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A Phenomenological Exploration of How Campus Environments Shape the Success of Racially Minoritized Faculty at Predominantly White Institutions

Raquel Wright-Mair
University of Denver

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Franklin A. Tuitt, Ph.D.

Second Advisor
Samuel Museus

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William Cross

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Raquel Wright-Mair

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Advisor: Dr. Franklin A. Tuitt

Author: Raquel Wright-Mair
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Despite existing and emerging research on the experiences of racially minoritized faculty members in the academy, little scholarship addresses how Predominantly White Institutions (PWIs) cultivate campus environments that support the success of racially minoritized faculty members. Utilizing the Culturally Engaging Campus Environments (CECE) model as the theoretical framework to inform the design and implementation of this inquiry, this qualitative study provided an in depth understanding about what aspects of campus environments contributed to racially minoritized faculty succeeding in the academy. Specifically, a phenomenological approach allowed participants to share their everyday lived experiences through one-on-one interviews. A total of twelve racially diverse tenured faculty members' from six institutions in Colorado participated in the study and offered their perspectives on how institutional values, policies and practices impacted their success. Findings from this study were presented within eight themes that suggest that when campus environments consider and acknowledge the diverse backgrounds, identities and experiences of racially minoritized faculty, they are more likely to feel welcomed and succeed at PWIs. Further, the study offered five key elements for institutions to consider when developing relevant and affirming campus environments for racially minoritized faculty. Implications of study findings offer new ways to foster support for racially minoritized faculty members in the academy. This study is significant for racially minoritized faculty members and institutional leaders.

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Chapter One: Introduction

In his counter-narrative, "Acclimating to the Institutional Climate: There's a Chill in the Air," Dr. Mark Giles illuminated his experiences in the academy and his journey from student to faculty member. Giles (2015) described his personal process for navigating hostile campus environments while he studied and worked at Predominantly White Institutions (PWIs). His counter-narrative addressed deeply entrenched structures of racism and sexism, systemic barriers, and colorblindness as significant contributors to the negative climate that many Faculty members of Color encounter in the academy (Giles, 2015). Giles (2015) provided insight into his own college journey as a struggling Student of Color trying to navigate his first year of college. During this crucial first year, he was misadvised to drop out of college because of his perceived limited ability in math by White faculty (Giles, 2015). His reflections of the college journey, as one of two Black males in most classes, tells an all too familiar story for many first generation Students of Color who struggle to find commonalities with others and seek mentors who are limited or do not exist.

Giles (2015) then discussed his first faculty position at a PWI, where a White female colleague offered him advice that he should not invest so deeply in his undergraduate Students of Color, as they required too much time and would distract him from achieving his main goal at the institution: tenure and promotion. These words highlight discrepancies that exist in the academy and the potential impact of unsupportive

campus environments for both racially minoritized students and faculty. Giles (2015) points out that a shift needed to occur within his institution; one that steered away from seeing racially minoritized faculty members as independent of their communities to one that recognized their unique identities, and backgrounds.

Many faculty members across the country experience similar feelings of isolation and frustration pointed out in Giles' narrative. Giles' experience in the academy might have been different if institutions paid closer attention to providing environments that accounted for his varying identities, especially understanding the role race played in his journey in the academy. While racially minoritized faculty members face barriers to their success, institutions can contribute to improving their experiences and increase the likelihood of their success. Institutions need to reflect on their policies and practices in an effort to structurally change the campus environment and make it more supportive towards racially minoritized faculty members.

This dissertation focused on examining aspects of campus environments that contributed to racially minoritized faculty success. This chapter includes an overview of faculty success, a statement of the problem, representation of racially minoritized faculty, barriers to success for racially minoritized faculty, benefits of having racially minoritized faculty, purpose of the study and its significance, as well as definitions of key terminology used throughout the study. I conclude with an overview of all remaining chapters in this dissertation.

Faculty Success in the Academy

Traditionally in higher education, faculty success is defined as the achievement of tenure and promotion, which is obtained through advancing research, a strong publication

record, and strong teaching evaluations (Tipperconnic-Fox, 2009). The benefits of tenure and promotion include career advancement, increased earnings and greater recognition in the academy (Laden & Hagedorn, 2000). While these are the traditional measurements of success adopted overwhelmingly by institutions in the United States, it is important to note that not all faculty members in the academy are held to the same standard (Edwards, Beverly & Alexander-Snow, 2011; Bonilla-Silva, 2003). In addition, success can be defined beyond traditional perspectives of the academy, which may look different for different groups of faculty members. In fact, various studies show that racial disparities exist in these processes, and also within the professoriate (Antonio, 2002; Bernal & Villalpando, 2002; Turner, González, & Wood, 2008; Turner, Myers, & Creswell, 1999). In particular, it has been documented that African Americans/Black, Native American and Latino faculty members rank lowest on the academic ladder, and achieve tenure and promotion at lower rates than their White peers (Turner et al., 1999).

Across the United States, college campuses have seen a major increase in student activism, which has led to the creation of institutional demands that are focused on improving and redefining campus climates and cultures, specifically at PWIs. Activism refers to efforts or movements that focus on bringing about change specifically surrounding political and/or social change (Kezar, 2010). One of the demands raised by students across college campuses in 2015 was to increase the diversity of professors across institutions. This demand reflects the need to have faculty members who share racial and cultural identities with students. It is also important to highlight that many of the other student demands focus on disrupting institutional climates and cultures that are deeply rooted in exclusionary practices (Ahmed, 2012).

Increasing the presence of racially minoritized faculty members can also increase support for students, as well as other racially minoritized faculty members, who are often tokenized and burdened with service tasks campus wide. Increasing these numbers can also enhance support networks for racially minoritized faculty members who often report feeling extremely alienated from their White peers (Hughes, 2015). The highest number of racially minoritized faculty members seem to be concentrated in programs that are "minority serving" such as ethnic studies (Fujimoto, 2012). Since many students from dominant and non-dominant groups never set foot into ethnic studies programs, it is essential that racially minoritized faculty members are not just restricted to these programs (Osei-Kofi, & Richards, Smith 2004). Campuses that have racially minoritized faculty members concentrated in only certain departments similar to ethnic studies need to critically examine how other departments address diversity in the hiring process.

Statement of the Problem

Due to unsupportive campus environments, many higher education institutions are struggling to retain racially minoritized faculty members. It is important to address the impact of unsupportive institutional environments on racially minoritized faculty members' success in the academy for several reasons. The academy has a responsibility to pay attention to the success and overall job satisfaction of racially minoritized faculty members. Additionally, the success of racially minortized faculty inevitably reflects on the institution where they work. Higher education institutions therefore need to focus on institutional structures and critically examine how they perpetuate forms of inequity when considering how to create an inclusive and engaging environment for racially minoritized faculty members. Smith (2014) stated that "structural elements are

significant because the consequences in terms of inequality are not generally explicit. There are standard policies and practices that are embedded in the institution, that have a disparate impact on particular groups" (p. 35).

Since PWIs tend to have a smaller number of faculty members from minoritized communities, it is important that mechanisms be implemented to foster inclusive, supportive and engaging environments. This not only contributes to engaged employees, but also sends a message about what the university considers important and valuable. Overall, colleges and universities need to make intentional efforts to cultivate culturally affirming experiences and environments that attract, support and retain an inclusive professoriate. Although progress has been made over the last few decades in terms of increasing the numbers of racially minoritized faculty members on college campuses, the field of higher education still has a long way to go in terms of creating and maintaining equitable and supportive campus environments for these faculty members. Further exploration on the experiences of racially minoritized faculty members is the next step in understanding how to develop greater institutional cultures that foster a sense of belonging and support (Stanley, 2006). As such, this study examined institutional environmental factors that contributed to the success of racially diverse faculty at PWIs in Colorado.

Representation of Racially Minoritized Faculty Members in Higher Education

The gross underrepresentation of racially minoritized faculty members is problematic because despite national legislation initiatives that serve to increase the compositional diversity of faculty, there is still a major divide in terms of which faculty are occupying positions of prestige at universities across the country (Jayakumar,

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Howard, Allen, & Han, 2009). Racially minoritized faculty members account for a very limited number of full-time tenure-track, and/or tenured faculty positions nationally, even though there have been numerous diversity efforts undertaken by institutions to broaden the racial and ethnic composition of faculty in varying departments (Turner et al., 2008).

Many of these diversity efforts have been unsuccessful and have resulted in racially minoritized faculty members continuing to be grossly underrepresented in the academy (Turner et al., 2008). As a result, racially minoritized faculty often feel invisible in their academic environments based on the responses they receive from their institutions in regard to their scholarship, professional trajectory, and overall academic success (Thomas & Hollenshead, 2001). It is important to study institutional environments in an effort to understand what mechanisms help retain racially minoritized faculty members, and place the responsibility of retention on the institution rather than the individual.

Campus environments contribute to feelings of isolation when faculty members do not experience a sense of belonging, acceptance, or support at their respective institutions (Tuitt & Bonner, 2014). Specifically, campus environments play a large role in the likelihood of racially minoritized faculty members' success. Many PWIs across the country continue to struggle tremendously to hire and retain racially minoritized faculty members (Stanley, 2006). Also problematic is the mistaken notion that institutional search committees as well as hiring policies and practices are all created equal, and reflect intentional strategies designed to attract and support racially minoritized faculty members (Smith et al., 2004; Fraser & Hunt, 2011).

Most tenure-track faculty positions at higher education institutions nationally are comprised mostly of White males and females. According to 2015 data from the National Center for Education Statistics (NCES), of all full-time faculty hired, 79% were White, 6% Black, 5% Hispanic, 10% Asian/Pacific Islander, and less than 1% American Indian/Alaska Native (NCES, 2015). In addition, representation of racially minoritized faculty members in full professor positions continues to be significantly lower when compared to White males and females. Among all full professors hired at post-secondary institutions across the country, 84% identify as White, 4% Black, 3% Hispanic, 9% Asian/Pacific Islander, and less than 1% American Indian/Alaska Native (NCES, 2015).

There are various arguments that underscore the importance of increasing the number of racially minoritized faculty members in the academy, especially as diverse populations of students and junior faculty continue to enter institutions of higher education (Jayakumar et al., 2009). First, racially minoritized faculty members uniquely contribute to systemic transformation on college campuses in ways that White faculty do not (Turner, 2003). These contributions by racially minoritized faculty members include nontraditional avenues of scholarship that place greater emphasis on research reflecting personal experiences, and other societal challenges experienced by minoritized communities (Antonio, 2002). Second, contributions from racially minoritized faculty members are reflected in their ability to connect with and serve as mentors to students of color and other junior racially minoritized faculty members. Racially diverse faculty members bring expertise in research areas and acts of service that traditionally are not reflected in predominantly White institutions (Jayakumar et al., 2009). Finally, these

faculty members challenge PWIs, and inevitably society, to disrupt normative discourses and ways of thinking (Stanley, 2006).

