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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

STAFF CONCEPTUALIZATION OF AND ENGAGEMENT WITH DIVERSITY AND INCLUSION IN COLLEGIATE RECREATION: A MULTILEVEL EXPLORATION

A Dissertation Submitted in Partial Fulfillment
of the Requirements of the Degree of
Doctor of Philosophy

Erin Michelle Patchett

College of Health and Human Sciences
School of Sport and Exercise Science
Sport Administration

December 2019

This Dissertation by: Erin Michelle Patchett

Entitled: *Staff Conceptualization of and Engagement with Diversity and Inclusion in Collegiate Recreation: A Multilevel Exploration*

has been approved as meeting the requirement for the Degree of Doctor of Philosophy in College of Health and Human Sciences in School of Sport and Exercise Science, Program of Sport Administration

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ABSTRACT

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The purpose of this study was to examine how collegiate recreation professionals conceptualize and engage in diversity and inclusion efforts in their roles as well as what are the influences and perceived outcomes of that engagement. Informed by constructivist and critical paradigms, an instrumental case study design was utilized to collect data from one collegiate recreation organization. Data sources included interviews with 13 collegiate recreation professionals, observations, writing activities, document analysis, and a researcher journal. Thematic analysis was utilized to examine the data.

Four main themes were identified: (a) complex layers of diversity and inclusion, (b) layers of influences, (c) layers of outcomes, and (d) layers of learning. The complex layers of diversity and inclusion theme illustrates how collegiate recreation professionals understood the concepts of diversity and inclusion distinctly but also in connection to each other. This theme also captured participants' efforts related to those concepts. The subthemes included diversity is identity, diversity is difference, inclusion is a feeling, inclusion is action, and the work is never done.

The layers of influence theme reflect how the participants articulated multiple sources of influence regarding their engagement in diversity and inclusion efforts. Some influences related to their professional lives, but many influences were personal in nature. The subthemes were personal identities and experiences, campus community members,

and the collegiate recreation field. The layers of outcomes theme illuminated the perceptions of the study participants in relation to the results of their diversity and inclusion efforts. The subthemes included outcomes for recreation users, outcomes for the department, and outcomes shared by both. Finally, the layers of learning theme demonstrated how learning was an integral component of diversity and inclusion efforts. As such, this final theme connected back into the prior three themes as noted by the subthemes of learning is a personal action, learning is an influence, and learning is an outcome.

The findings offered guidance for how collegiate recreation professionals could begin or enhance their own engagement in diversity and inclusion efforts as well as illustrated how efforts could occur within numerous levels of a collegiate recreation organization.

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TABLE OF CONTENTS

CHAPTER I. INTRODUCTION 1

Background 1
Statement of Problem 9
Statement of Purpose 10
Delimitations and Limitations 12
Definition of Terms 13
Overview 16

CHAPTER II. REVIEW OF THE LITERATURE 17

Understanding Diversity and Inclusion 17
Collegiate Recreation Overview 18
Diversity and Inclusion Research in Collegiate Recreation 23
Diversity Management Theory in Sport 27
Critical Theory 47
Theoretical Frameworks 54
Summary 57

CHAPTER III. METHODOLOGY 60

Paradigmatic Perspectives 60
Case Study Methodology 63
Data Analysis 74
Trustworthiness 77
Summary 87

CHAPTER IV. FINDINGS 89

Complex Layers of Diversity and Inclusion 91
Layers of Influence 108
Layers of Outcomes 115
Layers of Learning 120
Connections to Theoretical Frameworks 125
Summary 131

CHAPTER V. DISCUSSION AND CONCLUSIONS 132

Discussion 133
Recommendations for Practice 141
Recommendations for Future Research 147
Summary 149

REFERENCES 151

APPENDIX A. NATIONAL INTRAMURAL AND RECREATIONAL SPORTS ASSOCIATION PROFESSIONAL COMPETENCIES CONNECTED TO EQUITY, DIVERSITY, AND INCLUSION 172

APPENDIX B. COPYRIGHT PERMISSION 175

APPENDIX C. INSTITUTIONAL REVIEW BOARD APPROVAL 177

APPENDIX D. SITE RECRUITMENT 179

APPENDIX E. STUDY PARTICIPATION FORM 181

APPENDIX F. SOCIAL IDENTITY WHEEL 186

APPENDIX G. INTERVIEW GUIDE 188

APPENDIX H. FIELD NOTES TEMPLATE 190

APPENDIX I. INFORMED CONSENT FORM 192

LIST OF TABLES

1. Facilities Managed by at Least Half of all Collegiate Recreation Departments 19

2. Programs or Services Managed by at Least Half of all Collegiate Recreation Departments 20

3. A Sample of Literature on the Constraints to Collegiate Recreation Participation 25

4. Examples of Inclusive Behavior 41

5. Examples of Inclusive Leader Behaviors 42

6. Examples of Inclusive Organizational Behaviors 43

7. Additional Doherty et al. (2010) Findings 54

8. All Reported Demographics of Interview Participants in Aggregate 68

9. Select Demographics of Interview Participants 69

10. Thematic Analysis Process 76

11. Themes and Subthemes 91

12. Data Within Four Levels of the Multilevel Inclusion Framework 127

13. Data on the Societal Level of the Multilevel Inclusion Framework 128

14. Data on the Individual Level of the Multilevel Inclusion Framework 129

15. Connections Between the Integrated Framework for Cultures of Diversity and the Data 130

LIST OF FIGURES

1. Corresponding concepts from the multilevel model for change and multilevel inclusion framework 45

2. Integrated framework for culture of diversity........ 52

3. Thematic map of inductive findings 90

CHAPTER I

INTRODUCTION

Background

A variety of definitions of sport management exist which help define the scope of this industry. For example, Chelladurai (1985) defined sport management as the management of "organizations whose major domain of operation is sport and physical activity" (p. 4). Pitts and Stotlar (2007) added more detail in their definition which stated, "the study and practices of all people, activities, business, and organizations involved in producing, facilitating, promoting, or organizing any product that is sport, fitness, and recreation related" (p. 4). Others have noted how sport management can be both a career area and an academic content area (Baker & Esherick, 2013). Chelladurai (2014) suggested the word *sport* in sport management is meant to be inclusive of the various forms sport can take. While a major focus of sport management in the United States (U.S.) is that of intercollegiate, semiprofessional, and professional sport, other forms of sport fall within the sport management field (Chelladurai, 2014) such as "youth and adult, play and work, amateur and professional, for-profit and nonprofit, community and international, recreational and performance oriented, and public and private" (Baker & Esherick, 2013, p. 4).

Sport management, no matter the setting, typically attends to three groups of stakeholders: (a) clients, (b) paid employees, and (c) volunteers (Chelladurai, 2014). Clients may include people who actively participate in a sport or physical activity or are

spectators of sport or physical activity. These participants are typically motivated by one or more of the following goals: (a) pleasure, (b) skill, (c) excellence, or (d) health and fitness (Chelladurai, 2014). Paid employees and volunteers are the people who help an organization offer the sport-related product or service. These employees, or sport managers, utilize skills such as "planning, organizing, directing, controlling, budgeting, leading, and evaluating" in order to serve their organization's clients (DeSensi, Kelley, Blanton, & Beitel, 1990, p. 33).

Collegiate Recreation

One of the niche areas of sport management is that of collegiate recreation (CR), a higher education service which includes sport, fitness, leisure, and wellbeing activities (Chelladurai, 2014; Lindsey, 2012; Masteralexis, Barr, & Hums, 2015; Zhang, DeMichele, & Connaughton, 2004). These activities can be informal, formal, competitive, or recreational (Lindsey, 2012; Zhang et al., 2004). The majority of CR organizations offer programs such as intramural sports, group exercise, sport clubs, and outdoor adventures and services such as locker rentals, memberships, special events, and gear rental (NIRSA, 2016). Another significant component of a CR department are the physical facilities used to host these programs and services such as recreation centers, challenge courses, and sport fields (National Intramural and Recreational Sports Association [NIRSA], 2016). These programs, services, and facilities are managed by collegiate recreation professionals (CRPs) who frequently have a bachelor's degree, prior work experience, and potentially a master's degree (NIRSA, 2008). Most CRPs are educated and trained in disciplines such as sport management, recreation management, exercise science, exercise physiology, student affairs, higher education, or business

(NIRSA, 2008). Finally, within most CR departments, the CRPs are responsible for management tasks such as planning, organizing, leading, and evaluating (Masteralexis et al., 2015).

Scholars have identified numerous benefits of CR involvement for both student participants and student employees of CR organizations. Social outcomes of participation include feeling a sense of belonging (Lindsey, 2012) and developing respect for others (Forrester, 2015). Wellness-related benefits also exist such as reduced stress (Hoang, Cardinal, & Newhart, 2016) and increased self-esteem (Fontaine, 2000). Finally, the educational benefits of participating in CR include time management, retention (Forrester, 2015), and better grade point averages (Danbert, Pivarnik, McNeil, & Washington, 2014). Benefits for employees include accruing job experiences related to academic majors such as exercise science, marketing, sport management, or human resources; the flexibility offered by an on-campus employer; and the opportunity to gain leadership skills (Daprano, Coyle, & Titlebaum, 2005). Higher grade point averages (Hackett, 2007), greater retention rates (Kampf & Teske, 2013), and improvements to interpersonal, communication, and collaboration skills (Hall, 2013) correlate with student employment. While these benefits exist, there is uncertainty regarding whether or not *all* people can fully access CR services and the associated benefits.

Discrimination in Sport and Recreation

Sport and recreation do not "operate in a vacuum" (Carpenter, 2016, p. 113). Therefore, they lack immunity from the issues present in society such as that of discrimination (Theriault, 2017). Sage (1993) offered how sport and recreation are "socially constructed within the culture in which they exist, and any adequate account of

them must be grounded in an understanding of power, privilege, and dominance within society" (p. 153). The presence of discrimination both within society and within the CR field does not assuage CRPs from their "moral, fiscal, and legal" obligations to address these issues and ensure equitable and inclusive access for diverse recreation participants (Theriault, 2017, p. 122).

Scholars have supported the idea that CR is not currently meeting the needs of diverse individuals whether that be in recreational facilities, programs, or employment opportunities. For example, Carter-Francique (2011) found harmful race and gender dynamics within CR facilities led to lower participation rates for Black women. Other facility-based examples include experiences of race-based microaggressions (Smith, Allen, & Danley, 2007) and adverse treatment of lesbian, gay, bisexual, transgender, or queer (LGBTQ) participants in recreation centers (Daly, Foster, Keen, & Patchett, 2015). In terms of programming, scholars have found economic and socialization barriers to women's participation in outdoor programs as well as barriers related to discriminatory experiences for students of color (Schwartz & Corkery, 2011). Within CR club sport teams, gay and lesbian athletes have experienced differing levels of homophobia (Anderson & Mowatt, 2013). Finally, regarding student employment, Griffith, Walker, and Collins (2011) found lower perceptions of group cohesion for employees who identified as racial minorities. These studies represent a few examples of how people with marginalized social identities are not always accessing the available benefits of CR. This, in turn, calls into question whether the CR field is fully achieving the competencies and values set by numerous associations which guide the recreation and sport field.

Association-Level Guidance on Diversity and Inclusion

One such guiding association for recreation and sport management is the Commission on Sport Management Accreditation (COSMA). As previously noted, many CRPs graduate from undergraduate or graduate programs in sport management or sport administration (NIRSA, 2008). Commission on Sport Management Accreditation (2016), which is the accrediting body for sport management education, notes "excellence in sport management education includes diversity" (p. 67). In order to receive accreditation for their academic programs, institutions of higher education must show what type of curricular and co-curricular experiences they offer to college students in order to expand students' understanding of diversity in sport. Accredited programs must also list all diversity-focused activities they offer (COSMA, 2016). Another association connected to sport management is the North American Society for Sport Management (NASSM). One of the nine goals listed in their current strategic plan states that "NASSM should be a diverse and inclusive academic society – one in which all persons can thrive, irrespective of their individual differences" (NASSM, 2017, p. 5). The action items designated to reach this strategic goal include collecting data on the climate of the association, public declaration of their commitment to diversity and inclusion, and seeking feedback from under-represented groups (NASSM, 2017).

One final example of an association steering diversity and inclusion efforts is that of the National Intramural and Recreational Sports Association (NIRSA). In 2009, NIRSA released eight professional competencies to advance the education and development of recreation administrators (Professional Competencies for Leaders in Collegiate Recreation, 2009). NIRSA included equity, diversity, and inclusion (EDI) in

three of the eight competency areas: programming, philosophy and theory, and personal and professional qualities. See Appendix A for the 26 competency statements which include EDI.

In 2012, the organization announced six strategic values (NIRSA's Strategic Values, n.d.). In choosing EDI as one of the new values, NIRSA stated:

> Students and employees are becoming more diverse on a broad range of dimensions including gender, sex, sexual orientation, language, age, ability status, national origin, religion, socio-economic status, as well as race, ethnicity, and heritage. Those who manage programs and services, as well as those who help to develop the talents of students and the workforce, need to be prepared to address the environmental factors that influence performance and affect overall wellbeing. (para. 2)

NIRSA has also promoted EDI by listing it as a formal research priority on the association's research agenda and by awarding grant funding (Research Agenda, n.d.; The NIRSA Research Grant Program, n.d.). Since 2013, the research grant program has funded six projects connected to EDI. Finally, NIRSA's most recent effort was the creation and publication of a comprehensive resource book on EDI to guide CRPs and organizations (Motch-Ellis, 2019). With evidence of adverse and sometimes discriminatory experiences for CR participants and staff as well as a variety of associations articulating its importance, it is essential for sport managers who oversee CR facilities, programs, and services to have a firm set of competencies related to diversity and inclusion (Anderson, Knee, Ramos, & Quash, 2018).

Research on Diversity and Inclusion

While many understandings exist and the words are often interchanged, the concepts of diversity and inclusion are distinct (Cunningham, 2015a). Diversity encompasses the differences related to social identity groups such as ability, age, class,

ethnicity, gender, gender identity, nationality, race, religion, sexuality, and more (Bell, 2016). Inclusion is “the degree to which individuals feel safe, trusted, accepted, respected, supported, valued, fulfilled, engaged, and authentic” (Ferdman et al., 2009, p. 6 as cited in Ferdman, 2014). Even though these terms are discreet, there is a growing body of scholarship stating that diversity and inclusion efforts should be undertaken together within an organization (Shore, Cleveland, & Sanchez, 2018). Simply striving for diversity among stakeholders, such as participants and employees, does not automatically ensure people are treated equitably and experience an inclusive culture (Shore et al., 2018).

Limited research is available regarding the role of CR employees in the creation of diverse and inclusive CR cultures. One example is Kaltenbaugh, Parsons, Brubaker, Bonadio, and Locust’s (2017) exploration of barriers to CRPs offering diversity and inclusion training. The results indicated lack of time, staff, and expertise as the most considerable barriers to engaging in diversity and inclusion trainings and initiatives. Participants offered a few strategies which assisted their diversity and inclusion training efforts such as having a unit-wide strategic plan, learning outcomes for diversity and inclusion training, and embedding diversity and inclusion concepts into already existing trainings on customer service and student development. Prior research on this topic found most CRPs did not believe diversity and inclusion trainings were a priority for their department, and only 44% of respondents indicated they were currently offering that style of training (Kaltenbaugh, Parsons, Brubaker, Bonadio, & Locust, 2014). In their study about LGBTQ inclusion efforts in the aquatic setting, Anderson et al. (2018) found a similar barrier in that aquatic managers indicated feeling a lack of knowledge or

competency related to addressing LGBTQ-specific needs. Other identified barriers included staff viewpoints that LGBTQ-specific inclusive policies and programs were unneeded and an equality-versus-equity viewpoint held by the organization.

In addition to the diversity and inclusion research which has examined the individual perspective, there is also a line of study examining this topic from the organizational perspective. Diversity management scholars have studied how the presence of diversity in an organization can result in benefits to that organization (Mor Barak et al., 2016). Examples of these benefits include higher profits (Herring, 2009), increases in employee commitment, well-being, satisfaction (Findler, Wind, & Mor Barak, 2007), and innovation (Shore et al., 2018). Benefits of diversity have also been found in studies situated in a sport management setting including greater athletic success and creativity (Cunningham, 2011a, 2011b).

With evidence that clients and participants with marginalized identities have inequitable experiences within CR and the knowledge that CRPs play an essential role in the leadership and management of CR departments (Chelladurai, 2014), an increased understanding is needed regarding how CRPs are engaging in diversity and inclusion efforts. Employee engagement is defined as the thoughts, feelings, and actions associated with performing one's position (Saks, 2006). While some research has uncovered barriers to that engagement (Anderson et al., 2018; Kaltenbaugh et al., 2017), little research exists on the facilitators of employee engagement in diversity and inclusion. Better comprehension of this topic may offer evidence-based guidance on an issue widely considered as important to the field of CR as well as within the overarching industry of sport management (COSMA, 2016; Motch-Ellis, 2019; NASSM, 2017; NIRSA's

Strategic Values, n.d.). Improved understanding is also vital given existing sport management research which has highlighted the ability of sport managers to utilize supervision, policies, leadership, training, and other management skills in order to impact their organizations' diversity and inclusion culture (Cunningham, 2011b).

Using an instrumental case study design (Stake, 1995), data from interviews, observations, and document analysis provided insight into the research questions: (a) how do CRPs conceptualize diversity and inclusion; (b) how do CRPs engage in diversity and inclusion in their roles; (c) what factors influence CRPs' engagement in diversity and inclusion efforts; and (d) what are the perceived outcomes of CRPs' engagement in diversity and inclusion?

Statement of Problem

Numerous guiding associations have articulated the importance of diversity and inclusion in sport and recreation (COSMA, 2016; NASSM, 2017; NIRSA's Strategic Values, n.d.). Via their missions and strategic plans, individual CR organizations have also expressed the significance of serving their diverse university community (Kaltenbaugh et al., 2017). Finally, research shows numerous benefits for organizations when a focus is placed on diversity and inclusion (Mor Barak et al., 2016).

Despite these espoused goals and benefits, the participants (or clients) of CR facilities, programs, and services have still been shown to have adverse or inequitable experiences (Carter-Francique, 2011; Daly et al., 2015; Griffith et al., 2011; Schwartz & Corkery, 2011; Smith et al., 2007). While there is guidance in the overarching sport management literature, there is a lack of CR-specific research to direct CRPs on how they can improve and utilize their management skills, such as planning and leading, in order to

remedy this problem and ensure that all participants can access to CR services (DeSensi, Kelley, Blanton, & Beitel, 1990).

Statement of Purpose

To achieve the goal of offering diverse and inclusive CR programs, facilities, and services to *all* members of a collegiate community, one potential area for further investigation is the role of the CRP in this goal. CRPs are often responsible for the participant and employee experience due to their management responsibilities. These responsibilities can include oversight of staff hiring and training, supervision, programming, facility operations, budgeting, and more (Zhang et al., 2004). Collegiate recreation professionals are often people in positions with the autonomy to either make or provide significant input into departmental decisions. Employee support is a vital aspect of creating inclusive environments (Melton, 2012), and CRPs are a central aspect of the management of a CR department. Therefore, additional understanding of how they are influenced to engage in diversity and inclusion efforts may provide valuable insights for a CR unit seeking to improve the experiences of various stakeholders, including clients and staff, with marginalized identities.

To date, research on diversity and inclusion in CR is scarce. This lack of research persists despite the various recent efforts by NIRSA to support EDI efforts (Motch-Ellis, 2019; NIRSA's Strategic Values, n.d.; Professional Competencies for Leaders in Collegiate Recreation, 2009; Research Agenda, n.d.). Further, the association's historical roots include a close connection to EDI as NIRSA was founded in 1950 by intramural directors from numerous Historically Black Colleges and Universities (NIRSA History, n.d.). While the message from the governing association may clearly indicate CRPs need

to have competencies around EDI, there is little CR-specific research to guide professionals.

The purpose of this study was to explore how CRPs conceptualize and engage in diversity and inclusion in their roles, what factors influenced that engagement, and what the perceived outcomes were of their engagement. An expanded understanding of this topic could assist CR scholars, educators, and leaders to prepare current and future CRPs to be competent with regards to applying diversity and inclusion concepts to their planning, organizing, leading, and evaluating responsibilities (Masteralexis et al., 2015). Increased cognizance among CRPs might result in better experiences for participants with marginalized identities. Without additional guidance, CRPs might contribute, unintentionally or not, to the perpetuation of bias, discrimination, and oppression already identified in the literature (Theriault, 2017).

Collegiate recreation and sport management literature informed the creation of four research questions for this study. Two frameworks from those bodies of literature also guided the creation of the research questions and informed data collection and analysis. The Multilevel Inclusion Framework (MIF) offers a blueprint for examining several aspects of an organization that can inform whether or not an inclusive culture exists (Ferdman, 2014). The MIF has six levels that detail how, and to what degree, inclusion is experienced: individual, interpersonal, group, leader, organization, and society. The Integrated Framework for a Culture of Diversity (IFCD) was the second framework that guided this study (Doherty, Fink, Inglis, & Pastore, 2010). The IFCD provides a model for understanding and analyzing the individual and group level forces

which either work against or in support of the status quo in an organization. Informed by these two frameworks, the research questions for this study included:

Q1 How do collegiate recreation professionals conceptualize diversity and inclusion?

Q2 How do collegiate recreation professionals engage in diversity and inclusion in their roles?

Q3 What factors influence collegiate recreation professionals' engagement in diversity and inclusion efforts?

Q4 What are the perceived outcomes of collegiate recreation professionals' engagement in diversity and inclusion?

Delimitations and Limitations

The following delimitations set boundaries for this study. First, the scope of the study included an examination of professionals in the CR field. Recreation occurs in numerous settings; however, it is the context of CR that was the strict focus of this exploration. A second delimitation was the use of criteria to select the case. In many case studies, purposeful selection of a case is made to ensure the greatest chance for learning from the case (Edwards & Skinner, 2009). As a result, specific criteria were established to create a frame for selecting the case. Chapter Three includes a discussion of these criteria.

The following constraints limit this study. First, the use of a single case design was a limitation. Although a single case permits a more in-depth analysis, when sufficient resources are available, a multiple case design may be preferred (Merriam & Tisdell, 2015; Yin, 2014). A second limitation was the sole use of professional employees as participants in the study. Part-time, student employees also play an essential role in the operation of a CR department (Daprano et al., 2005; Kellison & James, 2011; NIRSA, 2016). Finally, the risk of researcher bias (Yin, 2014) and concerns about transferability

(Edwards & Skinner, 2009) are sometimes attributed to case study research. Chapter Three includes a discussion on trustworthiness and various strategies for addressing those concerns.

Definition of Terms

This study incorporates the following terms which are defined to avoid misinterpretations.

Collegiate recreation. A higher educational service which includes formal and informal physical and wellbeing activities (Lindsey, 2012).

Case study. A research design which provides in-depth insight via analysis of a bounded system; this insight then informs policies and practices (Merriam, 1998). The focus of a case study is “particularization, not generalization” (Stake, 1995 p. 8). The investigation occurs in a “real-world context” (Yin, 2014, p. 16).

Diversity. The differences related to social identity groups such as ability, age, class, ethnicity, gender, gender identity, nationality, race, religion, sexuality, and more (Bell, 2016).

Dominant identities. Social groups which receive advantages, resources, and access due to being a part of that identity group; they are viewed as normal and superior as compared to those with marginalized identities (see below); a few examples of social identity groups which are dominant in society include cisgender men, white people, able-bodied people, and heterosexual people (Bell, 2016).

Employee engagement. “A distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual role performance. Furthermore, engagement is distinguishable from several related

constructs, most notably organizational commitment, organizational citizenship behavior, and job involvement" (Saks, 2006, p. 602).

Equity. The "belief and practice of fair and just treatment for individuals and organizations" which entails "fair and equitable allocation of resources and opportunities" so that "opportunities, resources, and power become equally accessible to all" (Kent & Robertson, 1995, p. 4).

Inclusion. "Strategies and practices that promote meaningful social and academic interactions among persons and groups who differ in their experiences, their views, and their traits" (Tienda, 2013, p. 467); "the degree to which individuals feel safe, trusted, accepted, respected, supported, valued, fulfilled, engaged, and authentic" (Ferdman, Barrera, Allen, & Vuong, 2009, p. 6 as cited in Ferdman, 2014).

Instrumental case study. In an instrumental case study design, a researcher uses the case to understand an issue, topic, or phenomenon (Stake, 1995). The case, itself, is only of interest in that it can be a tool to understand the issue (Stake, 1995).

Intersectionality. A concept that recognizes how different forms of oppression (e.g., racism, sexism, ableism) interact and reinforce each other (Bell, 2016). Intersectionality seeks "to encompass various aspects of oppression or subordination, as well as the mutual influences and commonalities of different forms of discrimination" (Hanappi-Egger, 2012, p. 19).

Marginalized identities: Social groups which are seen as less than or abnormal in society and are disadvantaged in terms of resources and access as compared to those with dominant identities; a few examples include women, transgender

people, people of color, people with disabilities, and gay, lesbian, and bisexual people (Bell, 2016).

Methodology. An approach to inquiry that informs which methods are utilized to answer a research question (Schwandt, 2007).

Methods. Specific procedures used to gather and analyze research data (Crotty, 1998).

NIRSA—Leaders in collegiate recreation. NIRSA is a professional association which provides support to the collegiate recreation field. The mission states "NIRSA is a leader in higher education and the advocate for the advancement of recreation, sport, and wellness by providing educational and developmental opportunities, generating and sharing knowledge, and promoting networking and growth for our members." (Leading the Way in Collegiate Recreation, n.d.).

Oppression. "The interlocking forces that create and sustain injustice" (Bell, 2016, p. 5); "social groups are sorted into a hierarchy that confers advantages, status, resources, access, and privilege that are denied or rationed to those lower in the hierarchy" (Bell, p. 9).

Privilege. The benefits available "based on social group membership;" these benefits "are available to some people and not others, and sometimes at the expense of others" (Bell, 2016, p. 110).

Social justice. "Social justice is both a goal and a process" (Bell, 2016, p. 1). The goal of "full and equitable participation of people from all social identity groups" is achieved via processes which are "democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency" (Bell, p. 1).

Overview

This dissertation is organized as follows. Chapter One is the introduction to the study including the statement of the problem, purpose of the study, research questions, delimitations and limitations, and definitions of relevant terms. Chapter Two is a review of the literature on (a) the scope and benefits of CR, (b) diversity and inclusion research in the CR field, and (c) diversity and inclusion-focused theoretical models. Chapter Three provides a comprehensive summary of the study design including paradigm, methodology, methods, analysis, trustworthiness, and researcher perspective. Chapter Four reveals the findings including the four major themes and their subthemes. Finally, Chapter Five offers a discussion of the study's findings as well as recommendations for practice and future research.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to explore how collegiate recreation professionals (CRPs) conceptualize and engage in diversity and inclusion in their roles, what factors influence that engagement, and what are the perceived outcomes of the engagement. This chapter contains a review of the literature for three areas of research which provide context for understanding this study. The first section is a brief discussion of the concepts of diversity and inclusion. The second section of the literature review is a synopsis of the scope of the collegiate recreation (CR) field and the benefits related to participation in it. The third section is a summary of current research regarding topics of diversity and inclusion in CR. The fourth and final section is a historical overview of diversity and inclusion-related theoretical models used in sport management research and an in-depth review of the two which informed aspects of this study.

