, a kinship is formed. They learn they have more in common than they initially presumed.

I have similar expectations for my dissertation project: I want faculty who may not be innately culturally curious or open to understand that they have more in common with CLD students than they may have otherwise believed. In looking beyond the doctorate, I want to expand my work into the corporate, religious, and non-profit sectors to teach other leaders, as well, about the importance of CI. I want this knowledge to increase their levels of curiosity, empathy, and compassion. I want leaders to recognize the value of every human life.

Although this expansion of my professional reach may initially have been inspired by Tolkien, indeed it was Walker, Tan, and Lahiri, and other literary voices from my inner worlds, whose influence has informed my life and work; they prepared me for

such a time as this. Accordingly, my work is now even more important, in terms of

helping people understand what to do with the time given to them. Even if it takes my

lifetime and theirs to accomplish it, honoring the value of every human life is well worth

the task. I feel seen when I read works by Walker, Tan, and Lahiri. I am inspired when I

engage Tolkien's tale of disparate characters uniting over the undeniable fact that, though

we are uniquely different, we also are remarkably equipped to use our time wisely. I will

spend my life advocating that this time be used to love others intelligently, and therefore

well.

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APPENDIX A

TABLES

TABLE 1: PARTIAL LIST OF HATE CRIMES AGAINST PEOPLE OF ASIAN AND

BLACK HERITAGE, 2020-2021

Date of Incident	Description of Incident with Location	Targeted Population
March 13, 2020	Shooting death of Breonna Taylor by police; Louisville, KY	Black
May 25, 2020	Shooting death of George Floyd by police; Minneapolis, MN	Black
March 16, 2021	Shooting death of eight at a spa by single gunman; Atlanta, GA	Asian
April 11, 2021	Shooting death of Daunte Wright by police; Minneapolis, MN	Black
April 15, 2021	Shooting death of eight at a FedEx facility by single gunman; Indianapolis, IN	South Asian

TABLE 2: FACULTY CHARACTERISTICS

Characteristics		N = 9	%
Race	White	8	88.9%
	Hispanic	1	11.1%
Gender	Female	6	66.7%
	Male	2	22.2%
	Non-Binary	1	11.1%
Age	35-44	7	77.8%
	45-54	1	11.1%
	55-64	1	11.1%
Title/Rank	Instructional Designer	2	22.2%
	Lecturer	3	33.3%
	Senior Lecturer	1	11.1%
	Principal Lecturer	1	11.1%
	Clinical Assistant Professor	1	11.1%
	Assistant Professor	1	11.1%
Overall Teaching Experience	5-10 years	5	55.6%
	10-20 years	3	33.3%
	More than 20 years	1	11.1%
Teaching Experience at ASU	Less than 1 year	1	11.1%
	1-5 years	1	11.1%
	5-10 years	4	44.4%
	10-20 years	2	22.2%
	20-30 years	1	11.1%
Academic Level Taught	Undergraduate	8	88.9%
	Graduate	1	11.1%
Teaching Modality	Synchronous	3	33.3%
	Asynchronous	4	44.4%
	Non-faculty	2	22.2%
Estimated Percentage of CLD or International Students in Advanced GACP Project-Affiliated Course	5-10%	1	11.1%
	10-20%	5	55.6%
	Unsure	1	11.1%
	Not Applicable	2	22.2%

TABLE 3: RESEARCH QUESTIONS AND DATA COLLECTION INSTRUMENTS

Research Question (RQ)	Collection Instrument	Data Analysis Tool
RQ 1: How did participation in the Advanced GACP affect faculty CI?	Document Analyses Pre- and Post-Intervention Surveys Observations Focus Groups	LoU Inventory Descriptive Statistics Process & Thematic coding
RQ 2: What CI strategies contained within the IC Map did faculty perceive to be most helpful in promoting CLD student engagement and success?	Document Analyses Post-Intervention Survey Focus Groups	LoU Inventory Descriptive Statistics Process & Thematic coding
RQ 3: How did faculty demonstrate Cultural Responsiveness in their teaching practices, materials, or classrooms, and how did their practices change post-involvement in the Advanced GACP?	Document Analyses Pre- and Post-Intervention Surveys Observations Focus Groups	Descriptive Statistics LoU Inventory Process & Thematic coding

TABLE 4: CRONBACH'S ALPHA COEFFICIENT (PRE- AND POST-

INTERVENTION SURVEYS)

Survey Construct	No. Items	Pre-Intervention	Post-Intervention
Construct: Faculty attitudes towards CLD students	6	.91	.98
Construct 2: Understanding of CI	4	.76	.93
Construct 3: Cultural Openness	3	.52	.49
Construct 4: Cultural Awareness	4	.81	.54
Construct 5: Cultural Responsiveness in Teaching	8	.73	.55
Construct 6: Cultural Responsiveness in Classrooms	8	.84	.51
Construct 7: Cultural Responsiveness in Materials	22	.82	.51
Construct 8: Faculty perceptions IC Map	4	-	.86
Construct 9: Faculty perceptions Adv. GACP	8	-	.86
Overall		.91	.71

TABLE 5: LOU RATINGS—FACULTY ADVANCED GACP PROJECTS

Faculty	IC Map Component	Project Summary	LoU Score	LoU Score Description	LoU Score Behavior Indicators
Renata	Component 2: Demonstrating CI	Facilitate(d) student workshops for increasing CI	IVA	Routine	Stabilizing; establishing a pattern of use
Paula	Component 4: Supporting Inclusive Environments	Coordinate faculty development workshops on inclusive teaching	II	Preparation	Initiating; making definite plans
Pearl	Component 2: Demonstrating CI Component 3: Creating Materials	Create template for developing and displaying teaching philosophy, identity map, and diversity statement	I	Orientation	Exploring; taking initiative to learn more
Eric	Component 4: Supporting Inclusive Environments	Make meetings more productive through relationship building	II	Preparation	Initiating; making definite plans
Maia	Component 4: Supporting Inclusive Environments	Created a team contract for improving teamwork expectations	III	Mechanical	Superficial implementation; little reflection
Thea	Component 4: Supporting Inclusive Environments	Create ways to prevent and address microaggressions in online courses	III	Mechanical	Superficial implementation; little reflection
Dave	Component 3: Creating Materials	Revised "Cultural Interpretations Team Activity" for study abroad programs	V	Integration	Synchronizing; coordinating with others
Jack	Component 3: Creating Materials	Working to rethink and replace the language of "academic integrity"	III	Mechanical	Superficial implementation; little reflection
Iris	-	-	0	Non-Use	No interest; no involvement

TABLE 6: LOU RATINGS—INTER-RATER RELIABILITY INDEX

Faculty	Rater 1 (R1)	Rater 2 (R2)	Rater 3 (R3)	R1/R2	R1/R3	R2/R3	Agreement
Renata	4	6	3	0	0	0	0/3
Paula	2	2	1	1	0	0	1/3
Pearl	1	2	1	0	1	0	1/3
Eric	2	3	0	0	0	0	0/3
Maia	2	4.5	2	0	1	0	1/3
Thea	4	4	1	1	0	0	1/3
Dave	6	5	3	0	0	0	0/3
Jack	1	4.5	2	0	0	0	0/3

TABLE 7: FACULTY ATTITUDES TOWARD CLD STUDENTS (PRE-
INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Add value to general learning environment	5.13	1.62
Add value to class discussions	4.75	1.56
Demonstrate diverse cultural expressions	4.38	1.80
Display diverse academic styles	4.25	2.05
Require additional linguistic support	3.63	0.99
Require additional academic support	3.38	1.32

TABLE 8: FACULTY PERCEPTIONS OF CI AND THREE CULTURAL

CAPABILITIES (PRE-INTERVENTION SURVEY)

Behavior	Mean (6 = Extremely Knowledgeable)	SD
Cultural Openness	4.63	.70
Cultural Responsiveness	4.50	.71
Cultural Awareness	4.38	.48
Overall CI	4.25	.43

TABLE 9: FACULTY'S CULTURAL OPENNESS (PRE-INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Willingness to receive training	5.38	0.99
Willingness seek consultation on CLD student support when necessary	4.88	1.17
Willingness to use ASU-specific tools	3.13	1.54

TABLE 10: FACULTY'S CULTURAL AWARENESS (PRE-INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Ability to recognize areas in which you still need to learn about CLD students	5.00	.87
Can describe strategies for exhibiting culturally responsive teaching	4.63	.99
Can identify characteristics of CLD students	4.25	.97

TABLE 11: FACULTY'S CULTURAL RESPONSIVENESS IN TEACHING (PRE-

INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Apply policies consistently	5.63	0.48
Display empathy	5.38	0.48
Display compassion	5.25	0.43
Update curriculum for diverse representation	5.13	0.60
Pronounce students' given names correctly	5.00	0.71
Use students' correct pronouns	4.88	1.54
Avoid using slang	4.50	0.87
Avoid using idioms	4.25	0.83

TABLE 12: FACULTY'S CULTURAL RESPONSIVENESS IN CLASSROOMS (PRE-

INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Invite students' cultural contributions	5.88	0.35
Solicit a variety of ways for students to contribute to class conversations	5.75	0.46
Establish ground rules for class interactions	5.75	0.46
Address bias	5.75	0.46
Address microaggressions	5.50	0.54
Model group work expectations	5.38	0.74
Assign students into diverse groups	4.50	2.14
Provide accountability checklists for group work task delegation	4.38	1.92

TABLE 13: FACULTY'S CULTURAL RESPONSIVENESS IN MATERIALS (PRE-INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Provide detailed test instructions	5.88	0.33
Include policies on tests on syllabi	5.88	0.33
Include policies on assignments on syllabi	5.88	0.33
Include instructor contact information on syllabi	5.88	0.33
Include policies on academic integrity on syllabi	5.75	0.66
Include policies on participation on syllabi	5.75	0.43
Include course expectations on syllabi	5.75	0.43
Include relevant links to handouts and other documents on syllabi	5.75	0.43
Provide consequences for plagiarizing	5.38	1.65
Include policies on attendance on syllabi	5.25	1.64
Distribute detailed rubrics with assignment guidelines	5.13	1.05
Include closed captioning on videos	5.13	1.05
Provide students consequences for cheating	5.13	0.93
Include descriptions of office hours in course syllabi	4.88	1.69
Provide diverse assignment examples	4.63	0.70
Provide relevant examples of plagiarizing	3.88	1.54
Provide vocabulary lists	3.88	1.45
Provide relevant examples of cheating	3.63	1.80
Provide resources for upholding academic integrity in U.S. contexts	3.38	2.06

TABLE 14: FACULTY ATTITUDES TOWARD CLD STUDENTS (POST-
INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Add value to general learning environment	5.75	0.43
Add value to class discussions	5.63	0.48
Demonstrate diverse cultural expressions	5.00	1.22
Display diverse academic styles	5.00	1.22
Require additional academic support	3.13	0.93
Require additional linguistic support	3.13	1.05

TABLE 15: FACULTY PERCEPTIONS OF CI AND THREE CULTURAL

CAPABILITIES (POST-INTERVENTION SURVEY)

Behavior	Mean (6 = Extremely Knowledgeable)	SD
Cultural Responsiveness	5.63	.48
Cultural Openness	5.63	.48
Cultural Awareness	5.50	.50
Overall CI	5.50	.50

TABLE 16: FACULTY'S CULTURAL OPENNESS (POST-INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Willingness to receive training	5.63	0.70
Willingness seek consultation on CLD student support when necessary	5.50	1.00
Willingness to use ASU-specific tools	4.50	1.66