When current data from the NCES on the racial and ethnic composition of racially minoritized faculty members was compared to historical data from NCES, only a slight increase in the numbers of racially minoritized faculty members was reflected. While we have witnessed an increase in the compositional diversity of students, racially minoritized faculty members are still disproportionately more underrepresented than students of color at predominantly White universities and colleges (Turner et al., 2008). In 2015, students of color at PWIs represented a total of 36.9% of total undergraduate enrollment, while racially minoritized faculty members represent less than 17% of all faculty members at PWIs (NCES, 2015). These numbers for racially minoritized faculty members represent a lack of progress in institutional diversity in comparison to efforts towards racially diversifying student populations. This disparity can be attributed to the lack of attention towards institutional environments and how they impact success of racially minoritized faculty.

Simply put, racially minoritized faculty members are held to very different standards than their White counterparts, often in hostile institutional environments that fail to account for and appreciate the unique contributions that racially minoritized faculty members bring to the table (Stanley, 2006). Asking racially minoritized faculty members to separate their identities and experiences from their job is not only impossible, but also unrealistic. White professors are not asked to turn off their unique characteristics or disconnect with, and not mentor White students, in addition to fulfilling other requirements for the tenure and promotion path (Stanley, 2006). In order for monumental

change to be made in the academy, institutions must pay close attention to providing supportive structures and environments that foster positive relationships and experiences.

The academy needs to move beyond buzzwords and trendy diversity initiatives and embrace a culture that demonstrates genuine care and support for racially minoritized faculty members. Even though some progress has been made at PWIs, there are still a vast number of racially minoritized faculty members who encounter unwelcoming environments and limited support systems when they attempt to establish careers on these campuses (Bonner, Tuitt, Robinson, Banda, & Hughes, 2015). There is a dire need in higher education to produce research that examines how institutions create environments that support the success and overall experiences of racially minoritized faculty members (Antonio, 2002). To do so, it is important to recognize and address current barriers to faculty success that exist for racially minoritized faculty members and how institutional these environments perpetuate them.

Barriers to Faculty Success

When looking at the experiences of racially minoritized faculty members, there are numerous barriers that hinder their success. These barriers manifest across the institution and in various forms such as policies, processes, values and responsibilities. Specifically, the barriers include institutional recruitment and retention policies, the lack of mentors, isolating and hostile environments, cultural taxation, perceptions of scholarship, and tenure and promotion processes.

Institutional Recruitment and Retention Policies

The small percentage of racially minoritized faculty members in the academy today highlights greater issues with racism and discrimination, as well as institutional

policies and practices that are primarily rooted in systemic inequities (Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard, 2011).   Institutions have a prime opportunity to disrupt these inequities, especially given that racially minoritized faculty members play a crucial role in the transformation of the academy and the basic core functioning of higher education (Moreno, Smith, Clayton-Pedersen, Parker, & Teraguchi, 2006). Many institutional plans include some component of recruiting and hiring racially minoritized faculty members to enhance the missions of their respective campuses (Piercy et al., 2005). While these institutional policies serve an important purpose in helping to attract racially diverse faculty members, they are problematic because very limited efforts are being implemented to retain these racially minoritized faculty members once they are hired (Piercy et al., 2005).

Retention, at this point, arguably fails recruitment efforts, because of the high turnover rates for racially minoritized faculty members. Rather than relying on short-term retention initiatives, institutions must commit to proactively transforming their policies and practices to focus on long term goals of retaining racially minoritized faculty members (Piercy et al., 2005). These reformed initiatives should go beyond simple programming and workshops and move towards a change in institutional environments that prioritize the success of racially minoritized faculty members. Recruitment and retention policies and practices are also rooted in institutional racism and discriminatory practices that explicitly restrict and exclude racially minoritized faculty members in higher education (Jayakumar et al., 2009).

Lack of Mentors

Racially minoritized faculty members attribute much of their success to their connection with mentors in the academy (Stanley, 2006). These mentors play vital roles in helping racially minoritized faculty members acclimate to institutional environments, and achieve professional and personal success (Patitu & Hinton, 2003). While faculty report the benefits of sharing mentors of their same race, the literature overwhelmingly found that it was just as important to have mentors who were racially different. Mentors, regardless of race, were found to be more beneficial for racially minoritized faculty members as they learned to navigate an institution (Fries-Britt et al., 2011). A lack of mentorship is one of the biggest barriers to achieving professional success for racially diverse faculty (Turner et al., 2008). Professional organizations that help these faculty members to establish networks inside and outside of an institution are also critical to the growth and development of racially minoritized faculty members (Tillman, 2002).

Isolation & Hostile Environments

Many racially minoritized faculty members experience resistance from colleagues, as well as students; this is particularly heightened in predominantly White institutions where racial diversity is limited (Vargas, 2002). Racially minoritized faculty members experience very isolating environments at PWIs because compositionally, very few colleagues and students share their race, culture, and backgrounds. These faculty members are often not viewed as credible and are unfortunately seen by many as affirmative action hires (Harlow, 2003). Due to institutional structures and constituents that reinforce this invisibility and hostility, racially minoritized faculty members report struggling with their love for teaching while navigating White academic spaces (Harlow

2003; Stanley, 2006). Many times these faculty members experience extreme fatigue in these institutions, and become less content with their work environments. As hostile racial climates continue to drive racially minoritized faculty members away from the academy, there has to be recognition that negative and isolating campus environments for racially minoritized faculty members are directly associated with a lack of institutional support across the board. In order to eliminate feelings of isolation and hostility, higher education institutions must focus on creating campus environments that are inviting and affirming.

Cultural Taxation

Many racially minoritized faculty members actively participate in service work in an effort to enhance or improve their experiences in the academy (Stanley, 2006). Service includes local community initiatives, advising student organizations, and participation in diversity committees on campus, among others. Service, for many racially minoritized faculty members is liberating, but also extremely taxing, since these faculty members spend many hours engaging in these acts of service (Stanley, 2006). This results in limited time to engage in scholarly work which most institutions regard as crucial to gaining promotion and tenure (Fries-Britt et al., 2011). Many faculty report feeling burnt out and frustrated with having to make a choice between gratifying acts of service and institutional tenure and promotion requirements (Stanley, 2006). Racially minoritized faculty members become severely burdened with their service loads as they try to advance their own communities and counteract feelings of isolation in the academy (Stanley, 2006).

Perceptions of Scholarship

Unlike White faculty, many racially minoritized faculty members receive the message that any work reflecting their own experiences are not valued. Thus, many racially diverse faculty members are forced to do work that does not necessarily include their personal and professional experiences, and develop agendas that are more suited toward institutional norms – or face not getting tenured (Jayakumar et al., 2009). The lack of racially minoritized faculty members has contributed significantly to the often hostile culture in higher education institutions, where mainstream ideology and value of scholarly work is based largely on White normative discourse (Thompson, 2008). The culture of higher education institutions has normalized and valued the Whiteness of faculty members - and ultimately, their research (Stanley, 2006). In turn, racially minoritized faculty members are marginalized and cast as "other" when their research disrupts or challenges those norms. The standards of faculty achievement in higher education are still very much embedded in the prototype of Whiteness, resulting in a culture generally unsupportive of research that focuses on issues faced by minoritized communities (Thompson, 2008).

Tenure and Promotion Processes

Many racially minoritized faculty members across the academy face difficulty on their journey towards tenure and promotion, mostly resulting from lack of overall support, disregard for scholarship focused on minoritized communities, and the weight of research, teaching and service productivity. It is evident that tenure and promotion processes in the academy are still heavily influenced by institutional racism (Fries-Britt et al., 2011). These promotion processes minimize the value placed on critical scholarly

work indicative of racialized and marginalized experiences for many racially minoritized faculty members (Fries-Britt et al., 2011).

Along with the questionable value placed on research focused on minoritized communities, racially minoritized faculty members also frequently endure discrimination in their departments and across campus by virtue of their own unique identities such as race and ethnicity (Stanley, 2006). Racially minoritized faculty members also lack sufficient mentoring from senior faculty, a tremendous barrier to tenure and promotion (Thomas & Hollenshead, 2001). Expectations for research productivity and teaching performance are often impacted by a lack of meaningful relationships with mentors in their departments or areas of expertise (Tillman, 2002). Racially diverse faculty members also cite additional barriers including cultural taxation and tokenism as roadblocks to their success.

Although research on the challenges facing minoritized faculty have been well documented, there is still sparse research on the issue of success strategies for tenured racially minoritized faculty members in academe. In order to develop and maintain optimal institutional environments that support the success of minoritized faculty, it is important to highlight the impact of campus environments drawn from the perspectives of racially minoritized faculty members who have successfully navigated the academy. In the next section, I discuss the benefits of racially minoritized faculty members in the academy.

Benefits of Racially Minoritized Faculty Members

The research on the benefits of racially minoritized faculty members indicates that since these faculty members utilize techniques that engage Students of Color at a higher

rate than other faculty, it is pertinent to increase the presence of racially minoritized faculty members at PWIs in order to support and mentor Students of Color, as well as stretch institutional boundaries regarding scholarship and teaching strategies (Antonio, 2002). Having racially minoritized faculty members allows all students, faculty, and staff to engage cross culturally with each other and create environments that encourage a sense of belonging (Turner & Myers, 2000).

Engaging all faculty and staff is important since there is a noted increase in the levels of engagement and connections that serve to bridge various gaps created by a history of hegemonic populations occupying faculty positions (Hughes, 2015). Increasing the number of racially minoritized faculty members on college campuses may contribute to the critical mass that is needed to overhaul educational experiences and redefine educational quality (Fujimoto, 2012). In addition, students also benefit from having racially diverse faculty both inside and outside of the classroom. The presence of racially diverse faculty members can also foster potential mentoring relationships with underrepresented students who see themselves in these individuals. Student retention and persistence may also be positively impacted by these mentoring relationships, which can serve to bridge multiple gaps for students of color (Fujimoto, 2012).

Institutions need to challenge themselves to engage in a discourse of transformation much more than a discourse of preservation which focuses on surface-level diversity initiatives like recruiting and ignores the transformative goals of diversity in higher education (Chang, 2002). A discourse of transformation goes well beyond developing strategies that increase compositionally diverse employees and students. It also acknowledges and confronts deeply ingrained institutional cultures that

underestimate or completely ignore the impact of diversity on teaching and learning (Chang, 2002). When institutions incorporate questions about general campus conditions and evaluation of learning, only then can campus values truly support racially diverse populations – especially as these populations seek continued support and engaging environments in which they can truly feel welcomed and thrive (Chang, 2002). By investigating the environments that foster success for racially minoritized faculty, the responsibility is placed upon the institution, and only then can we truly begin to shift the culture.

Purpose of the Study

The purpose of this study was to interrogate the experiences of racially minoritized faculty members in the academy; and examine the ways in which institutional environments supported the success of racially minoritized faculty members. I utilized the Culturally Engaging Campus Environments (CECE) model to analyze the experiences of racially minoritized faculty members in an effort to determine the ways in which PWIs support their success. The CECE model was developed in response to critical work on students that was primarily focused on challenges. The urgency for engaging the CECE framework emerges from the literature available on racially diverse faculty which is focused heavily on environmental challenges in the academy, very similar to earlier theories of student success, which were based on Eurocentric perspectives.