Understanding Diversity and Inclusion

Before examining the literature on diversity and inclusion in CR and sport, it is essential to have an understanding of the two terms. As noted in Chapter One, many constructions of diversity and inclusion exist, and these concepts are often used interchangeably despite having separate, yet connected, meanings (Cunningham, 2015a). Diversity is “the representation of multiple identity groups and their cultures” (Ferdman, 2014, p. 3), whereas, inclusion is concerned more with how those differences are engaged. More precisely, inclusion is “the degree to which individuals feel safe, trusted,

accepted, respected, supported, valued, fulfilled, engaged, and authentic" given their multiple identities (Ferdman et al., 2009, p. 6 as cited in Ferdman, 2014). Inclusion is an important construct because people who experience a feeling of inclusion can contribute to various aspects of their lives more fully (Roberson, 2006).

While the terms are connected, researchers have cautioned those assuming that the presence of one, such as diversity, leads to the presence of the other, such as inclusion (Shore et al., 2018). This is an area which requires further examination as the relationship between diversity and inclusion is not conclusively understood (Ferdman, 2014; Shore et al., 2011). Nonetheless, contemporary research is now suggesting examinations of diversity must occur alongside inclusion in order to conclusively establish best practices (Ferdman; Pless & Maak, 2004).

Collegiate Recreation Overview

Depending on the size and scope of the unit, a CR department may include numerous types of facilities, programs, and services designed to serve a campus community's health and wellness needs (Lindsey, 2012). In terms of facilities, almost half (42%) of CR departments operate their facilities autonomously while the rest share their recreation facilities with another department such as athletics or academics (NIRSA, 2016). The median number of indoor facilities operated by a CR unit is one, and 120,000 square feet is the median amount of indoor space managed (NIRSA, 2016). The median number of outdoor spaces operated by a CR unit is two, and eight acres is the median amount of outdoor space managed (NIRSA, 2016). Eighty-five percent of CR units also manage aquatic-type facilities. Across all facility types, the average daily participations

median is 1,625 (IQR = 609–3,337; NIRSA, 2016). See Table 1 for more information about the scope of facilities managed by CR units.

Table 1

Facilities Managed by at Least Half of all Collegiate Recreation Departments

Facility (%)	Fitness/Wellness (%)	Fields Arenas (%)
Courts		
Basketball (100)	Cardio Room / Area (100)	Flag Football* (97)
Volleyball (94)	Weight Room (100)	Soccer* (95)
Tennis* (78)	Multipurpose Room (100)	Rugby* (64)
Badminton (75)	Assessment Space (86)	Ultimate* (64)
Racquetball (69)	Indoor Track (85)	Softball* (62)
Sand Volleyball* (66)	Stretching Area (67)	Lacrosse* (61)
Basketball* (61)		
General Purpose	Adventure	Aquatic
Locker Rooms (100)	Climbing Wall (59)	Lap Pool (99)
Meeting Rooms (86)	Outdoor Gear Rental (55)	Lap Pool* (77)
Lounge Area (70)	Challenge Course* (51)	Leisure Pool*(71)
Food Service (70)		
Retail (57)		

Note. Asterisks indicate outdoor facilities; data from NIRSA, 2016

Many of these facilities noted above are used to operate the programs and services offered by CR departments. See Table 2 for more information about the scope of programs and services managed by CR units.

Table 2

Programs or Services Managed by at Least Half of all Collegiate Recreation Departments

Programs/Services	%	Programs/Services	%
Intramural Sports	98	Group Cycling	70
Group Exercise	89	Fitness Assessments	68
Fitness/Wellness	83	Towel Service	62
Sports Clubs	81	Outdoor Equipment Rental	61
Locker Rentals	78	Swimming Instruction/Classes	58
Special Events	75	Certification Courses	57
Personal Training	73	Adventure Trips	56
Meeting Rooms	71		

Note. Data from NIRSA, 2016

Across all facilities, programs, and services offered, 54% is the median percentage of the student body who participate annually (IQR = 31–71%), and the median percentage of faculty/staff who participate annually is 13% (IQR = 7–21%; NIRSA, 2016). Forrester's (2015) analysis of the 2013 National Association of Student Personnel Administrators (NAPSA) Recreation and Wellness Benchmark revealed a 75% participation rate among students in CR facilities, programs, and services. Of those participants, almost 90% indicated at least 30 minutes of utilization per visit and most (80%) participated at least once per week (Forrester, 2015).

In terms of organizational structure, a CR department most frequently reports to the student affairs area of an institution (73%) with athletics being the second most common reporting line (17%; NIRSA, 2016). The median annual budgeted revenue is $900,000 (IQR = $100,000–$2,799,715; NIRSA). Half of all units charge a dedicated recreation fee, and other common revenue sources include membership fees and program registration fees (NIRSA, 2016). Twenty-eight percent are required to generate revenue for their institution's operating budget (NIRSA, 2016).

Full-time professionals, as well as part-time graduate assistants and undergraduate staff, are utilized to operate CR facilities, programs, and services (Taylor, Canning, Brailsford, & Rokosz, 2003). The median number of full-time staff is eight (IQR = 3–15) and the median number of student employees, who typically work part-time, is 130 (IQR = 47–250; NIRSA, 2016). Part-time student employees have a significant role in operating many recreation centers (Daprano et al., 2005). The median amount of wages paid annually to student employees is $328,499 (IQR = $100,000–$690,609; NIRSA, 2016). As this data shows, the role of a CRP encompasses a variety of competencies such as programming, facility operations, staffing, and budgeting which fall under the umbrella of sport management (Baker & Esherick, 2013; DeSensi, Kelley, Blanton, & Beitel, 1990).

While some stakeholders have framed CR as a superfluous luxury (Brandon, 2010; Danbert et al., 2014), research on participants has shown numerous ways the field is essential to the co-curricular experience. For example, a multi-institutional study found over 90% of students somewhat or definitely improved their wellbeing and health through CR participation; the more a student participated in CR, the more they felt those

improvements (Forrester, 2015). Other health and wellness benefits included physical strength, stress management, self-confidence, and concentration (Forrester, 2015). Nearly two-thirds of students believed CR participation contributed to skills for use beyond college such as time management (75%), multi-tasking (66%), communication (59%), and problem-solving (55%; Forrester, 2015). Additional interpersonal or social benefits indicted by CR participants were respect for others (71%), sense of belonging (68%), new friendships (66%), group cooperation (60%), and multicultural awareness (57%). Many of these findings have been confirmed by other scholars such as friendships (Hall, 2013; Henchy, 2011), sense of belonging (Artinger et al., 2006; Henchy, 2011), reduced stress (Haines, 2001; Hoang et al., 2016), and self-esteem (Fontaine, 2000).

Academic benefits also exist for both CR participants and CR student employees. Danbert et al. (2014) found the cumulative grade point average of CR participants was significantly higher after four semesters than non-participants. In addition to better grades, credit hours earned have also been shown to be higher for CR users versus nonusers after their first year in college (Belch, Gebel, & Maas, 2001). A positive relationship with GPA and part-time employment in a CR department have also been noted (Hackett, 2007). Student employment within a CR department provides job experiences related to academic majors such as exercise science, marketing, sport management, or human resources (Daprano et al., 2005).

A final benefit frequently discussed in the literature is that of student retention. Forrester (2015) found two-thirds of students were influenced by CR *programs* to continue at their institution and 74% were influenced to continue by CR *facilities*. Henchy (2011) also found that CR facilities and programs positively impacted a student's

decision to remain at a university. Belch et al. (2001) examined first-year students and found CR users persisted at higher rates after one semester and one year as compared to nonusers. Huesman, Brown, Lee, Kellogg, and Radcliffe (2009) also investigated first-year students. With academic, financial, and social factors controlled for, they found usage of CR facilities at least 25 times in the first semester significantly increased predicted probability of first-year retention (1%) and five-year graduation (2%). In addition to facility usage, student employment and club sport participation have explicitly been shown to impact retention positively (Kampf & Teske, 2013). Some have suggested participation in CR creates a sense of belonging which in turn impacts persistence (Miller, 2011).

Diversity and Inclusion Research in Collegiate Recreation

Although numerous benefits of CR participation and employment exist, some scholars have questioned whom those benefits are truly available to given that simply offering recreational opportunities does not ensure all people are accessing or benefiting from them (Anderson & Mowatt, 2013; Carter-Francique, 2011; Daly et al., 2015; Griffith et al., 2011; Schwartz & Corkery, 2011; Smith et al., 2007). Demographic shifts within higher education have been documented and regularly cited to bring light the need to critically evaluate if CR is meeting the needs of students with marginalized social identities (Pope, Mueller, & Reynolds, 2009; Tienda, 2013). Increased understanding of the role of diversity and inclusion in CR may assist the field in serving historically underserved students.

Although topics related to diversity and inclusion have been researched in other fields such as student affairs, leisure studies, and collegiate athletics, it has been

examined much less in the CR context. Recreation scholars have called for this gap to be reconciled (Kaltenbaugh et al., 2017). Of the diversity and inclusion literature that exists for the CR field, there are generally two stakeholders examined: (a) recreation participants and (b) recreation employees.

Diversity and Inclusion Research on Collegiate Recreation Participants

The primary areas of research on participants have been on facilitators and constraints to participation. For example, the desire to maintain or improve health is a catalyst that has been found across numerous studies and demographics such as Black women (Ajibade, 2011), Chinese females (Yan & Cardinal, 2013), and ethnic minorities (Hoang et al., 2016). Other facilitators included enjoyment as cited by Chinese women (Yan, Berger, Tobar, & Cardinal, 2014), the desire by ethnic minorities to maintain cultural connections (Hoang et al., 2016), and the opportunity to socialize for Chinese females (Yan & Cardinal, 2013). Carter-Francique (2011) discovered the type of activity available was also a facilitator with Black women using CR services primarily through sport teams and dance troupes. Having access to gender inclusive facilities such as bathrooms or locker rooms has been named by CRPs as a facilitator for LGBTQ participants (Anderson et al., 2018).

Scholars have found constraints such as resources, fear, representation, social factors, bias, and accessibility. While a comprehensive review of the constraint's literature is outside the scope of this study, see Table 3 for an example of each of these constraint types.

Table 3

A Sample of Literature on the Constraints to Collegiate Recreation Participation

Theme	Barrier	Identity Group(s)	Source
Resources	Economic	Women	Schwartz & Corkery, 2011
	Knowledge	International Asian and African females	Yoh, Yang, & Gordon, 2008
	Time	International students	Shifman, Moss, D'Andrade, Eichel, & Forrester, 2012
Fear	Being outed	Gay or lesbian participants	Anderson & Mowatt, 2013
Representation	Lack of visible students of color	Black students	Hoang, Cardinal, & Newhart, 2016
Social	Lack of support	Chinese females	Yan & Cardinal, 2013
Bias	Experiences of discrimination	Students of color	Schwartz & Corkery, 2011
Access	Dissatisfaction with facilities and equipment	Students with physical disabilities	Yoh, Mohr, & Gordon, 2008

The line of research on participation facilitators and constraints has resulted in recommendations on how to best serve marginalized participants in CR. In terms of programming, Watson, Ayers, Zizzi, and Naoi (2006) suggested CR departments offer leisure activities that are common in other cultures. From a facility perspective, maximizing hours of operation of recreation centers may help retain Black students (Mallinckrodt & Sedlacek, 2009). Additional recommendations include intentional marketing (Schwartz & Corkery, 2011; Young, Ramos, York, & Fletcher, 2016), collaborations with offices which serve diverse student populations (Shifman, Moss, D'Andrade, Eichel, & Forrester, 2012; Young et al., 2016), designing efforts specific to cultural or affinity groups (Hanlon & Coleman, 2006), improved staff training on how to program for students with marginalized identities (Daniels, Cottingham, Walsh, & Pearson, 2017; Young et al., 2016), and having a staff members serve as the main contact for inclusion-related questions (Young et al., 2016).

Diversity and Inclusion Research on Collegiate Recreation Staff

Scholars have also looked at diversity and inclusion in terms of experiences and trainings for CR staff. For example, differences have been found in how CR student employees perceive group cohesion among their staff peers (Griffith et al., 2011). A significant difference was found in how African Americans viewed the cohesiveness of their area staff, with their perceptions being the lowest overall. In terms of trainings, a stated commitment from CR departments to focus on diversity and inclusion via staff trainings has been present in research, but there are few examples of that commitment in action (Kaltenbaugh et al., 2014; Patchett & Foster, 2015). While most CR departments had a mission to serve diverse populations, only half (57%) indicated they collaborated

with diversity offices on their campuses in order to provide diversity and inclusion-focused staff trainings (Patchett & Foster, 2015). That same study found only 13% of CR departments provided trainings on transgender participants and less than a fifth of the respondents felt their student employees would be able to provide support to a transgender member using a locker room. Forty-eight percent of CR departments offered safe zone training to professional staff, and fewer offered the same training to student staff (28%; Patchett & Foster, 2015). Some barriers identified to offering diversity and inclusion staff trainings included a lack of time, limited staff, and deficiency of knowledge or expertise on diversity and inclusion topics (Kaltenbaugh et al., 2017). Other studies have also found a lack of comprehensive knowledge among professional staff in CR (Daniels et al., 2017).

Diversity Management Theory in Sport

While some research on diversity and inclusion has occurred, there is still a significant lack of study of diversity and inclusion in the CR context. However, the overarching field of sport management research has extensively explored diversity and inclusion topics. Recreation scholars called for this gap to be reconciled (Kaltenbaugh et al., 2017), and sport management theorists have appealed for the use of their theories in other sport-related contexts such as recreation (Cunningham, 2008, 2009; Doherty, Fink, Inglis, & Pastore, 2010; Fink & Pastore, 1999). Others have supported CR as a strong setting to apply sport management research (Gorham, 2009).

History of Diversity Management Theory

At its roots, diversity management in the U.S. initially began out of the Civil Rights Era with the goal of guiding organizations on how to minimize discrimination

lawsuits (Mensi-Klarback, 2012). As a result, a boom occurred in the 1980s and 1990s as human resources management scholars began to look at workplace diversity, leading to a growth of diversity management frameworks and theories. It was during this same period a report was released which offered striking predictions on how the diversity of the American workforce would change by the year 2000, specifically noting white men would cease to be the majority group in the workforce (Healy, Kirton, & Noon, 2011). This information spurred additional interest in diversity management policies (Healy et al., 2011).

Diversity management is a management approach which acknowledges differences and "strategically and systemically strives to promote equity among its workforce in order to create added value" (Hanappi-Egger, 2012, p. 19). These theories have mostly focused on making the business case for diversity and to a lesser extent, the social or moral case (Fink, 2016; Fink & Pastore, 1999; Kirton & Greene, 2015). The business case for diversity management is economically focused, suggesting eliminating discrimination can reduce litigation and boost the performance of an organization (Mensi-Klarbach, 2012).

The connections between a diverse workforce and organizational performance have been sought in the general diversity management scholarship as well as specifically in sport management research. Early scholars purported a diverse workforce could bring benefits such as recruiting talented employees, increasing innovation, and improving customer service (Mor Barak et al., 2016). However, evidence to decisively confirm the benefits of a diverse workforce has been challenging to achieve due to mixed research findings (Kirton & Greene, 2015). Some of the reasons for this include the idea that

organizations have not traditionally tracked data on how diversity impacts performance measures and difficulty with parsing out the factors which impact performance (Kochan et al., 2003). Despite these difficulties, some findings on the benefits of a diverse workforce are available. For example, in a study of U.S. for-profit companies, higher numbers of customers, sales, and profitability were associated with a workforce characterized by racial and gender diversity (Herring, 2009). Some additional benefits of diversity in organizations noted in the literature include organizational commitment, well-being, and job satisfaction (Findler et al., 2007) as well as psychological safety resulting in employee creativity and innovation (Shore et al., 2018).

In a meta-analysis of 30 studies over two decades of research, Mor Barak et al. (2016) found both beneficial and detrimental outcomes of diversity management. Their resulting theoretical framework offered positive outcomes such as job satisfaction, satisfaction with co-workers, affective commitment, professional commitment, organizational commitment, job tenure, and retention as well as negative outcomes like turnover, absenteeism, intention to leave, job stress, time stress, emotional exhaustion, and depersonalization (Mor Barak et al., 2016, p. 309). Upon examining those outcomes based on various diversity characteristics, they found diversity management efforts performed in conjunction with creating a culture of inclusion resulted in more positive outcomes of diversity.

Within the sport management literature, the benefits of diversity have also been discovered. Over numerous studies, Cunningham (2011a, 2011b) has looked at the benefits of sexual orientation diversity in sport organizations. For example, he studied athletic departments at the National Collegiate Athletic Association (NCAA) Division I

level and found high sexual orientation diversity combined with proactive diversity management strategies resulted in up to seven times more points in the National Association of Collegiate Directors of Athletics (NACDA) cup (Cunningham, 2011a). In a similar study at the NCAA Division III level, creativity was a benefit of a workforce with high sexual orientation diversity combined with an organizational commitment to diversity (Cunningham, 2011b).

The moral case for diversity management is centered on the concept of “equality of opportunity” meaning that even without direct economic benefits, the pursuit of equality is nonetheless appropriate and justifiable (Mensi-Klarbach, 2012, p. 70). Scholars who support the moral case for diversity management suggest operating with the economic case alone could result in economic desires surpassing human rights (Kirton & Greene, 2015). Those who promote the moral case suggest the following to be the problem with the business case:

> How employees experience the workplace is bound to impact on individual motivation, work group relations and, in turn, the potential for diversity to be productive. Simply put, merely having a diverse workforce will not necessarily prove productive if employees do not feel valued. (Kirton & Greene, p 233)

Interestingly, despite the more prominent focus on the business case, it has been suggested that organizations do not frequently evaluate their diversity management efforts in terms of economic benefits and instead legitimize efforts based on the moral arguments (Mensi-Klarbach, 2012). In line with this, the need for a multipronged approach which uses both the business and the moral case simultaneously has been forwarded (Healy et al., 2011; Kirton & Greene, 2015). This need illustrates how the two “cases” for diversity are often intertwined rather than exclusive (Mensi-Klarbach, 2012).

Diversity Management Theory in
Sport Management

Many scholars have proposed frameworks or models for understanding diversity in sport, and an early contributor was DeSensi (1994). DeSensi's approach was driven by the hope for multicultural understanding, an appreciation of differences, and the increased awareness of diversity (DeSensi, 1994, 1995). Her framework for diversity management categorized organizations as *monocultural*, *transitional*, or *multicultural*. In a monocultural organization, employees are expected to assimilate into the dominant culture, whereas, in a multicultural organization, differences are valued and accommodated. A transitional organization falls between these two limits. This model measures organizations across five dimensions: mission, culture, power, informal relations, and major change strategies (Chesler & Crowfoot, 1992). For example, the *mission* of a monocultural organization may completely and intentionally ignore diversity, whereas, in a transitional organization, the need for diversity merely is espoused. Finally, in the multicultural organization, diversity is valued. The dimension of *culture* would move from one of evident prejudice to one of publicly confronting prejudice, from assimilation to embracing individual characteristics, and from white male norms to the removal of those dominant norms. The dimension of *power* has white males at the top of a vertical hierarchy in a monocultural organization as compared to diverse leaders and a flatter hierarchy in a multicultural organization. The *relations* dimension is segregated and exclusionary in the monocultural typology and is inclusive and open in the multicultural typology. Finally, *change strategies* are litigation- and coercion-based in a monocultural organization and become coalition- and anti-oppression-based in a multicultural unit. DeSensi (1995) noted this integration of the Bennett (1986) and

Chesler and Crowfoot (1992) models give an organization a roadmap for navigating from a monocultural to a multicultural unit.

In offering this theory, DeSensi (1995) stated societal demographic shifts were a justification for multicultural approaches to sport management but also noted the urgency of achieving social justice in a discrimination-laden field. DeSensi (1995) made a call for diversity management to move beyond superficial approaches reflecting political correctness into true awareness, respect, and appreciation of cultural differences. Finally, while this model focused on the organization, she stressed the need for individual-level reflection, noting how all people hold varying degrees of implicit bias and that knowing about self in relation to differences of others is a vital part of taking the diversity management movement beyond surface attempts.

Doherty and Chelladurai (1999) explored how management of diversity in sport connects to organizational culture. Their framework classified an organization's culture as either one of similarity or one of diversity based on characteristics including the level of flexibility, viewpoints on risk and ambiguity, approaches to tasks, and views on differences. The two cultures manifest differently in styles of communication, evaluation, decision making, and group membership. Also considered is the structural diversity makeup of an organization which results in a two-by-two framework: a) low diversity, culture of similarity, b) high diversity, culture of similarity, c) low diversity, culture of diversity, and d) high diversity, culture of diversity. Each area of the two-by-two framework indicates whether or not an organization maximizes potential positive outcomes for diversity and minimizes potential negative outcomes. For example, in a culture of similarity with low diversity, benefits of diversity are not achieved. In a culture

of diversity with low diversity, potential benefits of diversity exist but are not realized. In a culture of similarity with high diversity, only minimal benefits of diversity are achieved, and some adverse outcomes are probable. In a culture of diversity with high diversity, the benefits of diversity are achieved.

The scholars also noted the moderating variables of task interdependence and task complexity. Task interdependence, or how much employees must work collaboratively to achieve a goal, can enhance positive outcomes in a culture of diversity or enhance negative outcomes in a culture of similarity. Task complexity, or how difficult a task is, can decrease the potential benefits of diversity if the task is simple and the culture is one of diversity. Alternatively, difficult tasks performed in a culture of diversity will enhance the positive outcomes.

Fink and Pastore (1999) offered a framework which differs from earlier research as it proposed a continuum approach to categorizing organizations. As such, their conceptual framework is presented as a range from non-compliant at the bottom, to compliant, to reactive, and finally to proactive at the top. The goal is to be an organization which proactively manages diversity, at the top of the continuum, as this is the type of organization most likely to receive the positive outcomes of diversity. This framework has three additional measures which inform where an organization falls on the overall continuum of non-compliant to proactive. The three measures assess if an organization views: (a) diversity as a *liability* versus an *asset*, (b) diversity as a *compliance* issue versus a *business* issue, and (c) organizational structure as *rigid* versus *flexible*. Non-compliant organizations view diversity as a liability, are ignorant of or ignore diversity-related laws, and have rigid approaches to communication and decision

making. Conversely, proactive organizations view diversity as an asset and employ flexible approaches to communication and decision making. By offering this framework full of continuums, Fink and Pastore acknowledged an organization might not fit solely into one of the non-compliant/compliant/reactive/proactive classifications. They explained:

> An organization may be mostly compliant, exhibit several reactive diversity initiatives and a few proactive diversity initiatives. Thus, such an organization would fall high on the compliance continuum, medium on the reactive continuum, and low on the proactive continuum. (p. 321)

The use of this continuum-based framework allows an organization to more accurately assess their diversity initiatives since the framework does not restrict evaluation to discreet categories presented in past models. While an organization may be performing well in one of the measures of diversity, they may be performing poorly in another measure.

To address other critiques of existing diversity management frameworks, Cunningham (2008) forwarded a new theoretical model for managing diversity in sport organizations: the multilevel model for change (MMC). Whereas past models focused on the “end state” (p. 137), Cunningham’s framework provides guidance and methods by which an organization can work to achieve a culture of diversity (Doherty & Chelladurai, 1999). This model had a multilevel structure which accounts for pressure to change as well as employee commitment. Cunningham (2008) presented the model as a sequence: (a) pressures for deinstitutionalization, (b) commitment to diversity initiatives, and (c) behavioral support for diversity initiatives. Also included are four variables proposed to moderate the transition from pressure to commitment. This layered approach is

appropriate and necessary because of the multilevel nature of an organization where both individual and organizational factors can impact the culture around diversity efforts.

The first sequence in Cunningham's framework is *pressure for deinstitutionalization* (Oliver, 1992). Deinstitutionalization is the process by which the status quo is contested in an organization. Whereas previous scholars had focused on how organizational behaviors become entrenched, the concept of deinstitutionalization offers ideas on how those behaviors might erode. Three types of pressures can lead to deinstitutionalization: political, functional, and social.

Political pressures can mount to counter institutional customs when those customs link to declines in performance, conflicting interests, increased innovation, or diminished dependence on external organizations (Oliver, 1992). For example, an organization may halt a required process if it begins to cause negative performances by employees. Functional pressures impacting deinstitutionalization include changes to financial value, technical specificity, competition for resources, and availability of data. For example, as data has become available about the preferences for single-stall shower facilities, recreation and sports facilities have begun to abandon the traditional design approach of offering group showers (Veklerov, 2017). Social pressures include dissolution of norms, lowered continuity, new rules or values, and increased structural separation. Cunningham (2008) provided an example of women managers in sport organizations. As more women reach leadership positions, thereby increasing the diversity and altering the norms of the organization, the diversity of the entire team is then enhanced (e.g., more women coaches are hired when the athletic director is a woman, see Acosta & Carpenter, 2014).

The second sequence of Cunningham's framework is *employee commitment* to diversity initiatives which has three forms: affective, continuance, and normative (Allen & Meyer, 1990; Meyer & Allen, 1991; Meyer & Herscovitch, 2001). Affective commitment occurs when an employee believes in the innate value of an initiative, continuance occurs when an employee recognizes negative consequences of not supporting an initiative, and normative commitment occurs when an employee feels an obligation to support an initiative.

Employee commitment then sequences into the third stage of Cunningham's (2008) framework: *behavioral support* of diversity initiatives. There are two types of behavioral outcomes of employee commitment, focal and discretionary (Meyer & Herscovitch, 2001). With focal behaviors, an employee's commitment instructs the action, whereas, discretionary behaviors go above and beyond expectations. Discretionary behaviors may take the form of *cooperation*, which involves some sacrifice on the part of the employee, or the form of *championing*, which requires significant personal sacrifice (Herscovitch & Meyer, 2002). All three commitment types support some degree of change for an organization, but only affective and normative commitment are expected to lead to cooperation and championing behaviors. Further research validated the connection between commitment types and behavior types (Herscovitch & Meyer, 2002).

A final aspect of Cunningham's (2008) MMC is four moderating variables which can impact commitment: change teams, education, top management support, and systemic integration. Using Hirschhorn (2002), Cunningham suggested the use of change teams, which support and advocate for diversity initiatives, will enhance commitment

from employees. Including educational opportunities can also enhance commitment by clarifying the purpose and goals of the efforts in hopes of reducing fear or insecurities employees may have (Robbins, 2016). Support by top managers should enhance commitment to diversity initiatives via role modeling efforts (Gilbert & Ivancevich, 2000); similar findings of senior administrator support have been found in other higher education (Kezar & Eckel, 2002) and collegiate recreation (Kaltenbaugh et al., 2014) settings. Finally, systemic integration is expected to impact employee commitment to diversity initiatives. Rather than one-time efforts, organizations with initiatives fused throughout all aspects of the unit should experience greater employee commitment (Shaw & Frisby, 2006).