TABLE 17: FACULTY'S CULTURAL AWARENESS (POST-INTERVENTION

SURVEY)

Behavior	Mean (6 = Always)	SD
Can describe strategies for exhibiting culturally responsive teaching	5.38	.86
Ability to recognize areas in which you still need to learn about CLD students	5.13	.78
Can identify characteristics of CLD students	5.00	.50

TABLE 18: FACULTY'S CULTURAL RESPONSIVENESS IN TEACHING (POST-

INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Apply policies consistently	6.00	.00
Update curriculum for diverse representation	5.88	.33
Display empathy	5.63	.48
Use students' correct pronouns	5.63	.48
Display compassion	5.50	.50
Pronounce students' given names correctly	5.25	.48
Avoid using slang	5.00	.87
Avoid using idioms	4.88	.93

TABLE 19: FACULTY'S CULTURAL RESPONSIVENESS IN CLASSROOMS

(POST-INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Invite students' cultural contributions	5.88	0.33
Solicit a variety of ways for students to contribute to class conversations	5.75	0.43
Establish ground rules for class interactions	5.75	0.43
Model group work expectations	5.63	1.65
Address bias	5.50	0.50
Assign students into diverse groups	5.50	1.50
Address microaggressions	5.38	0.70
Provide accountability checklists for group work task delegation	5.38	2.39

TABLE 20: FACULTY'S CULTURAL RESPONSIVENESS IN MATERIALS (POST-INTERVENTION SURVEY)

Behavior	Mean (6 = Always)	SD
Include policies on tests on syllabi	6.00	0.00
Include policies on assignments on syllabi	6.00	0.00
Include instructor contact information on syllabi	6.00	0.00
Include relevant links to handouts and other documents on syllabi	6.00	0.00
Provide consequences for plagiarizing	6.00	0.00
Include policies on attendance on syllabi	6.00	0.00
Include course expectations on syllabi	5.88	0.33
Include closed captioning on videos	5.75	0.43
Provide detailed test instructions	5.63	0.99
Provide resources for upholding academic integrity in U.S. contexts	5.50	0.71
Provide students consequences for cheating	5.38	1.65
Distribute detailed rubrics with assignment guidelines	5.25	0.83
Include descriptions of office hours in course syllabi	5.25	1.39
Provide diverse assignment examples	5.13	0.93
Provide relevant examples of cheating	4.13	1.54
Provide relevant examples of plagiarizing	3.75	1.48
Provide vocabulary lists	3.38	1.41

TABLE 21: FACULTY PERCEPTIONS OF IC MAP

Behavior	Mean (6 = Strongly Agree)	SD
Helpful in guiding culturally responsive behaviors	6.00	.00
Is a tool to use in the future	6.00	.00
Contains descriptions relevant to work situations	6.00	.00
Contains descriptions that are realistically implemented within work situation	5.75	.50

TABLE 22: FACULTY PERCEPTIONS ON IMPACT OF ADVANCED GACP

Behavior	Mean (6 = Strongly Agree)	SD
Increase levels of Cultural Openness	6.00	.00
Increase levels of Cultural Responsiveness	6.00	.00
Implement Cultural Responsiveness in teaching	6.00	.00
Implement Cultural Responsiveness in materials	6.00	.00
Implement Cultural Responsiveness in classroom	5.88	.35
Increase levels of Cultural Awareness	5.63	.52
Learn more about how to assist CLD students	5.50	.53
Increase levels of CI	5.25	.46

TABLE 23: PAIRED SAMPLES *T*-TEST OF CI AND THREE CULTURAL
CAPABILITIES

Construct	Pre/Post Mean	Sig. (2-tailed)	Cohen's *d*
Cultural Intelligence	1.25	.002	0.7
Cultural Openness	1.00	.001	0.5
Cultural Awareness	1.13	.002	0.6
Cultural Responsiveness	1.13	.002	0.6

TABLE 24: PAIRED SAMPLES *T*-TEST OF RESPONSIVENESS IN TEACHING,

CLASSROOMS, AND MATERIALS

Construct	Pre/Post Mean	Sig. (2-tailed)	Cohen's *d*
Responsiveness Teaching	.468	.001	0.2
Responsiveness Classrooms	.375	.107	0.6
Responsiveness Materials	.331	.010	0.5

TABLE 25: FACULTY'S DEMONSTRATION OF IC MAP LEVEL A COMPONENT

BEHAVIORS

Component Level A Descriptions	Paula	Maia	Thea	Dave	Jack	Iris
Component 1: Develops CI						
Attends advanced trainings every 3 years	X	X	X	X	X	
Seeks consultation	X		X		X	
Consistently learns about/uses ASU-specific tools/resources	X	X	X	X	X	X
Can describe and demonstrate culturally responsive teaching	X	X	X	X	X	X
Can identify and respond to characteristics of CLD students	X	X	X	X	X	X
Component 2: Demonstrates CI						
Displays empathy and compassion during interactions	X	X	X	X	X	X
Learns and uses students' names and pronouns		X				
Consistently evaluates and updates curriculum for diverse representation					X	X
Provides diverse assignment examples	X	X	X			X
Offers vocabulary lists/support	X				X	X
Avoids using slang and idioms	X	X	X			X
Applies policies consistently						
Component 3: Makes Expectations Explicit: Materials						
Syllabi has contact information and course expectations on policies for attendance, assignments, tests, and participation (with links)	X	X	X	X	X	X
Uses rubrics for assignment and grading criteria	X	X	X	X	X	X
Provides policies on, examples of, consequences for, and resources for academic integrity in U.S.						X
Includes links to materials and remembers closed captioning	X	X	X	X	X	X
Component 4: Encourages Dynamic Engagement						
Invites many ways for students to compose thoughts and contribute to conversations	X	X	X			X
Establishes and maintains ground rules for interactions	X	X	X	X	X	X
Addresses microaggressions and biases and educates						
Invites students' cultural contributions, without stereotyping	X	X	X	X	X	X
Group work: assigns students to CLD groups; models expectations; provides checklist for task delegation		X			X	

APPENDIX B

GLOSSARY OF TERMS & ACRONYMS

Glossary of Terms & Acronyms

Anti-racism: "The active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably" (NAC International Perspectives, 2019).

Belonging (also Theory of Belonging): "A need to belong, that is, a need to form and maintain at least a minimum quantity of interpersonal relationships, is innately prepared (and hence nearly universal) among human beings" (Baumeister & Leary, 1995, p. 499). *Used in DEIB acronym.*

Cognition: The mental action or process of acquiring knowledge and understanding through thought, experience, and the senses (Merriam-Webster, 2021).

Compassion: Extends viewpoints and feelings contained in empathy to include the desire to help (Merriam-Webster, 2021). Also referred to as: *Empathy-in-action* or *radical empathy.* A *value* that guides Cultural Responsiveness (Bhatti-Klug, 2020).

Concerns-Based Adoption Model (CBAM): Designates the research-based strategies necessary for successful change (Hord et al., 2014).

Cultural Awareness (cognitive CI): The active process of becoming well-informed of the interpersonal and cultural values of diverse individuals. A *Cultural Capability* guided by the *value* of empathy (Bhatti-Klug, 2020).

Cultural Empathy: "Having an appreciation and consideration of the differences and similarities of another culture in comparison to one's own; people with cultural empathy are more tolerant of the differences of those from other cultures" (Gonzalez, 2020, para. 4).

Cultural Humility: The "ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [other person]" (Hook, 2013, p. 354).

Cultural Intelligence (CI): A guiding framework for Intercultural Competence. CI (or CQ) is a person's ability to gather, interpret, and act upon drastically different cues to behave effectively across cultural settings or in multicultural situations (Earley & Ang, 2003).
     A person's ability to gather, interpret, and act upon drastically different cues to behave responsively across cultural settings, in multicultural situations, or with people of diverse ethnicities, genders, ages, abilities, and backgrounds (Bhatti-Klug, 2020).

Culturally Responsive Pedagogy (CRP): A teaching approach in which faculty seek to engage students whose experiences and cultures are typically excluded from traditional settings. To allow for these demonstrations of cultural expression, faculty members'

creation of inclusive environments comprise opportunities for students to critically engage their cultural identities before they can express their experiences to others (Ladson-Billings, 2009).

Culturally Responsive Teaching: An instructor's ability to use "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them" (Gay, 2010, p. 31).

Culturally Sustaining Pedagogy (CSP): A "loving critique forward" from Ladson-Billings' CRP. CSP seeks "to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change;" thus, as societies shift, so do "cultures of power" (Paris & Alim, 2014, p. 89).

Cultural Openness (motivational CI): The willingness to learn about and work with diverse others. A *Cultural Capability* guided by the *value* of curiosity (Bhatti-Klug, 2020).

Cultural Responsiveness (behavioral CI): The ability to plan for and implement inclusive behaviors in response to diverse and multicultural opportunities and challenges. A *Cultural Capability* guided by the *value* of compassion (Bhatti-Klug, 2020).

Cultural Value Orientations: The Ten Cultural Values are rooted in the CI research as important elements of developing Cultural Awareness. In understanding our own values, we see that there is no "right" or "wrong" way of approaching situations; cultural, personal, and situational influences can impact how we view the world. Thus, Cultural Awareness guides Cultural Responsiveness. The Ten Cultural Values, with their opposing orientations:

> Loyalty—Independence | Interdependence: the degree to which people perceive themselves as being individual or belonging to larger communities (like family or religious groups)
>
> Power—Equality | Hierarchy: the degree to which people prefer leadership to be egalitarian or authoritative
>
> Risk—Adaptable | Structured: the degree to which people feel comfortable taking risks
>
> Collaboration—Competitive | Cooperative: the degree to which people prefer to work alone or in groups to achieve goals
>
> Time—Strict | Flexible: the degree to which people view time and commitments as being sacrosanct rather than negotiable
>
> Context—Direct | Indirect: the degree to which people prefer to communicate

explicitly, directly, and clearly, rather than indirectly, emphasizing harmony and saving face

Identity—Doing | Being: the degree to which people gauge the quality of their lives, and senses of selves, on what they do rather than on who they are and how they live

Fairness—Universalistic | Particularistic: the degree to which people believe standards should be applied fairly to everyone rather than making exceptions depending on circumstances

Emotions—Demonstrative | Neutral: the degree to which people express emotions openly

Focus—Unitasking | Task-Juggling: the degree to which people would rather focus on one task versus many (Bhatti-Klug, 2020; CQ Center, 2020)

Culture: The customary beliefs, social forms, and material traits of a racial, religious, or social group; the set of shared attitudes, values, goals, and practices that characterizes an institution or organization (Merriam-Webster, 2021). People's cultural makeup includes ability, artistic expression and preference, ethnicity, family dynamics, gender and sexuality, generation, geographical location, language, nationality, personality, political worldview, religion, and socioeconomic status.

Curiosity: A strong desire to know or learn something (Merriam-Webster, 2021). A *value* that guides Cultural Openness (Bhatti-Klug, 2020).

Diversity: The condition of having or being composed of differing elements (Merriam-Webster, 2021). An *outcome* of CI. *Used in DEI/EDI/JEDI/DEIB acronyms.*

Empathy: A person's ability to adopt the perspective and experience the emotions of another person (Merriam-Webster, 2021). A *value* that guides Cultural Awareness (Bhatti-Klug, 2020).

Emotional Intelligence: The ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions (Salovey & Mayer, 1990).

Equality: The state of being equal, especially in status, rights, and opportunities (Merriam-Webster, 2021).