More specifically, there are limited frameworks that explore the impact of institutional environments on racially diverse faculty. These frameworks primarily emphasize the challenges experienced by racially minoritized faculty, and fail to address broader factors that shape their experiences including campus environments. The latter is

at the core of this study. The CECE framework allowed for the examination of institutional climates and cultures and provided an understanding of how specific campus environments can contribute to the success of racially diverse populations. This model uniquely addresses the need for campus environments to honor prior lived experiences, and identities that contribute to sense of belonging and connectedness. By acknowledging the unique characteristics that racially diverse populations bring to academic spaces, the CECE model underscores the value of disrupting cultural dissonance by incorporating institutional environments that focus on cultural integration and validation (Museus, 2014). By conducting a series of interviews with racially minoritized faculty members at PWIs in Colorado, I sought to explore how racially minoritized faculty members made sense of their lived experiences at a PWI.

Research Questions

The central research question that guided the study was: How do campus environments shape the experiences of racially minoritized faculty members at predominantly White institutions? Sub-questions are outlined below, and are subsequently supported by the paper's theoretical framework and literature review.

- How do participants describe their everyday lived experiences as racially minoritized faculty members at a PWI?

- What aspects of institutional environments contribute to faculty succeeding at PWIs?

Definition of Key Terminology

In order to understand the context of this research, I define a few key terms that will be used consistently throughout this study. This includes, campus climate, campus

racial climate, campus culture, campus racial culture, campus environments, and racially minoritized faculty members. Campus climate, campus culture, and campus environments are often used interchangeably in the literature to describe the perceptions and experiences that varying populations have on college campuses (Hart & Fellabaum, 2008; Hurtado, Griffin, & Cuellar, 2008). Kuh (2009) highlights that it is important to understand the differences between these terms as they contribute to different aspects of institutional environment and contribute differently to the experiences that communities of color face.

Campus Climate is defined as the current patterns and behaviors within an institution and the perceptions that constituents within these organizations have or actually experience (Peterson & Spencer, 1990). An example of this is the current racial climate that exists at many colleges and universities across the nation. Acts of violence that are rooted in racism speak to institutional climate being unwelcoming and hostile, particularly for minoritized populations. *Campus Racial Climate* refers to the racial environment present on a college campus, including the availability of institutional values, programs and practices that foster inclusion and support for racially diverse populations (Hurtado, 2007; Hurtado, Milem, Clayton-Pedersen, and Allen, 1998).

Campus Culture refers to deeply embedded values and belief systems within institutions (Peterson & Spencer, 1990). Culture is "institutional history, mission, physical settings, norms, traditions, values, practices, beliefs and assumptions" (Kuh & Hall, 1993, p. 2). A relevant example is the historical implication of institutional racism that undergirds many PWIs today. The culture of an institution may be embedded in deeply entrenched systems of oppression which strongly influence current artifacts,

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policies, practices and climate felt by racially diverse populations. Additionally as

Museus, Ravello & Vega (2012) indicated, campus cultures are also heavily influenced

by the racial and cultural backgrounds of racially diverse populations. This is important

to note since racially diverse populations on college campuses react very differently to

more traditional aspects of campus cultures based on their unique backgrounds and

perspectives (Museus et al., 2012). It is therefore important, when discussing campus

culture, to include discussions of *Campus Racial Culture* defined by Museus et al. (2012)

as:

> the collective patterns of tacit values, beliefs, assumptions, and norms that evolve from an institution's history and are manifest in its mission, traditions, language, interactions, artifacts, physical structures, and other symbols which differentially shape the experiences of various racial and ethnic groups and can function to oppress racial minority populations within a particular institution. (p.32)

Campus Environments refer to institutional surroundings that encompass both

campus climates and cultures. In the context of this study, campus environments are both

physical and psychological spaces that evolve based on climate and culture. These

environments inherently contribute to shaping the experiences of racially minoritized

faculty members at PWIs. Additionally, *Racially Minoritized Faculty members* are

defined in this study as faculty from different races other than White, who face adversity

and endure discrimination forced upon them because of social constructs - in this case,

race. This definition captures how institutions within society limit the power and

representation of diverse populations (Harper, 2012).

Significance of Study

This study is significant because it opens avenues for research, practice and policy

as it interrogates how higher education institutions create environments that foster

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success for racially minoritized faculty members. This study provides tangible

mechanisms for institutions to challenge systems of oppression that serve as barriers to

success for racially minoritized faculty members. In addition, it provides insight on how

racially minoritized faculty members make meaning of their every day lived experiences,

as well as the support they have received from their institutions. By exploring these

factors, this study examined the conditions at PWIs that foster campus environments that

cultivate success of racially diverse faculty. Lastly, the significance of this study

foregrounds research to come on the experiences of racially minoritized faculty by

centering their voices and experiences.

Overview of Chapters

In Chapter two, I provide an extensive literature review on what is known about

the experiences of racially minoritized faculty members at PWIs and how institutions

cultivate and support their success. I further analyze those experiences through the lens of

the CECE model to determine how, if at all, CECE is applicable as a measure for racially

minoritized faculty members' success in the academy. I examine how the CECE model

offers a new and unique way for institutions to conceptualize the improvement of campus

climates for racially minoritized faculty members. I conclude with implications for

future research highlighting how using the CECE model might inform the study of

faculty experiences.

In Chapter three, I examine the methodological approach to further exploring the

topic of the study in addition to my own positionality as a researcher. I provide a

rationale for the use of qualitative research and for the specific choice of a

phenomenological approach for this study. I explain data collection methods and discuss data analysis procedures as well as ethical considerations for this study.

In chapter four, I present the findings that emerged from the study and provide a discussion of ways in which PWIs create the conditions that support the success of racially minoritized faculty members. Chapter five outlines the findings in relation to the research questions, and highlights elements needed to create campus environments that contribute to racially minoritized faculty thriving. Lastly, in Chapter six, I discuss significance of findings, contributions to the literature, implications, recommended faculty model, limitations, future research, researcher reflections and conclusions.

Chapter Two: Literature Review

In this chapter, I provide an overview of the Culturally Engaging Campus Environments (CECE) Model, which served as the guiding theoretical framework for the study; I also summarize the extant research on the experiences of racially minoritized faculty members at PWIs. I provide an analysis of the scholarship pertaining to the lived experiences of racially minoritized faculty members and discuss how it is situated within a larger body of research that seeks to empirically address issues of institutional racism and discrimination as well as access to and within the academy. This includes exploring recruitment and retention policies, bias in hiring, principles of diversity, mentorship, tokenism, barriers to tenure and promotion, pipeline issues, and value placed on scholarship pertaining to underrepresented populations. I explore these factors within the context of the nine indicators of the CECE model.

Theoretical Framework

The Culturally Engaging Campus Environments (CECE) model was born out of a need for theoretical frameworks that center the experiences of racially diverse student populations in higher education institutions (Museus, 2014). Traditional frameworks that examine success among racially diverse populations in higher education fail to account for the realities that institutional environments are significantly impacted and shaped by the varying realities of people from underrepresented backgrounds (Museus, 2014). The CECE model examines how the institutional environment, along with other external

factors such as finances, cultural background, family, and employment, can contribute to shaping the experiences of students of color and heavily impact their performance throughout college (Museus, 2014).

While the CECE model focuses mainly on interrogating institutional responsibility as it pertains to creating and maintaining environments that promote overall undergraduate student success, there is some indication that this framework is relevant to enhancing the experiences for racially minoritized faculty members in the academy. The framework is designed to shift responsibility away from people of color within the academy as the sole agents of creating and executing diversity work. The CECE model calls for integration of culturally relevant work across the board - infused into programs, policies, and practices in order to foster an institutional culture that is culturally engaging and supportive (Museus, 2014).

The nine indicators of the CECE model incorporate the rich backgrounds of racially diverse student populations and outline characteristics of culturally affirming and validating institutions. These components should be present on college campuses in varying capacities to be classified as culturally engaging, supporting, and affirming (Museus, 2014). Additionally, these indicators can help facilitate the creation of thriving institutional environments and can be used to assess whether culturally engaging environments are present on respective college campuses (Museus, 2014). Institutions that implement these indicators are able to evaluate their existing campus environments and develop a comprehensive plan for transformative action that focuses on the success of racially diverse students (Museus, 2014).

The nine indicators of the CECE model were developed based on evidence that supports the correlation of culturally engaging campus environment and the success of racially diverse populations (Museus, 2014). The model posits that if curriculum is culturally relevant and validating, racially diverse students will see themselves as well as their experiences reflected in coursework and will feel a sense of belonging in the classroom that can be far-reaching in a larger institutional context (Museus, 2014). If students experience humanized environments where teachers are intentional and supportive inside and outside of the classroom, approaches to learning can be positively influenced. This is important because a student's success in college is tied greatly to their experience inside the classroom (Kuh, 2009).

The first five indicators of the model focus largely on how culturally relevant college environments incorporate a student's culture and background. The remaining four indicators revolve around cultural responsiveness and an institution's ability to respond to the needs of their racially diverse student populations (Museus, 2014). All nine indicators of the CECE model are:

1. Cultural Familiarity
2. Culturally Relevant Knowledge
3. Cultural Community Service
4. Meaningful Cross-Cultural Engagement
5. Collectivist Cultural Orientations
6. Culturally Validating Environments
7. Humanized Educational Environments
8. Proactive Philosophies
9. Holistic Support

These indicators are intended to help institutions understand what contributes to a sense of belonging in racially diverse student populations and serves as a guide for institutional transformation (Museus, 2014). Each respective indicator of the CECE model outlines attributes that are highly beneficial for racially diverse students to succeed in college. For example, indicator 1: *Cultural Familiarity* discusses the extent to which racially diverse students have opportunities to connect with people across the institution that share similar experiences and/or cultural backgrounds (Museus, 2014). Indicator 6: *Culturally Validating Environments* undergirds the need for racially diverse student populations to have their cultural backgrounds, experiences, and identities validated by people across the institution (Museus, 2014). The value an institution places on the culturally rich experiences and backgrounds of their populations is positively linked with success in college (Museus, 2014).

In addition to enhancing overall campus climates through improved campus-wide programmatic initiatives, the indicators of the CECE model greatly impact potential teaching strategies and curriculum development. The indicators provide a theoretical and research grounded approach to teaching and learning, specifically for marginalized students. On campuses that strive to be culturally engaging, it is pertinent that teaching strategies incorporate non-dominant discourse, culturally relevant curriculum, and critical reflection by instructors about race and culture (Museus, 2014). Culturally relevant pedagogy and curriculum go beyond acknowledging basic elements of a student's culture. It recognizes the cultural backgrounds and experiences that are intentionally woven into pedagogical approaches towards racially diverse student populations.

Creating classroom spaces that honor and support students of color contributes to building and enhancing overall institutional cultures that in turn foster academic success.