Cunningham (2009) applied aspects of MMC to a field study. This study focused on an intercollegiate athletic department implementing a diversity initiative. Findings supported the existence of all three types of pressures for deinstitutionalization: political, functional, and social. Social pressures were the most frequent. An example was pressure on the department from the campus community to discontinue use of a Native American mascot. Functional pressure was exhibited in the way the athletic department staff believed the organization's diversity initiative could benefit the recruiting process. Staff received feedback from basketball recruits and parents that their university seemed to be all-White. The pressure of losing out in the recruiting process led to an embracing of the diversity initiative. Finally, political pressures were noted in how the staff anticipated the diversity initiative might result in an increase in ticket sales among minority students, hoping to expand their fan base beyond its current, predominantly white status.

There were two additional factors which impeded progress for the diversity initiative at this organization: a lack of top management support and a lack of system-wide integration. Other scholars have suggested success is dependent upon the top-level support (e.g. Gilbert & Ivancevich, 2000). In Cunningham's field study, members of the university community and the athletic department critiqued the authenticity of the support from leadership (i.e. athletic director). Despite the athletics director allocating personnel and financial resources towards the initiative, the study participants did not see this leader as investing his own time and effort. Other scholars have also supported the need for integrated, versus standalone, efforts (Allison & Hibbler, 2004; Holvino, Ferdman, & Merrill-Sands, 2004). The department's diversity committee felt the initiative was not well known outside of the committee, resulting in only small changes at a surface level. This finding reiterates the importance of systemic implementation of diversity initiatives. The diversity committee likely played the role of a change team in this organization, but without systemic efforts, their work did not become engrained in the organizational culture.

Integrating Diversity Management and Inclusion

While diversity management has been given considerable attention over the past 20 years, a noticeable shift has occurred (Ferdman, 2014). As previously noted, some scholars have offered that examining diversity alone may be an incomplete approach and therefore they have begun to examine the role of inclusion (Ferdman, 2014; Pless & Maak, 2004; Roberson, 2006; Shore et al., 2018). Inclusion is defined as "the degree to which individuals feel safe, trusted, accepted, respected, supported, valued, fulfilled, engaged, and authentic" (Ferdman et al., 2009, p. 6 as cited in Ferdman, 2014). Shore et

al. (2018) distinguished between these two approaches by offering that diversity management practices tend to be focused on the mere presence of individuals from marginalized social groups, whereas, inclusion practices are focused on ensuring those individuals experience equitable access to “decision-making, resources, and upward mobility” (p. 177). The focus on inclusion has become important given how research has shown diversity alone does not always lead to positive organizational outcomes nor inclusive organizations (Ferdman, 2014; Mor Barak, 2014; Mor Barak et al., 2016). Considering this shift, inclusion is now being viewed as a critical piece of “realizing the benefits of diversity in groups and organizations (Ferdman, 2014, p. 8). Stated another way, it has been proposed that for diversity management to truly work, it must be situated in a “culture of inclusion” (Pless & Maak, 2004, p. 130).

Multilevel Inclusion Framework

This general shift from diversity management to inclusion has also occurred within the sport management scholarship realm. One such inclusion framework utilized within sport management research is the work of Ferdman (2014) which will be referred to as the Multilevel Inclusion Framework (MIF). In discussing this framework, Ferdman offered how diversity is a given in most organizations and inclusion is what is done with that diversity when “we value and appreciate people *because of* and not in spite of their differences, as well as their similarities” (p. 5, italics in original). In creating the MIF, Ferdman (2014) stated it is vital to understand inclusion as a psychological experience. Ferdman noted how people, at the individual level, are capable of experiencing the feeling of inclusion. This experience can also occur at a more collective level as well, such as among groups or teams (Ferdman, 2014). This collective can grow from small to

large, thus encompassing the societal level. As a result, the MIF is a multilevel framework with six levels to examine the experience of inclusion: (a) individual experience, (b) interpersonal behavior, (c) group level, (d) leaders and leadership, (d) organization, and (f) societal (Ferdman, 2014).

Although every level informs how and to what degree a person experiences inclusion, Ferdman (2014) noted how the *individual* experience is the foundation. This level encompasses how a person feels they are treated, not only as an individual, but also in how they perceive others with shared social identities are treated. As such, the individual level is closely connected and informed by other levels of inclusion, notably the interpersonal and group levels. Ferdman (2014) presented a review of the literature on the various elements of inclusive behavior that individuals can either experience or perform, see Table 4 for these elements. These behaviors help inform the individual level of the MIF as well as the next level of *interpersonal* which involves the behaviors that flow to and from a person to the people around them.

At the next level is the group experience of inclusion. Group norms for actions and behaviors are what determine the experience of inclusion at this level. Following that is the level of leadership. Ferdman (2014) noted “beyond the interpersonal behaviors that everyone can put into practice, leaders have additional responsibilities, including holding others accountable for their behavior and making appropriate connections between organizational imperatives or goals – the mission and vision of the organization – and inclusion” (p. 19). See Table 5 for examples of inclusive behaviors which leaders can perform.

Table 4

Examples of Inclusive Behavior

Behaviors	**Authors**
• Authentically greeting other people • Fostering a feeling of safety • Listening and understanding • Communicating clearly and honestly • Working through and learning from conflicts • Seeking and listening to multiple voices and perspectives • Noticing when exclusion occurs and intervening to address it • Being intentional about individual and collective choices when working in groups • Being courageous	Jensen, 1995; Katz & Miller, 2011
• Showing respect and empathy • Recognizing the other as different but equal • Showing appreciation for different voices • Practicing and encouraging open and frank communication in all interactions • Cultivating participative decision making and problem-solving processes and team capabilities • Showing integrity and advanced moral reasoning, especially when dealing with ethical dilemmas • Using a cooperative/consultative leadership style	Pless & Maak, 2004
• Creating safety • Acknowledging others • Dealing with conflict and differences • Showing ability and willingness to learn • Having and giving voice • Encouraging representation	Ferdman et al., 2009 as cited by Ferdman, 2014

Table 5

Examples of Inclusive Leader Behaviors

Inclusive Leader Behaviors
• Hold oneself and others accountable for creating an inclusive culture
• Invite engagement and dialogue
• Model bringing one's whole self to work, and give permission for and encourage others to do so
• Foster transparent decision making
• Understand and engage with resistance
• Understand and talk about how inclusion connects to the mission and vision

Note. Adapted from Ferdman, Katz, Letchinger, & Thompson, 2009 as cited in Ferdman, 2014

At the *organizational* level are the policies, practices, values, norms, and systems off of which inform whether or not a climate of inclusion is present. Table 6 lists examples of inclusive behaviors for the organizational level.

Table 6

Examples of Inclusive Organizational Behaviors

Inclusive Organizational Behaviors
• Create an environment of respect, fairness, justice, and equity
• Create a framework for assessing and implementing organizational policies and practices
• Build systems, processes, and procedures that support and sustain inclusion
• Enhance individual and collective competence to collaborate across cultures and groups
• Define organizational social responsibility (internally and externally)
• Foster transparency throughout the organization
• Promote teamwork
• Create a diverse organization
• Foster continual learning and growth

Note. Adapted from Ferdman et al., 2009 as cited in Ferdman, 2014

Finally, at the *societal* level are the experiences, values, and ideologies occurring external to, but nonetheless impacting, the organization, leaders, groups, and individuals. This level could include the local community, region, state, or nation as well as affiliated associations such as the NCAA or NIRSA.

Ferdman (2014) also discussed four challenges present when engaging in inclusion. First, he noted how inclusion is about both everyday behavior and social systems, meaning it occurs at micro and macro levels. Addressing only one aspect of the

MIF is unlikely to result in a culture of inclusion throughout. Second, he framed inclusion as being about structures and processes which require an organization to look for patterns and relationships among everything from power distribution to communication structures. The third challenge of inclusion offered is the practice of it is both comfortable for some and uncomfortable for others. Finally, Ferdman inferred inclusion is both about practical benefits and about doing what is right. This final challenge parallels the ideas of a business case and a moral case for diversity, discussed in a prior section, such that there may be organizational performance benefits (Cunningham, 2011a, 2011b; Mor Barak et al., 2016) as well as human rights or equality-based benefits (Kirton & Greene, 2015; Mensi-Klarbach, 2012). This aligns with scholars who have suggested the business and moral cases for diversity and inclusion should be considered together in a multi-pronged approach (Healy et al., 2011; Kirton & Greene, 2015).

The MIF integrates many of the concepts shared by Cunningham's (2008) MMC. For example, the first sequence of *pressures for deinstitutionalization* (Oliver, 1992) includes political, social, and functional pressures. All three types of pressures align with the organizational or societal levels of the MIF (Ferdman, 2014). The second sequence, *employee commitment*, could fall within the individual, interpersonal, or group levels of the MIF. The MMC's third sequence of *behavioral support* aligns with the individual level of the MIF. The fourth and final sequence of the MMC were four moderating variables: change teams, leadership support, systemic change, and education. Each variable connects to levels within the MIF: change teams with the group level of the MIF, leadership support with the leadership level of the MIF, systemic change with the organizational level of the MIF, and finally, education could align with the individual or

interpersonal levels. Based on the definitions provided by Cunningham (2008) and Ferdman (2014), every aspect of the MMC is affiliated with the multilevel framework offered by Ferdman (see Figure 1).

MMC	MIF
Pressures	➡ Organization, Society
Commitment	➡ Individual, Interpersonal, Group
Behaviors	➡ Individual
Moderating Variables	
Change Teams	➡ Group
Leadership Support	➡ Leadership
Systemic Change	➡ Organization
Education	➡ Individual, Interpersonal

Figure 1. Corresponding concepts from the multilevel model for change (and multilevel inclusion framework.

Following two studies which were underpinned by the MMC (Cunningham, 2008, 2009), Cunningham pivoted to using the MIF. In a study on workplace cultures of inclusion for LGBTQ employees in collegiate athletics, Cunningham (2015a) noted two reasons for electing the MIF to guide the study: (a) the framework focuses on inclusion and not just diversity, in line with the recent paradigm shift and research findings, and (b) the framework is multilevel, which has shown to be important for uncovering the various factors at play across the multiple levels which exist within organizations (Kozlowski & Klein, 2000). Using a collective case study design, he researched two NCAA Division III

athletic departments with existing LGBT-inclusive cultures in order to understand what multilevel factors influence inclusion and what are the outcomes of that inclusion.

Cunningham (2015a) found influential factors for inclusion at the individual, leader, organization, and macro levels. At the individual level, the participants commented on having difficult conversations and intergroup contact as two ways in which an LGBT-inclusive culture was created. Through dialogue on subjects sometimes viewed as complicated, such as gender identity and sexual orientation, the college administrators in the study felt they were able to understand their colleagues better, resulting in better relationships and community. Intergroup contact proved to be a crucial individual factor in that it created opportunities for stereotypes about dissimilar people to be refuted through interpersonal contact.

At the leader level were two additional themes resulting in an LGBT-inclusive workplace. Participants described leader advocacy as being influential and seen through actions such as having an athletic director who was an expert as well as a teacher on LGBT issues in sport and a coach who worked to create media campaign on LGBT inclusion. Leadership expectations were also influential in terms of having role models to model desired inclusive behaviors. The importance of leader behaviors in the creation of organizational cultures of diversity and inclusion, whether through advocacy or expectations, has been documented by other researchers (Cunningham, 2008; Gilbert & Ivancevich, 2000; Kaltenbaugh et al., 2014; Kezar & Eckel, 2002).

At the organizational level, the themes regarding creating an LGBT-inclusive culture were education and organizational practices. Educational opportunities such as book groups, diversity trainings, workshops, films, and speakers resulted not only in

knowledge for the staff but also helped set the tone. One participant commented how having the educational opportunities occur throughout the year helped to make inclusion "entrenched" in the organization (Cunningham, 2015a, p. 435). Numerous examples of organizational practices which influenced inclusion were provided such as having locker rooms for transgender people and focusing on diversity in the hiring process.

Finally, at the macro level, which Ferdman (2014) terms societal, the study participants did not provide data for any themes. However, Cunningham (2015a) offered inclusive communities, history of inclusion, and college-level diversity as themes based on his research of the city and university data available.

In terms of the outcomes of an inclusive workplace, Cunningham (2015a) found both positive and negative attributes. On the positive side, results included staff being able to bring their whole self to work, learning about differences, acting as role models of inclusion for student-athletes, and celebrating and valuing the diversity of the athletes and staff. A final positive outcome was success, which participants described as coaches and athletes being fully engaged in achieving their potential and having different perspectives result in more chances for success. On the negative side were two outcomes: negative recruiting which involved using the LGBT identities of coaches to scare away recruits, and criticism from stakeholders external to the organization such as parents or donors disagreeing with the LGBT-inclusive stance of the athletic department.

Critical Theory

Despite many scholars focusing on diversity management in sport, sport organizations continue to be inequitable environments for staff and participants (Cunningham & Fink, 2006; Daly et al., 2015; Fink, Pastore, & Riemer, 2001, 2003;

Sartore & Cunningham, 2009; Shaw & Frisby, 2006). While the business case for seeking a multicultural organization has merit, there are additional reasons to advocate for diverse and equitable sport environments. Some suggest the need for different theoretical approaches in sport, leisure, and recreation which focus on the social justice or moral justifications for workplace diversity and inclusion initiatives (DeSensi, 1995; Fink, 2016; Knoppers, 2014; Shaw & Frisby, 2006). In discussing diversity management research and theory in sport, Fink (2016) stated, "administrators may claim to value diversity and purport to have diversity practices in place, but it is more important to critically examine such claims" (p. 174). She shared her encounter with critiques of the diversity management theoretical approach:

> I became aware of a wave of research utilizing [*sic*] a more critical lens relative to managing diversity. It questioned the diversity management discourse and its utility relative to improving workplace conditions for those groups that have been historically discriminated against (Prasad, Pringle, & Konrad, 2006). Such scholars argued that diversity had been appropriated by those in positions of power in order to resist true change and maintain the status quo. (p. 172)

Other scholars joined in the call to bring critical approaches to sport management research (Cunningham & Fink, 2006; Edwards & Gilbert, 2002; Frisby, 2005; Kane & Maxwell, 2011; Knoppers, 2015; Shaw & Frisby, 2006; Singer, 2005). This appeal is not because prior approaches have been insignificant, but because the use of critical theory can add depth to the understanding of power dynamics in sport (Merriam & Tisdell, 2015; Skinner & Edwards, 2005).

Some scholars apply critical theory to sport-based research. For example, Shaw and Frisby (2006) used the four frames model (Ely & Meyerson, 2000) to examine gendered practices and applied various techniques they termed as critique, narrative revision, and experimentation. Using the critique approach, they examined existing

literature and found three gendered processes in organizations: (a) informal practices, (b) symbols of success, and (c) the public face of the organization. An example of *informal practices* in sport is assigning women to administrative duties that involve caretaker responsibilities such as academic advising or life skills coordination (Frisby & Brown, 1991). Employees who work non-stop are often idealized as heroes, this trait being a *symbol of success* and the second example of a hidden, gendered practice in organizations (Shaw & Frisby, 2006). Women are often discounted for heroic roles due to the assumption they will eventually prioritize childbearing over their job (McKay, 1997). While more women are taking on the *public face of the organization* via roles in senior management, they have also been shown to face far more pressure than men counterparts due to gendered views on how to represent sport organizations (McKay, 1997).

While the use of Ely and Meyerson's (2000) fourth frame and their three techniques to assess and revise work culture were beneficial, Shaw and Frisby (2006) proposed two expansions of the fourth frame. The first is the need for intersectionality in discussions of diversity in sport organizations. They noted how analyzing gender as an isolated concept does not reflect how people truly experience the workplace given a white woman has different experiences than a black woman, as one example. Intersectionality is defined as "the crossing of multiple forms of oppression (e.g., gender, race, ethnicity, class, and sexuality), hence producing distinct sets of perspectives and consequences among individuals" (Walker & Melton, 2015, p 258). Principles of intersectionality suggest people have experiences which are influenced by more than just one marginalized identity, and those identities "operate simultaneously" (Cunningham, 2015b, p. 39). Additional scholars have also noted the importance of understanding how

people experience their *multiple* marginalized identities (Ferdman, 2014; Holvino, 2010; Theriault, 2017).

Their other expansion of the fourth frame was the need to shift away from the effectiveness justification and towards social justice as a justification for solving inequity in an organization. Regarding the latter critique, they stated:

> It would be naïve to dismiss effectiveness as a hook to appeal to managers in promoting gender equity. There is, however, a need within the fourth frame to strengthen, and insist on, the moral imperative to developing gender equity. Making moral sensitivity as explicit as our desire for effectiveness can complement the fourth frame. (p. 503)

Finally, subsets of critical theory have been applied in sport management research. For example, critical feminist theory has been utilized to examine consumer behavior towards women's sports (Kane & Maxwell, 2011). Another subset, critical race theory, has been employed to review NCAA policies and leadership (Cooper, Nwadike, & Macaulay, 2017), academic success of black male student-athletes (Bimper, Harrison, & Clark, 2013), and racism in sport management research (Singer, 2005).

Integrated Framework for a Culture of Diversity

Doherty et al. (2010) examined the forces influencing if a sport organization has a culture of diversity (Doherty & Chelladurai, 1999). This framework will be referred to as the Integrated Framework for a Culture of Diversity (IFCD). Their analysis combined two existing theories: the force field analysis framework (Lewin, 1951) and the framework of power (Bradshaw, 1998). In the framework of power, four types of power are distributed in a four-cell matrix: individual power versus group power is one dimension which interacts with the surface power versus deep power dimension (see Figure 2). As Doherty et al. (2010) noted:

> The former dimension represents a more traditional, positivist perspective which recognizes that power is held by individuals and groups. The latter dimension represents a critical, interpretive perspective which recognizes that power is not only observable at a surface level but also exists in deep structures, systems, or discourses. (p. 370)

The force field analysis framework includes two types of forces which impact organizational change: (a) *driving* forces which work against the status quo and (b) *opposing* forces which support the status quo (Lewin, 1951). The resulting framework is a two-by-two matrix where the goal, a culture of diversity, is centered, and each cell has the potential to oppose or assist movement towards a culture of diversity. In the individual-surface cell, personal action is how power is exhibited, and the direction, either towards or away from a culture of diversity, is dependent upon the individual's knowledge, skills, and awareness (Bradshaw, 1998). In the group-surface cell, restructuring is how power manifested. This type of power is where coalitions can act to create change in an organization (Bradshaw, 1998), similar to the moderating variable of change teams from the MMC (Cunningham, 2008) and the group level of the MIF (Ferdman, 2014). An example of restructuring includes an organization's effort to reallocate resources such as time and money towards diversity initiatives (Doherty et al., 2010). The individual-deep cell is where power manifests as resistance, meaning a person becomes conscious of power structures and oppression, resulting in a change in their values and corresponding actions (Bradshaw, 1998). Finally, in the group-deep cell, power is expressed as deconstruction such as eliminating organizational human resource policies which perpetuate implicit biases (Doherty et al., 2010).

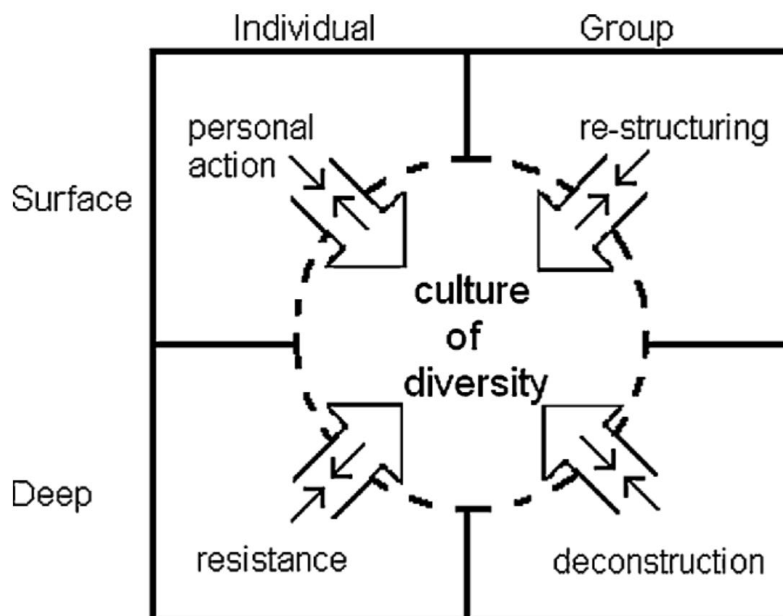

Figure 2. Integrated framework for culture of diversity. From “Understanding a culture of diversity through frameworks of power and change,” by A. Doherty, J. Fink, S. Inglis, and D. Pastore, 2010, *Sport Management Review*, *13*(4), 368-381. Copyright 2019 by Elsevier. Reprinted with permission. See Appendix B.

Integrated Framework for Culture of Diversity in Empirical Research

Doherty et al. (2010) utilized their integrated framework to examine how the various surface-deep and individual-group forces impact a culture of diversity within Division III intercollegiate athletic departments. The results of their interviews included examples of both driving and opposing forces for all four interactional power types. At the individual-surface level, they noted driving forces such as leadership staff having people-oriented styles characterized by an open-door policy and concerted efforts to understand each person. An individual-surface restraining force was personal indifference exhibited by staff members who had no concern for diversity. For the group-surface level, the presence of diversity training was a driving force while the accrual of power based on friendship with the athletic director was a restraining force. At the individual-

deep level, they found staff members who personally advocate for diversity to be a driving force. An individual-deep restraining force was the staff's narrow definition of diversity, often only considering race and gender. Finally, at the group-deep level, increased awareness of diversity issues by the department was a driving force, whereas, the experience of tokenism in marketing efforts was a restraining force. Of note is the fact that the number of driving forces identified was higher at the surface level than at the deep level of power. This finding supported Bradshaw's (1998) theory which suggested deep level power examples are often latent and difficult to expose. Table 7 provides additional examples of Doherty et al.'s (2010) findings.

Table 7

Additional Doherty et al. (2010) Findings

Power Type	Driving Force	Restraining Force
Individual-Surface	• Getting to know others • Adding diversity to the mission • Exposing athletes to diversity • Encouraging others to broaden understanding of diversity	• Task-oriented leadership
Group-Surface	• Recruitment/selection of diverse staff • Attention to mission statement and code of ethics • Equitable budgeting • Job autonomy • Participative/transparent decision making • Inclusive language and lifestyle • Positive, friendly culture • Teamwork	• Indifference to diversity in the department • Lack of structure via autonomy • University's lack of support for the department's diversity initiatives
Individual-Deep	• Broad views of diversity	• Inappropriate language • Resisting or avoiding diversity efforts
Group-Deep	• Commitment to diversity at the institutional level	• University's lack of commitment to diversity and control of the athletic department • Restrictive human resources practices • Unwelcoming environment's impact on retention

Theoretical Frameworks

Ferdman's (2014) Multilevel Inclusion Framework and Doherty et al.'s (2010) Integrated Framework for a Culture of Diversity are tools which informed this study. Bradshaw (1998) noted "using more managerially oriented as well as more radical world views simultaneously, the challenges and tensions are enhanced" (p. 132). The various

levels in Ferdman's (2014) MIF gave direction for what aspects of a CR organization should be focused on during data collection to gain an understanding of how diversity and inclusion are conceptualized and performed. Those focus areas included the six levels: individual, interpersonal, group, leader, organization, and society. As previously noted, this multilevel framework is appropriate given the tiered nature of an organization where beliefs or actions from the individual-level to the industry-level can impact the organization (Cunningham, 2008). However, as many scholars note, discrimination is still occurring despite the research efforts focused on diversity and inclusion in sport (Acosta & Carpenter, 2014; Daly et al., 2015; Krane & Barber, 2005; Melton & Cunningham, 2016; Sartore & Cunningham, 2009; Schwartz & Corkery, 2011; Smith et al., 2007). If an approach does not include critical reflection, oppressive practices will continue uninterrupted (Edwards & Gilbert, 2002). Given this, the use of the MIF alone would not allow the proper depth of analysis. To layer on a critical analysis with Doherty et al.'s (2010) framework offered a means to better critique various findings within the MIF.

Much of the diversity research in sport has focused on gender or race (Cunningham & Fink, 2006). Despite this, Ferdman (2014) and Doherty et al. (2010) indicated the need for future research to have a more intersectional approach, as have others (Knoppers, 2015; Shaw & Frisby, 2006). As previously noted, intersectionality is the concept that people have multiple social identities which "operate simultaneously" (Cunningham, 2015b, p. 39). The use of critical theory helped achieve the recommendation to approach research with the understanding that how a person's experiences social identities cannot be isolated into separate boxes for race, ethnicity, gender, gender identity, ability status, class, religion, sexual orientation, and more. To

meet this recommendation, this research study addressed diversity and inclusion more globally, not focusing on race, gender, or sexual orientation efforts alone.

To date, these theories have been applied in the intercollegiate athletics setting. However, scholars have advocated for examining diversity and inclusion in additional sport-based settings (Cunningham, 2008; Doherty et al., 2010). Doherty et al. (2010) stated, “given different contexts, leadership, personnel, and other factors, sport organizations may be expected to have their own unique and complex web of forces” (p. 379). One example of this is how the majority of CR organizations report within the division of student affairs which could impact numerous aspects of the unit’s diversity or inclusion initiatives (NIRSA, 2016).

These frameworks as well a review of related literature resulted in the four research questions for this study.

Q1 How do CRPs conceptualize diversity and inclusion?

It has been noted how these terms are connected, yet different, and often not always fully understood as distinct ideas (Ferdman, 2014). As Ferdman added, the experience of inclusion is psychological and varies from individual to individual. As such, how people conceptualize inclusion is likely to be person and context-specific (Cunningham, 2015a). Although diversity and inclusion are beginning to be understood in the broader context of sport management, there was not yet a comprehensive understanding of how the field of CR conceptualized these terms. The first research question provided insight into how the participants in the selected case understood the concepts of diversity and inclusion.

Q2 How do CRPs engage in diversity and inclusion in their roles?

Employee engagement is defined as the "cognitive, emotional, and behavioral components that are associated with individual role performance" (Saks, 2006, p. 602). In addition to the need to better understand how diversity and inclusion were conceptualized in CR, there was also a need for a complete understanding of what types of efforts CRPs were engaging in to support diversity and inclusion. Both of these frameworks helped explore employee engagement by offering various layers of an organization to examine, through the MIF, as well as depth to that examination through the IFCD.

Q3 What factors influence CRPs to engage in diversity and inclusion efforts?

Existing research has shown while not all CRPs and CR organizations are engaging in diversity and inclusion efforts, some are engaging (Kaltenbaugh et al., 2017; Patchett & Foster, 2015). While sport management scholars have examined multilevel factors which enhance diversity and inclusion (Cunningham, 2008; Cunningham, 2015a), this had not yet been explored in the CR setting.

Q4 What are the perceived outcomes of CRPs engagement in diversity and inclusion efforts?