Equity: The quality of being fair and impartial (Merriam-Webster, 2021). "The recognition that every individual or group has different circumstances, thus allocating the necessary resources and opportunities needed to reach equal outcomes" ("Equity vs. Equality," 2020. para. 2). An *outcome* of CI. *Used in DEI/EDI/JEDI/DEIB acronyms.*

Generalizations: Flexible descriptions that are starting points. One begins with an assumption about a group but seeks more information about whether the assumption fits that individual (Cultural Competency Update, 2007).

Globalization: "The economic, political and societal forces pushing twenty-first century higher education toward greater involvement" (Altbach & Knight, 2007).

Implicit Bias: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. They encompass both favorable and unfavorable assessments and are activated involuntarily and without an individual's awareness or intentional control (Kirwan Institute for The Study of Race and Ethnicity, 2019).

Innovation Configuration Map (IC Map): "A tool for identifying specific Components or parts of an innovation and the variations that might be expected as the innovation is put into operation in classrooms" (Hord & Hall, 2011, p. 15).

Innovation Configuration (IC) Process: A CBAM diagnostic dimension, the IC process develops a unique set of expected actions and behaviors to offer clear, specific, and shared descriptions that characterize culturally responsive teaching methods (Hord et al., 2014).

Inclusion: The act of including: the state of belonging (Merriam-Webster, 2021). An *outcome* of CI. *Used in DEI/EDI/JEDI/DEIB acronyms.*

Inclusivity: An atmosphere in which all people feel valued and respected and have access to the same opportunities (Riordan, 2014).

Intercultural Competence: A guiding theory for Cultural Intelligence. A set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts (Bennett, 2009).

Internationalization: The choices members of an institution make in response to globalization, as a process of change that integrates international dimensions and perspectives into all of the institution's core activities (Blight et al., 2003).

Justice: "The maintenance or administration of what is just, especially by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments" (Merriam-Webster, 2021). Justice often is seen as taking equity one step further in fixing systems to ensure sustainable, long-term solutions toward the work of anti-racism (Equity vs. Equality, 2020). *Used in JEDI acronym.*

Levels of Use Inventory (LoU): A CBAM diagnostic dimension that "describes the behaviors of the users of an innovation through various stages—from spending most efforts in orienting, to managing, and finally to integrating use of the innovation" to

determine how "people [act] with respect to a specific change" (Hord & Hall, 2011, p. 54, 159).

Metacognition: Awareness and understanding of one's own thought processes (Merriam-Webster, 2021).

Stereotypes: Inflexible descriptions that become ending points. When stereotyping, one makes an assumption about a person based on group membership without learning whether or not that individual fits the assumption (Cultural Competency Update, 2007).

APPENDIX C

FACULTY INNOVATION CONFIGURATION (IC) MAP

Faculty Innovation Configuration Map

FACULTY CULTURAL INTELLIGENCE INNOVATION CONFIGURATION MAP
to guide university faculty demonstrating cultural responsiveness toward culturally and linguistically diverse (CLD) students

Component 1: Develops Intercultural Competence and/or Cultural Intelligence

LEVEL A	LEVEL B	LEVEL C	LEVEL D
☐ Attends advanced trainings every 3 years ☐ Seeks consultation ☐ Consistently learns about/uses ASU-specific tools/resources ☐ Can describe and demonstrate culturally responsive teaching ☐ Can identify and respond to characteristics of CLD students	☐ Attends basic trainings every 3 years ☐ Possibly seeks consultation ☐ Uses ASU-specific tools/resources when required ☐ Can describe culturally responsive teaching ☐ Can identify characteristics CLD students	☐ Attends basic training but exhibits reluctance/resentment toward developing CI ☐ Does not learn about nor provide tools/resources ☐ Can vaguely describe culturally responsive teaching ☐ Can vaguely identify characteristics of CLD students	☐ Does not attend trainings ☐ Does not seek out consultation ☐ Refuses to integrate tools/resources ☐ Cannot describe culturally responsive teaching ☐ Cannot identify characteristics of CLD students

Component 2: Demonstrates Cultural Intelligence Interpersonally and Linguistically

LEVEL A	LEVEL B	LEVEL C	LEVEL D
☐ Displays empathy and compassion during interactions ☐ Learns and uses students' names and pronouns ☐ Consistently evaluates and updates curriculum for diverse representation ☐ Provides diverse assignment examples ☐ Offers vocabulary lists/support ☐ Avoids using slang and idioms ☐ Applies policies consistently	☐ Displays empathy during interactions ☐ Attempts to learn and use students' names and pronouns ☐ Evaluates curriculum for diverse representation, but does not update consistently ☐ Provides 1 assignment example ☐ Offers vocabulary support ☐ Often avoids using slang and idioms ☐ Often applies policies consistently	☐ Exhibits limited awareness of cultural and linguistic diversity ☐ Leads with indifference ☐ Often uses local culture examples, slang, and idioms ☐ Does not provide assignment examples ☐ Does not provide vocabulary support ☐ Sometimes applies policies inconsistently	☐ Leads with intolerance and hostility ☐ Does not recognize students individually ☐ Presents curriculum that does not reflect diversity ☐ Frequently uses local culture examples, slang and idioms ☐ Refuses to provide vocabulary support or assignment examples ☐ Applies policies inconsistently

Component 3: Makes Expectations Explicit through Course Materials (Syllabi, Policies, Rubrics, and Test Instructions)

LEVEL A	LEVEL B	LEVEL C	LEVEL D
☐ Syllabi has contact information and course expectations on policies for attendance, assignments, tests, and participation (with links) ☐ Uses rubrics for assignment guidelines and grading criteria ☐ Provides, in writing and electronically, policies on, examples of, consequences for, and resources for upholding academic integrity in U.S. ☐ Includes links to materials and remembers closed captioning	☐ Includes course expectations within syllabus, including required elements ☐ Offers general rubrics ☐ Provides, in writing or electronically, policies on, relevant examples of, consequences for, and resources for upholding academic integrity ☐ Includes links to materials	☐ Provides limited course expectations in syllabi, leaving out one or more required elements ☐ Offers general but not specific information on assignment guidelines, test instructions, and grading criteria ☐ Provides only a verbal warning or link to external resources regarding maintaining academic integrity	☐ Fails to provide a syllabus or information with required elements ☐ Does not use rubrics or provide clear instruction on assignment guidelines, test instructions, or grading criteria. ☐ Does not provide any information or guidance on maintaining academic integrity

Component 4: Encourages Dynamic Engagement to Support Inclusive Environments

LEVEL A	LEVEL B	LEVEL C	LEVEL D
☐ Invites many ways for students to compose thoughts and contribute to conversations ☐ Establishes and maintains ground rules for interactions ☐ Addresses microaggressions and biases and educates ☐ Invites students' cultural contributions, without stereotyping ☐ Group work: assigns students to CLD groups; models expectations; provides checklist for task delegation	☐ Invites students to contribute to class conversations, but with limited preparation ☐ Establishes ground rules for interactions ☐ Does not directly address microaggressions, but guides conversations away from them ☐ Welcomes students' contributions but does not consider cultural contexts ☐ Allows students to choose their own groups with accountability for task delegation	☐ Demands student interaction without preparation and penalizes for not participating ☐ No ground rules for interactions ☐ Tolerates stereotypes and microaggressions ☐ When inviting students' contributions, typically asks them to speak for their respective cultures ☐ Does not assign group work or hold small groups accountable for assignment delegation	☐ Does not facilitate class interaction or student engagement, through discussion or group work ☐ Engages in consistent use and/or tolerance of stereotypes and microaggressions ☐ Never invites students' contributions

⎯⎯⎯⎯⎯⎯ Variations to the right are unacceptable.

---------- Variations to the left are ideal.

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APPENDIX D

ADVANCED GACP PROJECT SCORING RUBRIC (WITH LOU INVENTORY)

Advanced GACP Project Scoring Rubric

Participant name:

Semester and year:

Rater name:

Directions: For the Advanced GACP Project Requirements (see next page), rate how well the participant demonstrated behaviors listed on the IC Map and described under "Behavior Indicators." For your rating, select the most appropriate Roman numeral level, as listed on the Levels of Use (LoU) inventory below. Offer evidence for your rating below each description.

Level	Description of Level	Behavior Indicators
0	Non-Use	No interest; no involvement
I	Orientation	Exploring; taking initiative to learn more
II	Preparation	Initiating; making definite plans
III	Mechanical	Superficial implementation; little reflection
IVA	Routine	Stabilizing; establishing a pattern of use
IVB	Refinement	Improving; varying Components to increase impact
V	Integration	Synchronizing; coordinating with others
VI	Renewal	Reevaluating; improving for greater impact

_____	RATING

IC Map Component Selected (check appropriate box):

☐ Component 1: Develops Intercultural Competence and/or CI
☐ Component 2: Demonstrates CI Interpersonally and Linguistically
☐ Component 3: Makes Expectations Explicit through Course Materials
☐ Component 4: Encourages Dynamic Engagement to Support Inclusive Environments

GACP PROJECT REQUIREMENTS

Explanation of "Problem of Practice" (PoP) selected within work setting or situation that participant sought to improve.

Summary of POP:

COMMENTS:

Description of the culturally responsive practice implemented, guided by selected IC Map Component, that sought to address Problem of Practice. (i.e. behavioral change, materials created, and/or strategy developed).

Evaluation of the effectiveness of Advanced GACP Project: how well did participant execute the culturally responsive practice in helping to solve/improve the Problem of Practice?

APPENDIX E

TIMELINE AND PROCEDURES OF THE STUDY

Timeline and Procedures of the Study

Time frame	Actions	Procedures
July – August 2021	Contacted faculty enrolled in Fall 2021 Advanced GACP	Determined faculty enrollment Emailed faculty to introduce myself and invite them to participate in the study
August 2021	Administered pre-intervention survey	Sent Qualtrics anonymous link via email with several reminders to complete
August – November 2021	Facilitated Advanced GACP workshops; distributed Advanced GACP Project Handout with IC Map	Conducted workshops, sent email follow-ups, provided consultation, as needed
September – October 2021	Observed faculty to determine integration of IC Map behaviors	Attended classes or reviewed Canvas and collected data Aligned data with IC Map behaviors
November 2021	Observed and rated Advanced GACP Projects	Recorded findings on Advanced GACP Project Scoring Rubric Averaged Advanced GACP Project Reports co-raters' scores
November 2021	Administered post-intervention survey	Sent Qualtrics anonymous link via email with several reminders to complete
November 2021	Conducted focus groups	Analyzed data from Advanced GACP Project Reports Facilitated and recorded focus groups, confirming findings from Advanced GACP Project analysis through member checking
December 2021	Analyzed data	Synthesized Advanced GACP Project analysis and Focus Group data Conducted qualitative analysis Conducted quantitative analysis

APPENDIX F

FACULTY DESCRIPTIONS

Faculty Descriptions

RENATA (she/her): Undergraduate-level Lecturer in social sciences with 5-10 years' teaching experience; did not teach during the semester and was not observed. Renata's Advanced GACP Project involved developing a three-workshop series for peer mentors on developing CI.

PAULA (she/her): Undergraduate-level Lecturer in STEM with 5-10 years' teaching experience; taught course with attached lab and was observed in person. Paula's Advanced GACP Project involved creating more professional development workshops for faculty.

PEARL (she/her): Undergraduate-level Faculty Associate in social sciences and Instructional Designer with direct influence over faculty professional development and 5-10 years' teaching experience; did not teach during the semester and was not observed. Pearl's Advanced GACP Project involved creating an identity map template for faculty.