The CECE model posits that when institutions invest in creating environments that are culturally engaging and supportive, there is a greater likelihood that students of color will persist and attain a college degree (Museus, 2014). Furthermore, students of color are not the only ones learning. When institutions challenge existing structures, policies, and practices and invest in creating environments that are culturally engaging and stimulating, all students benefit. When implemented, the CECE model fosters an environment that engages all students in conversations and actions that revolve around culturally open and supportive discourse. Since this model concentrates on developing campus environments for racially diverse student populations, the impact for those students is unquestionable (Museus, 2014).

Students of color report experiencing overt racial hostile behaviors as well as daily microagressions at PWIs. Students of color are profoundly impacted by these messages and often fail to continue in college because of these experiences (Museus, 2008). Both quantitative and qualitative research support arguments that suggest positive racial climates and institutional cultures impact student engagement, involvement, and overall academic success (Museus, 2007). The CECE model underscores the importance of student success across the board and calls upon institutions to not only address structural shortcomings, but also provide environments that lead to positive and supportive educational outcomes. In doing this, students are tremendously impacted across campus in classrooms, student organizations, residential halls, and classroom environments (Museus, 2014).

The CECE framework places great emphasis on institutional responsibility, rather than the conventional practices of placing the responsibility of success on students of color. The framework serves as a tool to critically influence and reform policies and practices in higher education institutions, as well as a useful and holistic resource that helps educators evaluate their campus environments and cultures in order to better serve racially diverse students. It calls upon all areas in higher education institutions to be reflective and intentional in meeting and exceeding the needs of racially diverse student populations. Additionally, the model is a platform that expands culturally relevant and responsive practices throughout an institution to transform those environments and maximize the success of all racially diverse populations

CECE Scale

The CECE scale was developed to measure the extent to which college environments meet the needs of racially diverse student populations, with particular emphasis on how college campuses create environments that are culturally relevant and responsive (Museus, Zhang, & Kim, 2016). The instrument is unique because it goes beyond measuring the experiences and perceptions of racially diverse students on college campuses (Museus et al., 2016). An initial 41-item scale was developed to measure the nine indicators of the CECE model, with a five point Likert scale ranging from strongly disagree to strongly agree (Museus et al., 2016). This initial scale was thoroughly examined by Subject Matter Experts (SMEs) to solicit feedback about the accuracy of the instrument in measuring each indicator of the CECE framework.

The scale was also administered as a pilot to a group of students to seek feedback on clarity of survey questions (Museus et al., 2016). After gaps were identified, the scale

was revised with a total of 54 items that measured all nine indicators of the model (Museus et al., 2016). The scale has been proven by the authors to be statistically significant in measuring the extent to which college campuses are responding to the unique needs of diverse student populations. Other climate survey instruments have traditionally been designed solely to measure levels of student engagement and perceptions of campus environments (Museus et al., 2016).

The scale was initially administered at three institutions, and is currently being utilized widely across the nation as a viable instrument for measuring how accommodating campus environments are towards diverse student populations. Museus et al. (2016) outline that measuring the reliability and stability of the CECE scale is still in progress since the instrument has not been tested over long periods of time or in varying contexts (different institutions, varying racial and ethnic groups). Preliminary findings from testing the scale indicate that coupled with the CECE framework, the CECE scale can positively influence a change in campus environments (Museus et al., 2016). The scale can also be regarded as an assessment tool that is useful to analyze current campus climates and offer resources to cultivate more affirming environments (Museus et al., 2016).

The CECE Model and Racially Minoritized Faculty Members

Thus far, the CECE framework has primarily considered the factors supporting student success. The role of faculty success in the literature moreover has been primarily individualistic, and thereby attributed to individual effort and achievement. Many of the indicators of the CECE model emphasize collectivism which negates the idea of individualism when studying faculty success. This study aims to shift the discourse on

faculty success by intentionally employing a collectivist lens. Since the CECE model

interrogates systemic inequities regarding creating and maintaining campus climates and

inherently challenges normative structures within higher education that do not take racial

diversity into consideration, many of the theoretical underpinnings of this model can be

applied to institutions seeking to create meaningful and engaging environments for

racially minoritized faculty members to thrive. The CECE framework is beneficial in

helping us understand that the success of racially minoritized faculty members goes

beyond developing trendy diversity recruitment initiatives, which often have very low

success rates (Turner et al., 2008). The model allows us to strategize beyond basic

recruitment strategies and raise pertinent questions about reasons that racially minoritized

faculty members on predominantly White campuses are not achieving tenure and

promotion, and departing from the institution at a significantly higher rate than their

White colleagues (Piercy et al., 2005). The exploration of the racialized experiences of

racially minoritized faculty members will contribute significantly to developing more

meaningful and engaging practices that serve to warm up chilly institutional campus

environments that still exist for many racially minoritized faculty members.

Additionally, acknowledgment of these experiences can further maximize the resources

extended to racially minoritized faculty members in order for them to be successful and

thrive in supportive and engaging environments.

A few aspects of the CECE model allow us to understand the experiences of

racially minoritized faculty members. Similar to students, sense of belonging, motivation

and self-efficacy for racially minoritized faculty members is important to their overall

success and the level of comfort they experience in their job roles. If racially minoritized

faculty members feel like they belong and are receiving varying degrees of support and intellectual challenges, they are more likely to stay at their institution for longer periods of time and be successful (Turner et al., 2008). Institutional environment is another important take away from the CECE framework, as it supports arguments that highlight the disparities racially minoritized faculty members face. Institutional environments can include both departmental and institutional contexts, including evaluating how diversity is implemented across the board for faculty, staff, and students, and how that contributes to welcoming and affirming spaces (Turner et al., 2008).

(Re)evaluating professional developmental opportunities, promotion and tenure processes, and service initiatives is crucial for overall professional success for racially minoritized faculty members (Turner et al., 2008). Whether or not racially minoritized faculty members feel their work is valued by their colleagues and institution contributes greatly to their sense of belonging and ability to connect with the institution. Academic success is crucial to the growth of racially minoritized faculty members who often face tremendous barriers pertaining to promotion and tenure (Museus, 2014; Turner et al., 2008). This is a significant factor in their overall experiences on these campuses because promotion and tenure often recognize and validate the work in which racially minoritized faculty members invest so heavily in. Academic success for many racially minoritized faculty members is paramount to their individual and professional growth in the academy. Access to opportunities that help to expand and build upon their individual work also greatly influences retention of racially minoritized faculty members, especially within predominantly White spaces.

The CECE model can potentially be utilized as a tool by institutions to illustrate and measure how they are creating thriving environments for racially minoritized faculty members to be successful. The application of this model could influence institutional transformation, specifically as it relates to improving campus environments and cultures that maximize support for racially minoritized faculty members and facilitate personal and professional success. This model would recognize the racially diverse identities and experiences that racially minoritized faculty members bring to their roles and serve as a resource to assess existing environments. In addition, a CECE model for racially minoritized faculty members would inform the creation of new or enhanced campus environments that ultimately supports the growth, development, and success of racially minoritized faculty members. The following section synthesizes the extant literature using the nine indicators of the CECE model.

Overview of Literature

A review of the literature on racially minoritized faculty members in the academy highlights that very limited research has been conducted on how institutional environments contribute to diverse faculty succeeding. There is even less research conducted on the experiences of specific racial/ethnic groups of racially minoritized faculty members in the academy (Turner et al., 2008). Additionally, there is sparse literature focused on conceptual models that examine the impact of campus environments on the success of racially minoritized faculty members in the academy. Previous scholarship included issues of discrimination, teaching, campus life, campus climate, and tenure and promotion. While those areas have been studied, they have always been in isolation and never through a holistic lens. This is attributed to the fact that studying

racially minoritized faculty is laced with stigma and has often been deemed as inappropriate, subjective, lacking in rigor, or discredited. The reality is that these stigmas result in the silencing of racially minoritized faculty and should be challenged to create systemic change in PWIs towards equity (Stanley, 2006). Attention should therefore be paid to the factors influencing the silencing of racially minoritized faculty members in the academy in order to effectively create systemic change that will inevitably influence the experiences of racially minoritized faculty at PWIs (Stanley, 2006). Breaking this silence will contribute to challenging racially biased systems that breed hostility and unwelcoming environments for racially minoritized faculty members (Turner & Myers, 2000). While there is sparse literature on the experiences of racially minoritized faculty members, it is impossible to divorce the applications of racism in society from experiences in institutions of education.

The racialized experiences of racially minoritized faculty members in the academy are constant, and experienced in varying contexts within the academy (Piercy et al., 2005). This is largely because higher education institutions mirror society, which is deeply rooted in a historical system of racism and other forms of oppression (Garrison-Wade, Diggs, Estrada, & Galindo, 2012). Faculty positions have historically been filled by White faculty, which has contributed to the overall culture of higher education institutions (Thompson, 2008; Kayes & Singley, 2005). Much of the day-to-day racism experienced by racially minoritized faculty members can be attributed to hostile and unsupportive campus environments comprised of racist practices and beliefs (Turner, 2002).

Very little research focuses on conceptual models that examine the impact of campus environments on racially minoritized faculty members. In fact, many institutions of higher learning have implemented some form of policy and/or practices rooted in agendas focused on inclusivity without following through with implementation for underrepresented faculty (Smith et al., 2004). However, higher education institutions have to acknowledge the difference between what is stated and what is actually practiced on their campuses. If racially minoritized faculty members are experiencing negative and hostile campus environments, then institutional commitment to diversity initiatives and the creation of inclusive environments becomes empty rhetoric that does not truly reflect the overall culture many racially minoritized faculty members face daily (Smith et al., 2004). In reality, racially minoritized faculty members experience campus environments that are not welcoming or supportive (Smith, Wolf, & Busenberg, 1996). Many of these environments hinder, rather than support, the personal and professional growth and development of racially minoritized faculty members (Turner, Myers, & Creswell, 1999). Research typically focuses on the experiences of underrepresented faculty, and to a lesser extent on systems and structures that shape campus environments and their impact on racially minoritized faculty members. This study shifts the lens to focus on institutional environments and their impact on the racialized experiences of racially minoritized faculty members in the academy.

How institutions define diversity and inclusivity are central to understanding campus environments and their impact on racially minoritized faculty members. Evaluating key terms and buzzwords can force a necessary shift in institutional responsibility to intentionally put these words into practice when attempting to create

more productive, welcoming, and engaging spaces for racially minoritized faculty members. Like anyone else, minoritized faculty need to have positive experiences in order to thrive professionally and personally. Since their presence greatly enhances the campus environments of PWIs, it is essential that institutions go beyond recruitment efforts that may falsely embrace diversity, and move towards acknowledging systemic shortcomings that can be overhauled with intentional and meaningful change in respect to both institutional culture and climate (Stanley, 2006; Turner et al., 2008; Pless & Maak, 2004). Good intentions have never been enough to support marginalized groups of faculty trying to navigate a complex and sometimes hostile academy. Therefore, institutions must be conscious of how their campus environments contribute to shaping the experiences of racially minoritized faculty members, especially for those working at PWIs.