Finally, research on diversity and inclusion in organizations is often focused on the process and not the outcome. Many of the proposed benefits of an inclusive organization are theoretically based and not yet empirically supported (Shore et al., 2018).

Summary

The field of CR is led by professionals who operate facilities, programs, and services which serve the need of college students as well as other members of a campus community like faculty, staff, and more (Lindsey, 2012). Examples of facilities include

fitness centers, weight rooms, pools, and climbing walls while examples of common programs and services are intramural sports, sport clubs, fitness classes, guest/member relations, and locker rentals (NIRSA, 2016). Although sometimes viewed as a "perk" (Brandon, 2010; Danbert et al., 2014), CR has been shown to impact college students in a variety of important ways such as improving their health and wellbeing, enhance their soft skills, and create positive opportunities for social engagement (Forrester, 2015). Benefits to students' academic lives have also been found to be associated with CR participation and employment (Belch et al., 2001; Danbert et al., 2014; Hackett, 2007).

Though many positive benefits exist, scholars have questioned if students of all social identity groups achieve those benefits (Carter- Francique, 2011; Daly et al., 2015; Griffith et al., 2011). The specific questions ask whether students with marginalized social identities can experience the personal, social, and academic benefits of participation. As such, some scholars have investigated the role of diversity and inclusion in the CR field by examining the experiences of participants, and to a much lesser extent, employees. Unfortunately, research lacks in terms of how a CR department can best engage their staff in diversity and inclusion-related initiatives or trainings. However, this area has been explored in a broader sport management context.

Ferdman (2014) proposed the Multilevel Inclusion Framework as a blueprint for exploring the many layers through which an organization can examine their inclusion efforts. The model's six levels include: (a) individual, (b) interpersonal, (c) group, (d) leader, (e) organization, and (f) society. Many scholars have suggested very little change has come from research on diversity and inclusion, and that there is a need for a more critical approach when examining this topic (Edwards & Gilbert, 2002; Fink, 2016;

Frisby, 2005; Knoppers, 2015; Singer, 2005). As such, the Integrated Framework for a Culture of Diversity (Doherty et al., 2010) offered a critical lens through which to examine diversity and inclusion efforts within an organization. The framework centers the goal of having a culture of diversity and offers four areas by which an organization's actions can be supporting or opposing the movement to that goal. Layering these two frameworks together addressed the call to approach diversity and inclusion research in a more critical and intersectional manner (Cunningham, 2008; Doherty et al., 2010; Knoppers, 2015; Shaw & Frisby, 2006).

CHAPTER III

METHODOLOGY

The purpose of this study was to explore how collegiate recreation professionals (CRPs) conceptualize and engage in diversity and inclusion in their roles, what factors influence that engagement, and what were the perceived outcomes of that engagement. This chapter specifies all aspects of the research design including participant selection, data collection, data analysis, trustworthiness procedures, and researcher stance. Also included is a summary of the important foundations which underlie this research such as the epistemological, ontological, axiological, and paradigmatic characteristics.

Paradigmatic Perspectives

Broido and Manning (2002) stated, “research cannot be conducted without the conscious or unconscious use of underlying perspectives” or paradigms (p. 434). A paradigm is a “basic set of beliefs, a set of assumptions we are willing to make, which serve as touchstones in guiding our activities” (Guba & Lincoln, 1989, p. 80). Paradigms offer ways to think about, gain, and understand knowledge about the world (Guido, Chávez, & Lincoln, 2010). Paradigms are essential to disclose as they provide knowledge to the reader regarding the researcher’s perspective and decision making. Lincoln (2010) stated paradigms:

> Tell us something about the researcher’s proposed *relationship to the Other(s).* They tell us something about what the researcher thinks *counts as knowledge*, and *who can deliver the most valuable slice of this knowledge*. They tell us how the researcher intends to *take account of multiple and contradictory values* she will encounter. (p. 5)

Paradigms include the core philosophical elements of epistemology, ontology, axiology, and methodology (Guba & Lincoln, 2005). Epistemology is the *nature of knowledge*, ontology is the *nature of reality*, axiology is the *nature of ethics*, and methodology is the *approach to inquiry* (Guba & Lincoln, 2005). Some sport management scholars have noted the prevalence of a positivist paradigm to examine diversity and inclusion issues and urged other sport management scholars to broaden their inquiries into additional paradigms (Cunningham & Fink, 2006; Hoeber & Shaw, 2017; Shaw & Hoeber, 2016; Singer, 2005; Skinner & Edwards, 2005). In line with that recommendation as well as my worldviews, the constructivist paradigm informed my study on understanding staff engagement in diversity and inclusion in collegiate recreation.

Constructivism has a subjectivist *epistemology* (Denzin & Lincoln, 2005). The researcher and participant interactions result in the co-creation of knowledge (Mertens, 2015). The *ontology* associated with constructivism is that of relativism (Denzin & Lincoln, 2005). Principles of relativism include that reality is socially constructed, the existence of multiple and possibly conflicting truths, and the dismissal of an objective reality (Mertens, 2015). The influence of "the socio-cultural and historical environment" (Edwards & Skinner, 2009, p. 27) can result in different people constructing differing truths about the same experience (Crotty, 1998). As a result, the goal of constructivist research is to understand and allow for "multiple social constructions of meaning and knowledge" (Mertens, 2015, p. 18). Guba and Lincoln's (1989) framework of research ethics informs the *axiology* associated with constructivism. Their framework included

fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity all of which are explained below in the trustworthiness section.

Finally, the *methodology* most prevalent in the constructivist paradigm is qualitative methods (Mertens, 2015). These methods are best suited to serve the epistemological, ontological, and axiological principles noted above. A final consideration of how the constructivist paradigm was well-suited for this research study is that of the relationship between theory and practice. Broido and Manning (2002) noted how theory and practice could work together to inform each other. The knowledge gained by this study not only adds to current understandings around diversity and inclusion in collegiate recreation but will also inform practice within the field, offering concrete recommendations to CRPs wanting to begin or expand their engagement in diversity and inclusion efforts.

Scholars often draw from multiple paradigms in order to fully explore complex social topics (Patton, Renn, Forney, Guido, & Quaye, 2016), and in this study, the critical paradigm also informed the research process. Kincheloe and McLaren (2005) offered that research intending to be critical "must be connected to an attempt to confront the injustice of a particular society" (p. 291). As such, the critical framework is often utilized to "question the social, historical, and political forces that play a role in shaping reality" (Skinner & Edwards, 2005, p. 416). Critical research seeks to shed light on marginalization and oppression so that people can be empowered to act against those power dynamics (Merriam & Tisdell, 2015). While tensions do exist between the constructivist and critical paradigms (Caton, 2013), there are also intersections which allow them to work cooperatively. For example, both desire tangible action as an

outcome of the research process; this action should empower individuals and groups to transform the unjust aspects of society (Howell, 2016). For each of these paradigms, the epistemological approach promotes the importance of researcher and participant interactions (Howell, 2016). Finally, both acknowledge the role the researcher and her values play in a study (Caton, 2013).

Case Study Methodology

Methodology is a plan, process, or strategy which aligns the research design methods with the study's overarching goal (Crotty, 1998). In this research, qualitative case study methodology and case study methods were utilized to understand how CRPs understand and engage in diversity and inclusion. Case study methodology aligns well with the constructivist paradigm given how they both value and allow for multiple realities (Merriam, 1998). The case, or site, facilitated interactions with numerous individuals in order to gather multiple perspectives (Stake, 1995). A critical lens also aligns with case study methodology given the critical paradigm's acknowledgment of multiple realities and the focus on context, which is an attribute of case study design (Merriam & Tisdell, 2015).

Case study has been applied in sport management research to examine "day-to-day observations and interactions that constitute sport management practice" (Edwards & Skinner, 2009, p. 217). In case study, in-depth description and analysis occurs of the *case* which is a bounded unit such as a person, a program, an organization, a process, or a policy (Merriam & Tisdell, 2015). Case study is well suited for:

- Examining complex phenomena from multiple perspectives (Mertens, 2015)

- Answering “how” and “why” research questions; the project is exploratory in nature (Yin, 2014)
- Examining something that is not yet well researched or understood (Stake, 1995)
- Exploring phenomena in a real-life context (Yin, 2014)
- Emic inquiry (Lincoln & Guba, 1985)

In this study, an *instrumental* case study design was used (Stake, 1995). With this instrumental approach, the case itself was not of primary interest and instead, the case served as an instrument for understanding an issue or phenomenon (Stake, 1995). As such, the issue, or research questions, were centered, and the case fulfilled a secondary role. A final characteristic of qualitative and constructivist research is that of an emergent design (Sparkes & Smith, 2014). Therefore, while initial methods were selected to serve as a starting point, there were opportunities for modifications to be made as the research process unfolded (Mertens, 2015; Sparkes & Smith, 2014). Those modifications are discussed throughout the rest of this chapter.

Case Selection and Description

Due to the methodological assumptions of constructivism, a researcher should “provide information about the backgrounds of the participants and the contexts in which they are being studied” (Mertens, 2015, p. 20). Therefore, the following sections describe the selection and setting of the case, as well as the participants, in rich detail. This rich description assists readers to develop “vicarious experiences” or a feeling of “being there” (Stake, 1995, p. 63).

In case study design, two levels of selection occur; the case is selected, and then the participants from the case are selected (Merriam, 2009). In order to ensure the greatest amount of learning and co-construction of knowledge, purposive sampling is a conventional technique for both the case and the participants (Merriam, 2009). A purposive sample results in a study setting and participants which “enable the researcher to gather in-depth information on the areas of research interest” (Edwards & Skinner, 2009, p. 208). As noted above, a case can be a person, program, or organization (Merriam & Tisdell, 2015) and the selection of what will serve as the case is a critical decision (Sparkes & Smith, 2014). This study utilized the bounded case of a *collegiate recreation department* and the following criteria informed the selection of a purposeful case. The department had:

- A state or regional reputation for efforts related to diversity and inclusion
- Information related to their efforts on their public-facing website
- A state or regional reputation for participating in NIRSA-related activities
- An active diversity or inclusion committee

Upon approval of the University of Northern Colorado’s Institutional Review Board, site selection began for this case study (see Appendix C). The collegiate recreation department selected to serve as the case is situated at a large public research university located in a midsize city in the United States, identified by the pseudonym Public State University (PSU). The university is classified as a predominantly white institution (PWI) with over 30,000 students. The department mirrors the university in terms of its large size and scope including over 20 full-time recreation professionals and more than 200 part-time students are employed to operate the department’s programs,

facilities, and services. The department's facility portfolio encompasses pools, a primary and satellite recreation center, turf and natural grass fields, outdoor courts, and more. The unit offers traditional programs such as intramural sports, sport clubs, outdoor programs, and fitness. Memberships, facility reservations, locker rentals, and equipment check out are services available to their participants. Finally, the department reports to the student affairs unit of the institution.

Participant Recruitment and Description

After gaining permission from the Director to collect data with their department (see Appendix D), I worked with him to find a time to present the research study to the entire professional staff. Given that my recruitment for interviews was restricted to those who were full-time professionals employed by the collegiate recreation department, it was determined that I should join a monthly staff meeting that only full-time staff attend.

I was offered the last 30 minutes of their July monthly staff meeting to share the purpose and scope of my research study. Prior to my presentation, I placed a consent form and a study participation form at each seat (see Appendix E for study participation form). After consulting with a contact in the department about languages spoken and read by the staff, the consent and participation forms were translated into Spanish and were provided to select staff members. Through the study participation form, I requested logistical information such as interview availability as well as categorical information to assist me with achieving maximum variation sampling (Merriam & Tisdell, 2015).

I left time at the end of the presentation for staff to ask questions and three people spoke up to inquire about: a) what other research exists on the topic, b) how many interviews I needed to conduct, and c) how many sites I was collecting data at. After

answering the questions, the meeting was adjourned, and I stayed in the meeting room for another 10 minutes for people to return forms or ask questions.

A total of 12 study participation forms were submitted and another person later emailed me to indicate interest in the interview. From there, I utilized contact information from the study participation forms to email interested people and set up interviews to occur before the end of July. Of the 13 people I contacted, all responded to confirm their interview time although one interview had to be rescheduled and performed over the phone due to a personal issue for one participant.

At the start of each interview, I provided the participant with a social identity wheel (see Appendix F) as a means to collect demographic information. Participants were encouraged but were not required to complete the form. In total, nine participants returned either a partially or fully completed demographics document. That information, combined with information from the study participation form, was evaluated to determine if additional sampling was needed. Due to the range of categories and experiences represented, additional interview participants were not pursued.

The backgrounds, experiences, and social identities of the 13 interview participants are shared in aggregate below (see Table 8 and 9). Some level of demographic information was shared by 11 of the 13 participants.

Table 8

All Reported Demographics of Interview Participants in Aggregate

Category	Responses
Race	Bi-racial Black, Caucasian, Mexicana, White
Ethnicity	African and Caucasian, American, Caucasian, German American, Latina, White, White/Non-Hispanic/Latino
Socioeconomic Status	Middle Class, Upper Middle Class
Gender	Female, Male
Sexual Orientation	Hetero, Heterosexual, Straight, Queer
Age	Range of Mid-20 to Mid-40
Nationality	American, Mexico, USA
First Language	English, Spanish
Ability	Able, Able Bodied, Currently Fully Able, No Significant or Notable Disability
Religion	Agnostic, Catholic, Christian, Christian-Methodist, Complicated, Nature, None
Years of Experience in Collegiate Recreation	Range of 3 to 32
Area of Organizational Chart	Entry Level, Middle Management, Leadership
Current Area of Employment	Facilities, Operations, Programs, Services
Number of Student Staff Supervised	Range of 0 to 100
Number of Full-Time Staff Supervised	Range of 0 to 7

Note. Words are shared here as written by the participants. Each unique response is shared although some responses were provided by more than one participant.

Table 9

Select Demographics of Interview Participants

Pseudonym	Gender	Race	Years of Full-time CR Work Experience	Position Level
Aaron	Man	White	3	Entry Level
Ashley	Woman	White	11	Middle Management
Hayden	Man	White	6	Middle Management
Jay	Man	Biracial Black	21	Leadership
Logan	Man	White	3	Entry Level
Liam	Man	White	8	Middle Management
Mo	Man	White	1	Entry Level
Sarah	Woman	White	32	Leadership
Shay	Man	White	5	Middle Management
Steve	Man	White	11	Middle Management
Taylor	Woman	Mexicana	4	Middle Management
Teagan	Woman	White	15	Leadership
Vivienne	Woman	White	6	Middle Management

Area of employment was defined on the study participation form to be programs (intramurals, fitness, outdoor programs, sport clubs), facilities (scheduling, events, facility supervision, facility management), operations (maintenance, custodial, equipment) and services (marketing, human resources, finance, membership/guest services).

Data Collection

Data collection and analysis occur concurrently in qualitative inquiry (Merriam, 1998). While I established data collection procedures at the start of this study, minor modifications were made during the research process (Merriam). Extensive data collection is a feature of case study research as the presence of multiple data sources provides a more thorough understanding of the phenomena present within the complex case under examination (Merriam). As is consistent with case study design, this study utilized semi-structured interviews, observations, document analysis, and a researcher journal to collect data (Stake, 1995; Yin, 2003). In total, 61 sources of data were uploaded into NVivo. These items included 13 interview transcripts, 38 unique documents, eight writing activities, one observation journal, and one researcher journal.

Interviews. Qualitative interviews have been called a "conversation with a purpose" (Holloway, 1997, p. 94). Semi-structured interviews give an interview enough structure to learn about the research topic while also providing space for participants to share their full thoughts and experiences (Sparkes & Smith, 2014). As such, I drafted a set of interview questions to assist with the flow; however, the meetings were approached in an informal, conversational manner. A literature review, including the two frameworks described in Chapter Two (Doherty, Fink, Inglis, & Pastore, 2010; Ferdman, 2014), as well as my comprehensive exam pilot study informed the interview protocol. The questions assisted in starting the conversations; however, I participated in the interviews in a relaxed manner so the interviewees could fully share their experiences rather than being restricted to the role of confirming existing literature (Shaw & Hoeber, 2016). This data collection approach aligns with scholars who have advocated for case studies which

are informed by existing research while simultaneously open to having new ideas and variables be examined (Eisenhardt, 1989).

As is common with the emergent design of constructivist research (Clandinin & Connelly, 2000), the interview protocol did change during the study. As I interviewed more participants, the question set was modified in places where it was clear I needed to provide better prompts, wanted to further pursue ideas offered by an interviewee, or needed to modify specific words in a question to enhance clarity. For example, in asking the participants about *outcomes* of their diversity and inclusion work, it became clear many were interpreting the question to be about *learning outcomes* which was not my intention. In following interviews, I changed the question to ask about the *results* of their diversity and incision efforts which expanded the way interviewees engaged with and responded to the question. See Appendix G for the original interview guide.

Each interview date, time, and location were chosen by the interviewees in order to create a safe setting (Sparkes & Smith, 2014). I attempted to approach the interviews as a graduate student and professional who was seeking answers instead of letting my positionality be framed as that of an expert (Smith-Maddox & Solórzano, 2002). This approach was used because it was not only true but also due to my hopes of balancing the power dynamic between myself and the participants (Smith-Maddox & Solórzano, 2002). Also informing my approach to the research interviews was my professional relationships with many of the study participants. As their colleague in the field, the importance of conducting the research interviews in an ethical way was elevated out of our professional relationships. I reflected on this positionality frequently in my research journal.

At the start of each interview, I reminded participants about the consent form, the digital recording process, and provided them with the social identity wheel form. After offering time for any additional questions about the process to be asked by participants, we began the interview. At the conclusion of each interview, I gave the participants a handout which covered the final two aspects of their participation: a) documents and b) writing activity. The document request is further explained below under document analysis. Regarding the writing activity, the handout included two reflective writing prompts. The goal of this writing activity was to engage the participants to think about how their work and the work of the organizational could be "rewritten" so diversity and inclusion efforts were centered (Shaw & Frisby, 2006). A narrative revision process forwarded by Ely and Meyerson (2000) in their work on gender equity informed the use of this activity in my research study. In addition to providing research data, this activity also helped achieve authenticity criteria noted below as it empowered the participants to learn, reflect, share, and possibly act on their rewritten narratives and ideas about the role of diversity and inclusion in their work (Shaw & Frisby, 2006). The writing prompts included: (a) if you could change anything in the workplace to help you center diversity and inclusion in your work what would you change, and (b) what would the ideal workplace look like to help you continue to engage in diversity and inclusion?

Observations. Site visits occurred over the course of seven days. Over the seven visits, the informal and formal gatherings I observed: a) a monthly departmental staff meeting, b) a leadership team meeting, d) a facility and events planning meeting, e) a student development committee meeting, f) a full-day professional staff retreat, and g) a half-day training for all department student staff. This list of meetings to observe was

collected from the study participants when they filled out a study participation form and were prompted to share the various day-to-day meetings and events they were attending in during my time on site. From there, I emailed the staff in charge of those meetings and sought permission to observe.

I primarily took the role of direct observer but engaged with the staff when they asked me questions in meetings or asked for my opinion of discussion topics (Easterby-Smith, Thorpe, & Jackson, 2012; Edwards & Skinner, 2009). A secondary benefit of including observational data were these opportunities to continue to develop rapport with the participants as well as enhancing my understanding of the case through informal discussions (Edwards & Skinner, 2009).

While case study observations can range from casual to formal (Yin, 2014), I utilized an observational field guide for recording data. The template prompted notes and reflections that were descriptive as well as reflective. See Appendix H for field notes template.

Document analysis. Document collection and review helps support other data sources from a case as well as provides a thick, rich description of the case (Yin, 2003). At the conclusion of each interview, I asked the participants to provide hard or electronic copies of up to three documents or items they felt represented their engagement in diversity and inclusion. Ten of the interview participants provided items to review. During certain interviews, references were made to additional professional staff who might have relevant documents to share. If I was not conducting an interview with the referenced individual, I sent them an email to request the specified document. As a result, additional items were provided by two other staff members. In total, 32 documents or

items were shared of which three were provided twice resulting in 29 unique items. Some of those documents included: a) area staff training presentation, b) assessment plan, c) diversity award, d) conference presentation slides, e) department fact sheet, f) department new employee training presentation, g) department strategic plan, h) interview questions, i) marketing flyers, j) meeting minutes, k) organizational chart, l) policy website, m) program application form, n) program grant applications, o) program handbooks, p) program statistics, q) staff training handbook, r) staff training checklist, and s) transgender participation guidelines. Finally, as noted above in the description of the case, I also examined publicly available items on the organization's website and social media.

Researcher journal. I kept an electronic journal to debrief after each interview, observation, and throughout all aspects of data analysis. The journal served a variety of purposes including an opportunity to reflect, a space to record initial thoughts and interpretations, and an audit trail for my decisions and perspectives (Janesick, 1999; Schwandt, 2007). At each phase of the research process, I reviewed prior entries in the journal. The journal provided "a working history of the unfolding process of the research" (Pillow, 2010, p. 276).

Data Analysis

Data analysis "is the process of making meaning" from the collected data (Merriam, 1998, p. 178). To facilitate the process of making meaning from the numerous sources of data, the interviews were digitally recorded and transcribed verbatim while the documents, field notes, and journal were either collected in digital form or were converted to digital form. The large amounts of data were then organized and analyzed in

NVivo software (Edwards & Skinner, 2009) using a thematic analysis (TA) approach (Braun & Clarke, 2006; Braun & Clarke, 2012)

Thematic analysis is a method by which a researcher can systemically identify data patterns in relation to a topic or research question (Braun & Clarke, 2012). Put another way, it is a tool for making sense of data (Braun, Clarke, & Weate, 2016). Thematic analysis is flexible in terms of theoretical frameworks or research methodologies and it can be used for descriptive as well as interpretive content (Braun & Clark, 2012; Braun et al.). Coding was approached inductively at first to allow themes to stay close to the data and a final round of coding was done deductively using a priori codes informed by the theoretical frameworks discussed in Chapter Two (Fereday & Muir-Cochrane, 2006). During the deductive coding process, the analysis was predominantly informed by the a priori codes however, if additional inductive codes were found, they were also coded (Fereday et al.). The simultaneous structure and flexibility make TA suitable for novice researchers such as doctoral candidates.

Thematic analysis is presented as a series of phases (Braun & Clarke, 2006) which a researcher must approach in both an active and recursive way (Braun et al., 2016). Table 10 outlines each process of TA and how I engaged in that process throughout my data analysis.

Table 10

Thematic Analysis Process

Process	Description	Research Steps
Phase One	Data Familiarization	• After each interview, I documented initial thoughts in a researcher journal. • After interview transcription, I listened to each interview again while editing the transcripts and taking casual notes.
Phase Two	Initial Coding	• I uploaded all data sources into NVivo and systemically coded data using an inductive approach. Many codes were descriptive (e.g. diversity trainings), but some were interpretive (e.g. framing of differences) • I reviewed and coded all data sources two times using this process (Braun et al., 2016). • In the next round of coding, I reviewed the data using 10 deductive codes informed by the MIF (Ferdman, 2014) and IFCD (Doherty et al., 2010) frameworks. • After both types of coding, there were 108 inductive codes and 10 deductive codes in NVivo.
Phase Three	Searching for Themes	• I conducted multiple rounds of sorting all 108 deductive codes into potential different themes via a thematic map. There were three iterations of the thematic map prior to the final version. • In the final version, one of the original top order themes was combined into another top order theme and the *Layers of Learning* theme was determined to be a standalone top order theme with linkages to all over main themes.
Phase Four	Reviewing Themes	• At times, phase three and four were completed together. As I searched for themes and rearranged them via a thematic map, I reviewed the collated data in NVivo to check the themes. This resulted in changes to the thematic map as well as some changes to codes such as renaming or combining them. At this point, not all codes were used in the thematic map. • When reviewing themes during each iteration of the thematic map, I questioned the quality, boundaries, and data-support for each theme (see Braun & Clarke, 2012, p. 65).
Phase Five	Defining and Naming Themes	• Phases five and six were also accomplished primarily together. To define and name the themes, I wrote brief descriptions of each theme. • I expanded upon the definitions of each theme by finding exemplar quotes or other sources of data to illustrate the theme. This effort largely informed phase six.
Phase Six	Producing the Report	• I utilized the writing from phase five to expand upon and convey the findings. The outcome of phase five in addition to the researcher journal and thematic map largely informed this stage.

Trustworthiness

Guba and Lincoln (1989) noted how the traditional evaluative criteria of internal validity, external validity, reliability, and objectivity do not align with the constructivist paradigm. Instead, these scholars recommended the use of credibility, transferability dependability, confirmability, and authenticity criteria to examine the trustworthiness of a qualitative inquiry. The following data collection, analysis, interpretation, and reporting techniques assisted with ensuring rigor in this study (Merriam & Tisdell, 2015).

Credibility

Credibility is one of the most crucial trustworthiness criteria, and it refers to the alignment between the realities of the research participants and the representation of those realities by the researcher (Guba & Lincoln, 1989). Five strategies were used to ensure credibility in this study.

Prolonged engagement. Involvement in a site assists a researcher to "overcome the effects of misinformation…and build the trust necessary to uncover constructions" (Guba & Lincoln, 1989, p. 237). It also assists with establishing and building relationships and trust with people in the organization which in turn will assist in deepening the understanding of the organization's culture (Guba & Lincoln, 1989). Attempts to understand an organization should occur even before arriving for prolonged data collection (Shenton, 2004).

In order to accomplish those goals, I reviewed website materials and corresponded with acquaintances at the organization. I spent approximately three hours reviewing the organization's website prior to my initial visit to the site. Information

available online included photos of facilities, programs, staff, and participants; promotional and informational videos; policies and procedures; announcements; professional staff photos and contact information; mission and vision statements; general announcements; and registration portal.

Persistent observation. Observation of the case ensures the researcher can identify features of the site which are essential for answering the research questions (Guba & Lincoln, 1989). This technique provides the "intensity necessary to sift through the data to determine which themes" are important for the context (Manning, 1997, p. 103). As noted above, I sought out prolonged engagement with the organization during which observations of the case and study participants occurred across numerous settings: a) monthly departmental staff meeting, b) leadership team meeting, d) facility and events planning meeting, e) student development committee meeting, f) full-day professional staff retreat, and g) half-day training for all department student staff.

Peer debrief. Discussing the study, as it progresses, with a peer researcher who is uninvolved in the research, but familiar with the area of inquiry, will help ensure the data and associated interpretations are plausible (Guba & Lincoln, 1989; Merriam & Tisdell, 2015). Debriefing can also help the researcher test ideas, uncover new approaches, and identify their biases (Shenton, 2004). During data analysis and writing of the results, I connected with a faculty member at an East Coast institution who had knowledge of both sport and recreation management as well as diversity and inclusion research. As such, this peer was familiar with the general area of study but was not connected at all to the research project itself. The findings of this research study were also reviewed by experts serving on my doctoral dissertation committee.

Member checking. Member checks, which involve verifying data and themes with the study participants, is the most critical aspect of confirming credibility (Guba & Lincoln, 1989). These checks help to ensure resulting themes have truly been co-constructed by the researcher and participant rather than solely arising from the authority of the researcher (Manning, 1997). This technique was applied persistently throughout multiple research steps including data collection and analysis such that interview transcriptions and data analysis themes were shared with participants via email for review and reaction (Merriam & Tisdell, 2015).