ERIC (he/him): Instructional designer in STEM with direct influence over curriculum and 10-20 years' teaching experience; did not teach during the semester and was not observed. Eric's Advanced GACP Project involved creating more efficient and inclusive meetings for outside stakeholders.

MAIA (she/her): Graduate-level Assistant Professor in business with 5-10 years' teaching experience; taught lecture-based course and was observed in person. Maia's Advanced GACP Project involved developing accountability rubrics for group work.

THEA (she/her): Undergraduate-level Lecturer in social sciences with 5-10 years' teaching experience; taught large survey course and was observed in person. Thea's Advanced GACP Project involved addressing microaggressions in online classroom interactions.

DAVE (he/him): Undergraduate-level Principal Lecturer in leadership with 20-30 years' teaching experience; taught asynchronously online and was observed over Canvas. Dave's Advanced GACP Project involved revising curriculum for a study abroad course.

JACK (he/him): Undergraduate-level Clinical Assistant Professor in humanities with 10-20 years' teaching experience; taught asynchronously online and was observed over Canvas. Jack's Advanced GACP Project involved creating a more inclusive framework for faculty to engage U.S. academic integrity standards.

IRIS (she/her): Undergraduate-level Senior Lecturer in social sciences with 10-20 years' teaching experience; taught asynchronously online and was observed over Canvas. Iris did not complete an Advanced GACP Project.

APPENDIX G

ADVANCED GACP PROJECT HANDOUT AND REPORT FORM

OVERVIEW: CULTURAL INTELLIGENCE (CI) AND INNOVATION CONFIGURATION MAPS

CULTURAL INTELLIGENCE (CI)

- CI is person's ability to gather, interpret, and act upon drastically different cues to behave effectively across cultural settings, in multicultural situations, or with people of diverse ethnicities, genders, ages, abilities, and backgrounds.
- CI captures capabilities contained within emotional intelligence for behavioral adaptation across cultures; cultural intelligence is emotional intelligence, culturally bound.
    - **Emotional Intelligence**: "The ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions" (Salovey & Mayer, 1990).
    - CI is developed by engaging the virtues of curiosity, empathy, and compassion (Bhatti-Klug, 2020).

THE THREE CULTURAL CAPABILITIES

Developed by Bhatti-Klug (2020), based on Earley & Ang (2003)

Reminder: Before and after participating in the Advanced GACP, take the CI Assessment on Page 2

Values | Curiosity, Empathy & Compassion
- **Curiosity**: A strong desire to know or learn something.
- **Empathy**: The ability to adopt the perspective and experience the emotions of another person.
- **Compassion**: Extends viewpoints and feelings contained in empathy to include the desire to help.

Capabilities | Openness, Awareness & Responsiveness
- **Cultural Openness** (motivational CI, guided by curiosity) is the willingness to learn about and work with diverse others.
- **Cultural Awareness** (cognitive and metacognitive CI, guided by empathy) is the active process of becoming well-informed of the interpersonal and cultural values of diverse individuals.
- **Cultural Responsiveness** (behavioral CI, guided by compassion)) is the ability to plan for and implement appropriate behaviors in response to diverse/multicultural opportunities and challenges.

INNOVATION CONFIGURATION MAPS

- As one of three **Concerns-Based Adoption Model** diagnostic dimensions, Hord et. al's (2014) Innovation Configuration process develops a unique set of expected actions and behaviors to offer clear, specific, and shared descriptions that characterize culturally responsive teaching methods; it focuses on the key components of responsive teaching and describes variations for each component in terms of the actions and behaviors that are ideal, acceptable, and unacceptable.
- The **Innovation Configuration Map (IC Map)**, serves as "a tool for identifying specific components or parts of an innovation and the variations that might be expected as the innovation is put into operation in classrooms" (Hord et. al, 2014, p. 15). IC Maps serve as clear and explicit guides that provide small, incremental steps for faculty to engage and exhibit culturally responsive practices in their teaching. It can also be adapted for organizational settings for staff.
- Because an IC Map describes rather than rates a new practice, it provides necessary guidance to seasoned and new faculty. More importantly, it can serve as a tool to assist faculty (and supervisors) in determining what initial, or further, training is needed to bolster their abilities in exhibiting culturally responsive teaching practices. Incidentally, in terms of streamlining practices, an IC Map also will allow administrators to ensure best practices are diffused effectively across faculty members and even across departments. Watch this [video](link provided in references) to learn more from the creators.

GUIDING DEFINTIONS FOR CULTURALLY RESPONSIVE PRACTICES

- **Culturally responsive teaching** uses "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, 2010, p. 31).
- **Culturally relevant pedagogy** "empowers students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 2009, pp. 16–17); "it the ability to link principles of learning with deep understanding of (and appreciation for) culture" (Ladson-Billings, 2014, p. 77).

FACULTY: ADVANCED GLOBAL ADVOCACY CERTIFICATE PROGRAM

THE ADVANCED GLOBAL ADVOCACY CERTIFICATE PROGRAM

The **Advanced Global Advocacy Certificate Program (GACP)** asks all participants to select a problem of practice within their workplaces as a point of focus for applying culturally responsive practices for professional improvement and student success, using Innovation Configuration (IC) Maps as guides (explanation on page 2; Advanced GACP schedule below).

1. For the purpose of your Advanced GACP project, **select at least ONE (1) component from the IC Map** on which you would like to focus this semester.
2. Throughout this semester, your goal is to **implement the descriptions within "Level A" of the component(s) to exhibit higher levels of culturally responsive practices within your teaching**.
3. During the final meeting of the Advanced GACP, participants will discuss the IC Map's effectiveness and suggest strategies for future implementation.

THE ADVANCED GACP PROJECT

Final Project Questions (describe answers in Advanced GACP Project Survey Report)**. Enter responses here.**

1. Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences)
2. Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences)
3. Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences)

SCHEDULE & ASSIGNMENTS: FALL 2021 ADVANCED GACP PROJECT

Sign-in Sheet (all workshops): https://forms.gle/2ZVAV74XWXb1TjMd6

WORKSHOP 1: MONDAY, AUGUST 30, 2021 11:00 A.M. – 1:00 P.M.
- Overview of Cultural Intelligence (CI) and Advanced GACP Projects
- COMPLETE *AFTER* WORKSHOP 1 (no later than Friday, September 10, 2021 at 5:00 p.m.):
  Survey 1: Advanced GACP: https://forms.gle/R1F2XYNfznGtVxnUA

WORKSHOP 2: TUESDAY, SEPTEMBER 14, 2021 11:00 A.M. – 1:00 P.M.
- Clarifications of Advanced GACP Project; Breakout groups to discuss selected IC Map components
- COMPLETE *BEFORE* WORKSHOP 3 (no later than Monday, November 8 2021 at 5:00 p.m.)
  Advanced GACP Final Project Report: https://forms.gle/Am8cxZ8XYTZ4vKfw5

WORKSHOP 3: WEDNESDAY, NOVEMBER 10, 2021 11:00 A.M. – 1:00 P.M.
- Discuss how the Advanced GACP Projects went; select participants will share their projects.
- COMPLETE *AFTER* WORKSHOP 3 (no later than December 1, 2021)
  Survey 2: Advanced GACP: https://forms.gle/VAnYcQJb9Y2kR3qH9

REFERENCES AND RESOURCES

- Bhatti-Klug, R. R. (2020, May 21). To save ourselves from ourselves, we must become culturally intelligent. *Medium*.
- Earley, P., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford Business Books.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
- Hord, S.M., Rutherford, W.L., Huling, W., Hall, G.E. (2014). *Taking charge of change* [PDF file].
- Ladson-Billings, G. (2009). *The dreamkeepers*. Retrieved from https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review, 84*(1), 74.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality, 9*, 185–211.
- SEDL. (28 Feb. 2011). *Innovation Configurations, a dimension of the Concerns-Based Adoption Model (CBAM)* [Video]. YouTube. https://www.youtube.com/watch?v=hPjp-LPFS6s

2 Advanced GACP Final Project Report

Discuss your Advanced GACP projects by answering the questions below. We invite you to briefly share about your project during Workshop 3 (2-3 minutes). Please fill out this report by Monday, November 8, at 5:00 p.m.

ACCESS ADVANCED GACP HANDOUT FOR FACULTY (download first):
https://drive.google.com/file/d/1Crk2sGFQHS7-uKUTGbTPrWwAdCQ49OWC/view?usp=sharing
ACCESS ADVANCED GACP HANDOUT FOR STAFF (download first):
https://drive.google.com/file/d/1Uy66AMokUafE7dKLympSHPu_JDggF0-L/view?usp=sharing

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The respondent's email (**null**) was recorded on submission of this form.
* Required

1. Email *

   _____

2. First Name *

   _____

3. Last Name *

   _____

4. Email Address (Important: use the same ASU email with which you will be logging onto Zoom)
   *

   _____

5. Are you a faculty or staff member? *

   Mark only one oval.

   ◯ Faculty

   ◯ Staff

6. Select the IC Map Component(s) on which you focused for your Advanced GACP project:

   Check all that apply.

   ☐ COMPONENT 1: Developing Cultural Intelligence
   ☐ COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
   ☐ COMPONENT 3: Creating Materials for Making Expectations Explicit
   ☐ COMPONENT 4: Supporting Inclusive Environments

7. Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

   _____

   _____

   _____

   _____

   _____

8. Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

   _____

   _____

   _____

   _____

   _____

9. Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

_____

_____

_____

_____

_____

10. Are you interested in presenting during Advanced GACP Workshop 3? (limit 5 minutes; you may share your screen) *

Mark only one oval.

◯ Yes

◯ No

APPENDIX H

PRE-INTERVENTION SURVEY—CULTURAL INTELLIGENCE IN UNIVERSITY
FACULTY

Pre-Intervention Survey—Cultural Intelligence in University Faculty

INSTRUCTIONS

My name is Renee Bhatti-Klug, and I serve as Arizona State University's (ASU) Senior University International Educator. I provide training to faculty and staff on building inclusive environments for our culturally and linguistically diverse (CLD) student population. Concurrently, I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at ASU. I am working under the supervision of Dr. Audrey Beardsley, a faculty member in MLFTC. My research focuses on increasing Cultural Responsiveness among university faculty through cultural intelligence (CI) training.

Via this doctoral research study, I am seeking to examine the extent to which university faculty enrolled in the Advanced Global Advocacy Certificate Program (Advanced GACP) believe that they have increased their levels of CI when they interact with CLD students.

This survey instrument has nine sections. Each section will appear on a new page and the survey bar at the top will display your progress through the survey. Each section contains a mix of Likert-scale questions and open-ended questions. Participating in this survey should take you about 30 minutes to complete.

SECTION 1: CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS
Culturally and linguistically diverse (CLD) students are those who may consider English to be a second or other language and whose cultural norms reflect non-traditional backgrounds, including national, ethnic, generational, sexual, etc.

Please use this scale for the following questions about CLD students.

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

In your classes, how often do CLD students:
1. add value to the general learning environment.
2. add value to class discussions.
3. display diverse academic styles.
4. demonstrate diverse cultural expressions.
5. require additional support from you academically.
6. require additional support from you linguistically.
7. Where have you sought advice with respect to supporting CLD students? [open-ended response]
8. What concerns do you have with respect to supporting CLD students? [open-ended response]

9. If there is anything else you would like to add about CLD students, please do so here. [open-ended response]

SECTION 2: CULTURAL INTELLIGENCE
CI is described as the ability to effectively interact and communicate with people of diverse nationalities, ethnicities, generations, backgrounds, and more.

Please use this scale for the following questions about CI.