A campus culture incorporates four distinct facets of institutional policies and practices: a) institutional legacy of inclusion and/or exclusion, b) structural diversity, c) psychological climate, and d) behavioral climate (Hurtado et al., 1999). As previously outlined in Chapter 1, culture incorporates historical beliefs, practices, and norms deeply embedded within the fabric of the institution (Peterson & Spencer, 1990; Rankin & Reason, 2008). Therefore, culture strongly influences campus climate. Climate is measured in various ways ranging from specific areas such as teaching loads or salary comparisons between male and female faculty, to more broadly evaluating the overall experiences and interpersonal interactions in higher education institutions (Hart & Fellabaum, 2008). Many climate surveys and evaluation tools are surprisingly still heavily geared towards students, with little focus on faculty (Hart & Fellabaum, 2008).

These factors all contribute to the overall state of campus environments, and illuminate how racially minoritized faculty members experience institutional environments in general (Hurtado et al., 1999).

Regular and consistent assessment of campus climates is necessary in order to contribute to enhancing and ultimately improving the experiences for racially minoritized faculty members at PWIs. These assessments can potentially provide the basis for institutional transformation to be enacted and for climates and cultures to be challenged and/or improved (Harper & Hurtado, 2007). Additionally, assessments play a vital role in understanding how to effectively align institutional environments with individual identities in order to foster feelings of belonging (Smith, 2014). The climate at PWIs can be very excluding to those who do not belong to the majority, and in turn marginalize them – a very real and pervasive issue for racially minoritized faculty members on those campuses (Smith, 2014). Other studies indicate that racially minoritized faculty members suffer more instances of microagressions and invalidation at PWIs, when compared to their counterparts in Historically Black Colleges and Universities and other MSIs (Pittman, 2012). It is also noted that racially minoritized faculty members still do not have a seat at the table and their perspectives remain marginalized due to institutional practices and policies that do not support them and are rooted in discrimination (Edwards et al., 2011).

A crucial component of institutional transformation that could help to support racially minoritized faculty members are leaders who recognize various forms of privilege that over time are woven into the fabric of the institutional culture (Smith, 2014). These forms of privilege (race, class, sexual identity, gender identity, and

expression) should be challenged by those who benefit from privilege (Smith, 2014). In practical terms, majority faculty who recognize instances of inequality and unfair treatment should be willing to challenge institutional norms that unjustly favor one group over another. It is important that all stakeholders, starting with institutional leaders and those with privilege, are committed to challenging discrimination that creates hostile environments for racially minoritized faculty members.

According to the CECE model, the assessment of environments is crucial to understanding how to foster success of underrepresented populations (Museus, 2014). The model contains nine indicators, grouped into two categories that guide institutions on how to cultivate environments that are not only equitable, but promote success (Museus, 2014)

The first five indicators of the CECE model (*Cultural Familiarity, Culturally Relevant Knowledge, Cultural Community Service, Opportunities for Meaningful Cross-Cultural Engagement, and Collectivist Cultural Orientations*) are grouped into a "Cultural Relevance" category. These indicators focus on ways that campus environments are relevant to the cultural backgrounds, communities, and experiences of racially diverse populations. The remaining four indicators of the CECE model (*Culturally Validating Environments, Humanized Educational Environments, Proactive Philosophies, and Availability of Holistic Support*) are grouped into a "Cultural Responsiveness" category. These four indicators focus on ways in which campus environments respond to the diverse needs of racially diverse populations. Each indicator is explored below and adapted to the experiences of racially minoritized faculty members in the academy.

CECE Indicator #1: Cultural Familiarity

Culturally familiar environments create spaces for undergraduates to connect with faculty, staff, and peers who understand their cultural backgrounds, identities, and experiences (Museus, 2014). Applied to racially minoritized faculty member, the CECE framework speaks to improving institutional environments that are welcoming and validate the cultural backgrounds of this population. For example, Museus (2014) describes how curriculums that integrate cultural backgrounds and experiences of diverse populations allow for students to see themselves in their classrooms. This can translate into the work of faculty members, as they are designers of curriculums and can challenge traditional instruction. This is only one of the many challenges that they face; racially minoritized faculty members continue to feel like strangers in the academic spaces they occupy (Bower, 2002; Turner et al., 2008). This is evident when racially minoritized faculty members enter their departments and are often the only, or one of a few other racially diverse faculty members. Similar to research on the student experience, various qualitative studies have proven that racially minoritized faculty members benefit from having same-race relationships with other faculty members and institutional leaders on their campuses in order to foster a sense of familiarity (Fries-Britt et al., 2011; Laden & Hagedorn, 2000; Stanley, 2006). This is also true for faculty and institutional agents who are racially and culturally different, but who demonstrate a vast understanding of the backgrounds and individual experiences of racially minoritized faculty members (Antonio, 2002; Fries-Britt et al., 2011; Smith et al., 2004; Stanley, 2006; Turner, et al., 1999).

Culturally unfamiliar environments. Vast disparities exist in the day-to-day experiences of racially minoritized faculty members and White faculty at PWIs – as racially minoritized faculty members remain strangers in their own departments across campuses, the underrepresentation of racially minoritized faculty members in the academy continues to be undeniable (Turner et al., 2008). Despite nationwide diversity efforts, PWIs have failed to attract and retain racially minoritized faculty members. One explanation for the lag in progress to increasing racially minoritized faculty members is the argument of an insufficient doctoral pipeline.

While numbers of racially diverse doctoral students and candidates are relatively low, this limited pipeline is not the sole reason that racially minoritized faculty members are underrepresented in higher education institutions (Fries-Britt et al., 2011). Many racially minoritized faculty members at predominantly White college campuses report experiencing frequent hostile campus environments (Stanley, 2006). Hostile environments expand beyond just individual departments, extending to classrooms and the overall institutional culture experienced by racially minoritized faculty members (Turner et al., 2008). Additionally, the literature tells tales of unwelcoming environments that are anything but culturally familiar for racially minoritized faculty members in higher education spaces (Turner et al., 2008). When individuals experience this treatment, it can impact their psyche and significantly affect their levels of comfort in classrooms and on campus. The comfort levels of racially minoritized faculty members in these environments almost always forces them to question whether their experiences are being influenced by their race and/or culture (Patitu & Hinton, 2003).

Cultural identity. The majority of campus environments across the country do not reflect and integrate the backgrounds of most racially minoritized faculty members (Stanley, 2006). Cultural identity for racially minoritized faculty members is complex, and negotiating one's identity is usually an ongoing process (Stanley, 2006). Diggs, Garrison-Wade, Estrada, and Galindo (2009) stress that how racially diverse faculty choose to identify is important in understanding worldviews, values and beliefs. In essence, Diggs et al., (2009) note that racially minoritized faculty members do not have the choice of easily separating individual identities from group memberships held. Due to cultural unfamiliarity, racially minoritized faculty members sometimes feel that they must separate their racial identity from their professional identity in order to succeed. Hurtado, Milem, Clayton-Pedersen, and Allen (1999) argue that intentional efforts must be made in order to transform these unfamiliar and unwelcoming environments by creating relevant and affirming environments that support success.

CECE Indicator # 2: Culturally Relevant Knowledge

Institutional environments that facilitate culturally relevant knowledge provide opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities (Museus, 2014). For racially minoritized faculty members, culturally relevant knowledge is encouraged by institutional environments that provide opportunities and support structures for them to conduct research focused on their communities. In a culturally relevant environment, there is also great value placed on integrating this kind of scholarship into the tenure and promotion processes. Institutional support for nontraditional areas of scholarship is also

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evident in the resources available to help racially minoritized faculty members to present their research widely at various conferences and professional events.

Scholarship reconsidered. Turner et al. (1999) provide a glimpse of how racially minoritized faculty members' research is viewed by most PWIs. If scholarly work centered on minority-related issues is published in journals that are not traditionally viewed as legitimate in the academy, racially minoritized faculty members are deemed somewhat inferior based on their work. Racially minoritized faculty members uniquely contribute to higher education and ultimately their communities via nontraditional avenues of scholarship (Antonio, 2002). Currently, scholarship is defined by and focused on basic research and publication activities – subsequently, academic scholarship is narrowly and solely defined by how many research grants one acquires as well as publication record (Antonio, 2002; Tierney & Bensimon, 1996). Consequently, higher education spaces limit their capacity to teach comprehensively because of promotion requirements. Much of the scholarship of racially minoritized faculty members in the literature pertain to topics such as diversity, affirmative action, and institutional climate. These all benefit institutions, but rarely do racially minoritized faculty get rewarded (Stanley, 2006). As such, institutions seem to view the scholarship of racially minoritized faculty members as risky because of its diversion from mainstream research; considering such research as unconventional hinders the promotion and success of racially minoritized faculty members (Stanley, 2006).

Society will ultimately suffer from the shortcomings of higher education if there continues to be a disconnect between the work in the academy and the challenges our society faces (Boyer, Moser, Ream, & Braxton, 2015). Rather than capitalize on its

diverse professoriate, higher education has become paralyzed in many ways by this narrow notion of what is good and valuable scholarship (Antonio, 2002). In his study, Antonio (2002) reported that racially minoritized faculty members were much more likely than White faculty to place a high degree of personal importance on their research, spend more time engaged in scholarship, and felt that their research interests greatly influenced their choice to work in the academy, as well as their ability to significantly alter their communities. This indicates that racially minoritized faculty members are much more personally invested in their research and more willing to view scholarship through nontraditional lenses (Antonio, 2002). Furthermore, Antonio (2002) highlights that transformation and reconsideration of the priorities associated with the professoriate is necessary to affect change for racially minoritized faculty members, especially as they seek opportunities to bring value of culturally relevant knowledge to nontraditional academic environments.

CECE Indicator # 3: Cultural Community Service

Engaging students in opportunities to give back and positively contribute to their home communities greatly enhances the experiences of students of color in higher education institutions (Museus, 2014). Likewise, many racially minoritized faculty members report that when they are supported in their research interests and are able to apply those interests to advance their personal communities, they are more satisfied with their professional roles (Turner et al., 2008). In an environment that places value on cultural community service, there are intentional efforts geared towards supporting racially minoritized faculty members to actively engage with their own cultural communities. This includes fostering environments of integrating research and

community based learning that focus on finding solutions to problems within these diverse communities (Museus, 2014). Service included: (a) mentoring racially diverse students, (b) serving on diversity focused committees regionally and nationally, (c) advancing local communities with educational efforts and initiatives, (d) mentoring peers of color, and (e) educating White peers on diversity and multicultural perspectives (Stanley, 2006).

Service "may set the stage for a critical agency that resists and redefines academic structures that hinder faculty success" (Baez, 2000, p. 363). While a commitment to service can be detrimental to racially minoritized faculty members as they prepare for tenure and promotion, in many cases, it can inspire and motivate them, and satisfy their desire to serve in response to the needs and wants of their own communities (Turner et al., 2008). A renewed institutional appreciation for research interests and the applicability of those agendas to surrounding communities can greatly impact the experiences for racially minoritized faculty members in the academy (Turner et al., 2008). However, while many racially minoritized faculty members feel compelled to participate in service activities with their communities, it proves extremely challenging to balance the requirements of community service while trying to make scholarly advancements in the academy (Stanley, 2006).