Following the transcriptions of 13 interviews, four participants did not respond, six responded with no changes, and three provided changes. For the three participants who offered changes, one suggested an edit to a local institution's name to offer more confidentiality, one offered 10 grammatical changes, and the final person provided 10 comments to clarify or explain institution-specific terms and also had 11 grammatical changes.

The themes and subthemes were shared with three interview participants in order to get feedback. The three people invited to review the themes represented different levels and areas of the organization. Two people responded and their feedback affirmed how the themes represented the organization's current and future states.

Triangulation. As noted in the data collection section, multiple methods for data collection were employed including observations, document analysis, and a research journal. In addition, multiple people were invited to serve as interview participants after which they provided additional documentation and performed a writing activity. Triangulation involves finding connections among these multiple data collection *methods*

and multiple data *sources* (Merriam & Tisdell, 2015). In total, 50 sources of data were examined for connections.

Transferability

Transferability is the ability for research results to hold in another setting or context (Guba & Lincoln, 1989). While the onus is on the reader to determine if a research finding would transfer to their context, it is the responsibility of the researcher to provide sufficient information to the reader to support them in deciding on transferability (Guba & Lincoln, 1989). This study utilized two approaches to enhance transferability.

Thick description. A thick description is "an extensive and careful description of the time, the place, the context, [and] the culture" in the study (Guba & Lincoln, 1989, p. 241). Including a rich description assists the reader in knowing how similar their setting is to the research setting and therefore, the reader can make an informed decision about what the findings may mean for them (Merriam, 1998). In this chapter, thick descriptions were provided of the case and the research setting; in Chapter IV the use of direct quotes from participants also contributed to a thick description (Merriam, 2009)

Maximum variation. The use of a maximum variation sample increases a reader's ability to apply the findings to their setting (Merriam & Tisdell, 2015). People from all areas of the case's organizational chart will be invited to participate in the research interviews. The maximum variation sample not only assists with transferability but also acknowledges the complexity and multifaceted nature of an organization noted by other scholars (Cunningham, 2015a).

Dependability

A qualitative study is dependable when the results match the data (Merriam & Tisdell, 2015). Scholars have noted how credibility and dependability are closely connected; as a result, some credibility techniques discussed above also increased the dependability of a study such as triangulation and peer debrief (Lincoln & Guba, 1985).

Dependability audit trail. Changes to methods are expected given the emergent nature of qualitative research (Guba & Lincoln, 1989). Even though these emergent changes are anticipated, it is vital for them to be transparent and traceable through each stage of research to explain how results were obtained (Guba & Lincoln, 1989). The point is not for another research to obtain the same results but to be able to repeat the same steps (Shenton, 2004). A research journal was utilized throughout every stage of this study and resulted in a "log" of how the minutia data collection and analysis decisions were made (Merriam & Tisdell, 2015). Entries into the journal occurred after interviews, during and after observations, during each part of the data analysis process, during the writing of the final manuscript, and at various other times of reflection.

Confirmability

Confirmability suggests the data and the interpretations of the data are real versus imaginary or fictional (Guba & Lincoln, 1989). The previously mentioned triangulation technique supported confirmability as using multiple sources of data assisted in reducing potential researcher bias (Shenton, 2004). The use of an additional audit technique also heightened the confirmability of this study.

Confirmability audit trail. This type of audit provides a definite path from the data back to the original sources (Guba & Lincoln, 1989). Providing the steps taken,

decisions made, and procedures followed allows the reader to confirm how the findings and recommendations connect back to the raw data (Shenton, 2004). As already noted, entries into the research journal occurred extensively during the data analysis process to explain decisions. In addition, after each session of coding, I exported the existing nodes from NVivo in order to have a traceable history of how the data were coded.

Authenticity

Some scholars have noted how the trustworthiness criteria of credibility, transferability, dependability, and confirmability are alternatives to the conventional, positivist criteria of internal validity, external validity, reliability, and objectivity (Guba & Lincoln, 1989). While these trustworthiness criteria are valuable for establishing quality methodological approaches, additional criteria have been forwarded to evaluate the quality of the research outcomes and stakeholder experiences (Guba & Lincoln, 1989). These *authenticity criteria* are additional evaluative standards which are well suited for the constructivist paradigm, assisting in the evaluation of the cooperative research process and the social change resulting from the research (Shannon & Hambacher, 2014). The dimensions of authenticity include: a) fairness, b) ontological authenticity, c) educative authenticity, d) catalytic authenticity and e) tactical authenticity (Guba & Lincoln, 1989). Authenticity should be part of planning for the study as opposed to applied afterward, thus the techniques shared below were established prior to the start of the study (Shannon & Hambacher, 2014).

Fairness. To achieve this authenticity criterion, a researcher should endeavor "to assure that various participants had an equal chance to express their voice during the research" and that those voices are fairly represented in the text (Manning, 1997, p. 100).

The specific techniques which attend to fairness include peer debriefing, member checking, prolonged engagement, and persistent observation (described in the credibility section) as well as informed consent and reflexivity (Manning, 1997).

Informed consent strategies included the use of consent forms, pseudonyms, and direct quotes (Manning, 1997). See Appendix I for the consent form. Reflexivity is the acknowledgment of the role of the researcher's perspective in a study (Manning, 1997). My values and beliefs were shared with study participants when I presented my study to the staff at a monthly staff meeting and were also briefly discussed at the onset of the interviews. Readers can access those same values and beliefs via a *researcher perspective* section which follows.

Ontological authenticity. This criterion emphasizes how participants grow as a result of their participation in a research study (Manning, 1997). Some techniques which address ontological authenticity include dialogical interviews and emic perspective (Manning, 1997). Dialogic interviews are a dynamic, two-way process where a safe space is created for the interviewee to find meaning "in the process of saying it" (Manning, 1997, p. 105). By offering confidentiality and being open about the purpose of my research, I sought to create the safety needed to encourage each participant to share their thoughts and perspectives (Manning, 1997). When and where appropriate, I mirrored the language of the participants and offered my own stories or anecdotes about similar experiences or learning moments in order to promote a safer interview setting. Finally, in Chapter Four I used direct quotes from the findings to promote the emic, or insider, perspective (Manning, 1997).

Educative authenticity. Similar to ontological authenticity, educative authenticity is related to learning and growth for the research participants but centers on learning about others rather than learning about self (Manning, 1997). An internal audit is a technique which can advance this authenticity criterion. This process involves inviting key participants to evaluate and clarify the findings using prompts from the researcher (Manning, 1997). I employed this technique after data analysis by sending an outline draft of the themes to key participants as noted in the credibility member check section above.

Catalytic authenticity. Catalytic authenticity, in line with a critical paradigm, suggests that knowledge created from research must be shared, beyond the academy, and promote action (Manning, 1997; Merriam & Tisdell, 2015). While this criterion has not yet been completed, at the conclusion of this doctorate, I intend to take complete steps to present and publish in practitioner-oriented spaces as well as share the findings with study participants (Manning, 1997). For example, to satisfy the requirements of the NIRSA Research Grant, the study will be presented in Phoenix, Arizona at the 2020 NIRSA Annual Conference. I am also required to submit a manuscript to the Recreational Sports Journal, the scholarly publication for collegiate recreation. I will also offer follow up meetings or trainings with the case study site to encourage practical application of the findings (Guba & Lincoln, 1989).

Tactical authenticity. Similar to catalytic authenticity, tactical authenticity seeks empowerment and action of the research participants themselves (Manning, 1997). Previously described techniques can assist with tactical authenticity such as consent forms, dialogical interviews, member checking, and wide dissemination of findings

(Manning, 1997). I also utilized the additional approaches of confidentiality and openness around the use of the data and findings (Lincoln & Guba, 2000; Manning, 1997).

Researcher Perspective

As a qualitative researcher, it is vital that I acknowledge my "backgrounds, assumptions, and relationships with research participants and subject matter" in order to show myself in this research (Misener & Doherty, 2009, p. 466). My research perspective is shared so that readers have transparent access to how my own experiences with collegiate recreation have shaped my interest in this research topic.

As noted above, the constructivist and critical paradigms informed this research. Consistent with the constructivist paradigm, a deeper understanding and knowledge of diversity and inclusion was co-constructed in this study through interviews, observations, and writings of numerous CRPs. Constructivism research is well suited for this study given my involvement in diversity and inclusion in my full-time role as a CRP and in my volunteer service to NIRSA. My own experiences inform my investment in this area of study.

Consistent with the critical paradigm is the understanding that the knowledge gained should then be utilized to bring about direct action to advance a more equitable, diverse and inclusive collegiate recreation field (Merriam & Tisdell, 2015). This direct action began as early as the interview stage; after various interviews were over, I ensured participants knew about books, people, and other resources that connected into stories they shared during our conversations. The direct action will continue not only when I return to the site and share my findings but also when I connect my research to practitioners all over the country at NIRSA's Annual Conference. This dissertation will

not collect dust on a shelf, and I will actively pursue ways for this research, and future research, to move the field along to the benefit of those being served, or not yet served, by what we do.

I believe these paradigms not only suited my research topic and methods, but they also reflected the variety of roles with which I entered this research: practitioner, student, teacher, and researcher. As scholars have noted, the roles we hold often inform the issues we investigate (Edwards & Skinner, 2009). Each of my roles encompassed experiences which have shaped my personal, professional, and academic lenses on this topic. For example, as a CRP, I believe this field has a tremendous amount of value to offer a collegiate community. However, it is only through advanced education that I have finally learned more about how power, privilege, and oppression inhibit some groups from experiencing recreation in the same way I do, as a cisgender, heterosexual, able-bodied, middle class, white woman. As a student and a teacher, I believe in the transformative value of education. However, in the classroom as both a student and a teacher, I have personally experienced as well as personally perpetuated the harm that can be caused by a lack of knowledge, skills, and awareness of diversity and inclusion concepts.

While there is a plethora of experiences which led me to this research, one that resonates the most was a course on diversity and inclusion in higher education. In a discussion about expanding our knowledge around diversity and inclusion, one of the professors offered, “once we learn, we cannot unlearn; once we know, we cannot un-know.” In every single role I hold, whether a professional, student, teacher or researcher, the essence of that statement is always with me. While it may have taken over 30 years for me to become aware of my own privilege as well as the oppression experienced by

numerous members of society, now that I know and continue to expand upon what I know, I am unable to disregard this information. Whether as a practitioner, student, teacher, or researcher, I seek to move past *good intentions* into well-informed and intersectional action. As the Indigenous Austrian activist Lilla Watson noted, “If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together” (Donnelly, 2019, p. 148).

Summary

Informed by the layering of constructivist and critical paradigms and frameworks, this research utilized an instrumental case study design (Stake, 1995) to explore how collegiate recreation professionals conceptualize and engage in diversity and inclusion in their roles, what factor influence that engagement, and what are the perceived outcomes of that engagement. Semi-structured interviews, observations, document analysis, and a researcher journal are hallmarks of case study design which were applied to this study (Stake, 1995). The use of a multitude of trustworthiness techniques such as member checking, thick description, audit trail, informed consent, dialogical interviews, and more attended to the study’s rigor.

Collegiate recreation and sport management scholars have explored numerous diversity and inclusion topics, some of whom have approached their explorations with case study methods (Singer & Cunningham, 2012; Yan & Cardinal, 2013). However, little research has combined the paradigms of constructivism and critical theory with a case study design to examine diversity and inclusion in the specific context of collegiate recreation. This study’s delineated methods aimed to address this gap and added new

knowledge to the recreation field by guiding CRPs on how to most effectively create inclusive recreation experiences for their diverse campus communities.

CHAPTER IV

FINDINGS

> I am sitting in the back of a large room in a historical building located off campus. This is the location of the full-day professional staff retreat scheduled to begin shortly. This retreat marks the start of a new academic year. People are still arriving and the atmosphere is social as the staff are conversing in small groups while waiting for the day to begin. Jay brings the group together to overview the agenda which includes a celebration of accomplishments from the last year, a review of the unit's mission and goals, a session on organizational change, and a diversity and inclusion training. There are four new team members in attendance, and it is the very first day on the job for one of these new employees. I observed throughout the day that diversity and inclusion were woven into each conversation. Accomplishments and goals included examples of work connected to diversity and inclusion as well as alignment to the university's efforts. The facilitated session on organizational change resulted in conversations about upcoming programs to serve underrepresented students. And of course, the diversity and inclusion training had an explicit connection both through the title of the facilitator who was an upper level administrator from the diversity office on campus as well as through the session content. That final session included a difficult activity and debrief around the value of different social identities. While some comments during the session reflected growth or understanding by the attendees, other comments provided evidence of how this work is always evolving and how the need for more education remains. (Research Journal)

In this chapter, I summarize the findings from this qualitative case study situated within the setting depicted at the opening of this chapter. The purpose of the study was to explore how collegiate recreation professionals (CRPs) conceptualize and engage in diversity and inclusion in their roles, what factors influence that engagement, and what are the perceived outcomes of that engagement. As specified in Chapter Three, the various sources of data were analyzed through a thematic analysis approach which included both inductive and deductive analysis (Fereday et al., 2006). The inductive

findings are presented first followed by a section describing how the data connected to the theoretical frameworks.

During data collection and analysis, it became clear that many layers existed in terms of how the study participants understood and engaged in diversity and inclusion. As a result, the four overarching themes were named to reflect these layers. The themes included: a) complex layers of diversity and inclusion; b) layers of influence; c) layers of outcomes; and d) layers of learning. The fourth theme, layers of learning, was a standalone theme however it was related to the other three themes. Figure 3 provides a diagram for understanding how the top-order themes were connected and Table 11 provides an overview of all themes and subthemes.

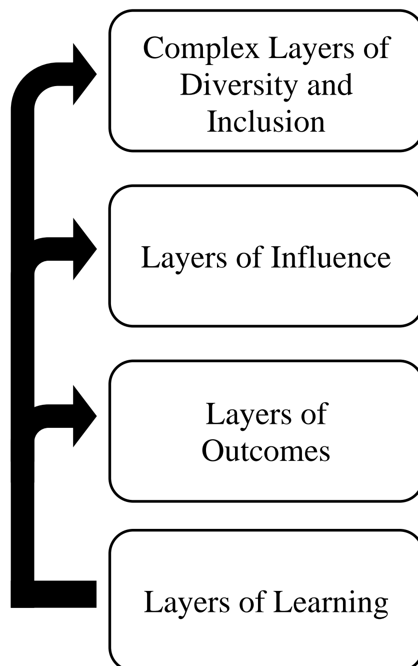

Figure 3. Thematic map of inductive findings.

Table 11

Themes and Subthemes

Themes and Subthemes
• Complex Layers of Diversity and Inclusion o Diversity is Identity o Diversity is Difference o Inclusion is a Feeling o Inclusion is Action ▪ Individual Actions ▪ Departmental Actions o The Work is Never Done
• Layers of Influence o Personal Identities and Experiences o Campus Community Members o Collegiate Recreation Field
• Layers of Outcomes o Outcomes for Recreation users o Outcomes for the Department o Outcomes for Both
• Layers of Learning o Learning is a Personal Action o Learning is an Influence o Learning is a Departmental Outcome

Complex Layers of Diversity and Inclusion

This theme illustrates the variety of ways participants understood the concepts of diversity and inclusion separately and also how the interplay between those concepts was meaningful for many participants. Participants' efforts related to inclusion are also encapsulated by this theme, including those efforts currently underway as well as what is needed for their future.

The participants understood diversity and inclusion to be complex and unique, but also connected. For example, while the forthcoming subthemes provide many tangible

examples of diversity being a distinct concept from inclusion, many participants processed their understanding of each term in relation to the other term. Ashley noted, “for me, I think diversity inclusion go hand-in-hand” while Shay used a metaphor to show the connectedness of the concepts, “I think of…diversity is the mix, and then…inclusion is making the mix work.”

Both Jay and Teagan addressed issues around the depth and breadth of diversity and inclusion that make understanding and engaging in them complex. Jay signaled how understanding diversity can be difficult considering how identities are often interconnected:

> So, if you look at, whether it be African American or Black, that is just not one encompassing definition of somebody. There's lots of layers to that around what is to be Black, and so…[I] really try to wrap my head around the depth of each category and then how all these categories intersect or don't intersect.

The following subthemes of *diversity is identity*, *diversity is difference*, *inclusion is a feeling*, *inclusion is action*, *and the work is never done* further demonstrate the ways in which the participants conceptualized diversity and inclusion.

Diversity is Identity

This subtheme provides examples of one way the participants understood diversity as social identity categories. In describing the term itself as well as the diversity of their department, institution, and city, their understanding was often framed with a greater emphasis on race, gender, and socioeconomic status, but their understanding also included many other identities. For example, Steve noted his definition of diversity to include religion, among others, “I think of it in terms of diversity in race, religion, origin. The Big Seven, I believe.” Hayden included nationality in his explanation of diversity, “we have…international students…students with different sexual identit[ies], different

gender identit[ies].” Jay’s definition encompassed those areas as well as “age, ability, spirituality.” Nearly all participants described diversity using one or more social identity categories.

Additionally, participants commented on how some social identities are visible while others are invisible. In her writing activity, Teagan commented about that status of diversity in the department, “While I recognize that there is diversity in our workplace, some visible, some not, I feel that our institution as a whole lacks diversity.” Aaron also talked about diversity as something he sees, “I feel like diversity is where you and I don’t need to talk, we’re about five, ten feet away and I can notice certain features about you,” but also something he recognizes he cannot see and therefore requires, “a little bit of conversation.”

Diversity is Difference

In one way, the participants’ understandings of diversity were specifically tied to social identity categories but there was a broader interpretation among the group that diversity was also about differences: differences in beliefs, experiences, personalities, and more. While this understanding of diversity as difference was fairly universal among the group, participants did not have a common way of interpreting the value or treatment of those differences.

Participants understood diversity to include different backgrounds, experiences, and thoughts that people have. For example, Jay commented, “then I see diversity as…experience. Diversity of thought through my education or others’ educations…their hobbies, their activities in general, how they see the world, how they see themselves in the world.” Logan added that in terms of hiring or training the staff, he thinks of

differences such as, “diversity of personalities for the staff that I hire, diversity of how they process information, their learning styles, to me that's diversity.” Social groups, political beliefs, geographical upbringing, self-expression, and position or role were all ways in which participants explained how diversity was about differences.

Some participants placed value on the different identities and backgrounds encapsulated by diversity. Sarah noted how having more diverse views and opinions strengthened conversations in the department, “so I think that's really important, because when you're having those discussions and you're trying to build new programs and facilities and I think more different ways of looking at something is much better.” Jay’s valuing of diversity went beyond the walls of the rec center, “I think from a societal perspective, the more we embrace difference, I think the more opportunity we have around collective harmony.” In her writing activity, Teagan noted her vision was for “all people are hungry to learn, all people are eager to accept and understand, all people are open to having valuable dialogue, exploring differences and appreciating the value of diversity.” Jay, Sarah, and Teagan’s examples underscore that while diversity may mean identities and differences, what is also important is whether or not those differences are valued.

In contrast, some participants framed diversity or difference as something to minimize. Comments such as, “I don't think about diversity within my own rec staff, I guess, as much. I kind of just think about them as just people” and, “we're trying to teach our students…look for your commonality. What's your common bond?” reflected a minimizing of differences. Other participants also provided examples of staff trainings where a portion of the message reflected a viewpoint of “everyone’s the same

underneath" or "treat people as people" whereas Hayden framed differences as something to be "open minded and respectful" of when training his staff. These examples illuminate dissonance in how the staff framed the presence of difference or diversity.

Inclusion is a Feeling

When directly and indirectly explaining the concept of inclusion, a variety of feelings were used as descriptions of how recreation center patrons should feel or how the study participants themselves have felt. Shay encapsulated all of these feelings when he shared, "a student should feel comfortable and included and feel like they can be themselves and find other students or groups to get involved with and be themselves, here at the rec center." A sense of belonging, welcome, authenticity, and comfort or safety were how the participants conceptualized inclusion to be a feeling. Among these different feelings, a sense of belonging and a sense of being welcomed were the most frequent accounts of inclusion. In terms of belonging, Taylor described inclusion as, "focusing on making everybody feel a part of something" and Aaron offered the department having a goal of wanting to "make sure that they're living as healthy of a lifestyle as possible [and] that they find a community in an activity that they enjoy." Finding a way to belong within the recreation center's various communities was a collective understanding of inclusion among the participants.

Taylor shared how she felt inclusion and feeling welcomed were connected, and this was another prevalent understanding of inclusion among the participants. Shay discussed how one goal of customer service training for his staff was, "making sure that folks feel welcome." Related, Mo reflected on the impact of people not feeling that sense

of welcome, “I think that if you feel like you shouldn't come through the doors, or that it's like not a place for you to be or you're like not legit or whatever…that kills me.”

Additional ways participants noted inclusion could feel were comfortable and safe as Mo noted, “being a space that anyone can experience in some capacity comfortably.” Feeling true to self was also an aspect of inclusion such as how Shay described it as, “being able to contribute as your authentic self.” Hayden added how his attempts to be an inclusive and supportive supervisor were connected to a desire to ensure his staff felt, “like they can be themselves around me.”

Inclusion is Action

In addition to understanding inclusion to be a feeling, the participants articulated inclusion to be characterized by action. Teagan offered, “I almost feel like diversity is seeing and inclusion is understanding and doing something about it.” In describing how action-oriented inclusion was achieved, participants articulated examples about their own efforts as well as examples from the department’s overarching efforts resulting in additional subthemes of *individual actions* and *departmental actions*.

Individual actions. Actions by leaders, building partnerships across campus, and removing barriers were three of the most prevalent examples of individual actions shared by the participants although many other examples of actions are discussed below. Department leadership provided their own examples of actions they had taken, and this was mirrored by the comments shared by other members of the staff. Jay spoke about his service to community organizations which support marginalized communities, and Teagan shared how Jay’s personal efforts were impactful to her:

> I think from a leadership perspective…that's one of the reasons that I was really drawn to Jay…is just what he does in his personal life, philanthropically, and with all of that, he definitely walks the walk and we needed to see more of that here.

Related to Jay's on campus efforts, he noted how he took action immediately upon arriving to PSU by meeting with various diversity-related groups and suggesting ways of aligning their efforts. Jay noted how from the start, he was:

> …finding ways to insert myself with that [inclusive rec] program. I noticed when I got here that this beautiful outdoor swimming pool that we have [had] predominantly white students use that space. And so, when I first got here one of my decisions was I was going to connect with student organizations of color's leadership. And I…had good conversations with their leadership. 'Well, what are you guys currently doing in the rec center, and then how can I help advance any other opportunities?'

Teagan, another department leader, shared her desire to offer "educational pieces...and set the tone" with the staff. Related, Steve shared how Teagan led the efforts to bring a training to the department which assessed the cross-cultural competence of the staff.

Other examples of actions by leaders included their involvement in writing grant proposals in support of new inclusion programs, service on the diversity committee, creating and leading inclusive programming efforts, providing feedback on diversity trainings, and holding staff to high standards around diversity or inclusion. Sarah noted, "I want to do my best…so I set those high standards for myself. And then of course in doing so I set the same high standards for my staff."

As noted by one of the above examples, a tangible area of action made by leadership was building partnerships, however, that type of action was not isolated to members of the leadership team. Although a newer member of the staff, Logan had already met with other campus offices to discuss partnerships to better serve students.

> Well, I've already sat in on a [counseling services office] meeting, which I'm really excited about…[there are] some very specific things and initiatives that we're trying to do…I'd file that under the diversity and inclusion, think about how many kids on college campus USA are just like quietly sitting in their dorms…because they don't feel like they're included anywhere, and they're too afraid to like put themselves out there.

Additional partnerships that were established or in the process of being established included the athletic department, diversity-related student organizations, social justice offices, pre-college academic programs designed to serve underrepresented high school students, office for international students, and housing and dining department.

The idea of looking for and removing barriers to participation was another common area of individual action for the participants. While this notion was most often shared conceptually, some participants provided tangible examples. Taylor noted how she took action to address language barriers such that, "I see trainings that come up [and] I interpret [or] translate...different documents, programs or recreate them here internally for our staff." Jay shared an ongoing effort he had undertaken to start a scholarship fund to help cover expenses for students from low income backgrounds who might not be able to afford programs or services that involve extra fees. Liam shared how he was directly involved in the creation of a new policy to remove gender binary-related barriers in sports programs. According to the documentation provided, the policy welcomes the PSU community to participate in intramural sport events based on their gender identity and does not require medical treatment.

Individual actions also took a more informal approach as illustrated by conversations, day-to-day job duties, language, and mindset. Vivienne noted how she approached her meetings with other staff, "I like to provide opportunities, whether it's in a meeting or whether it's a one-on-one discussion…in order to see where they can grow

or look a little differently." Ashley shared how her area had been making efforts to weave conversations around inclusion into their everyday endeavors. She noted, "in terms of effort, really having those conversations in general, like with [her supervisor] or our facility team, or [leadership] or whatever" and that they were often asking themselves, "how do we do a better job about it?"

In addition to having inclusion be woven into daily conversations, some participants were taking action by weaving it into their day-to-day job duties. Both Sarah and Ashley shared examples of how they support events within the recreation center for student organizations. Sarah explained that when meeting with event clients, she points out all of the inclusive features of the facility and that to do so had become a normal part of the event team's operations, "that's just a part of us." Ashley added that being ready to make accommodations was another way she was weaving inclusive action into her regular role, "like we host[ed] a drag show and we turned two of our [gender specific] bathrooms into gender-neutral bathrooms for them, that's closer to the event space."

Teagan reflected on her efforts to honor gender pronouns and how her intentional efforts to be better at using inclusive language had paid off, "you know how we talk about she/her/hers, he/his/him? I can actually do that without having to stop and think now." Beyond just inclusive language, Ashley shared how she had modified her work approach to reflect that of an inclusive mindset, "I do my work now with that lens in front."

Although referenced with less frequency by participants, individual action also took the form of advocacy, working from within a dominant identity, and moving past a desire to merely be nice. Hayden shared how feedback from his student employees

resulted in him being a better advocate during employee recruitment. He noted he is more aware and therefore better prepared to proactively recruit underrepresented students for leadership positions, “I'm a little more conscientious and aware of when recruiting, if I'm getting reports from someone like, ‘Hey, this person would be a really good [leader],’ I'll kind of make a point to say, ‘Hey, I've heard some good things about you, would you apply?’” Logan and Taylor also shared examples of how they took action through advocacy.

Mo spoke about his dominant identities throughout his interview and noted he felt much of the action he needed to take was with people who shared those identities, “so for me…to exist within the sort of category of presenting in a traditionally masculine way, and from within there, pushing out and sort of like challenging people.” While other participants described a goal of being kind or nice, Vivienne pushed back on that belief. She described inclusion as “more than just being nice.” In discussing the goals of the diversity committee, Vivienne shared:

> We also need to take a look at our professional staff and take a look at our students and encourage them to grow. It is a difficult, difficult thing to do because you need to look inward. And no one likes to [do that]…everyone likes to believe that they are nice. ‘I'm really nice. I'm so nice. I would never do anything that would hurt anyone because I'm so nice.’ I [would] really like to take that word out. It has nothing to do with being nice. What it has to do with is the ability to take a look at how you listen, how you interpret and what [your] perceptions are of another individual.