Extremely Knowledge-able	Very Knowledge-able	Moderately Knowledge-able	Slightly Knowledge-able	Not at All Knowledg0-eable	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

How would you rate your understanding of:
1. CI before participating in the Advanced GACP?
2. Cultural Openness before participating in the Advanced GACP?
3. Cultural Awareness before participating in the Advanced GACP?
4. Cultural Responsiveness before participating in the Advanced GACP?
5. Why are you interested in learning about CI through the Advanced GACP? [open-ended response]
6. What is the Problem of Practice (PoP) you have chosen to focus on this semester for your Advanced GACP Project? [open-ended response]
7. If there is anything else you would like to add about CI, please do so here. [open-ended response]

SECTION 3: CULTURAL INTELLIGENCE—CULTURAL OPENNESS
Cultural Openness is described as the willingness to learn about and work with people who may not look or behave like we do.

Please use this scale to rate the extent to which you agree with each statement on your Cultural Openness. [Qualtrics added four scores together]

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

1. I have a desire to interact with people from cultures different than my own.
2. I enjoy befriending people whose cultural backgrounds differ from mine.
3. I adapt relatively easily to the lifestyles of different cultures.
4. I feel confident that I can successfully manage an unfamiliar cultural situation.

Please use this scale for the following three questions about Cultural Openness:

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

How often do you:
5. attend advanced trainings on diversity and inclusion-related topics?
6. seek consultation on CLD student support when necessary?
7. use ASU-specific tools?

8. Why do you believe increasing your Cultural Openness might be important? [open-ended response]
9. If there is anything else you would like to add about Cultural Openness, please do so here. [open-ended response]

SECTION 4: CULTURAL INTELLIGENCE—CULTURAL AWARENESS
Cultural Awareness is described as the active process of becoming well-informed of the interpersonal and cultural values of diverse individuals.

Please use this scale to rate the extent to which you agree with each statement on your Cultural Awareness. [Qualtrics added four scores together]

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

1. Before interacting with people from new cultures, I ask myself what I would like to achieve.
2. I use experiences from cultural encounters to determine new ways of approaching situations during future interactions in *other* cultures.
3. I seek out ways to learn how best to relate to people from different cultures before meeting them.
4. When I enter a new cultural setting, I usually can sense if the encounter is going positively or negatively.

Please use this scale for the following questions about Cultural Awareness:

Extremely well	Very well	Moderately well	Slightly well	Not at all well	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

To what extent do you feel you can:
5. identify characteristics of CLD students?
6. identify areas in which you still need to learn about CLD students?
7. describe strategies for exhibiting culturally responsive teaching?
8. identify areas in which you still need to learn about culturally responsive practices?

9. Why do you believe increasing your Cultural Awareness might be important? [open-ended response]
10. If there is anything else you would like to add about Cultural Awareness, please do so here. [open-ended response]

SECTION 5: CULTURAL INTELLIGENCE—CULTURAL RESPONSIVENESS
Cultural Responsiveness is described as the ability to plan for and implement inclusive behaviors in response to multicultural opportunities and challenges.

Please use this scale to rate the extent to which you agree with each statement on your Cultural Responsiveness. [Qualtrics added four scores together]

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

1. It feels natural to me to modify my body language (like eye contact or attire) to suit the values of a different culture.
2. I can change my non-verbal expression when a cultural encounter requires it.
3. I can alter my communication style (like speed or adaptability during interactions) to more clearly communicate with people from other cultures.
4. I willingly change the way I behave when a cross-cultural situation asks it of me.

5. Why do you believe increasing your Cultural Responsiveness might be important? [open-ended response]
6. If there is anything else you would like to add about Cultural Responsiveness, please do so here. [open-ended response]

SECTION 6: CULTURAL RESPONSIVENESS IN TEACHING
Cultural Responsiveness in teaching is described as the ability to plan for and implement inclusive behaviors in response to multicultural students and diverse classroom interactions.

Please use this scale for the following questions about Cultural Responsiveness in Teaching:

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

To what extent do you feel that you:
1. display empathy during interactions with CLD students?
2. display compassion during interactions with CLD students?
3. pronounce students' given names correctly?
4. use students' correct pronouns?
5. update curriculum for diverse representation?
6. avoid using slang?
7. avoid using idioms?
8. apply policies consistently?

9. What are ways you might increase your Cultural Responsiveness in teaching? [open-ended response]
10. If there is anything else you would like to add about Cultural Responsiveness in teaching, please do so here. [open-ended response]

SECTION 7: CULTURAL RESPONSIVENESS IN CLASSROOMS
Cultural Responsiveness in classrooms is described as an instructor's ability to facilitate a classroom climate that is receptive to diverse students' needs and interactions.

Please use this scale for the following questions about Cultural Responsiveness in Classrooms:

Always	Most of the time	About half the time	Sometimes	Never	Don't know	Does not apply
(6)	(5)	(4)	(3)	(2)	(1)	(0)

To what extent do you feel that you:
1. invite a variety of ways for students to contribute to class conversations?
2. establish ground rules for interactions?
3. address bias?
4. address microaggressions?
5. invite students' cultural contributions?
6. During group work, how often do you demonstrate the following practices?
   a. assign students to diverse groups
   b. model group work expectations
   c. provide an accountability checklist for task delegation

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7. What are ways you might increase your Cultural Responsiveness in your classroom(s)? [open-ended response]
8. If there is anything else you would like to add about Cultural Responsiveness in your classroom(s), please do so here. [open-ended response]

SECTION 8: CULTURAL RESPONSIVENESS IN MATERIALS
Cultural Responsiveness in materials is described as an instructor's ability to create and distribute materials that reflect the multicultural and multifaceted needs of CLD students.

Please use this scale for the following questions about Cultural Responsiveness in Materials:

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

To what extent do you feel that you:
1. provide diverse assignment examples?
2. offer vocabulary lists?
3. include the following Components in your course syllabi?
    a. all course expectations
    b. instructor contact information
    c. description of office hours
    d. policies on attendance
    e. policies on assignments
    f. policies on tests
    g. policies on participation
    h. links to relevant documents (if applicable)
4. use rubrics to detail assignment guidelines?
5. have detailed test instructions?
6. include links to handouts?
7. include closed captioning on videos?
8. provide the following information to your students?
    a. policies regarding academic integrity
    b. relevant examples of plagiarizing
    c. relevant examples of cheating
    d. consequences for plagiarizing
    e. consequences for cheating
    f. resources for avoiding academic dishonesty
9. distribute different versions of tests?
10. distribute different versions of quizzes?

11. What are ways you might increase your Cultural Responsiveness in your materials? [open-ended response]

12. If there is anything else you would like to add about Cultural Responsiveness in your materials, please do so here. [open-ended response]

SECTION 9: FACULTY INNOVATION CONFIGURATION MAP
The Innovation Configuration (IC) process develops a unique set of expected actions and behaviors to offer clear, specific, and shared descriptions that characterize culturally responsive teaching methods. The Innovation Configuration Map (IC Map) describes clear and explicit behaviors that provide small, incremental steps for faculty to engage in and exhibit CI strategies in their teaching.

1. Which Faculty IC Map Component do you plan to use? (check all that apply)
   ☐ Component 1: Develops Intercultural Competence and/or Cultural Intelligence
   ☐ Component 2: Demonstrates Cultural Intelligence Interpersonally and Linguistically
   ☐ Component 3: Makes Expectations Explicit through Course Materials
   ☐ Component 4: Encourages Dynamic Engagement to Support Inclusive Environments

2. How will you apply knowledge gained from this workshop to exhibit Culturally Responsive behaviors as described in your selected IC Map Component(s)? [open-ended response]
3. If there is anything else you would like to add about the IC Map, please do so here. [open-ended response]

DEMOGRAPHICS AND OTHER BACKGROUND QUESTIONS
What is your gender?
   1. Male
   2. Female
   3. Non-binary/ third gender
   4. Prefer not to say
   5. Prefer to self-describe _____

Please select all that apply for your race/ethnicity
   1. Asian
   2. Biracial/Mixed
   3. Black/African American
   4. Latino/a/x/Hispanic
   5. Middle Eastern
   6. Native American
   7. Pacific Islander
   8. White/European
   9. Other _____

What is your faculty rank?
1. Faculty Associate
2. Instructor
3. Lecturer
4. Senior Lecturer
5. Clinical Assistant Professor
6. Clinical Associate Professor
7. Assistant Professor
8. Associate Professor
9. Professor
10. Other

What is your age?

How long have you been teaching?

How long have you been teaching at ASU?

In what modality do you primarily teach? (If several, consider the course for which you are applying your Advanced GACP Project)
1. In-person/synchronous
2. Hybrid
3. Online/asynchronous

What academic level do you primarily teach? (Focus on Advanced GACP Project)
1. Undergraduate
2. Masters
3. Doctoral

Of your students associated with the Advanced GACP Project, what percentage would you estimate are CLD or international? [open-ended response]

In what department do you teach? [open-ended response]

Thank you for completing this survey and for your participation in the Advanced GACP. I look forward to working with you this semester in learning how you create culturally responsive environments.

APPENDIX I

POST-INTERVENTION SURVEY—CULTURAL INTELLIGENCE IN UNIVERSITY
FACULTY

Post-Intervention Survey—Cultural Intelligence in University Faculty

INSTRUCTIONS

My name is Renee Bhatti-Klug, and I serve as Arizona State University's (ASU) Senior University International Educator. I provide training to faculty and staff on building inclusive environments for our culturally and linguistically diverse (CLD) student population. Concurrently, I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at ASU. I am working under the supervision of Dr. Audrey Beardsley, a faculty member in MLFTC. My research focuses on increasing Cultural Responsiveness among university faculty through cultural intelligence (CI) training.

Via this doctoral research study, I am seeking to examine the extent to which university faculty enrolled in the Advanced Global Advocacy Certificate Program (Advanced GACP) believe that they have increased their levels of CI when they interact with CLD students.

This post-intervention survey instrument has ten sections. Each section will appear on a new page and the survey bar at the top will display your progress through the survey. Each section contains a mix of Likert-scale questions and open-ended questions. Participating in this survey should take you about 30 minutes to complete.

SECTION 1: CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS
CLD students are those who may consider English to be a second or other language and whose cultural norms reflect non-traditional backgrounds, including national, ethnic, generational, sexual, etc.

Please use this scale for the following questions about CLD students.

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

In your classes, how often do CLD students:
1. add value to the general learning environment.
2. add value to class discussions.
3. display diverse academic styles.
4. demonstrate diverse cultural expressions.
5. require additional support from you academically.
6. require additional support from you linguistically.
7. Where have you sought advice with respect to supporting CLD students after participating in the Advanced GACP? [open-ended response]
8. What concerns do you have with respect to supporting CLD students after participating in the Advanced GACP? [open-ended response]

9. If there is anything else you would like to add about CLD students, please do so here. [open-ended response]

SECTION 2: CULTURAL INTELLIGENCE
CI is described as the ability to effectively interact and communicate with people of diverse nationalities, ethnicities, generations, backgrounds, and more.

Please use this scale for the following questions about CI.

Extremely Knowledge-able	Very Knowledge-able	Moderately Knowledge-able	Slightly Knowledge-able	Not at All Knowledg0-eable	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

How would you rate your understanding of:
1. CI after participating in the Advanced GACP?
2. Cultural Openness after participating in the Advanced GACP?
3. Cultural Awareness after participating in the Advanced GACP?
4. Cultural Responsiveness after participating in the Advanced GACP?
5. What was the most impactful aspect of CI you learned through participating in the Advanced GACP? [open-ended response]
6. If there is anything else you would like to add about CI after participating in the Advanced GACP, please do so here. [open-ended response]

SECTION 3: CULTURAL INTELLIGENCE—CULTURAL OPENNESS
Cultural Openness is described as the willingness to learn about and work with people who may not look or behave like we do.