In many cases, the faculty members who experience this level of stress are mainly racially minoritized faculty members (Fries-Britt et al., 2011). Due to the responsibilities of service inside and outside of an institution for racially minoritized faculty members, there are great limits on time available for research and scholarly work. These limits are detrimental to racially minoritized faculty members, as most institutions require a

commitment to research in order to get tenure or be promoted (Fries-Britt et al., 2011).

However, this was not the case with service, as it is almost never the main criterion for

tenure and promotion, particularly at PWIs (Fries-Britt et al., 2011). As a result, many

junior faculty members feel constantly strained between working to meet tenure

requirements and serving as support systems to students of color and racially diverse

communities – something unrecognized by tenure and promotion processes (Fries-Britt et

al., 2011). Institutions should commit to creating environments that foster support for

racially minoritized faculty members to interact with their communities without penalty

(Patitu & Hinton, 2003).

Since racially minoritized faculty members are involved in research that provides

different perspectives and promotes multicultural learning, through service they can serve

as crucial role models for minoritized students of color in surrounding communities as

well as colleagues at work (Patitu & Hinton, 2003). Unfortunately, racially minoritized

faculty members are severely taxed and burdened with service loads, primarily resulting

from having to consistently lend their expertise to the academic and surrounding local

communities in an effort to give back (Stanley, 2006). Most racially minoritized faculty

members who participate in these service initiatives are often not rewarded and face the

risk of not getting tenure or being promoted (Stanley, 2006). Many racially minoritized

faculty members engage in service activities to relieve feelings of isolation, experience a

sense of community and develop their existing research (Fries-Britt et al., 2011; Stanley,

2006; Turner et al., 2008). Institutional environments that support cultural community

service set the stage for racially minoritized faculty members to thrive (Stanley, 2006).

CECE Indicator # 4: Opportunities for Meaningful Cross Cultural Engagement

Culturally engaging environments ultimately contribute to positive college experiences by offering students opportunities for meaningful cross cultural engagement through programs and practices that facilitate educationally impactful interactions among peers from varying backgrounds (Museus, 2014). Likewise, racially minoritized faculty members who are part of similar environments develop meaningful cross cultural interactions with peers and mentors with respect to research, teaching, mentoring, and networking. Research indicates that racially minoritized faculty members who engage in experiences and/or relationships with peers from different races and cultures greatly benefit in terms of how they experience their working environment. The added component of cross-racial relationships enhances how racially minoritized faculty members learn to navigate an institution (Butler-Perry, 2006; Fries-Britt et al., 2011; Stanley & Lincoln, 2005).

Higher education institutions that compositionally lack diversity and viable means for majority and minority populations to interact, greatly restrict cross-racial and cross-cultural interaction that enrich learning experiences for racially underserved populations (Milem, Chang, & Antonio, 2005). Institutions that lend themselves more favorably to opportunities for cross-cultural interactions foster diversity of thought and appreciation for differing viewpoints and opinions across the institution (Milem et al., 2005). Cross-cultural faculty interactions with peers significantly enhance racially minoritized faculty members' relationships as well as administrative and research skills in the academy (Stanley & Lincoln, 2005).

Teaching performance and research productivity significantly improve for racially minoritized faculty members who have positive cross-cultural experiences with peers of different races or cultures (Tillman, 2001). While racially minoritized faculty members benefit greatly from cross-cultural relationships, White faculty also gain much from interacting with peers who are racially and culturally different from themselves. The presence of racially minoritized faculty members is crucial for White faculty, the latter of whom need to interact with racially minoritized faculty members in order to gain a better understanding of minoritized cultures and research that deviates from the norm in higher education (Stanley, 2006; Turner et al., 2008).

CECE indicator # 5: Culturally Validating Environments

The CECE framework indicates that campus cultures and environments that validate the cultural backgrounds and identities of diverse students contribute significantly to positive experiences and success in college (Museus, 2014). Similarly, racially minoritized faculty members who observe and experience institutional commitment to diversity and affirming environments report feeling more welcomed (Patitu & Hinton, 2003). Institutional commitment to providing a culturally validating environment for racially minoritized faculty members includes structures, policies, and practices that support the vast knowledge and unique perspectives that racially minoritized faculty members bring to the academy. Also included in this definition is the notion that less hostile campus climates and cultures lead to content and more successful racially minoritized faculty members. Research indicates that paying attention to an institution's climate and overall environment increases the representation of racially minoritized faculty members in higher education institutions and greatly enhances their

experiences inside and outside of the classroom (Fries-Britt et al., 2011; Niskode-Dossett, 2008). This sends clear institutional messages to racially minoritized faculty members that they are welcomed and highly valued (Fries-Britt et al., 2011; Patitu & Hinton, 2003).

Increasing compositional diversity. Many institutions claim to value diversity, but engage with diversity initiatives at a surface level. There is no depth associated with inclusive practices in order to adequately ascertain how embedded policies and practices work to disadvantage particular racial or cultural groups (Stanley, 2006). The culture of neutrality still exists today in the academy, as most individuals at higher education institutions continue to believe and invest in the notion that the academy is truly based on meritocracy and neutrality (Stanley, 2006). In addition, the notion of culturally validating campus cultures is often taken for granted and not valued as being integral to the experience of racially minoritized faculty members. Scholars in the academy agree that increasing compositional diversity on college campuses is important for attracting and retaining racially minoritized faculty members. Racially minoritized faculty members bring diverse experiences, perspectives, and abilities that contribute to fostering diverse and multicultural learning environments for racially diverse populations across campus (Fries-Britt et al., 2011; Patitu & Hinton, 2003; Stanley, 2008; Tuitt, Sagaria, & Turner, 2007; Turner et al., 2008). Furthermore, researchers highlight that the very presence of racially minoritized faculty members help debunk myths about the intellectual capabilities of minoritized populations in the academy (Fries-Britt et al., 2011; Trianna & Gracia, 2009).

An increase in compositional diversity also contributes to increased visibility for racially minoritized faculty members who often report feeling invisible or tokenized by White students and peers who rarely come into contact with racially minoritized faculty members (Stanley, 2006). While increasing compositional diversity is a move in the right direction to improving campus climates, it is not the sole effort an institution can rely on to create culturally validating environments (Fries-Britt et al., 2011; Hurtado et al., 1999; Milem et al., 2004).

Culturally validating classrooms. Racially minoritized faculty members experience anything but culturally validating classroom environments based on the pushback they receive from White students (Stanley et al., 2003; Vargas, 2002). This is doubled for racially minoritized faculty members teaching multicultural classes, and/or utilizing a multicultural or inclusive perspective in their courses (Stanley, Porter, Simpson, & Ouellett, 2003; Vargas, 2002). More often than not, these faculty members face great resistance from White students who attempt to question their knowledge and integrity. Many racially minoritized faculty members in the academy perceive that they are treated differently than their White colleagues by students, underscoring the importance of compositional diversity in response to being able to meaningfully connect with others who share similar cultural backgrounds (Stanley, 2006; Trower & Chait, 2002). In one example of hostile classroom experiences, an American Indian faculty member described presenting examples of tribal values to teach about social injustice and being challenged by students to provide more traditional examples - ones they deemed more valid (Vargas, 2002).

Research highlights that classroom environments are generally more complex for racially minoritized faculty members when compared with White faculty, since their racial status has to be constantly negotiated in the classroom (Harlow, 2003). This emotional management frequently increases the amount of work required to be effective in the classroom, as racially minoritized faculty members often feel the need to be overly prepared so that students, specifically White students, will view them as credible and not just an affirmative action hires (Harlow, 2003). Racially minoritized faculty members report similar experiences across the United States regarding challenges related to authority, credibility, and validity in terms of multicultural course content (Stanley et al., 2003; Fries-Britt et al., 2011; Stanley, 2006). These challenges should be acknowledged, confronted, and supported by higher education institutions in order to send a message that the presence of racially minoritized faculty members is valued across the board (Stanley, 2006). Responding to these sorts of hostile classroom environments also exhibits a basic understanding about what racially minoritized faculty members endure and how it impacts their experiences (Stanley, 2006). While racially minoritized faculty members report loving teaching, they constantly struggle with feeling like they are under a microscope and need to succeed beyond their White peers in order to be equal (Stanley, 2006).

CECE Indicator # 6: Collectivist Cultural Orientations

The CECE model posits that institutional environments that emphasize a collectivistic, rather than an individualistic, cultural orientation contribute greatly to the success of racially diverse student populations (Museus, 2014). These campus environments validate the cultural backgrounds of many racially diverse populations who

bring with them unique backgrounds and identities that include the notion of teamwork and pursuit of mutual success (Museus, 2014). For racially minoritized faculty members, these collectivist cultural environments include interdisciplinary campus cultures that offer opportunities to work collaboratively on research and teaching across the institution with peers, staff, and students.

Individualistic societies tend to focus on competition amongst members and independence from familial and individual goals rather than collective goals of a group (Triandis, Chen, & Chan, 1998). On the opposite end of the spectrum, collectivist societies place great value on community, interdependence and societal norms over individual actions, or goals (Triandis et al., 1998). Most Western cultures are classified as individualistic, and most non-Western cultures tend to be more collectivist (Triandis et al., 1998). While the assumption cannot be made that all groups from these cultures identify as such, many racially diverse people gravitate more towards collectivist oriented practices and ways of thinking (Saldaña, Castro-Villarreal, & Sosa, 2013).

Given that many racially minoritized faculty members come from more collectivist-oriented cultures, we can hypothesize that many would experience feelings of isolation that negatively impact their personal and collective identities (Garrison-Wade et al., 2012). Institutional values that foster cultures of collectivism rather than individualism are crucial in order for racially minoritized faculty members to feel welcomed and connected (Butner, Burley, & Marbley, 2000). Most racially minoritized faculty members must either assimilate or attempt to revamp hostile climates to survive – these limited choices lead many to question what the cost of belonging for racially minoritized faculty members will mean for one's self (Garrison-Wade et al., 2012).

At one PWI, a group of racially minoritized faculty members created an informal, collectivist program focused on pooling research skills and interests together (Butner et al., 2000). Participants of the group found that working in an environment focused on mutual success resulted in high levels of productivity as well as more manuscripts and papers, such as co-authored grants, publications, and presentations for national conferences (Butner et al., 2000). They also reported a major decrease in the feelings of isolation that so often accompany individualist institutional cultures (Butner et al., 2000).

CECE Indicator # 7: Humanized Educational Environments

Humanized educational environments provide students with the opportunity to develop meaningful relationships with faculty and staff members who care about and are committed to their education and personal success (Museus, 2014). Additionally, these types of institutional environments contribute to more positive experiences for racially diverse student populations during college (Museus, 2014). Research points to similar types of positive outcomes and experiences for racially minoritized faculty members who experience humanized institutional environments (Stanley, 2006; Thomas & Hollenshead, 2001; Tuitt et al., 2007; Turner, 2003; Turner et al., 2008). For racially minoritized faculty members, humanized institutional environments allow for the development of supportive relationships with colleagues, supervisors and other institutional agents.