For Vivienne, being nice was not an inclusive action. Inclusive action was about active listening and interrogating perceptions.

Departmental actions. In addition to individual-level efforts, the participants offered numerous examples of actions occurring at the department level. One of the most referenced efforts was the department’s diversity committee. Sarah and Teagan both

confirmed how the committee purpose and structure had evolved over the past decade with a focus on staff training in more recent iterations. Speaking more directly to its current purpose, Vivienne shared:

> The diversity committee has about eight participants at present. And to be honest with you, that's because some folks have moved on in terms of getting other jobs. Ideally, we would love to be able to have about…12 people on the committee…it is voluntary [to serve on the committee]. People aren't assigned to it. So, if there are professional staff, or if there is a student staff member that would like to participate and they have their supervisor's green light, then we are set and ready to go. Our task is to educate staff and bring awareness to diversity and social justice issues. And when I say staff, it's not only um, professional staff, but student staff as well.

When referencing the diversity committee, most participants recalled the role of the committee in planning the diversity or inclusion component of the department's required all-staff training for students each fall. Examples of past training topics included stereotypes, bias, allyship, and identity-specific topics such as LGBTQ, disability, and sizeism. The student staff trainings were explained to occur each fall with some mixed responses regarding whether or not spring sessions on diversity or inclusion were also the role of the committee. The participants did not share examples of any professional-staff focused trainings offered by the diversity committee nor did they offer additional actions taken by the diversity committee beyond planning staff trainings.

The other most common area for discussion of department efforts was the inclusive rec program. This program was created by Teagan, and she explained its purpose to be, "a broad stroke in effort to support our underrepresented student population in addition to helping to educate allies or other individuals on just differences in general." According to documentation provided by Teagan, the program served 262 people during its first year while participation two years later had increased 75%. The

program was comprised of activities such as meditation, dance, rock climbing, pool party, ice skating, and fitness classes and each event was designed to focus on serving a specific diverse population such as LGBTQ, women, international, or veteran students, although other participants were welcome. People from across all areas of the department were familiar with the inclusive rec program and remarked that it was an exemplar for the department's diversity and inclusion efforts.

In addition to the programmatic offerings, other large functional areas of the department also demonstrated examples of inclusion as action such as facilities, marketing, and policies. Ashley provided a facility map as an example of the department's efforts around both having and advertising the existence of inclusive facilities. The map featured the locations of various inclusive features throughout the facility including adaptive weight training and sport equipment as well as all-gender bathrooms and locker rooms. The map also explicitly relayed the purpose of those efforts and stated how the PSU Rec Center aimed to serve people from all backgrounds and to help members have a safe and inclusive experience.

The department's website offered additional context around the importance of the all-gender spaces noting how the organization wanted to ensure members could use the facility without barriers. This information is included on a specific area of the website where every inclusive programs, facilities, policies, and services are communicated. This page was accessible from the department's home page. Other marketing examples were promotional signage in the facility and videos from the website demonstrating past inclusive rec programs, department values, and broad messages to indicate who each member belongs within the recreation center community. Jay noted how the marketing

efforts reflect intentionality around who is being featured in print and digital media, how they are being featured, and what the overall messaging is.

As conveyed above in the *individual action* subtheme, Liam had taken the personal action of establishing a gender identity policy for participation in sport programs, but evidence of policy-related efforts was available throughout the entire department. The facility policy guidelines included protection from discriminatory words or actions, and standards of conduct existed for the sport club area regarding discriminatory behavior. In addition to the gender identity participation guideline, the department also set the expectation that club athletes have access to locker rooms based on gender identity, that club coaches and teammates use the correct pronouns, that dress codes reflect the athlete's gender identity, and that everyone associated with the club teams continue their own education around gender identity.

Formal guiding principles and goals were also a frequent example across all data sources of a department level action. Inclusion was written into components of the unit's mission and value statements as well as into their strategic plan. At the professional staff retreat I observed, Jay shared with the staff how the department's strategic plan was in alignment with a variety of university-level initiatives such as creating equitable opportunities and welcoming environments. These goals were discussed not only at the staff retreat but were also present in documents I analyzed such as the unit's assessment plan, new employee training presentation, and program handbooks.

Shay provided additional context around the assessment plan, noting, "there's one outcome specifically that talks about…student staff will be able to embrace diverse

background and cultures for all members of the Rec Center." This outcome appeared to be connected to the diversity committee's fall training for student staff.

Human resources were another category of department action revealed by participants. Examples included incorporating diversity or inclusion related questions into professional staff interviews and making effort to recruit diverse applicant pools for student staff. Regarding professional staff searches, Sarah explained what she discussed about the department's values when meeting with candidates for full-time recreation positions during their on-campus interviews:

> That's one of the things I do with a candidate is I sit down with my expectations and what's important to me…Because one of the things I say to them is yes, you're being interviewed by us but you're also interviewing us as well. It's a two-way street. It has to be a good fit, and do you embrace the same values here that we embrace, because we want it to be a place that you wanna be and a good experience so that you can thrive and you can support us.

With recruiting staff, Shay noted how supervisors often connect with other offices on campus to share employment opportunities for PSU students in order to get a more diverse applicant pool, "when we were hiring, we reached out to different departments on campus…to be a little more proactive." Steve discussed a desire to offer more programs to marginalized student populations and then use those programs as a recruiting pool for new student employees.

The Work is Never Done

The participants frequently referenced their diversity and inclusion efforts not having an end point and delivered abundant examples of how they could individually and collectively do better. Some articulated a sense of diversity and inclusion always "evolving" as a reason they should not get complacent. Jay noted, "you got more work to do, and it's ever evolving.... It's never done for you personally. It's never done for an

organization because it's always evolving and morphing…" which was similar to how Ashley felt, "it's just really important to keep up on that learning…things are changing very rapidly." Teagan described the effort as ongoing, "you're continually learning. It's a continual process wherever you are on the spectrum." In her writing activity, Sarah added the perspective, "it is human nature to have bias, so working diligently, practicing inclusive behaviors consistently is important since it is hard work and takes a great deal of time, but work worth fighting for."

Alongside the notion that the work was never done was a collective desire to improve. In her writing activity, Teagan stated, "we do a lot of good stuff and I believe we make solid effort [despite] real life workplace limitations like budget and time, but I can't help to feel that there is more that can be done." All participants had suggestions for what more they could personally do or the department as a whole could improve on. For some, it was simply to participate more. Aaron reflected, "I guess to start, I feel like I could be more involved." Other examples included desires to have more assessment data to demonstrate the positive impact of inclusive rec programs, more representative (but not tokenizing) marketing materials, and scaling up programs in order to serve more people.

Shay added his need to better incorporate diversity and inclusion training into his area trainings instead of only relying upon the diversity committee to cover the topic:

> …this was something that I realized…I kind of say, 'oh, it's covered in [all staff] training.' So then in my [area] training, I'm focusing on customer service, risk management, and the operation like this is how you do this [task]…so when I was going back, and like 'How have I incorporated it?' I haven't directly. And, I don't know if other areas are following up and doing more…so that was something that I realized. I want to make it more of a focus and priority.

In fact, frequency of diversity and inclusion training was a large area of discussion among the participants, and Jay noted how the diversity committee also had this concern, “our rec diversity committee talked about, okay we have [fall semester all staff training]. We do a session. It's great. But then what's next? And [that’s where] diversity and inclusion kind of just fall off.” Vivienne shared the committee’s job was to start the efforts and then encourage areas to continue them, “[the committee] will lead the efforts. We will encourage departments to keep the conversation going.” However, much like Shay’s example, not all participants could clearly articulate a formal way in which they were continuing those conversations in their area trainings or meetings. In his reflection, Jay wrote:

> It feels like the focus of our diversity and inclusion work is contingent upon training and less about experiential learning. We schedule one to two opportunities a year that focus on diversity training or attending summits with [diversity or inclusion] themes. These opportunities do provide value with understanding theory, pedagogy, and lived experiences, but these opportunities feel isolated and independent of our everyday work.

Beyond student training, there was a clear desire for professional staff to also improve their competencies around diversity and inclusion. With that desire came some concern regarding how to achieve that goal. Teagan shared in her writing activity that:

> I don’t believe diversity and inclusion can be forced on people, either you get on board or you don’t. But if the seed can be planted then maybe it will eventually flourish. Not completely, but even the most minute levels of understanding and practice can have a positive impact.

Vivienne agreed in stating she did not believe in a forceful approach to diversity and inclusion training. Jay noted a prior mandate specifying an hour amount for professional staff diversity and inclusion training was not something he felt he needed to enforce. However, he felt there was room for growth in the professional staff ranks, “as a staff we

definitely can demonstrate cultural competency…on the awareness side. But when it comes to skill and expertise, we're not there. A lot of people think they're further along the spectrum of skill [than they are].” Teagan agreed with this sentiment regarding people’s self-assessment of their diversity and inclusion abilities:

> I also feel like the people who think they are, often the people who think they are the most grounded and have it, are the people who need to learn the most because they don't see that they have the need to learn.

While plenty of examples of competency existed, I noted some areas for improvement among the staff through interview, documentation, and observations. For example, in an official policy document, gender was referenced as a binary concept using “either/both” language despite gender existing on a continuum. Participants used language that would generally be regarded as not inclusive such as “you guys” when referring to groups of people of many genders. Someone referred to marginalized people as “lesser groups.” These examples demonstrate what Teagan and Jay had observed regarding the staff existing along a continuum of diversity and inclusion knowledge, skills, and awareness.

A final area of improvement offered through the participants’ interviews and writing activities was an unclear purpose for the department’s diversity and inclusion training efforts for the student staff. In reflecting on feedback from past student staff trainings, Sarah shared how students were asking, “‘okay, how does that help me do my job better?’ So they're kinda missing the connection. Just totally missing it.” Taylor heard similar feedback and offered:

> I think we do a great job but we still, year after year, struggle and we gain feedback from our assessments after doing a training where we get the handful of comments [from student staff] that say, ‘How is this relevant to my job?’

The *complex layers of diversity and inclusion* theme illuminates how the participants conceptualized diversity, how they conceptualized inclusion, and how they made sense of these concepts in relation to one and other. In addition, through their understanding of inclusion as action, this theme also demonstrates the variety of individual and department efforts around diversity and inclusion the participants were engaged in. As such, this theme and its multiple subthemes addressed two research questions: (a) how do CRPs conceptualize diversity and inclusion, and (b) how do CRPs engage in diversity and inclusion in their roles.

Layers of Influence

During interviews, the participants reflected on many different sources of influence for their decision to engage in diversity and inclusion. They identified early influences as well as more recent reasons for engaging. While many areas of influence were connected into their professional spheres, several personal impacts were also shared. The subthemes of *personal identities and experiences*, *campus community members*, and *collegiate recreation field* offer insight into the influences shared the most during interviews.

Personal Identities and Experiences

Nearly every participant spoke to an aspect of their own identity that had informed their interest and engagement in diversity and inclusion. Some participants reflected on privileged identities, some reflected on marginalized identities, and a few connected with both. For example, Jay shared how his identity as a Black man had informed his pursuits: “based off my own racial background and interest I’ve found that I’ve always been interested in supporting the programs that…support inclusion…[and]

encourage diversity." He elaborated by noting his prior experience as a black student at a PWI allowed him to understand and value the importance of diversity and inclusion efforts, "it's just kind of through my experience I know that it's a [big] deal for people who are experiencing that."

Even more participants shared how they held one or more dominant identities and while that could create difficulty in relating to others, the awareness of such also served as a source of influence for doing more diversity and inclusion work. Steve noted how the knowledge of his own social identities informed his approach, "I mean, it's a challenge…I have to be consciously thinking about what…my lens versus maybe what their lens is…. So, it is a challenge for sure for me there. Like trying to make sure 'hey…what are they seeing?'" Teagan disclosed how an examination of her privileged identities had been occurring more recently and influencing her many roles: "it's just been within the last few years that I could really understand the privilege that comes from being a middle-class, white American." She went on to share how that awareness was not just informing her work life but was also important in her personal life due to another identity she had, that of parent. She noted how awareness of her privilege as well as knowledge of the marginalized identities represented by members of her family made things more personal, "I think that goes in so much more personally than professionally for me but because of the age of my children that's just where I am." She stated while diversity and inclusion were important to her at work and a passion, her passion was influenced by her role as a mom, "You know what? It probably…a lot of it too is being a mom. Being a mom and who I want my children to be deepens that passion." Jay, Shay,

and Taylor also shared how being a parent influenced their perspectives on diversity and inclusion.

Experiences from their upbringing and the resulting values were also large influencers for the participants. A number of people described upbringings where some aspect of diversity was regularly present. Jay shared the impact of his parents having many racially, culturally, or religiously diverse friends, “we were, you know, eating together, playing with their kids, creating those connections. And so, for me I saw at an early age the value, and it was fun.” Teagan noted how seeing her parents being “script flippers” in terms of dominant gender norms was an important and intentional message from her upbringing as her father stayed home to care for her and her siblings when her mother pursued a career.

Liam, Logan, Mo, and Steve all experienced diversity in terms of race, ethnicity, nationality, or socioeconomic status in their K-12 education which normalized the existence of differences at an earlier age for them. Liam noted how his experiences at a diverse high school informed his higher education journey as a student and as a professional. A few participants noted they had an opposite experience in terms of their upbringing being mostly homogenous, but how the contrast of their upbringing with later experiences was still influential. Hayden noted “I grew up in rural [Midwest state] like a small town…middle of nowhere…so it wasn't very diverse at all.” His experiences both during graduate school and early in his professional career in much more diverse places expanded his lens far beyond his upbringing.

Personal values were a final area of influence in this subtheme. A number of participants noted how their upbringing, past experiences, personal identities, or some

combination thereof had led them to have personal values and beliefs that connect to diversity and inclusion and informed their early on or current engagement in related work. Logan offered that through his past experiences trying to find community, he had developed a personal mission. “My kind of mission in life, is to do that, and set those opportunities up for others, so that they can try to find their own voice, or find their space, or their people.”

In some fashion, the participants’ own identities, upbringing, roles, and values all shaped their reason for learning about and engaging in diversity and inclusion, both at work and in their personal lives.

Campus Community Members

Participants reflected on numerous members of the campus community whom had influenced their passion for or engagement with diversity and inclusion. This included department peers, peers from across campus, department leaders, as well as students.

Ashley noted while she had seen some good examples of diversity and inclusion at prior jobs, her arrival at PSU had been the most impactful. While listing the variety of ways her peers in the department were engaging in diversity and inclusion efforts via facilities, programs, marketing, and more, she offered, “it's been really eye-opening to come here and be like ‘oh, this is how you should be doing it.’” She went on to note how she had recently been onboarding a new professional and told the new staff member about how the time she spent working with her department peers had influenced her own approach to work, “I do my work now with that lens…of inclusion.” Regarding the influence of department staff, Liam added, “as we've gotten younger staff, and as we've

gotten more diverse staff …things have been more, I think, kind of focused on the diversity and inclusion piece."

Along with peers from within the department, the department's leadership team was also noted to be a source on influence. In addition to the direct actions of leadership team members shared in the *Complex Layers of Diversity and Inclusion* theme, participants were also able to articulate numerous examples of leadership support being influential. Steve suggested the Director was not only involved in programs but was "very supportive" of them. Logan noted how the Director has "a lot in the works, like very clear and specific [diversity and inclusion] initiatives that he wants to do... I just really appreciate him." He also noted the department's leadership team, "just encouraged me, like whatever bandwidth [I] can handle, go for it" with regards to expanding inclusive programming in his area.

While many influences came from people within the department, peers and mentors from across campus were also prevalent in stories shared by participants. Colleagues from career services, human resources, gender and sexuality offices were noted influences via committee service, prior positions, and other partnerships undertaken by the participants. Taylor noted how her mentors in another office inspired her to give back to the campus while Teagan shared how her campus colleague had helped her reframe and better understand the importance and purpose of diversity and inclusion events.

A final influence from the campus community was the PSU students. Both Liam and Steve referenced how the current generation of college students appeared to have a higher baseline knowledge and concern for diversity and inclusion, and that staff were

influenced to engage more in diversity and inclusion in order to keep up with the students. Liam shared:

> I think it's the students, really. I think that's an important aspect to them…the students in general that are coming up now…diversity and inclusion…is just like a really important topic on campus…if you lose sight of it, you're gonna fall behind.... I don't want our students to feel like we don't care about them.

Collegiate Recreation Field

A final layer of influences shared by the participants was the collegiate recreation field including past jobs in the industry, peers in the industry, and the overall belief in the value of recreation. Best practices, or a lack thereof, was also an influence for participants but was framed as somewhat of a negative influence.

Most participants referenced how experiences at other collegiate recreation jobs remained influential in their current roles. Teagan recalled a humbling experience she had during an interview for an entry level role at another institution: "I still remember the question she asked me when I was interviewing for coordinator, on diversity and inclusion and I bombed it hard. And this would have been 15 years ago. But it set the stage for me." She recollected how that experience influenced her to deepen her examination of her own identities and that "regardless of how much diversity and inclusion is in my personal life" she still needed to learn more. She also noted the long-term effect of that informative experience was that she is now one of the people who ensures diversity or inclusion related interview questions are asked during search committee interviews. Hayden shared multiple stories to demonstrate how experiences earlier in his career expanded his understanding of how different marginalized identities can impact how student employees show up at work, therefore allowing him to better support student staff as a supervisor:

> I had [a] student, he worked and he sent money back home to his family. You know…it's hard for me to empathize with that because I've never been through that, but just trying to help him and get him [as many] extra shifts as I can or to find out additional ways I can be helpful or just kind of be a sounding board. Or just sitting there, that's usually what they want to do, they just want to vent.

Other professionals in the collegiate recreation field were a source of influence as well. Steve detailed how a new program at PSU designed to serve marginalized students was modeled after the efforts of peers at an institution on the East Coast. Logan shared how he was influenced to start an informal process of tracking microaggressions among patrons and staff at his prior facility due to the training and knowledge he gained from a peer at another school. Ashley noted how important it was to connect with people from other campuses in order to stay engaged and accountable, “because sometimes, you just kinda go into your own zone—your bubble—and then [you] start talking to peers about what's going on at their schools, or in their departments or whatever and then getting some feedback from that.”

The participants shared how their beliefs in the purpose and value of recreation influenced their engagement in diversity and inclusion efforts through a desire to ensure other people experience the power of recreation. Logan shared how, “the outdoors has this really big potential to pull people together that wouldn't normally be together, you just have to find ways to connect the dots from what is important to everybody.” He also articulated a personal story of how he did not feel connected until he found community through recreation and that experience influenced his goal to help others do the same.

A final area of influence related to the collegiate recreation field was that of best practices, or a lack thereof. This subtheme evolved through participants’ stated desire to know if their diversity and inclusion efforts were impactful or being done in “the right

way." This was influential in how it caused some degree of doubt among the participants due to the lack of substantial best practices to model after. Taylor shared the following belief:

> There are several [members]…of the staff who are very aware…and wanting to be a very welcoming place but I do think that we struggle on…how to do it…I think we all have that drive and that interest but it's like 'how do we bring that in the door?'

Steve echoed a similar concern regarding whether or not the new program he had created to serve marginalized students was going to work, "we don't really know... are they even gonna want this?" Teagan expanded upon the concern by highlighting the conflict between recruiting and retaining racially diverse student participants at a PWI and a lack of reliable practices:

> If the people aren't here to make the other people come in and feel comfortable…then what the hell do you do, right? And it's right back to what we all say in rec, 'how do you reach the people you're not reaching?' Well if we knew that...

The *layers of influence* theme explains which types of influences gave rise to the participants' engagement in diversity and inclusion efforts. Personal identities, values, and experiences had a role as influences, but influences went beyond personal into professional through the campus community and collegiate recreation field. This theme and subthemes addressed the research question, what factors influence CRPs' engagements in diversity and inclusion efforts?

Layers of Outcomes

This theme illustrates what types of outcomes the participants perceived to be a result of their personal, or the department's collective, engagement in diversity and inclusion efforts. The subthemes of *outcomes for the recreation users* and *outcomes for*

the department offer insight into the groupings of outcomes identified. While these subthemes are presented as distinct areas of outcomes, connections existed among the two groupings such that it became clear that sometimes actions would result in positive outcomes simultaneously for recreation users and the department. Those outcomes are captured in the subtheme *outcomes for both*.

Outcomes for Recreation Users

Participants proposed that people having a positive experience while utilizing recreation programs, facilities, and services was an outcome of diversity and inclusion efforts. What entailed a positive experience was not defined universally but included a variety of elements such as the absence of discrimination or judgment, equitable access and opportunities, finding a community, being healthy, or gaining new skills.

Hayden shared a focus of his student staff training was making it clear to them that "discriminatory, harassing behavior or prejudice behavior towards anyone" was not accepted by the department. This message was important for him to deliver given his team supported many other areas of the department and also had heavy patron interaction throughout the facility and programs. In addition to more overt forms of treatment, Mo added that less obvious forms of judgement should not be experienced by patrons either. He stated recreation center users "shouldn't feel restricted to do things based on people you think are looking at your weird or something."

Another perceived outcome for recreation users was equitable access and opportunity. Logan and Steve spoke specifically to economic barriers that some recreation users could face and how offsetting some costs could open up opportunities to participate that would otherwise be unavailable. Teagan shared how having an assortment

of programs and events for all interests and skills, "levels the playing field" by widening the opportunity for people to become involved. Teagan also shared her belief that the outcomes of diversity and inclusion efforts needed to be more ambitious, "I would like there to not be bigotry and hate."

The participants also believed an outcome of engaging in diversity and inclusion efforts was creating a space for recreation users to find community. Logan spoke to examples of seeing students transform after finding community through recreation programs. Shay added that the importance of this was exacerbated by being on a large campus. He shared, "it's easy to just be a number if you're incoming student…and kind of get lost on campus, so I think it is important to help students be able to feel like they're included and find their group."

Final perceived outcomes for recreation users were related to improvements in health and skills. Aaron and Logan both spoke to how increasing people's access to recreation can in turn increase their ability to achieve physical, mental, or emotional health. Whereas Jay noted offering new experiences to recreation users can help them discover new talents or passions.

Outcomes for the Department

The department was also purported to receive positive benefits as a result of diversity and inclusion efforts such as increased employee skills and belonging as well as the achievement of goals set by the department and institution. Taylor recounted how she had partnered with campus colleague to expand access to professional development trainings for staff in areas or positions that often did not have that access. She noted the experience was not only successful but that numerous employees had thanked her

repeatedly after the training. She expressed that moving forward, she would be offering more of those types of opportunities to the frontline employees in order to help them feel a sense of belonging. Both Hayden and Vivienne reported the importance of providing diversity and inclusion skills to the student employees, through training and through teamwork, so that the students could transfer that to their eventual careers. Hayden noted:

> I think hopefully the students see that we have this diverse staff of all these areas of the rec center and it's that same principle of having diverse ideas and including everyone to have a really strong, well rounded team, and we're cohesive…they see that applies into not just here, but in everyday life and then even when they move out of here, into their careers.

Another benefit, which the department's leaders perceived, was that a diverse and inclusive approach to the work of the recreation department would ensure the department was not only meeting its own mission, vision, and values but also the goals of the institution. The department's strategic plan reflected this effort by showing nine different goals in alignment with the university's overarching imperatives. Inclusion is one such alignment between the department and the university, and Jay shared his belief that, "the work that we do in student affairs or recreation are a natural fit to bring people together" and create opportunities to learn about differences, privilege, and oppression. Sarah agreed and suggested higher education offers the opportunity to take chances and have difficult dialogue. Both Liam and Teagan hoped that through serving these higher-level goals, the campus community and partners would expand how they viewed and valued the recreation department. Teagan stated the importance of, "helping people understand. We're not just treadmills and basketball courts. We're community. We want to be a part of your community. We want to serve your community."

Outcomes for Both

There were two areas of perceived outcomes which resulted in benefits to both the recreation users and the recreation department: increased participation and reflections of diversity. Some study participants suggested by providing more diverse and inclusive facilities and programs, a much larger community of stakeholders was served, therefore increasing participation in recreation services. Aaron discussed offering "nontraditional activities" and Liam noted, "we can attract a lot of different people throughout a lot of different programs." Ashley hoped programs would "change over time based on the needs of the community." By offering something for everyone, the recreation department could benefit through increased participation numbers and the recreation users could benefit by having a diverse set of programs and facilities to match their needs.

Many of the participants noted a department goal was to have the staff and patrons reflect each other. Logan shared, "I think what they're hoping is that there is a representation at every level…that we [would] have a diverse range of staff, not just from professional staff, but like student staff so like people see themselves in this space." Sarah added, "being…a diverse staff, so that when our members come in and they see someone that has similarities to them, it automatically makes them feel more welcome." Hayden also underscored the importance of a diverse staff in terms of creating teams where everyone is, "working with people of different backgrounds and understanding everyone's perspectives." The intention behind this outcome was that having a more diverse recreation staff not only served the community of employees but also helped recreation users feel a sense of belonging through diverse representation.

The *layers of outcomes* theme illustrates how participants perceived outcomes of their diversity and inclusion efforts to benefit both their organization and their patrons, with some overlapping benefits between them both. This theme and its subthemes addressed the research question, what are the perceived outcomes of CRPs' engagement in diversity and inclusion?

Layers of Learning

The fourth theme, layers of learning, was connected across all other themes and illustrated how learning was an integral component of diversity and inclusion efforts for the individual study participants as well as for the department as a whole. The subthemes of (1) *learning is a personal action*, (2) *learning is an influence*, and (3) *learning is a departmental outcome* offer insight into the layers of learning occurring within the organization.

Learning is a Personal Action

Nearly every participant shared an instance of how they took intentional action to improve their diversity and inclusion capacities through attendance at trainings and other professional development opportunities. Examples included on campus workshops and symposiums as well as national or international conferences and experiences. Advocacy for the LGBTQ community, support for sexual assault survivors, and mental health were examples of professional development topics sought by the study participants. Liam, Steve, and Teagan all noted when they attended national conferences, they would seek out sessions on the diversity and inclusion track of the conference program. Liam shared, "professional development wise, I'm always trying to see in like NIRSA and NASPA… things that are around diversity and inclusion…like sessions or trainings." Teagan also

reflected on her reputation as "the PD [professional development] queen" and other participants had noted her propensity for attending diversity and inclusion sessions and then bringing the impactful ones back to the department for more people to benefit from.

Less formal but still learning in action, Shay shared an article he had recently read which had caused him to reflect on his need to take more initiative to be a leader in diversity and inclusion efforts:

> I was reading an article, it was Harvard Business Review, 'Great Leaders Who Make the Mix Work,' and they were saying how, it was interviews with some different CEOs, and they were saying the ones that really emphasize and focus on it [diversity and inclusion], that it's not just a one and done type of deal, and that those CEOs don't hand it off to others. That they make it their personal mission to incorporate it.