Please use this scale to rate the extent to which you agree with each statement on your Cultural Openness. [Qualtrics added four scores together]

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

1. I have a desire to interact with people from cultures different than my own.
2. I enjoy befriending people whose cultural backgrounds differ from mine.
3. I adapt relatively easily to the lifestyles of different cultures.
4. I feel confident that I can successfully manage an unfamiliar cultural situation.

Please use this scale for the following three questions about Cultural Openness:

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

How often do you:
10. attend advanced trainings on diversity and inclusion-related topics?
11. seek consultation on CLD student support when necessary?
12. use ASU-specific tools?
13. After participating in the Advanced GACP, why do you believe increasing your Cultural Openness might be important? [open-ended response]
14. If there is anything else you would like to add about your perspectives regarding Cultural Openness after participating in the Advanced GACP, please do so here. [open-ended response]

SECTION 4: CULTURAL INTELLIGENCE—CULTURAL AWARENESS
Cultural Awareness is described as the active process of becoming well-informed of the interpersonal and cultural values of diverse individuals.

Please use this scale to rate the extent to which you agree with each statement on your Cultural Awareness. [Qualtrics added four scores together]

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

1. Before interacting with people from new cultures, I ask myself what I would like to achieve.
2. I use experiences from cultural encounters to determine new ways of approaching situations during future interactions in *other* cultures.
3. I seek out ways to learn how best to relate to people from different cultures before meeting them.
4. When I enter a new cultural setting, I usually can sense if the encounter is going positively or negatively.

Please use this scale for the following questions about Cultural Awareness:

Extremely well	Very well	Moderately well	Slightly well	Not at all well	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

To what extent do you feel you can:
5. identify characteristics of CLD students?
6. identify areas in which you still need to learn about CLD students?
7. describe strategies for exhibiting culturally responsive teaching?

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8. identify areas in which you still need to learn about culturally responsive practices?

10. After participating in the Advanced GACP, why do you believe increasing your Cultural Awareness might be important? [open-ended response]
11. If there is anything else you would like to add about Cultural Awareness, please do so here. [open-ended response]

SECTION 5: CULTURAL INTELLIGENCE—CULTURAL RESPONSIVENESS
Cultural Responsiveness is described as the ability to plan for and implement inclusive behaviors in response to multicultural opportunities and challenges.

Please use this scale to rate the extent to which you agree with each statement on your Cultural Responsiveness. [Qualtrics added four scores together]

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

1. It feels natural to me to modify my body language (like eye contact or attire) to suit the values of a different culture.
2. I can change my non-verbal expression when a cultural encounter requires it.
3. I can alter my communication style (like speed or adaptability during interactions) to more clearly communicate with people from other cultures.
4. I willingly change the way I behave when a cross-cultural situation asks it of me.

5. After participating in the Advanced GACP, why do you believe increasing your Cultural Responsiveness might be important? [open-ended response]
6. If there is anything else you would like to add about Cultural Responsiveness after participating in the Advanced GACP, please do so here. [open-ended response]

SECTION 6: CULTURAL RESPONSIVENESS IN TEACHING
Cultural Responsiveness in teaching is described as the ability to plan for and implement inclusive behaviors in response to multicultural students and diverse classroom interactions.

Please use this scale for the following questions about Cultural Responsiveness in Teaching:

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

To what extent do you feel that you:
1. display empathy during interactions with CLD students?
2. display compassion during interactions with CLD students?
3. pronounce students' given names correctly?
4. use students' correct pronouns?
5. update curriculum for diverse representation?
6. avoid using slang?
7. avoid using idioms?
8. apply policies consistently?
9. After participating in the Advanced GACP, what are examples of how you increased your Cultural Responsiveness in teaching? [open-ended response]
10. If there is anything else you would like to add about Cultural Responsiveness in teaching after participating in the Advanced GACP, please do so here. [open-ended response]

SECTION 7: CULTURAL RESPONSIVENESS IN CLASSROOMS
Cultural Responsiveness in classrooms is described as an instructor's ability to facilitate a classroom climate that is receptive to diverse students' needs and interactions.

Please use this scale for the following questions about Cultural Responsiveness in Classrooms:

Always	Most of the time	About half the time	Sometimes	Never	Don't know	Does not apply
(6)	(5)	(4)	(3)	(2)	(1)	(0)

To what extent do you feel that you:
1. invite a variety of ways for students to contribute to class conversations?
2. establish ground rules for interactions?
3. address bias?
4. address microaggressions?
5. invite students' cultural contributions?
6. During group work, how often do you demonstrate the following practices?
    d. assign students to diverse groups
    e. model group work expectations
    f. provide an accountability checklist for task delegation
7. After participating in the Advanced GACP, what are examples of how you increased your Cultural Responsiveness in your classroom(s)? [open-ended response]
8. If there is anything else you would like to add about Cultural Responsiveness in your classroom(s) after having participated in the Advanced GACP, please do so here. [open-ended response]

SECTION 8: CULTURAL RESPONSIVENESS IN MATERIALS
Cultural Responsiveness in materials is described as an instructor's ability to create and distribute materials that reflect the multicultural and multifaceted needs of CLD students.

Please use this scale for the following questions about Cultural Responsiveness in Materials:

Always	Most of the time	About half the time	Sometimes	Never	Don't Know
(6)	(5)	(4)	(3)	(2)	(1)

To what extent do you feel that you:
1. provide diverse assignment examples?
2. offer vocabulary lists?
3. include the following Components in your course syllabi?
    i.   all course expectations
    j.   instructor contact information
    k.   description of office hours
    l.   policies on attendance
    m.   policies on assignments
    n.   policies on tests
    o.   policies on participation
    p.   links to relevant documents (if applicable)
4. use rubrics to detail assignment guidelines?
5. have detailed test instructions?
6. include links to handouts?
7. include closed captioning on videos?
8. provide the following information to your students?
    g.   policies regarding academic integrity
    h.   relevant examples of plagiarizing
    i.   relevant examples of cheating
    j.   consequences for plagiarizing
    k.   consequences for cheating
    l.   resources for avoiding academic dishonesty
9. distribute different versions of tests?
10. distribute different versions of quizzes?
11. After participating in the Advanced GACP, what are examples of how you increased your Cultural Responsiveness in your materials? [open-ended response]
12. If there is anything else you would like to add about Cultural Responsiveness in your materials after participating in the Advanced GACP, please do so here. [open-ended response]

SECTION 9: FACULTY INNOVATION CONFIGURATION MAP
The Innovation Configuration (IC) process develops a unique set of expected actions and behaviors to offer clear, specific, and shared descriptions that characterize culturally responsive teaching methods. The Innovation Configuration Map (IC Map) describes

clear and explicit behaviors that provide small, incremental steps for faculty to engage in and exhibit CI strategies in their teaching.

1. Which Faculty IC Map Component did you use to guide your Advanced GACP Project? (check all that apply)

   ☐ Component 1: Develops Intercultural Competence and/or Cultural Intelligence
   ☐ Component 2: Demonstrates Cultural Intelligence Interpersonally and Linguistically
   ☐ Component 3: Makes Expectations Explicit through Course Materials
   ☐ Component 4: Encourages Dynamic Engagement to Support Inclusive Environments

Please use this scale to rate the extent to which you agree with each statement about the IC Map.

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

The IC Map is a tool that
2. Was helpful in guiding you to exhibit Culturally Responsive behaviors.
3. You plan to use in the future.
4. Contained descriptions that were relevant to your work situation.
5. Contained descriptions that were realistically implemented within your work situation.
6. If there is anything else you would like to add about the IC Map after participating in the Advanced GACP, please do so here. [open-ended response]

SECTION 10: ADVANCED GACP PARTICIPATION

Please use this scale to rate the extent to which you agree with each statement about your participation in the Advanced GACP.

Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
(6)	(5)	(4)	(3)	(2)	(1)

The Advanced GACP allowed you to
1. Learn more about how to assist CLD students.
2. Increase your levels of CI.
3. Increase your levels of Cultural Openness.
4. Increase your levels of Cultural Awareness.
5. Increase your levels of Cultural Responsiveness.
6. Implement Cultural Responsiveness in your teaching.
7. Implement Cultural Responsiveness in your classroom.
8. Implement Cultural Responsiveness in your materials.
9. Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. [open-ended response]
10. Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. [open-ended response]
11. Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? [open-ended response]
12. If there is anything else you would like to add about your Advanced GACP project or experience after participating in the Advanced GACP, please do so here. [open-ended response]

DEMOGRAPHICS AND OTHER BACKGROUND QUESTIONS
What is your gender?
6. Male
7. Female
8. Non-binary/ third gender
9. Prefer not to say
10. Prefer to self-describe _____

Please select all that apply for your race/ethnicity
10. Asian
11. Biracial/Mixed
12. Black/African American
13. Latino/a/x/Hispanic
14. Middle Eastern
15. Native American
16. Pacific Islander
17. White/European
18. Other _____

What is your faculty rank?
11. Faculty Associate
12. Instructor
13. Lecturer

14. Senior Lecturer
15. Clinical Assistant Professor
16. Clinical Associate Professor
17. Assistant Professor
18. Associate Professor
19. Professor
20. Other

What is your age?

In what department do you teach? [open-ended response]

Thank you for completing this survey and for your participation in the Advanced GACP

APPENDIX J

OBSERVATIONAL SITE FIELDNOTES

Observational Site Fieldnotes

Obs # Date:	OBSERVATIONS	OBSERVER'S COMMENTS (OC)
Time:		

APPENDIX K

FOCUS GROUP PROTOCOL

Focus Group Protocol

I. Introduction

1. Welcome to the focus group discussion
2. Overview of Advanced GACP and Doctoral Research Project:
    a. The Advanced Global Advocacy Certificate Program (Advanced GACP) asks all participants to select a problem of practice within their workplaces as a point of focus for applying culturally responsive practices for professional improvement and student success, using Innovation Configuration (IC) Maps as guides
    b. As a reminder, I serve as ASU's Senior University International Educator. I provide training to faculty and staff on building inclusive environments for our culturally and linguistically diverse student population. Concurrently, I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at ASU. I am working under the direction of Dr. Audrey Beardsley, a faculty member in MLFTC. My research focuses on increasing Cultural Responsiveness among university faculty through cultural intelligence training. As a student in MLFTC's Doctor of Education (EdD) program, I am writing my dissertation about a mixed methods action research project. This project is facilitated through the Advanced GACP.
3. Ground rules: Today, I ask that you speak openly and honestly, using examples—whether positive or negative—to guide your responses. In the interest of time, the co-moderator and I might pause you to move to the next question.
4. This session will be recorded with audio only. If at any time you would like me to pause recording, let me know.
5. Provide summary of major findings from surveys, observations, and Advanced GACP Projects, visually through PowerPoint (Microsoft 365, 2021b) and audibly through speaking

II. Questions

1. Do I have these findings correct?
2. Has anything been missed in these findings?
3. Why do you think these results occurred as they did?
4. What more could be added to the Advanced GACP to assist faculty in demonstrating CI?
5. What should be adjusted in the IC Map to assist faculty in creating culturally responsive environments?