Humanized environments are discussed here in regard to the degree to which racially minoritized faculty members experience levels of comfort with institutional culture, practices, and policies that contribute to the academic environment in which they work (Stanley, 2006; Thomas & Hollenshead, 2001; Turner, 2003). Racially minoritized

faculty members still experience varying degrees of challenge acclimating to climates

and cultures at PWIs (Patitu & Hinton, 2003). This is linked mostly to a lack of

intentionality on the institution's part in paying attention to developing humanized and

engaging environments that foster the growth, development and success of racially

minoritized faculty members (Patitu & Hinton, 2003; Stanley, 2006; Turner, 2003;

Turner et al., 2008).

Discrimination and racism play a large role in the experiences of racially

minoritized faculty members in PWIs (Stanley, 2006). The culture at many PWIs

typically does not emphasize the importance of inclusion and creating engaging spaces

for racially diverse populations. As such, individual biases are brought into these spaces

and can impact perceptions of racially minoritized faculty members (Patitu & Hinton,

2003). Research has encouraged PWIs to disrupt these cultures, by requiring diversity

training for all faculty and staff (Patitu & Hinton, 2003). These trainings should be

institutionalized and offered on a consistent basis to help foster an atmosphere of

inclusion and respect throughout an institution (Patitu & Hinton, 2003). The National

Coalition Building Institute (NCBI) recommends diversity training that works with

institutions to eliminate prejudice and conflict between various communities (Patitu &

Hinton, 2003).

This kind of institutional effort encourages individuals in and across college

campuses to learn to value the presence and contributions of racially minoritized faculty

members, as well as celebrate the unique characteristics they bring to the table.

Additionally, researchers agree that in order to create humanized campus environments,

serious action should be taken by the institution and department against those individuals

who harass or illegally discriminate against racially minoritized faculty members. Scholars argue that institutions should consider zero tolerance policies that hold attackers accountable for hostile and discriminatory behaviors towards racially minoritized faculty members (Gregory, 2001; Patitu & Hinton, 2003; Patitu & Tack, 1998).

Higher education institutions must also pay attention to campus-wide programming efforts and initiatives geared towards building inclusive environments. Additionally, careful consideration should be paid to the type of speakers being brought to campus, as well as the topics presented and events hosted and how they may or may not promote inclusivity. While small, these actions are all steps in the right direction for building inclusive and humanized environments for racially minoritized faculty members (Patitu & Hinton, 2003).

Building environments that foster collegiality to help humanize the academic experiences of racially minoritized faculty members is critical – navigating relationships with other colleagues, especially those who are White, can be a major benefit or challenge for racially minoritized faculty members (Stanley, 2006). For many racially minoritized faculty members, collegiality means "having to prove and over prove their presence and worth in the academy" (Stanley, 2006, p. 715). Stanley (2006) also highlights the tipping point for many racially minoritized faculty members who decide to leave the academy. In these cases, experiences with White colleagues was found to be a significant factor that contributed to unsatisfactory feelings and decisions to move to other institutions. Faculty also indicated that positive experiences with White and same race faculty enabled their success and contributed to feeling valued.

Humanized environments generally contribute to the retention of racially minoritized faculty members in the academy. Therefore, opportunities to build community should be encouraged (Patitu & Hinton, 2003; Stanley, 2006). Faculty professional programs and informal social gatherings are examples of initiatives that help to decrease feelings of isolation and increase a sense of community and collegiality (Stanley, 2006). The extent to which institutions meet racially diverse populations where they are at heavily incorporates a focus on creating environments and cultures that center on caring, commitment to change, and developing relationships - all crucial components necessary to support and allow racially minoritized faculty members to thrive (Museus, 2014; Stanley, 2006).

CECE Indicator # 8: Proactive Philosophies

Institutions that incorporate proactive institutional philosophies, through policies and procedures, create environments that support the success of students of color by proactively bringing important information, opportunities, and support services to them. The likelihood of success for these populations is greater since students do not have to seek faculty and staff out to find, or learn about these opportunities (Museus, 2014). The application of proactive philosophies to racially minoritized faculty members in higher education institutions includes an institutional commitment to providing faculty members with information before they need it, especially related to tenure and promotion and navigating the academy.

Proactive philosophies must be an integral part of a greater institutional effort to enhance culture and climate for racially minoritized faculty members. In doing so, institutions are more likely to develop the kinds of environments that are attractive to

racially minoritized faculty members, and support their success (Fries-Britt et al., 2011).

Racially minoritized faculty members face many challenges as they attempt to enter the

professoriate and navigate the academy (Fries-Britt et al., 2011). These barriers include

challenges with tenure and promotion, and feelings of isolation, hostility, racial

discrimination, and little value for their scholarly work (Jayakumar et al., 2009). While

racially minoritized faculty members face challenges, there are multiple steps institutions

can take to proactively support their success (Patitu & Hinton, 2003). In order for this to

happen effectively, higher education institutions must be proactive and demonstrate

leadership by providing resources to help navigate processes like tenure and promotion,

and acclimating to the academy (Sagria, 2002).

Institutional agents should recognize that a commitment to providing resources

and information proactively to racially minoritized faculty members is also a

commitment to their success. This indicates that institutional agents should consider and

discuss long-term strategies before racially minoritized faculty members enter their

positions (Stanley, 2006). Transparency is important in terms of developing proactive

philosophies and strategies that can serve to greatly overhaul under prepared and under

supported faculty. Such initiatives can provide consistent information to institutional

agents about how racially minoritized faculty members are experiencing campus

environments and spaces, also allowing for timely and proactive intervention in helping

to address some of the potential issues racially minoritized faculty members may face in

their day to day lives on predominantly White campuses (Stanley, 2006).

CECE Indicator # 9: Availability of Holistic Support

Institutional environments that offer students access to holistic support are positively associated with success for racially diverse student populations (Museus, 2014). If students are confident that at least one faculty or staff member can provide them with the information they need whenever they need it, that student is likely to do better in college and have more positive experiences. Literature available on racially minoritized faculty members also indicates that those who have access to holistic support during their time in the academy are likely to have more positive experiences, less issues with tenure and promotion, and acclimate more quickly to the ways of an institution (Holmes, Land, & Hinton—Hudson, 2007; Stanley, 2006;). Holistic support for racially minoritized faculty members manifests in the availability of mentors, access to networks and other support systems. Mentoring is critical for racially minoritized faculty members who attempt to navigate the unknown world of the academy on their own.

Mentoring. Mentors, both cross-race and same-race, play vital roles in the lives of racially minoritized faculty members, as racially minoritized faculty members report having more pleasant experiences in their professional lives, especially related to research and teaching support, if they have mentors (Patitu & Hinton, 2003; Stanley, 2006). While cross-race mentoring is important for racially minoritized faculty members, it is equally important to have mentors who are sensitive to the problems faced by people of color, based on lived and shared experiences (Patitu & Hinton, 2003). Strong mentors, regardless of race and ethnicity, greatly benefit racially minoritized faculty members interested in learning the ways of an institution (Fries-Britt et al., 2011).

Many racially minoritized faculty members also found mentoring crucial for their overall success, particularly in the tenure and promotion process. Access to mentors and informal networks contributed to professional development and the retention of racially minoritized faculty members at PWIs across the country (Stanley, 2006). During the tenure process, racially minoritized faculty members reported feeling lost despite attempts to seek advice from senior faculty at other institutions (Patitu & Hinton, 2003). For racially minoritized faculty members who benefitted from mentoring, there was a heightened sense of accomplishment and drastic improvement in research productivity and teaching performance (Tillman, 2001). During the tenure and promotion process, racially minoritized faculty members must decode unwritten rules and conflicting information seemingly typical in the academy (Fries-Britt et al., 2011; Patitu & Hinton, 2003; Turner et al., 2008). Some mixed methods studies found that racially minoritized faculty members in the Midwest typically perceived isolation, unsupportive work environments, and lack of mentoring as the main barriers to their success in these predominantly White spaces (Turner et al., 2008)

Networking & support systems. When recruiting racially minoritized faculty members, PWIs should emphasize and elaborate on the opportunities and support systems available for research and teaching once hired (Patitu & Hinton, 2003). Upon hiring, racially minoritized faculty members should be connected with folks in the community who have shared backgrounds as well as professional networks on and off campus to help racially minoritized faculty members feel welcomed and supported. If institutional support systems are not available, established and funded support systems should be integrated into the culture of the institution (Patitu & Hinton, 2003). One prime example

of such an effort is The University of Michigan Women of Color in the Academy Program (WOCAP), a support group sponsored by the Office of the Provost and the Center for the Education of Women and focused on supporting female racially minoritized faculty members and their career development in the academy (Patitu & Hinton, 2003). Some racially minoritized faculty members cite their lack of success to be due to professional and social isolation. Therefore, it is critical to expand networking relationships with other faculty who can relate to the influence and impact of isolating and secular environments, essentially providing them with a sense of identity and support in helping them to process anxieties and concerns, in addition to helping to facilitate the journey towards socialization in the academy (Tillman, 2002; Tuitt et al., 2007).

The CECE framework places responsibility on the institution at every level to provide the resources, environments, and developmental opportunities for racially minoritized faculty members (Museus, 2014). However, these resources should engage the entire faculty body to change the culture in building inclusive communities. What is most vital is for institutions to understand that issues of diversity and inclusion do not rest solely within the student experience, but that faculty contribute greatly to institutional culture, and are drivers of its evolution. In order to build the culturally engaging communities needed to best support students and racially minoritized faculty members, we must also turn our attention to developing critically reflective allies within majority groups, particularly those individuals that carry the most institutional power.

Summary

The literature offers an overview of the racialized experiences of racially minoritized faculty members and potential solutions for creating relevant and affirming

environments for racially minoritized faculty members to thrive. The literature on racially minoritized faculty members clearly finds that campus environments contribute greatly to shaping short-term and long-term experiences. This is especially true for racially minoritized faculty members at PWIs who often face hostile and unsupportive environments.

The CECE model can continue to inform our understanding of the literature on the experiences of racially minoritized faculty members at PWIs by highlighting components necessary for enhancing the experiences of underserved populations. While the CECE model presently focuses on the campus experience of undergraduate students, it may be applicable and beneficial for exploring solutions to enhance the experiences for racially minoritized faculty members. By utilizing this framework with adaptations, including and perhaps centering the needs of racially minoritized faculty members, there is great potential for institutions of higher education to make major strides in developing and maintaining healthy, inclusive environments where racially minoritized faculty members can be satisfied and productive.

Such change will only occur when every institution across the nation prioritizes the cultivation of engaging and affirming environments for racially diverse populations. PWIs must move beyond surface-level policies and practices in order to reimagine new and equitable ways of supporting racially minoritized faculty members. While there has been scholarly work examining the experiences of racially minoritized faculty members, limited research has utilized theoretical frameworks like CECE, which take into account the impact of institutional culture and climate on those experiences. As such, my study

investigated the experiences of racially minoritized faculty members at a PWI, through

the lens of the CECE framework.