Hayden offered that while he had attended many types of trainings, "I think that's probably something that I still need to continue to work on" which reflects the prior theme of *the work is never done*, inclusive of the need to continue to learn.

Both Jay and Ashley noted how expanding their own knowledge through learning stemmed an increase in their awareness around mistakes such as how to recognize them and take ownership for them. Jay shared a learning goal for himself:

> I think the task in moving forward, for me, is building competency. And you build that through your trainings and your workshops, but then you've got to put yourself out there. You've got to be vulnerable. You've got to make mistakes. You've got to check in with yourself and say, 'You know what, I do have bias and I'm aware of my bias.'

Ashley noted through active listening, she was better able to respond when she made a mistake. In fact, while it was a less formal approach than attendance at a training session, the action of listening to learn was shared by many participants. Hayden reflected on how it was sometimes hard for him due to his own background and experiences but that he nonetheless made an effort to be listening and learning, "I just need to kind of take

myself out of the equation and look at it from their standpoint and just try to see it um, through their lens." Logan shared a tangible example that stemmed from a poorly attended program where he stayed after to listen to the three women who did show up to the event and gave him feedback that, "well, it is really intimidating." In hearing and reflecting on that feedback, Logan was able to recognize and identify aspects of that evening that aligned with the recreation users' feedback, "there were two dudes working behind the desk, there's predominantly dude's here, we had to get one dude to put his shirt back on, and I think it's these little things that not everybody understands, doesn't make for a really comfortable space for everybody."

Learning is an Influence

While taking action to learn was one manner in which learning connected into the other main themes, learning also showed up as an influence for many of the participants. Put another way, after the participants took action to learn, as they processed and considered this new knowledge, it became an influential factor for continuing or advancing their engagement in diversity and inclusion.

Aaron, Ashley, Jay and Logan all spoke about specific examples of learning they experienced at a national conference that had impacted them beyond just the experience itself. Ashley shared how she had seen an inclusive marketing presentation at NIRSA that had a lasting impact: "and like I always refer to that. That was like, years ago." Similarly, Jay shared what a different marketing presentation at NIRSA had taught him and how it had compelled him to come back to the PSU campus and take a more critical examination of the department's marketing efforts:

> There was a session on promoting underrepresented populations in your print and digital media, and there's a way to code that and kind of the idea is, 'oh, we have a

> person of a diverse background but are they the profile focus of the shot?' And if you look at a lot of our posters in our building, we zoom in on one person or a couple having this dynamic experience, and then you'll have people in the background, and to me it's not good enough just to have diverse folk in the background. Are we making them the focus of that graphic design and then what does it look like in a messaging...We're working on it, and I do walkthroughs and I look around at our promotions and I have conversations with the team around ways to look at increasing diversity within our print and digital [marketing].

Logan also recalled a specific example of how learning more about microaggressions at a conference had influenced his engagement.

> I saw [a colleague] do a presentation…and I was like, 'Oh my god, this is amazing, I'm building this [facility], I want to make sure this doesn't happen.' And we come back and we did a micro aggressions training…and I created a little spreadsheet in our climbing gym for staff to [track] just little things that they would notice, and sheet filled up so quick with all these little things…a female instructor telling a climber, 'hey you've strayed too far out of the lane,' 'no, it's totally fine,' or like, 'hey, I need you to keep your climber a little tighter,' 'he likes to be belayed this way.' But then we would have similar interactions with the male instructor, and they were fine.

Aaron shared an experience he had doing an exercise on dominant and subordinated identities at a conference. He noted how his reflection on having many dominant identities spurred a desire to continue his engagement in diversity and inclusion rather than letting his privilege keep him from thinking about those topics.

Learning is a Departmental Outcome

In addition to learning being a personal action taken by many participants in the study, learning was also a departmental outcome. The goal of helping the staff, both professionals and students, learn was a frequent way the study participants engaged in diversity and inclusion. This was done both formally and informally.

Hayden explained how he trained his area student employees to ensure they learned their job and how it was connected to the overall goals of the department:

> I look at the mission statement and I [say], ‘no matter what happens, this is your job.’ And then I even boil it down simpler, I'm like, ‘your job is to make sure this facility is safe, inviting, inclusive, and fun.’

Learning was an outcome beyond just area-specific trainings. As referenced in the *complex layers of diversity and inclusion* theme, the diversity committee was responsible for ensuring department-wide learning was occurring for student staff in relation to diversity and inclusion topics. I observed the diversity component of all staff training where student leaders facilitated a session about the impact of stereotypes on recreation users. One presenter closed out an activity by offering that the, “take home message [was] there are a lot of stereotypes and it’s easy to stereotype each other but we want people to feel included…but some actions and trains of thought can have a negative impact on how people perceive the rec.” The presenter also shared the goal of the session was for everyone, “to check ourselves as rec center employees” so the way the staff interacted with recreation users was in support of the goal to be a welcoming and inclusive environment. When prompting the attendees on their ideas for how the recreation staff could ensure a more welcoming environment, thoughts from the audience included practicing empathy, promoting and valuing differences, using inclusive language, and recognizing one’s own biases.

Although formal trainings were the predominant examples of learning as an outcome shared by the participants, there were also instances of using informal means to help others learn. Vivienne and Jay both advocated for the need to weave diversity and inclusion into other spaces beyond the committee’s diversity training sessions. More than once, people referenced the need to “plant seeds” regarding diversity and inclusion whether that be with other professional staff, student staff, or recreation users. Teagan

recounted an experience where she met with a recreation user regarding a concern they had voiced over social media:

> I can remember one gentleman in particular…not a very nice tweet because of our women's only self-defense. 'Hey [PSU], you should be more inclusive than this.' And we pulled them in and told them what our goal was and what we're trying to accomplish. And he was like, 'wow, I had no idea.'

Vivienne also recollected an experience with a student employee where her approach was designed for "opening that pathway" for that student to find a way to better value differences. She shared that at the end of his shift, the employee came back to her office and said:

> 'You know what? I was walking around doing my rounds before I leave. And I noticed people in the pool and people in the ice rink, and just people all over, and I guess I've realized that everybody here has the thing that they really enjoy. And I guess I shouldn't put them in categories.'

The examples from Teagan and Vivienne illustrated the informal methods used by some study participants to advance diversity and inclusion learning for participants and staff.

The *layers of learning* theme connected to the other three top-order themes and demonstrated the depth that learning about diversity and inclusion was integrated. Learning was an action, it was an influence, and it was an outcome for the participants and their department. This theme and its subthemes provided additional understanding for the research questions around engagement, influence, and outcomes.

Connections to Theoretical Frameworks

As noted in Chapter Two, two frameworks informed various aspects of this study. The frameworks guided the creation of the interview protocol and were also utilized during data analysis. After multiple rounds of inductive coding were accomplished, I performed a final round of coding using a priori codes informed by the frameworks.

Ferdman’s (2014) Multilevel Inclusion Framework (MIF) states inclusion can occur within organizations at six levels: individual, interpersonal, group, leader, organization, and society. The various levels in the MIF offered direction for what aspects of a collegiate recreation (CR) organization should be focused on during data collection in order to gain a comprehensive understanding of how CRPs engaged in diversity and inclusion. Doherty, Fink, Inglis, and Pastore’s (2010) Integrated Framework for Cultures of Diversity (IFCD) supplied a critical lens for analyzing the findings on engagement. This framework states there are four categories of forces related to diversity and inclusion: individual surface, individual deep, group surface, and group deep. The deductive codes I generated were reflections of these 10 framework concepts. The participants’ engagement with diversity and inclusion efforts was reflected by many of the concepts forwarded in the MIF and IFCD.

Multilevel Inclusion Framework

For the PSU recreation department, engagement occurred in four of the six levels of inclusion. The interpersonal, group, leader, and organization levels were represented by diversity and inclusion efforts. Table 12 provides examples of the findings which connected to levels of the MIF.

Table 12

Data Within Four Levels of the Multilevel Inclusion Framework

Level	Connection to Themes and Subthemes
Interpersonal	*Complex Layers of Diversity and Inclusion / Diversity is Difference*: The participants spoke to how they valued diversity and the differences associated with it. *Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants shared various individual-level actions such as being advocates, using inclusive language, removing barriers, and working from within their dominant identity groups. *Layers of Learning / Learning is Action*: The participants sought to listen and learn when interacting with others and then owning mistakes they made during those interactions.
Group	*Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants shared how they individually worked to build partnerships with other people and offices in order to collaborate on diversity or inclusion efforts *Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants spoke about department-level efforts among groups such as the diversity committee and the inclusive rec program
Leader	*Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants had many examples of diversity or inclusion efforts undertaken directly by members of the leadership team. I also observed instances of the Director making connections between university imperatives and department efforts.
Organization	*Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants spoke about department-level actions such as departmental goals and plans, hiring professional and student staff, staff recruitment as well as inclusive facilities, marketing, policies, and programs.

No findings regarding engagement at the societal level were present. However, this level of the MIF did represent an influence for the participant’s engagement in diversity and inclusion efforts. Table 13 illustrates this connection.

Table 13

Data on the Societal Level of the Multilevel Inclusion Framework

Level	Connection to Themes and Subthemes
Society	*Layers of Learning / Learning is an Influence*: The participants discussed knowledge they had gained from the collegiate recreation as well as other related fields and noted how that learning had influenced their diversity and inclusion engagement.

No findings specific to engagement were present at the individual level. It is possible that the focus of the interview protocol and research questions did not sufficiently allow for that level of finding. While evidence of engagement was not present for the individual level of the MIF, the way participants understood the concept of inclusion as well as some of the purported outcomes did reflect the definition of inclusion forwarded by this level of the MIF. Table 14 demonstrates the connection between the individual level of the MIF and various data themes.

Table 14

Data on the Individual Level of the Multilevel Inclusion Framework

Level	Connection to Themes and Subthemes
Individual	*Complex Layers of Diversity and Inclusion / Inclusion is a Feeling*: The participants understood inclusion as a feeling authenticity, safety, and being welcome. *Layers of Outcomes / Outcomes for the Recreation Users*: The participants perceived recreation users were able to find community and belonging through the recreation department. *Layers of Outcomes / Outcomes for the Department*: The participants shared examples of how an inclusive work environment had a positive impact on the employees, helping them to feel that they belonged.

Integrated Framework for Cultures of Diversity

For the PSU recreation department, all four types of forces related to diversity and inclusion were present, although much like with the levels of the MIF, some IFCD categories were more extensive than others. Table 15 summarizes the IFCD connections to the data.

Table 15

Connections Between the Integrated Framework for Cultures of Diversity and the Data

IFCD Level	Connection to Themes and Subthemes
Individual Surface	*Complex Layers of Diversity and Inclusion / Diversity is Difference*: Some participants framed differences as positive and valuable.
	Layers of Learning / Learning is an Action: The participants spoke about the variety of diversity and inclusion professional development and training opportunities they attended on and off campus to improve their knowledge, skills, or awareness.
Individual Deep	*Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants shared how they individually took actions such as advocacy, inclusive language, removing barriers, working from within their dominant identities, and taking action beyond just being nice.
	Layers of Learning / Learning is Action: The participants sought to listen and learn when interacting with others and then owning mistakes they made during those interactions.
	Complex Layers of Diversity and Inclusion / Diversity is Identity: The participants demonstrated a complex view of diversity such that diversity is broad, has intersections among the different identities, and is not only visible but also invisible.
	Complex Layers of Diversity and Inclusion / Inclusion is Action: The participants noted how leaders in the department actively promoted or arranged for diversity and inclusion educational opportunities.
Group Surface	*Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants shared how they individually worked to build partnerships with other people and offices in order to collaborate on diversity or inclusion efforts.
	Complex Layers of Diversity and Inclusion / Inclusion is Action: The participants spoke about department-level efforts among groups such as the diversity committee.
	Complex Layers of Diversity and Inclusion / Diversity is Difference: The participants indicated how various levels of staff, representing differences in experiences and thoughts, were invited into decision-making efforts.
	Layers of Learning / Learning is an Outcome: The participants noted how diversity and inclusion training for student staff was a required part of fall training.
Group Deep	*Complex Layers of Diversity and Inclusion / Inclusion is Action*: The participants spoke about department-level actions such as having inclusive facilities, programs, and policies as well as recruiting diverse staff.

In addition to the important inductive themes and subthemes shared at the start of Chapter Four, this deductive analysis using the MIF and IFCD gave additional insight into how diversity and inclusion were understood and engaged in. Knowing organizations are complex entities, the analysis of data using the MIF ensured all levels of the department were examined. Not all levels had findings, and that finding in and of itself is insightful. The IFCD had similarities to the MIF in terms of how the individual and group categories of the IFCD overlapped with the individual, interpersonal, group, and leader levels of the MIF. However, the IFCD added a vital depth to the analysis of those levels. Examining what action was occurring at a shallow level as opposed to a deeper level provided insight into the intensity of integration occurring in the diversity and inclusion efforts.

Summary

Data for this study were collected via a case study design which included the sources of interviews, observations, document analysis, writing activities, and a research journal. An inductive thematic analysis resulted in the themes of complex layers of diversity and inclusion, layers of influence, layers of outcomes, and layers of learning. A deductive analysis demonstrated connections in the data to existing frameworks around diversity and inclusion. The resulting findings helped answer the four research questions for this study: (a) how do CRPs conceptualize diversity and inclusion; (b) how do CRPs engage in diversity and inclusion in their roles; (c) what factors influence CRPs' engagement in diversity and inclusion efforts; and (d) what are the perceived outcomes of CRPs' engagement in diversity and inclusion? Chapter Five includes a discussion of the findings as well as various recommendations for practice and research.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Diversity and inclusion are complex concepts which are critical for collegiate recreation professionals (CRPs) to understand and engage in given the role CRPs have in guiding complex recreation organizations. Their management of recreation facilities and programs has an impact on numerous stakeholders including the participants of those services as well as the staff who CRPs lead and supervise. While diversity and inclusion is a goal often forwarded by CR organizations as well as by overarching sport and recreation associations, (COSMA, 2016; Kaltenbaugh, Parsons, Brubaker, Bonadio, & Locust, 2017; NASSM, 2017; NIRSA's Strategic Values, n.d.), there is still work to be done given ongoing research findings of inequitable experiences for recreation participants (Carter-Francique, 2011; Daly et al., 2015; Griffith et al., 2011; Schwartz & Corkery, 2011; Smith et al., 2007) and a lack of competency among recreation staff (Anderson, Knee, Ramos, & Quash, 2018; Kaltenbaugh et al., 2017).

Although research on diversity and inclusion in collegiate recreation (CR) has grown in recent years, there is more to examine in order to offer clear direction to CRPs and CR organizations needing to improve the climate of their recreation facilities and programs. Increasing the body of knowledge around this topic could prepare current and future CRPs to be competent with regards to applying diversity and inclusion concepts to their planning, organizing, leading, and evaluating responsibilities (Masteralexis et al., 2015). To address this need, this study focused on CRPs and their understanding of and

engagement with diversity and inclusion. I explored this topic with four guiding research questions: (a) how do CRPs conceptualize diversity and inclusion; (b) how do CRPs engage in diversity and inclusion in their roles; (c) what factors influence CRPs' engagement in diversity and inclusion efforts; and (d) what are the perceived outcomes of CRPs' engagements in diversity and inclusion? The collection of multiple sources of data through a case study design allowed for the complexity of the topic to be explored while also accounting for the complexities that exist within organizations. This chapter includes a discussion of the findings in relation to existing literature and the research questions, recommendations for practice, and recommendations for future research.

Discussion

The following section contains a discussion of the research findings and their connection to the research questions as well as existing literature.

Conceptualizing and Engaging in Diversity and Inclusion

In general, the participants had clear understandings of diversity and inclusion, both as standalone concepts and collectively. The participants conceptualized diversity to be about differences and about social identity categories which aligns with how scholars have defined it (Bell, 2016; Ferdman, 2014). Inclusivity was understood to be a feeling someone can have such as a sense of belonging or safety. Again, this understanding reflects aspects of how scholars have also defined inclusion such that it is a feeling of being valued, authentic, and safe (Ferdman, 2014). This finding also connects to previous research about recreation's relationship with social outcomes like a sense of belonging (Lindsey, 2012).

The participants comprehended inclusion to be characterized by actions performed by themselves as individuals or by their department as a whole. Researchers have noted how in addition to inclusion being a feeling, inclusion also encompasses strategies and practices occurring at many levels (Ferdman, 2014; Tienda, 2013). Evidence of inclusive actions were found at the interpersonal, group, leader, and organization levels of the PSU recreation department. Entry level, middle managers, and leadership team were all noted as being actively involved in diversity and inclusion efforts. Examples of actions encompassed multiple areas such as facilities, programs, marketing, human resources, professional development, and more. The breadth and depth of engagement occurring at PSU recreation aligns with prior research about the success of diversity and inclusion efforts hinging upon whether the efforts are systemically integrated across the organization (Cunningham, 2008; Spaaij et al., 2018). Spaaij et al. (2018) found having only a few people involved in diversity and inclusion efforts is unsustainable such that through burnout or turnover, those efforts may discontinue. Whereas having efforts engrained throughout many areas of organization protects the efforts by offering a way forward no matter which people are leading or employed by an organization. This finding is important as much of the prior sport management research about systemic integration has occurred in collegiate athletic settings, and this study has shown its importance in the recreation setting as well.

Of these many levels of action, the leadership level has specifically been identified as vital to diversity and inclusion efforts. Spaaij et al. (2018) found people in power to be better positioned to advocate for diversity and inclusion efforts while Cunningham (2015a) noted how role modeling by leaders was valuable for setting

expectations. At PSU recreation, the leadership team was actively and directly involved in inclusive efforts. They also provided support for others' efforts and demonstrated where the department's efforts aligned with larger institutional goals. All of these efforts exhibit types of inclusive leadership behaviors advanced by Ferdman (2014).

Finally, the participants' grasps of diversity and inclusion also reflected some of the interconnectedness of these concepts. For example, some participants noted while they could attempt to pull apart the terms as distinct, they really understood them in relation to one other. This is an important understanding of the topics as it reflects a growing trend in the scholarship around how diversity and inclusion must be undertaken together to see the full impact of the efforts (Shore et al., 2018).

Where the participants' understandings of diversity and inclusion did not universally align with research was their framing of differences. While some participants articulated they viewed differences related to diversity as something to actively value and promote, others suggested a focus on commonalities as a way to be inclusive of others. This dissonance among the participants is notable as it informed how inclusion efforts were approached by some individuals at PSU recreation. Ferdman (2014) noted inclusion is what is done with diversity when "we value and appreciate people *because of* and not in spite of their differences" (p. 5, italics in original). While seeking to find commonalities is not problematic in and of itself, the choice to minimize differences as a way to avoid conflict and difficult conversations does not reflect inclusive behavior. Ferdman offered fully recognizing people for their differences as an example of inclusive behavior which is contrast to the minimizing of differences shared by some participants.

Influences for Diversity and Inclusion Efforts

Cunningham (2008) underscored how political, functional, and social factors can influence how diversity and inclusion efforts occur in a sport management organization. See Chapter Two for a presentation of these three influences as described by Cunningham. The participants in this study did not share influences in line with those prior findings. While these differences were not further explored in this study, one possible explanation for the variation in influences is the setting of the respective studies. There are substantial differences in how athletic departments and recreation departments operate, how they are funded, and where they report within an institution, and the dissimilar contexts may have their own unique types of influences.

Rather than political, functional, or social factors, the participants shared how they were influenced to engage in diversity and inclusion work by personal and professional factors such as their own identities and upbringing, the campus community, and the overarching field of CR. Many participants noted how their department peers were a source of influence as were the leaders of the department. Ferdman (2014) and Cunningham (2008) both indicated how leaders can act as advocates or role models for diversity and inclusion efforts, and the participants reinforced this importance by speaking frequently about how leadership support was a vital influence for the work being done by the PSU recreation department.

Of importance with the findings around influence was the discovery that influences were layered and the layers seemed to reinforce each other. Many participants shared examples of how their upbringings helped them value diversity and inclusion at an early age, even if at a shallower level. As they embarked on their education and career

journeys, those early influences supported their engagement in diversity and inclusion at a professional level. As they engaged with each other on campus or with peers across the field, the engagement was encouraged and continued. So, while examples of influence were placed in distinct groups in Chapter Four, they should be interpreted as interconnected in terms of how they appeared to reinforce each other to some degree.

Perceived Outcomes of Diversity and Inclusion Efforts

The findings suggested participants viewed their engagement in diversity and inclusion to benefit the recreation users, the recreation department, and some outcomes that served both groups. In some ways, their perceptions regarding outcomes mirrored the business and moral cases for diversity and inclusion discussed in Chapter Two.

In terms of outcomes reflecting more of the business case for diversity and inclusion, participants spoke to the outcome of increased participation by users of recreation services. Depending on their funding model, having more participation could result in more program or membership fees collected by the department. This is similar to prior findings regarding higher profits as an outcome to diversity and inclusion efforts (Herring, 2009). Increasing participation would also benefit the recreation department in terms of showing their value to the campus community and demonstrating their ability to be flexible and meet the ever-changing needs of the campus.

Mor Barak et al. (2016) stated that employee satisfaction was an outcome of an organization focused on diversity and inclusion and similarly, Taylor and Shay both spoke to how PSU recreation’s efforts had a positive impact on employees in terms of making them feel connected to their peers and making them feel connected to the overall mission of the organization. Having employees feel connected and valued is important

given that the mere presence of a diverse workforce will not necessarily result in an inclusive organization (Kirton & Greene, 2015)

Outcomes similar to the moral case for diversity and inclusion included the participants' perceptions that recreation users would experience an environment free of discrimination and would be empowered to find a community to belong to. Existing research has confirmed social outcomes for diverse recreation users such as feeling a sense of belonging (Lindsey, 2012). Many study participants noted how their goals to have the recreation center staff reflect the visible demographics of the campus was designed to ensure participants would feel that same sense of belonging. With this type of framing, this outcome would certainly align more with the moral case. However, some researchers have noted the economic pressures have also led organizations to diversify their workforce in order to reflect the market and gain economic benefit, suggesting more a business case (Loden & Rosener, 1991).

While the study participants were able to articulate numerous possible benefits resulting from engaging in diversity and inclusion, a few considerations are important to note. First, as the research question indicates, these outcomes are all perceived by interviewees and were not examined directly through the data collection process. However, it is helpful to understand what CRPs predict to be outcomes of their diversity and inclusion efforts as it gives insight into their overarching understanding of the purpose of the efforts. These perceptions can be used to guide new or ongoing efforts to ensure alignment between actions and stated intentions. Another consideration to note from these findings is that many perceived outcomes would be beneficial to all recreation users and were not always aligned specifically to serving diverse communities. For

example, all PSU students would benefit from having new skills, improved health, and making more friends. In fact, most CR departments are tasked with the mission to serve the recreation needs of the entire campus community. However, given existing findings of discriminatory experiences for recreation users with marginalized identities, there needs to be a specific and intentional focus around what diversity and inclusion efforts are doing to minimize barriers imposed by systemic oppression.

A final consideration is that researchers noted how a focus on diversity in organizations can have many positive benefits but that potential negative outcomes exist as well (Doherty et al., 2010). Proper management is needed to minimize those negative outcomes (Doherty et al.). This connects into the next discussion topic of learning and education such that in order for CR departments to ensure their organization and users are receiving more of the positive outcomes and minimizing the negative outcomes, CRPs need to have not only foundational but advance competencies around diversity and inclusion.

Learning as a Diversity and Inclusion Action, Influence, and Outcome

As noted in Chapter Four, this finding was connected to the three other themes such that learning was an action taken, an influence to engagement, and an outcome of engagement. It is also important to note how learning was not directly addressed via the research questions so in some ways, this extensiveness of learning throughout the data were an unexpected finding.

The participants shared how learning was an action they performed in order to engage in diversity and inclusion work. Some articulated how they actively listened for the purpose of learning more about important concepts. Everyone demonstrated how they

attended professional development opportunities connected to diversity and inclusion. These are both examples of learning which align with the individual and interpersonal levels of the MIF (Ferdman, 2014). Some participants specifically shared how making mistakes had been a regular part of their learning. Through their mistakes, they took action to learn so not to continue to perpetuate harm. Ferdman notes one challenge of seeking inclusion is the process can be uncomfortable at times such as was illustrated by those participants owning and learning from mistakes.

Learning was also noted to be an influence for the study participants, and this aligns with prior findings about the importance of education for ensuring successful diversity and inclusion efforts (Cunningham, 2008). Participants shared numerous tangible examples of how knowledge gained from conferences had driven them to take action back on their campus. This is an important finding considering prior research showing a lack of knowledge to be a negative influence for some CRPs (Anderson et al., 2018; Kaltenbaugh et al., 2017). Exposure to new diversity and inclusion knowledge at conferences and trainings could be a means to influence more CRPs to become involved in efforts.

Finally, learning was a goal of the PSU recreation department. While participants were certainly focused on their own learning, they were also concerned about ensuring others were learning as well, whether that be their student employees, recreation users, or their professional peers. Prior research has suggested one way to ensure diversity and inclusion education is occurring is to weave it into existing trainings such as customer service or student development sessions (Kaltenbaugh et al., 2017). Some participants suggested similar ways to engrain this type of training although other participants

expressed concern about whether or not enough depth of diversity and inclusion topics can be achieved when they are combined into other concepts. Either way, ensuring personal and group competence and fostering continual learning are both examples of inclusive organizational behaviors forwarded by the MIF and present in the PSU recreation department (Ferdman, 2014).

Recommendations for Practice

The site selected for this case study was chosen due to its reputation for engagement in diversity and inclusion efforts. This purposive sample for the study's setting best ensured access to information to answer the research questions and to gain insight into collegiate recreation professionals' (CRPs) efforts with diversity and inclusion (Edwards & Skinner, 2009).

Participants in this study were invited to partake in a writing activity after their interview. The writing activity served as a reflection opportunity and prompted them to think about the future state of their department. Rooted in the findings co-created in this study as well as in existing research, I suggested several recommendations for practice of which many were reflected by the study participants in their writing activity responses.

Make Diversity and Inclusion Education a Priority

Education has been noted as an important influence for ensuring successful diversity and inclusion efforts are undertaken as well as for helping to engrain inclusion within the culture of an organization (Cunningham, 2008; 2015a). A lack of knowledge has also been indicated as a common barrier to CRPs engagement (Anderson, Knee, Ramos, & Quash, 2018; Kaltenbaugh, Parsons, Brubaker, Bonadio, & Locust, 2017). Given the role education has as both a facilitator and a barrier, it is vital that CR

organizations place a high importance on the intentional and continual building of knowledge, skills, and awareness around diversity and inclusion (Ferdman, 2014).

PSU recreation offered diversity and inclusion training to their student employees in order to meet a university mandate. That training occurred every fall at their all staff training. Beyond that, the participants shared their own professional development actions of regularly attending diversity and inclusion trainings on campus and at national conferences. The site had evidence of education being integrated across numerous levels of the organization yet even with this integration, participants noted a need for more competency, in self and others.