III. Thanks and Dismissal

APPENDIX L

QUALITATIVE CODING EXAMPLE

Qualitative Coding Example—Pre-Intervention Survey

Cycle 1 Code Book—Process Approach
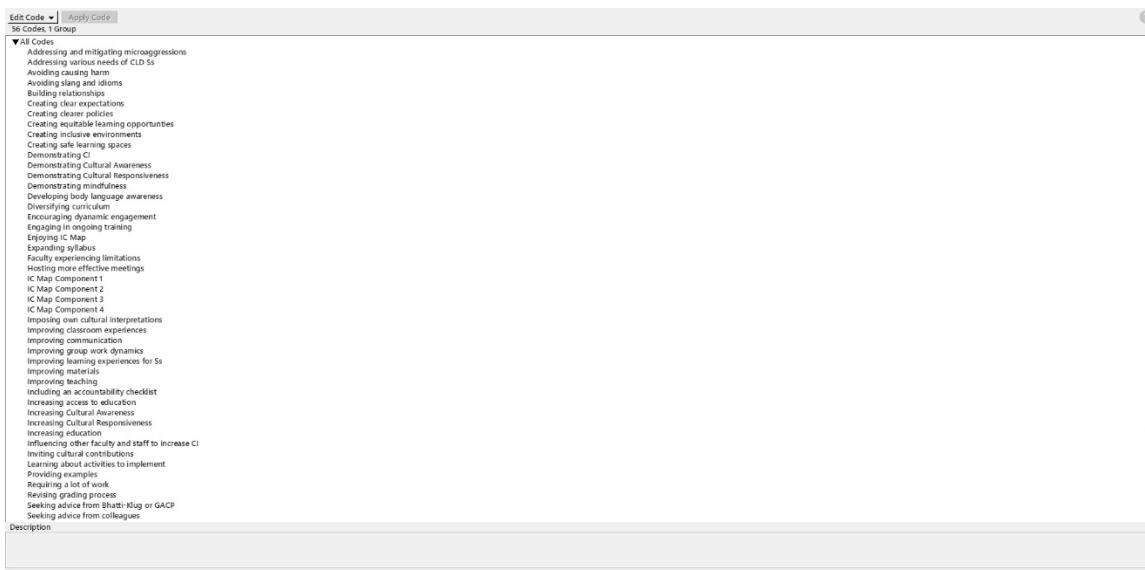
- Addressing and mitigating microaggressions
- Addressing various needs of CLD Ss
- Avoiding causing harm
- Avoiding slang and idioms
- Building relationships
- Creating clear expectations
- Creating clearer policies
- Creating equitable learning opportunities
- Creating inclusive environments
- Creating safe learning spaces
- Demonstrating CI
- Demonstrating Cultural Awareness
- Demonstrating Cultural Responsiveness
- Demonstrating mindfulness
- Developing body language awareness
- Diversifying curriculum
- Encouraging dynamic engagement

- Engaging in ongoing training
- Enjoying IC Map
- Expanding syllabus
- Faculty experiencing limitations
- Hosting more effective meetings
- Imposing own cultural interpretations
- Improving classroom experiences
- Improving communication
- Improving group work dynamics
- Improving learning experiences for Ss
- Improving materials
- Improving teaching
- Including an accountability checklist
- Increasing access to education
- Increasing Cultural Awareness
- Increasing Cultural Responsiveness
- Increasing education
- Influencing other faculty and staff to increase CI
- Inviting cultural contributions

- Learning about activities to implement
- Providing examples
- Requiring a lot of work
- Revising grading process
- Seeking advice from Bhatti-Klug or GACP
- Seeking advice from colleagues
- Seeking advice from internet and media
- Seeking advice from tutoring writing centers
- Ss experiencing limited English
- Ss not communicating needs
- Ss understanding language
- Supporting equitable policies and practices
- Supporting ss with academic integrity
- Understanding CLD Ss
- Understanding cross cultural communication
- Understanding different perspectives
- Using IC Map Component 1
- Using IC Map Component 2
- Using IC Map Component 3
- Using IC Map Component 4

Cycle 1 Focused Coding—Bar Graph
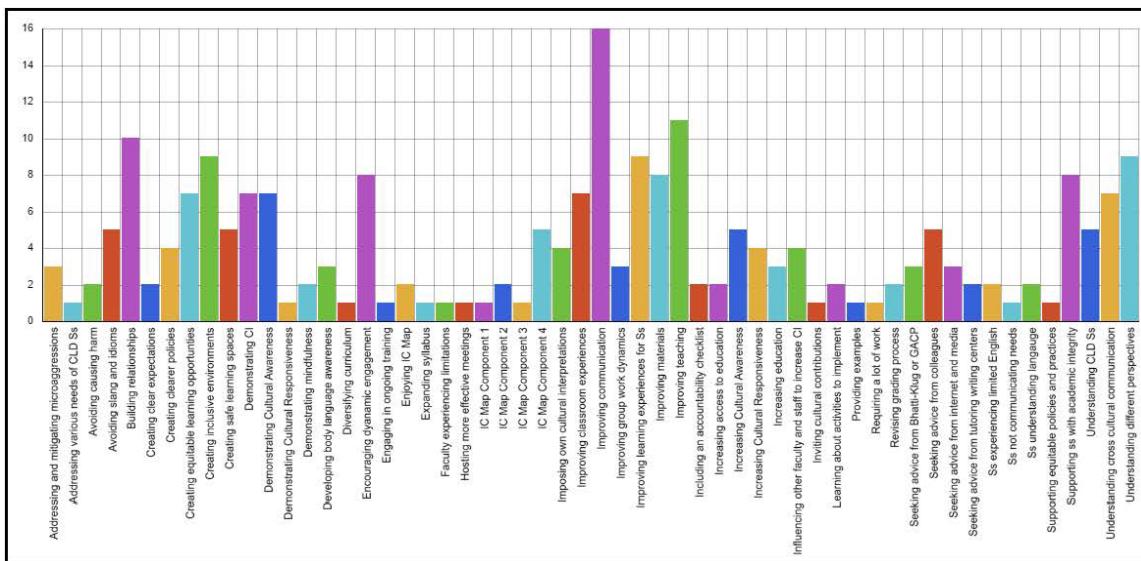
Cycle 2 Code Book—Thematic Approach

THEORETICAL CODING
   A. IMPROVING COMMUNICATION
         a. Faculty aim to avoid slang, jargon, and pronoun misgendering
         b. Faculty recognize the power of non-verbal cues in intentional inclusion or unintentional exclusion
         c. Faculty understand that better facilitation of communication and dialogue will allow people to understand cross-cultural dynamics
   B. IMPROVING TEACHING
         a. Faculty recognize that embracing diversity will allow them to have more inclusive environments
         b. Faculty see areas within material development to increase inclusion
         c. Faculty desire more tools for building interpersonal skills, such as addressing infractions during classroom engagement
   C. BUILDING RELATIONSHIPS
         a. Faculty see Cultural Awareness as impetus for building inclusive communities
         b. Faculty want to improve Cultural Awareness and Responsiveness to adapt to and address students' needs

Cycle 2 Focused Coding—Top 10

1. RENATA: "The biggest concern that I have is CLD students not speaking with me about their need for support. I do my best to be culturally aware about the needs of my students, but I feel that I might be imposing my own cultural interpretations that might not provide the necessary support."
2. PAULA: "Comfort in the classroom (expression); ability to follow along if English is not their first language."
3. ERIC: "The ability to make someone at ease and open up to you simply by noticing and changing your own body language is amazing. Making people comfortable allows them to be vulnerable and learning is an act that requires being vulnerable."
4. DAVE: "Having more meaningful conversations with diverse students about how they learn. Developing a deeper understanding of the unique needs of various cultural groups."
5. IRIS: "I believe that by being more culturally aware, I can better integrate a variety of materials, methods and mediums into my teaching, thus creating a more inclusive and inspired classroom space - for all students, not just CLD students. These materials, methods, and mediums can better reflect the diversity of students, but also the myriad of learning styles, strategies and supports needed."
6. PAULA: "I need to refine my classroom skills here. For example, I do not always invite students' cultural contributions because I do not want to "tokenize" a student. I am unsure how to invite this contribution naturally without making a student feel uncomfortable or asking a student to speak for an entire culture."
7. RENATA: "As a member of the faculty, I consider Cultural Openness to be of great importance in the relationship building that is carried out day in and day out with various constituencies. I am not just only teaching, but also engaging and building relationships with various individuals at all levels of the university system. In addition to the university ecology that faculty members reside in, research with the community also requires of us to continuously engage in self-reflection and make efforts to practice Cultural Openness."
8. JACK: "I think that Cultural Responsiveness builds up in us new ways of being in community. In enables us to treat one another the way we deserve, and in the process makes possible a more robust 'we' coming to be."
9. PAULA: "I also set the expectation that students are to respect each other and if they do not, they are not welcome in my class."
10. PEARL: "Design an environment and community that is driven by those who are in it to advance conversations around these ideas and share practices."

APPENDIX M

FACULTY ADVANCED GACP PROJECT REPORTS

Renata's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- ☐ COMPONENT 1: Developing Cultural Intelligence
- ☑ COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- ☐ COMPONENT 3: Creating Materials for Making Expectations Explicit
- ☐ COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I framed my problem of practice into a question: How can [department] peer mentors achieve empathy during interpersonal peer interactions without exhibiting at times a limited awareness of cultural and linguistic diversity. By consistently evaluating the "Self" as peer mentor by engaging in retrospective thinking of one's own cultural awareness and opennnes and updating one's own mentoring processes.

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

" WHY DO I LOOK FOR CULTURE?" INTERCULTURAL COMMUNICATION LECTURE
WEEK 6 LECTURE FOCUSED ON CULTURE, EMBODIED LISTENING, AND CULTURAL INTELLIGENCE IN CROSS-CULTURAL PEER MENTORING COMMUNITIES.
STATUS: COMPLETED OCTOBER 6, 2021.
" EXERCISING EMBODIED PEER MENTORING" INTERCULTURAL COMMUNICATION JOURNAL
[Course] UNDERGRADUATE PEER MENTORS WILL DEVELOP THEIR CULTURAL AWARENESS AND CULTURAL OPENNESS THROUGH THE PROCESS OF SELF-REFLEXIVITY IN THE FORM OF A WEEKLY JOURNAL WITH A START TIME OF ⅔ OF THE WAY IN THEIR FIRST SEMESTER FOR 5 WEEKS.
GOAL IS FOR THIS TO BECOME A PRACTICE FOR ALL PEER MENTORS (BOTH NEW AND ADVANCED)
STATUS: IN PROGRESS BEGAN OCTOBER 18, 2021
"LET'S KEEP DEVELOPING CULTURAL RESPONSIVENESS" FOCUS GROUP
OBJECTIVE IS TO GATHER INSIGHTS AND DEVELOP EACH SEMESTER A SET OF RESOURCES TO ASSIST IN INTERCULTURAL COMMUNICATION TRAINING OF INCOMING PEER MENTORS. THIS WOULD BE HELD WEEK 11 OF EACH SEMESTER.
STATUS: SCHEDULED FOR DECEMBER 1, 2021

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

I had an opportunity to complete the first part of three for the project. The "Why do I look for culture?" Intercultural Communication workshop was effective because using the foundations of positive communication in the lab, I discussed our views of culture, the meaning of rich points in our cultural interactions and how these "rich points" move us beyond "culture shock." These elements served as the foundations for cultural intelligence and how the three cultural capabilities show up in our intercultural peer mentoring relationships. Students were able to being to think about their selves as co-creators of culture with those they mentor and the value of engaging in self-reflection as a way to work towards being accomplices and not just allies of diversity.