Collegiate recreation organizations need to make diversity and inclusion education a priority and would be best served by aligning an education plan to competencies or models around diversity and inclusion. While many exist, NIRSA offers one example through their professional competencies which include equity, diversity, and inclusion (Professional Competencies for Leaders in Collegiate Recreation, 2009). By creating a thoughtful plan, CRPs can ensure they are learning foundational concepts and then can specifically seek out education that will expand them into the next level of knowledge and skills. This plan should not only inform how individual CRPs are receiving diversity and inclusion education but should also inform how the organization is delivering training to their student employees.

As one example noted in the discussion, the way diversity and difference were being framed by some participants did not reflect the valuing of differences needed in order to have an inclusive organization (Ferdman, 2014). This was observed among the student and professional staff and provides a tangible illustration of one area of

foundational competency that was not yet achieved despite PSU being a very engaged and active organization around diversity and inclusion.

This focus on intentional diversity and inclusion education may provide numerous benefits to the CR organization. As Cunningham (2008) noted, education can be influential to people's engagement in diversity efforts. As CRPs gain more awareness, knowledge, and skills, they may be more likely to deepen their engagement and apply their knowledge to practice. This could create a feedback loop where the more the CRPs learn, the more they engage. A second plausible outcome to this intentional focus on education is that as the CRPs gain knowledge and confidence, they can be empowered and encouraged to better weave these topics into the trainings they lead with their student employees. At PSU, there was evidence that some CPRs were letting the diversity committee take on all training efforts rather than taking ownership of leading those efforts themselves.

Systemically Integrate Diversity and Inclusion Efforts into All Levels

As noted in the discussion, systemic integration of diversity and inclusion efforts has been identified as important for ensuring success (Cunningham, 2008). This thought is also reflected by the Multilevel Inclusion Framework's forwarding of the importance of the individual all the way up through the role of society at large in playing a role in inclusion efforts (Ferdman, 2014). Finally, as noted by Spaaij et al. (2018), sustainability of diversity and inclusion efforts is of real concern especially when efforts are not engrained deeply. Given these prior findings, CR organizations need to encourage and ensure engagement is occurring among all levels of the department.

While the presence of a diversity committee was one criterion I used to select the case study site, it was only one example of a multitude of ways the PSU recreation department was engaging in diversity and inclusion efforts. All-gender locker rooms, identity-specific programs, intentional collaborations with diversity offices, inclusive language, and informal peer-to-peer conversations were examples of how the people or the organization were centering diversity and inclusion efforts. These examples represent actions by entry level staff, middle managers, and the leadership of the organizations who worked in all areas of the organization including human resources, operations, programs, facilities, and services.

While having efforts occurring at all levels of an organization has been shown to be vital for sustainable efforts, it should be noted that the specific level of leadership was extensively present in the findings of this study and has been supported by other research. Cunningham has noted the valuable role leaders play in sport organizations in terms of role modeling and offering support (2008, 2015a). The leaders at PSU recreation were able to provide their own examples of how they took action to role model and support their staffs' efforts and those same staff members verified those examples. What was clear from these findings was the leaders offered more than passive support to diversity and inclusion, they provided their ideas, time, and action to create, collaborate, or reinforce efforts. Owing to the vital role they can have, the diversity and inclusion competencies they possess should be a large consideration as people are selected to serve in leadership capacities in CR organizations; those who are already in leadership roles must ensure their competencies allow them to be active and informed role models and supporters of diversity and inclusion efforts.

For CR organizations that are not yet functioning in a systemic manner like PSU recreation was, the MIF offers a way to perform a self-assessment. Getting input from recreation users, student and professional staff, and campus partners could help offer insight into where efforts might need to be strengthened and competencies improved. Also, as noted in the discussion of leaders above, using the MIF for a form of evaluation for a department can also help illustrate where efforts are more passive than active.

Finally, it should be noted how the first recommendation for practice, making diversity and inclusion education a priority, plays a direct role in this recommendation for organization to systemically integrate diversity and inclusion into all levels. As CRPs further their own diversity and inclusion competencies, they will have increased ability to weave diversity and inclusion into all aspects of their roles including not only training staff, but also hiring and promoting staff, programming events, operating facilities, setting policies, and leading others (Masteralexis et al., 2015). These increases in competency will further benefit staff in terms of increasing their awareness of issues of inequity and oppression, empowering them to better challenge the status quo from within their day-to-day roles as CRPs.

Assess Diversity and Inclusion Efforts

The final recommendation for practice is for CR organizations to perform assessments of their diversity and inclusion efforts in order to have clear direction for future endeavors. At PSU, the recreation department had a mission, goals, and strategic plan that referenced diversity and inclusion. They had numerous levels of engagement to support those goals such as programs, facilities, policies, and trainings. What they lacked was extensive assessment of the impact of those efforts. Beyond participation data and

some training outcomes data, the participants were not able to offer formal evaluations of the diversity and inclusion efforts although these types of data were scheduled for collection in the coming year according to their assessment plan.

This lack of evaluation may have contributed to the concerns many participants articulated around whether or not their extensive diversity and inclusion efforts were being done “the right way.” This uncertainty was present enough to inform an aspect of the *layers of influence* theme with regards to how a lack of best practices was a negative influence for some participants. While it is true this area of research is small, it does exist and is growing. The research noted in Chapter Two does provide some guidance to practitioners on how to approach diversity and inclusion work in CR. Although best practices informed by research may not yet be extensive, the best practice of assessing or evaluating recreation programs and services is well established (Professional Competencies for Leaders in Collegiate Recreation, 2009).

CR organizations that are engaged in diversity and inclusion through facilities, programs, services, trainings, and policies should be assessing how those efforts are impacting the recipients of those efforts as well as evaluating how those efforts are serving the overarching goals established by the department or institution. Some CR departments have assessment plans to guide their annual data collection, which was true of PSU. Within these plans, CR organizations need to include formal evaluation of diversity and inclusion efforts and should take a multi-layered approach. In addition to evaluating student learning outcomes for diversity and inclusion trainings, they need to also focus on the recreation users themselves given they are often the target of inclusion

efforts. Ferdman's (2014) thoughts on what defines inclusion offer guidance on how to best assess diversity and inclusion efforts:

> What defines whether or not a particular organizational practice or individual behavior is inclusive? I believe that ultimately, it should be based on whether or not those affected by the practice or behavior feel and are included.

While collecting participation data tells a portion of the story, it does not capture the full experience. CR departments need to gauge whether an inclusive program facility is actually causing the end user to feel included, safe, welcomed, or valued. In undertaking this recommendation, a CR department should consider how it actually helps them solve the concern of a lack of best practices. By assessing their diversity and inclusion efforts, the results and patterns can and should inform future endeavors. So, while there may be a shortage of best practices from research, they have their own agency to create best practices through the evaluation of their current internal efforts.

Recommendations for Future Research

This study has added to the sport management literature, and more specifically to the CR literature, by offering insight into how CRPs understand and engage with diversity and inclusion. The ability to examine this topic using CR as a setting is important given how "different contexts, leadership, personnel, and other factors" can impact how sport and recreation organizations engage with diversity and inclusion efforts (Doherty et al., 2010, p. 379). Additionally, researchers have critiqued some prior diversity and inclusion research for the overemphasis on the "end state" with little attention to how to get there (Cunningham, 2008, p. 137). This study adds value to the literature in that it provides clear examples of what actions can be taken by CRPs and CR organizations to move toward that end state. While the findings and recommendations do

offer some guidance to CRPs, there is much more to explore to best understand how the CR field can ensure diversity and inclusion are a centered. The following recommendations are offered for future research.

1. This study focused on full-time professionals due to their central role in the management and leadership of CR organizations. However, part-time employees, especially student employees, play a large role in the operation of many CR departments. Similar studies could explore how part-time student staff understand and engage in diversity and inclusion efforts. A deeper understanding of what they know and how they are influenced could inform how CRPs go about training student staff on diversity and inclusion in the future.
2. Similarly, given this study's focus on the CR employees, the views of recreation participants were missing. While some research has looked at the programming and facility side of inclusive recreation, future studies should continue to examine what, if any, impact those inclusive efforts have on the end user.
3. The importance of leaders' efforts was found in this study and has been found in diversity and inclusion research situated in collegiate athletics. A deeper dive into the role of leaders in the CR context may be beneficial in order to gain a deeper understanding as well as to inform executive professional development for those who are, or hope to become, leaders of CR organizations.

4. This study specifically and intentionally took a positive approach to the research topic such that learning more about how and why CRPs engage in diversity and inclusion was the goal. However, as noted by the driving and resisting forces of the IFCD (Doherty et al, 2010), there are likely many ways in which CRPs do not engage or actively resist engagement. While some barriers have already been found (Anderson et al., 2018; Kaltenbaugh et al., 2017), further examination would benefit the field.
5. Finally, the importance of diversity and inclusion competency was noted by past research and this research. While NIRSA and other associations have established professional competencies to guide what CRPs should know around diversity and inclusion, a comprehensive study of where practitioners at with regards to those competencies has not been undertaken to date. A better understanding of current capacity could not only guide NIRSA's efforts to professionally develop CRPs but could also guide on-campus efforts for diversity and inclusion training given to professional staff.

Summary

Using a case study methodology, I collected data from one purposefully selected CR department. The data included 13 interview transcripts, 38 documents, eight writing activities, one observation journal, and one researcher journal. These sources of data were analyzed using thematic analysis which included multiple rounds of inductive coding and a final round of deductive coding informed by the MIF (Ferdman, 2014) and the IFCD (Doherty et al., 2010).

During data collection and analysis, the concept of *layers* emerged in terms of how the study participants understood and engaged in diversity and inclusion, how they were influenced to engage, and what they thought the outcomes were of that engagement. As a result, the four overarching themes were named to reflect these layers: (a) complex layers of diversity and inclusion; (b) layers of influence; (c) layers of outcomes; and (d) layers of learning.

For increased chance of success and positive impact, CR departments should make diversity and inclusion education a priority, systemically integrate diversity and inclusion efforts within all levels of their organization, and assess their efforts to ensure their intended audiences do, in fact, feel safe, valued, and included. These recommendations provide guidance for CR organizations whether they are just beginning their efforts around diversity and inclusion or whether they want to enhance current efforts. The recommendations should also be interpreted as guidance for the individual CR professional given the need for individual and collective action towards inclusive recreation. As Jay noted, “you got more work to do, and it's ever evolving.... It's never done for you personally. It's never done for an organization…”

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APPENDIX A

NATIONAL INTRAMURAL AND RECREATIONAL SPORTS ASSOCIATION PROFESSIONAL COMPETENCIES CONNECTED TO EQUITY, DIVERSITY, AND INCLUSION

Competency (Sub Topic)	Basic	Intermediate	Advanced
Programming (EDI)	Participate in activities that challenges one's beliefs Design culturally relevant and inclusive programs, services, policies, and practices Predict access needs for potential participants	Integrate cultural knowledge with specific and relevant cultural issues on campus Identify and mitigate systemic barriers to equality and inclusiveness Facilitate learning and practice of social justice concepts Provide opportunities for diverse interactions with professional in higher education who focus on EDI work Collaborate with others across campus to further EDI	Creating ongoing strategic plans for the continued development of diversity initiatives and inclusive practices throughout the institution Ensure that competence in EDI is fully integrated into departmental practices throughout the campus Evaluate data on program participants in comparison to institutional data and apply strategies to attract and serve underrepresented groups
Programming (Leadership)			Foster an institutional culture that supports the free and open exchange of ideas and beliefs, and where issues of power and privilege are identified and addressed

Competency (Sub Topic)	Basic	Intermediate	Advanced
Philosophy and Theory (Student Development Theory – Participants / Employees)	Demonstrate equity and diversity theories and frameworks which inform the work in collegiate recreation	Apply equity and diversity theories and frameworks in collegiate recreation	Develop and promote new equity and diversity theories and frameworks in collegiate recreation
Philosophy and Theory (EDI)	Examine issues of equity and diversity and be aware of their significance in collegiate recreation	Teach staff and student employees about issues of equity and diversity and demonstrate their significance in collegiate recreation	Advocate the adoption of practices that support and enhance equity and diversity and promote their significance in collegiate recreation
Personal and Professional Qualities (EDI)	Adhere to the EEO policies, goals, objectives, and philosophies of valuing diversity in performing everyday duties and responsibilities Attend diversity programs to increase staff awareness	Recognize and utilize the skills of staff with diverse backgrounds to benefit the organization, clients, and coworkers Address and correct the use of inappropriate language or actions which denigrate diversity	Create a diverse and inclusive environment after a major reorganization which brings together different culture, ideas, and experiences Establish and develop a diverse staff with a variety of skills who function effectively to accomplish the mission of the organization
Personal and Professional Qualities (Service)	Demonstrate awareness of the connections that service learning makes among social justice, multicultural competency, and civic engagement	Develop close mutual cooperation between parties having shared interests, responsibilities, privileges and power relationships with the community	

APPENDIX B

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APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL

Institutional Review Board

DATE:	May 14, 2019
TO:	Erin Patchett
FROM:	University of Northern Colorado (UNCO) IRB
PROJECT TITLE:	[1167356-2] Campus Recreation Professionals' Engaged in Equity, Diversity, or Inclusion Education
SUBMISSION TYPE:	Amendment/Modification
ACTION:	APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE:	May 14, 2019
EXPIRATION DATE:	January 2, 2022

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB approves this modification and verifies its continued status as EXEMPT according to federal IRB regulations.

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Nicole Morse at 970-351-1910 or nicole.morse@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

Generated on IRBNet

APPENDIX D

SITE RECRUITMENT

Dear Director [Last Name],

As we discussed informally in the fall of 2018, I am interested in working alongside you and your department to conduct research on diversity and inclusion in campus recreation. As a doctoral student in the Sport Administration program at the University of Northern Colorado, my dissertation seeks to explore these research questions: 1) how do collegiate recreation professionals conceptualize diversity and inclusion; 2) how do collegiate recreation professionals engage in diversity and inclusion in their roles; 3) what factors influence collegiate recreation professionals' engagement in diversity and inclusion efforts; and 4) what are the outcomes of collegiate recreation professionals' engagement in diversity and inclusion?

Having worked with you and other members of your staff over the past eight years, I am aware of many of the ways in which your unit is working towards social justice in recreation. As such, your unit meets the five criteria I have set for selecting a place to conduct research where I will have the best chance of learning the most and therefore hope to advance research and our field.

I anticipate collecting data by joining you and your staff for one work week to conduct interviews, collect documentation, and observe formal and informal interactions such as meetings, trainings, and events. Below I have noted the main steps in this process so that you can see the overview:

1. Receive written approval from you and your supervisor to work with your department
2. Receive approval from your institution's IRB (IRB approval has already been achieved at my institution)
3. Consult together to select an ideal week for my site visit
4. Consult on how to share my research with your staff and invite them to participate
5. Site visit, interviews, observations, and document collection occurs

After data collection occurs and substantial data analysis has been done, I would continue to be in touch with you and other key stakeholders to share my interpretations and check for accuracy. In alignment with the research perspective and approach I hold, I would also be interested in coming back to your organization after my dissertation is complete to share it with your team and talk about ways you may all use it to enhance your diversity and inclusion efforts.

If you are still open to considering this partnership, I would like to set up a call to discuss the process thoroughly. I am grateful for your time and thank you for your consideration,

Erin M. Patchett
Ph.D. Student

APPENDIX E

STUDY PARTICIPATION FORM

Dear Staff,

My name is Erin Patchett, and I am a doctoral student in the Sport Administration program at the University of Northern Colorado. My dissertation topic is exploring diversity and inclusion in campus recreation.

I have recently requested and received approval by your department's leadership to conduct my research within your organization, for which I am both grateful and excited. In addition to being a student, I am also a full-time professional in campus recreation and know much about your organization due to work I have done with some of your staff. Your ongoing efforts related to diversity and inclusion were the primary reason I sought approval to work alongside you to learn more about my research topic.

My dissertation uses a case study design which means I will be spending approximately one work week with your team. During my time on site, I would like to interview full-time staff so I can hear multiple perspectives regarding my research questions: 1) how do collegiate recreation professionals conceptualize diversity and inclusion; 2) how do collegiate recreation professionals engage in diversity and inclusion in their roles; 3) what multilevel factors influence collegiate recreation professionals' engagement in diversity and inclusion efforts; and 4) what are the outcomes of collegiate recreation professionals' engagement in diversity and inclusion?

I am defining engagement with diversity and inclusion as any activity where awareness, knowledge, skills, or actions around social justice and social identities is one of the goals. Your engagement could be as a participant or as a presenter. It could mean you led a program, trained your staff, or attended an educational session to enhance your own knowledge. It could mean you have served on a committee, attended a retreat, or just have informal conversations with peers or your staff on topics related to diversity and inclusion. You can consider yourself a beginner, intermediate, or expert level person on diversity and inclusion; all are welcome.

If you decide a participate in the interview process, you could expect to:

- Discuss your experiences related to diversity and inclusion with me, in person, for approximately one hour (digitally tape-recorded) in a quiet location of your choosing
- Review and provide up to three documents (training materials, handbook, letter, etc.) which you feel best represents your diversity and inclusion efforts

- Perform a small writing activity about your aspirations related to diversity and inclusion
- At a later date, review the transcription of your interview for accuracy

The Institutional Review Board at the University of Northern Colorado has approved this study. The Director of Recreation Services, Tony Price, has also approved of this research being conducted within the department. However, your participation in this study is **voluntary**.

If you have any questions, you may reach me at (███) ███-████ or patc8284@bears.unco.edu.

I am grateful for your time and thank you for your consideration,

Erin M. Patchett
Ph.D. Student, University of Northern Colorado

Participation Sign Up Form

Individual participation includes:

- Interview
- Sharing documents
- Performing a brief writing activity
- Reviewing interview transcription

Departmental participation includes:

- Researcher attendance at staff meetings, trainings, etc.
  - Retreat
  - All Staff Training
  - Others TBD

Interested? Please fill out this form:

- Are you employed full-time with Campus Recreation?

  ☐ Yes ☐ No ______ (if no, see Erin before filling out the rest of this form)

- Your Name: ____

- Your Email: ____

- Your Position/Title: ______________________________________

- Role Classification: ☐ Salaried -or- ☐ Hourly

- Organizational Chart: ☐ Entry level -or- ☐ Middle -or- ☐ Leadership Team

- Area (select as many as apply to your position):

  ☐ Programs (e.g. intramurals, fitness, outdoor program, sport clubs)

  ☐ Facilities (e.g. scheduling, events, facility supervision, facility management)

  ☐ Operations (e.g. maintenance, custodial, equipment)

  ☐ Services (e.g. marketing, human resources, finance, membership/guest services)

  ☐ Other ____________

- Current availability to do an interview:
    - Your availability on 7/19 (F)
    - Your availability on 7/22 (M)
    - Your availability on 7/25 (TH)
    - Your availability on 7/31 (W)

- Are you currently planning any trainings for student staff, professional staff that will have topics related to diversity and inclusion? If so, what are the trainings and when are the trainings?

- Are you currently on any work groups, task forces, or committees related to diversity and inclusion? If so, what are they and when do they next meet?

Note: If you would prefer this in electronic form, please contact me at the email listed below. Also, if you filled it out hard copy and want to scan/email it back to me, you can use the same email address.

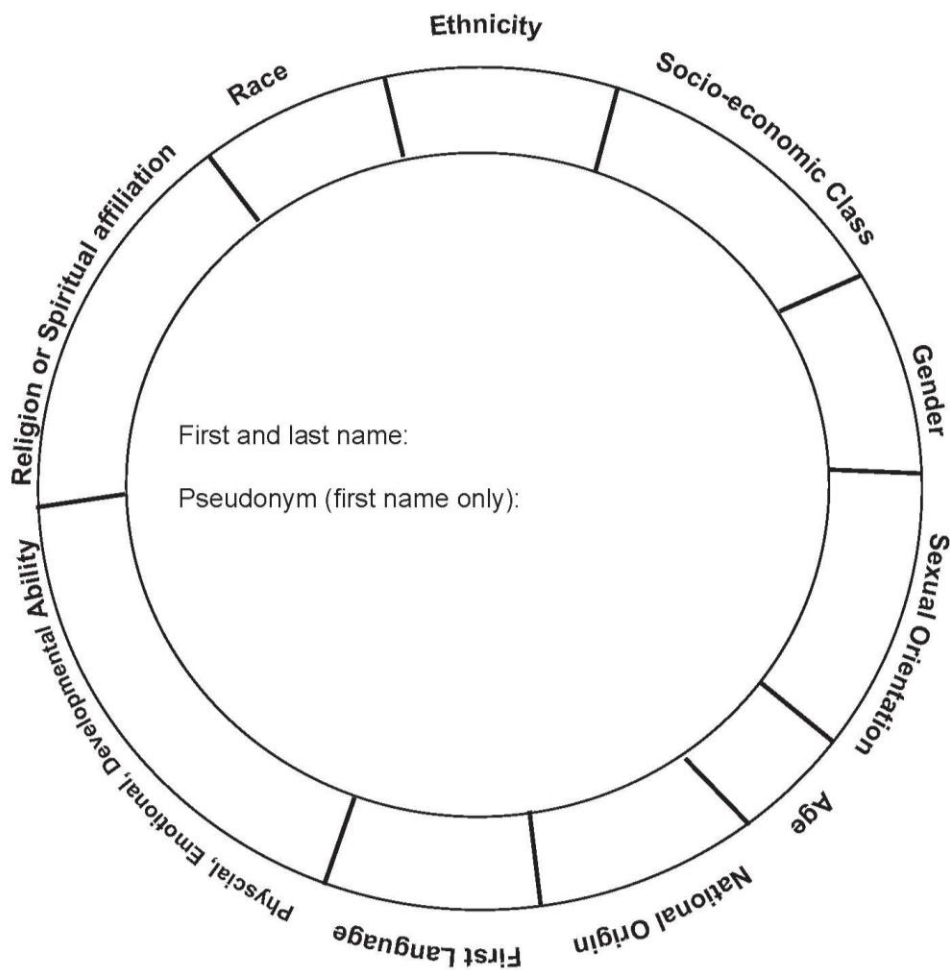
In gratitude,
Erin Patchett
patc8284@bears.unco.edu

APPENDIX F

SOCIAL IDENTITY WHEEL

Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



Years as a full-time staff member in collegiate recreation field:
Current title:
Current number of staff supervised: ___ students ___ professionals
Previous institutions and position titles:

APPENDIX G

INTERVIEW GUIDE

Pre-interview

1. Consent form
2. Discussion regarding permission to digitally record interview
3. Social identity wheel for demographic collection

Interview

1. What does the term diversity mean to you and how would you describe the diversity of your organization?
2. What does the term inclusion mean to you and how would you describe the inclusivity of your organization?
3. What type of diversity and inclusion efforts are you directly involved in? This could be education, professional development, policies, procedures, facilities, programs, human resource, marketing, etc.
4. Are there department-wide efforts you are aware of but not involved in? What are they?
5. What specifically has influenced you to engage in these diversity and inclusion efforts? What are the reasons you do this work?
    1. Probe: if no people mentioned, ask if any specific people have influenced them?
6. What do you feel are the outcomes of your diversity and inclusion efforts? What about diversity and inclusion efforts of the department as a whole, what are those outcomes?
    1. Probe: who do you believe is being served by your diversity and inclusion efforts?
7. How do you feel your own social identities inform your experiences and engagement with diversity and inclusion?
8. What else should I know about your experiences with diversity and inclusion in campus recreation?

Post-interview

1. Provide 3 documents which best represent their engagement in diversity and inclusion efforts in their role at work
2. Provide writing activity prompt and ask to provide it back to me within one work week
    a. Prompt: If you could change anything in the workplace to help you center and focus on diversity and inclusion in your work, what would you change? What would the ideal workplace look like to help you continue to engage in diversity and inclusion?

APPENDIX H

FIELD NOTES TEMPLATE

Descriptive Content

- Physical setting:
- Social environment (interactions, frequency, behaviors, conflicts, decisions, collaboration, decisions):
- Participants/roles:
- Meaning of what's occurring:
- Quotes/comments:
- Slides:
- My impact on setting:

Reflective Content

- Impressions, thoughts, concerns:
- Unanswered questions/concerns:
- Clarify points from other notes:
- Insights/speculations:
- Notes for future observations:

APPENDIX I

INFORMED CONSENT FORM

CONSENT FORM FOR HUMAN PARTICIPATION IN RESEARCH

Project Title:
Staff Conceptualization of and Engagement with Diversity and Inclusion in Collegiate Recreation: A Multilevel Exploration

Graduate Researcher:
Erin Patchett, Sports Administration, 408-533-5724, patc8284@bears.unco.edu

Co-Research Advisors:
Dr. Alan Morse, Sport Administration, 970-351-1722, alan.morse@unco.edu
Dr. Brent Oja, Sport Administration, 970-351-1725, brent.oja@unco.edu

Purpose and Description: The purpose of this research study is to understand how full-time collegiate recreation professionals conceptualize and engage in diversity and inclusion as well as explore what influences that engagement and what are outcomes of the engagement. A deeper understanding of this topic may provide guidance to collegiate recreation organizations hoping to create more welcoming environments for recreation participants who have marginalized identities.

Interview: At the end of this document is a list of potential interview questions. Other questions may be asked in order to follow up on your responses. You are welcome to keep this copy and refer to it during the interview. The interview is expected to last no more than one hour, and the location will be agreed upon by both parties.

Documentation and Writing Activity: At the end of the interview, you will be invited to share up to three documents you feel best represent your efforts related to diversity and inclusion in the workplace. The researcher will collect documents to review for themes. You will also be invited to participate in a visioning writing activity where you will share what an ideal workplace looks like for you to pursue the diversity and inclusion efforts you would like to accomplish.

Before the interview begins, the researcher will need your permission to record the audio of the entire interview. Recording will allow me to document our discussion accurately. If you do not agree to audio recording, the researcher will not interview you for this research project.

Audio recording permission: _______ (initials)

Research participants do not stand to benefit directly from their participation except for having an opportunity to reflect upon their experiences. The risks inherent in this study are minimal, no greater than those normally encountered during participation in a staff training or meeting. Participants will not incur any costs nor will they be compensated by the researcher.

Data collected from audio recording and written notes will be uploaded or entered into the researcher's computer for data analysis purposes. The computer and data will be password protected. The audio files will be deleted after transcription is complete. The researcher is a doctoral student and as a result, this consent form will be retained by the Dr. Alan Morse for a period of three years and then destroyed.

In order to protect your privacy, you will be asked to choose a pseudonym (fictional name) for use throughout this study, and your data will be stored under your pseudonym. Your actual name will not appear in interview notes or transcripts. Only the researcher will have a listing of your name and pseudonym. The listing will be destroyed after a period of three years. Additionally, pseudonyms will be used for the city and university you are affiliated with. These steps are taken to protect your privacy although these steps do not guarantee confidentiality.

The research findings may be submitted for publication in an appropriate peer-reviewed journal.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Research, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-1910.

By signing this form, you certify that you are 18 years of age or older and are not a current or former employee of a campus recreation department.

______________________________ __________

Participant Signature Date

______________________________ __________

Researcher Signature Date