Paula's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- [ ] COMPONENT 1: Developing Cultural Intelligence
- [ ] COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- [ ] COMPONENT 3: Creating Materials for Making Expectations Explicit
- [x] COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I want to more wholistically develop an inclusive teaching workshop for [department]

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

I have developed a schematic of how I would like the inclusive teaching workshop to flow and am currently in the [department] program "TrailBadgers" that I will be using to guide the development of badges for this workshop.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

We will see! This year's run-through was not as effective as I would have hoped, but I think it did give me a good idea of what I want to do/what I want to avoid in the future.

Pearl's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

☐ COMPONENT 1: Developing Cultural Intelligence

☑ COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically

☑ COMPONENT 3: Creating Materials for Making Expectations Explicit

☐ COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I want to get more faculty thinking more about the importance of deliberately forming a teaching philosophy, identity map, and diversity statement and then how to carry that forward into their work with students.

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

I'm crafting an identity map, teaching philosophy, and diversity statement to share in spaces where I have influence and/or teach as a way to model what can be done, to show that I value our unique and complex identities, and provide resources for anyone else to create this also.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

I have not done it yet but I think it will be effective in my own life to be deliberate about crafting and communicating these ideas.

Eric's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- [ ] COMPONENT 1: Developing Cultural Intelligence
- [ ] COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- [ ] COMPONENT 3: Creating Materials for Making Expectations Explicit
- [x] COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I wanted to make meetings with external stakeholders more productive through relationship building.

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

I have been paying more attention to the design that our team has for our meetings with external groups. I have had conversations with my project lead and they were receptive to making changes that can affect the overall feeling of a meeting. We have been sharing our agendas in advance and attempting to set ground rules for interactions.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

One of the limitations for the effectiveness of this project was that some behaviors were already established. Changing established behaviors with a group is challenging without all parties finding value in working on the change. Some of the participants in the meetings are slow to change their behaviors.

Maia's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- [ ] COMPONENT 1: Developing Cultural Intelligence
- [ ] COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- [ ] COMPONENT 3: Creating Materials for Making Expectations Explicit
- [x] COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I have chosen to focus on improving teamwork expectations within diverse teams I assign throughout the quarter

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

I have created a team contract for each of the three team projects in my course. I have also included a teamwork report (rather than an evaluation) in the same file. My goal is to explicitly require team communication and periodic evaluation of teamwork activities on the projects. I saw international students often being given lower teamwork evaluations because they were assigned a smaller part of the project. I want all teams to be responsible for the equal division of work from the start of the project. Based on the materials that fellow faculty in the GCAP projects shared with me, I was able to create a contract to fit my specific course and I have added team member roles specific to my class and each project.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

I will not be able to test the contract until the next year, but I expect it to address the issues that I have been seeing over the years, by explicitly requiring students to consider the specific work division points.

Thea's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- ☐ COMPONENT 1: Developing Cultural Intelligence
- ☐ COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- ☐ COMPONENT 3: Creating Materials for Making Expectations Explicit
- ☑ COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I am trying to figure out the ways to prevent and address microaggressions in online courses.

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

"Addresses microaggressions and biases and educates." I am trying to develop a best practices guide for how to prevent and address microaggressions in the online classroom.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

I am still working on developing it but I think that I have made progress. I recently learned about Compassionate Contracts and am reading Labor-Based Grading Contracts by Asao B. Inoue to help guide my work.

Dave's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- [ ] COMPONENT 1: Developing Cultural Intelligence
- [ ] COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- [x] COMPONENT 3: Creating Materials for Making Expectations Explicit
- [ ] COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

My goal was to make some much needed revisions to an activity that I developed a few years ago for use on my internship-based study abroad programs - the "Cultural Interpretations Team Activity" designed to help students learn more about their host cultures.

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

I substantively revised cultural integration learning materials for use on my internship-based study abroad programs.

Specifically, I made substantive enhancements to an activity I use on my internship-based study abroad programs (the "Cultural Interpretations Activity"). Specifically, I added:

* A set of learning objectives
* Some content and connections to the concept of cultural humility
* Some additional cultural categories for investigation
* Some refinements to the assignment instructions
* A set of discussion questions to be used in-class during the activity presentation debriefs.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

I think the revisions are going to work well when I facilitate the activity again during my [study abroad] program. The project is at the intersection of IC Map Component 3 (course materials revisions) as well as IC Map Component 4 (providing diverse ways for students to compose thoughts and contribute to conversations).

Jack's Advanced GACP Project Report

Select the IC Map Component(s) on which you focused for your Advanced GACP project:

- [ ] COMPONENT 1: Developing Cultural Intelligence
- [ ] COMPONENT 2: Demonstrating Cultural Intelligence Interpersonally and Linguistically
- [x] COMPONENT 3: Creating Materials for Making Expectations Explicit
- [ ] COMPONENT 4: Supporting Inclusive Environments

Explain your "Problem of Practice" you selected within your or work setting or situation that you sought to improve. (1-2 sentences) *

I am working to rethink and replace the language of "academic integrity" in ways that more accurately reflect the needs of diverse members of our learning communities.

Describe the culturally responsive practice you implemented, guided by your selected IC Map Component, that sought to address your Problem of Practice. This might be a behavioral change, materials created, and/or strategy developed. (2-5 sentences) *

I have begun to draft a new statement to replace the "academic integrity" statement. I plan to include this statement in future syllabi. My hope is that it will refocus our attention away form policing and enforcement and towards building real community.

Evaluate the effectiveness of your project: how well did you execute the culturally responsive practice in helping to solve/improve your Problem of Practice? (2-5 sentences) *

I am not yet in a position to evaluate effectiveness. I am taking my time on this project as I think the implications can be huge. However, I am please with how things are progressing.

APPENDIX N

FACULTY UNDERSTANDING AND APPLICATION OF CI

Faculty Understanding and Application of CI

Faculty	Cultural Openness (CO)	Cultural Awareness (CA)	Cultural Responsiveness (CR)
RENATA	"CO is an essential element to be working on. To say that we do not have biases, or that we rid ourselves of biases is a fallacy."	"In cultural interactions, the Other before us will be the mirror to our understanding of the CA within us."	"To increase my CR is to increase my actions to building relationships that grow from allyships to accomplice."
PAULA	"CO will make my class more welcoming, but also more inclusive."	"I still have a lot to learn about cultures…as I learn more, the better I can exhibit culturally responsive teaching. It is about building knowledge!"	"I want everyone to feel comfortable communicating with me, so I want to ensure that my communication promotes that comfort."
PEARL	"To see, value and support those whose cultural backgrounds and affiliations might be different from mine."	"To forge new ways of thinking, doing and being that recognizes our wonderfully diverse and unique identities in the work we do."	"To make the words into the actions. To take actual action to respond to what people need and support them."
ERIC	"We need to understand people and be open to their beliefs and cultures in order to help them learn."	"We have to understand who our students are to help them succeed."	"Making sure students feel respected and welcome is a key aspect of their feeling a sense of community."
MAIA	"It helps people interact better with others and bring down preconceived biases (implicit or explicit)."	"It helps see how we can easily tackle issues we see with CLD students by providing a little bit of help at the start. I got a chance to work on solving team issues where international	"We live in a highly diverse society, and CLD issues are present in every setting. I love how many of the participants showed that CR issues are present in their teams, departments,

Faculty	Cultural Openness (CO)	Cultural Awareness (CA)	Cultural Responsiveness (CR)
		students are often left out, and I also decided to create a vocabulary/topic list for my future international students. These are steps that will continue to be beneficial for many years to come."	etc. They also stepped up and spearheaded changes that will improve their surroundings. I think it was great to see that CR is not only beneficial for the CLD individuals, but also for every other individual who is a part of the group."
THEA	"Faculty may be experts in some areas…and being culturally open is necessary to being a successful learner which makes us better teachers."	"CA is [putting] openness into action. It's moving from just learning about culturally diverse practices and beliefs to demonstrating respect for them."	"CR is concrete ways that you demonstrate understanding and respect for culturally diverse practices."
DAVE	"CO is an important aspect of student success."	"Modeling CI behaviors/ characteristics helps make my programs more successful."	"Providing relevant learning materials helps make my programs more successful."
JACK	"We live in a diverse world and the failure to be conscientious and intentional in that world is unethical at best."	"CA opens up a pathway to mutual growth. Not increasing CA means allowing ourselves to remain literally self-centered."	"CR allows us to communicate with, not at, others."

APPENDIX O

INSTITUTIONAL REVIEW BOARD APPROVAL

ASU Knowledge Enterprise
Development

EXEMPTION GRANTED

Audrey Beardsley
Division of Educational Leadership and Innovation - West Campus
-
audrey.beardsley@asu.edu

Dear Audrey Beardsley:

On 1/21/2022 the ASU IRB reviewed the following protocol:

Type of Review:	Modification / Update
Title:	Increasing Intercultural Competence Among University Faculty Through Cultural Intelligence Training
Investigator:	Audrey Beardsley
IRB ID:	STUDY00013533
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Bhatti-Klug IRB Protocol modified 1-20-22.docx, Category: IRB Protocol;

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (1) Educational settings, (2) Tests, surveys, interviews, or observation on 1/21/2022.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

If any changes are made to the study, the IRB must be notified at research.integrity@asu.edu to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

REMINDER - - Effective January 12, 2022, in-person interactions with human subjects require adherence to all current policies for ASU faculty, staff, students and visitors. Up-to-date information regarding ASU's COVID-19 Management Strategy can be found here. IRB approval is related to the research activity involving human subjects, all other protocols related to COVID-19 management including face coverings, health checks, facility access, etc. are governed by current ASU policy.

Sincerely,

IRB Administrator

cc: Renee Bhatti-Klug

BIOGRAPHICAL SKETCH

Renee Ronika Bhatti-Klug [Ruh-nay Rah-nih-kah Ba-HA-tee Kloog] (she/her) is an innovative educational leader and researcher committed to the topics of developing Cultural Intelligence (CI), building people-centered curricula, and fostering inclusive environments. She earned a bachelor's degree in English with minors in communication and theology from Biola University (1998) and a Master of Fine Arts degree in Creative Writing (fiction) from Southampton College of Long Island University (now Stony Brook Southampton, 2002). As a leader, Renee seeks to model the values of curiosity, empathy, and compassion, all through action-oriented and data-driven decision making. She has been educating students and training leaders from over 100 nations for twenty years, first as an English faculty member and now as a Diversity, Equity, and Inclusion (DEI) facilitator. As Arizona State University's (ASU) first Senior University International Educator, she provides CI training to ASU faculty and staff through strategic programming and departmental support, notably via the Global Advocacy Certificate Program. In 2020, Renee founded Culturally Intelligent Training & Consulting, a DEI firm that guides individuals in implementing culturally responsive behaviors organizationally through a CI framework that she reconceptualized and tested through her doctoral research project. Renee is a certified advanced Enneagram teacher who has lived in England and France, backpacked Europe, kayaked in Fiji, and trained teachers in Madagascar. During her academic teaching career, Renee received awards acknowledging her strengths as an inclusive educator. For her service to DEI-related efforts, she was named a 2019 CCI Catalyst Award nominee, through ASU's Committee for Campus Inclusion, and a 2020 and 2021 Badass Woman at ASU, through the Womyn's Coalition. In 2021, for her dissertation project, Renee was selected to participate as a scholar of color in the American Educational Research Association (AERA) Division K Graduate Student Virtual Pre-Conference Seminar. She lives with her husband, a pianist and composer, Gregory, and their three loquacious children—Ariel (12), Eva (11), and Judah (7)—in her hometown of Phoenix, Arizona, where she has discovered green grass and true community.