Chapter Three: Methodology

This chapter described the research methods utilized in this study to examine how higher education institutions foster campus environments that facilitate racially minoritized faculty members' success. This study was informed by the Culturally Engaging Campus Environments (CECE) framework and all indicators of the CECE framework were embedded throughout the design of research questions, the review of the literature, and the overall design of the study. This study utilized a qualitative framework, specifically a phenomenological approach, which allowed for the exploration of the lived experiences of racially minoritized faculty members at a PWI. Moustakas (1994) defined lived experiences as the way in which individuals exist and operate as conscious human beings. By understanding the shared experiences of racially minoritized faculty members, collective meaning can be used to contribute to our understanding of how participants' experience support in predominantly White spaces.

While the daily lived experiences of racially minoritized faculty members have been explored in the literature (Turner et al., 2008), little is known about the supports provided by institutions and how they benefit racially minoritized faculty members' success. A qualitative approach was best suited for this study because it highlighted the stories of marginalized voices and populations, and provided a thorough and detailed understanding about how institutional support influenced the success of racially minoritized faculty members. In the following section, I discuss the rationale for

qualitative research and specifically, phenomenological inquiry. Next, I share my

researcher positionality and connection to the study. The chapter then concludes with a

description of the procedures used to collect and analyze data in the study, as well as a

discussion on trustworthiness and ethical considerations.

Rationale for Qualitative Research

I chose qualitative research based on the nature of the problem and research

questions outlined in the study. This methodology is utilized when a problem needs to be

further explored (Strauss & Corbin, 1990). Creswell (2013) posited that qualitative

research is conducted when researchers are attempting to understand the complexities of

how people experience particular settings or contexts. By using qualitative research, I

hoped to understand and contextualize how institutional environments contributed to

racially minoritized faculty succeeding.

In general, qualitative research tries to make sense of "phenomena in terms of the

meanings people bring to them" (Denzin & Lincoln, 2011, p. 3). Qualitative research

starts with assumptions and interpretive frameworks that help to shed light on the issue

which the research question seeks to address. This research design is generally utilized

when there is a need to explain the unique nature of specific populations, and settings

beyond statistics and other quantitative measures (Creswell, 2013). It should be noted

that like quantitative research methodologies, qualitative research is similar in rigor and

value as it requires extensive fieldwork, rigorous data analysis, and accurate presentation

of findings. The use of qualitative research inquiry in this study provided meaningful and

rich data for an understudied population and topic (in this case, tenured racially

minoritized faculty members) that cannot easily be measured or quantified (Creswell,

2013). Qualitative inquiry was best suited to investigate how predominantly White institutional environments foster and maximize racially minoritized faculty members' success.

Additionally, this study was informed by a social constructivism framework which seeks to understand the context within which specific individuals live (Creswell, 2013). The lived perspectives of participants in this study were foundational to understanding and making meaning of their experiences as racially minoritized faculty members. The concept of constructivism operates from the standpoint that the meaning of phenomena is developed by the subjective perspectives of participants (Creswell & Plano Clark, 2011). As such, research is influenced by the experiences of individuals, which then produce broad patterns and general understandings of a phenomenon (Creswell & Plano Clark, 2011).

Rationale for Phenomenology

Phenomenology is a research design that focuses on deriving the common meaning of a lived experience for a number of individuals (Moustakas, 1994). Developed by Edmund Husserl, a German philosopher, phenomenology is rooted in the consciousness of the human experience and is free of judgments and preconceived notions. The purpose of phenomenology is to establish how several individuals experience a specific phenomenon and develop a comprehensive depiction that captures the essence of the experience (Moustakas, 1994). Moustakas (1994) pointed out that evidence derived from phenomenological research is based on first person reports of life experiences. This approach provides context about how individuals experience various

spaces; specifically, phenomenology allows for the exploration of how people describe and make meaning of the phenomenon under study (Patton, 2002).

Phenomenological research seeks to address: (a) what participants have in common when they experience the phenomenon and (b) the meaning of the experience. It is important for a researcher to understand the psychological application of a phenomenological approach, particularly focused on deriving meaning from the experiences of individuals (Creswell, 2013). In order for researchers to establish the meaning of experiences for individuals, a comprehensive description of participants' lived experiences should be crafted from interviews in order to deduct general meanings or themes. Creswell (2013) outlines the procedural steps that researchers employ when utilizing this approach. These include:

a) Understand how people experience a particular phenomenon, and set aside personal biases,

b) Create research questions that examine the experiences of individuals,

c) Gather data from individuals experiencing the phenomenon under study, and

d) Analyze data into clusters of meaning and create descriptions of what and how the phenomenon is experienced.

Two major approaches are used to guide phenomenological research: hermeneutic phenomenology and transcendental phenomenology. In hermeneutic phenomenology, researchers maintain a strong connection to the topic being studied, and rely heavily on interpretation of the phenomenon rather than a description of the experience (Creswell, 2013; van Manen, 1990). Transcendental phenomenology utilizes the rich description of

participants' experience being studied, without interpretation from the researcher (Moustakas, 1994). This research approach utilizes epoche, a form of bracketing one's personal biases and prejudgments that paves the way for the researcher to more clearly examine the phenomena under investigation through a fresh perspective (Moustakas, 1994). Epoche is utilized when researchers pay attention to the themes that emerge from the data, as opposed to imposing views and interpretations from data collected. Thus, researchers view data more authentically, which results in richer and more meaningful descriptions into the human experience, allowing the phenomena to speak for itself (Moustakas, 1994). This study utilized a transcendental approach in order to authentically describe the experiences of tenured racially minoritized faculty members, and provide an overall explanation about the shared essence of their experience.

There are four main components to the transcendental phenomenological process, as indicated by Moustakas (1994). After the researcher has determined if transcendental phenomenology best suits the topic under study, it is important to incorporate the following into data analysis: epoche, horizonalization, imaginative variation, and synthesis of composite textural and composite structural descriptions (Moustakas, 1994). Epoche, otherwise known as bracketing, creates a new sense of awareness and challenges researchers to view things exactly as they appear (Creswell, 2013). In order to accurately describe how participants experience the phenomenon, researchers must put their thoughts and experiences on the topic aside. While this may be difficult in many instances, it is important in order to describe the lived experiences of participants from their perspective.

Following epoche, the next step, horizonalization, occurs. This is the process by which the researcher combs through the data to identify significant statements that shed light on how participants experienced the phenomenon under study (Moustakes, 1994). When significant statements are identified, they are then developed into themes. Imaginative variation is the next step which seeks to find meaning in participant perspectives resulting in "structural descriptions of the experience" (Moustakas, 1994, p. 98). Structural refers to the narrative description developed by a researcher about how participants experienced the phenomenon (Creswell, 2013), structural descriptions are developed from themes identified in the study. Lastly, the researcher combines textual and structural descriptions into a cohesive statement that clearly describe the essence of the phenomenon (Moustakas, 1994).

Participants in a phenomenological study are chosen based on their level of familiarity with the phenomenon being studied (Creswell, 2013). This is important, as shared lived experiences can inform the creation and/or development of policies and practices that seek to address the phenomenon. As such, research questions posed to participants should focus on how they have experienced the phenomena and how situations have influenced their experiences with the phenomena (Creswell, 2013). This study described the meaning of the lived experiences for 12 tenured racially minoritized faculty members at PWIs in Colorado. The issue of limited campus support for racially minoritized faculty members at PWIs continues to be problematic, and as a result, reinforces the need for research that explores how higher education institutions contribute to racially minoritized faculty members' success. I utilized a phenomenological approach

for this study because I sought to explore "the meaning, structure and essence of the lived experience for a specific group of people" (Patton, 2002, p.104).

This approach not only enriched my study but also illuminated various aspects of how campus environments contribute to diverse faculty success. The lived experiences of participants in this study can inform institutional agents on how to better serve racially diverse faculty working in predominantly White campus environments. In order to understand the lived experiences of racially minoritized faculty members at PWIs, and the need for institutional support for this population, this study addressed the central research question: How do campus environments shape the experiences of racially minoritized faculty members at PWIs? In addition, the following sub-questions were addressed:

- How do participants describe their everyday lived experiences as racially minoritized faculty members at a PWI?

- What aspects of institutional environments contribute to faculty succeeding at PWIs?

These questions focused on identifying the meanings people attached to their experiences, specifically the "how" and "what" of the phenomenon (Creswell, 2013).

Researcher Positionality

A phenomenological study is born out of a researcher's interest in a particular topic or problem. I became interested in this topic when exploring the idea of becoming a faculty member in higher education. As I navigated my own racial identity development in the United States, I started to critically analyze what it meant to be a person of color and how being a person of color could potentially impact my future role

as a faculty member in the academy. When I entered my doctoral program at the University of Denver, I was fortunate enough to take classes that forced me to dig deep and contextualize the experiences of people of color, particularly in higher education institutions. As I reflected on my education in the United States I was forced to consider the compositional diversity of my professors and the impact of seeing or not seeing people with shared racial and cultural backgrounds, like myself, reflected in the classroom. Many of my professors throughout my undergraduate, graduate, and doctoral journey were not professors of color, or from immigrant backgrounds like myself.

While I had (and continue to have) positive relationships with White professors, many of whom still remain close friends and mentors, it was discouraging to rarely see myself reflected in these spaces of privilege. A space of privilege in this context refers to the physical environments present in higher education institutions such as classrooms and faculty offices. Racially minoritized faculty members with whom I have interacted have greatly impacted my life academically, personally, and professionally. In fact, my relationships with racially diverse faculty members motivated me to enter academe. Although I did not think critically about racially minoritized faculty members in White institutional environments until I started working professionally in higher education as an administrator, I often wondered why faculty and administrators of color left these environments more frequently than their White peers.

While I have never been a Faculty member of Color, and consider myself an outsider in many respects, I understand that there are certain feelings I brought to this study because of my experience as a Student of Color who has studied in mostly predominantly white environments. Additionally, my research agenda focuses on equity

and inclusion of minoritized populations in higher education, so I have also been exposed to an abundance of literature that explores institutional environments and the experiences of racially diverse people. Exploring this topic was an opportunity for me to examine the professional trajectories that racially minoritized faculty members embark on, and delve deeper into not only understanding the challenges experienced by racially minoritized faculty members at PWIs, but also about the institutional environments and the role they play in faculty success.

For this study, bracketing was essential to successfully answering my research questions. As the phenomenological research approach suggests, being aware of my positionality allowed me to better separate my own views on the racialized experiences of racially minoritized faculty members, and allow the data to emerge purely from interviews. It is important to note that since I have never been a tenured faculty member, it was easier in some respect to suspend my assumptions about institutional support and racially minoritized faculty members' success. I imagine if my experiences were more closely in line with my study participants, neutrality or bracketing would have been much more difficult. Since I honor my past experiences and recognize that I am inevitably a product of them, fully separating myself from the phenomenon under study would probably not have been possible.

Participant Selection and Recruiting Strategies

The suggested sample size for a phenomenological study is between 3 to 15 participants who have experienced the phenomenon under study (Creswell, 2013). Consistent with phenomenology's approach to sample size, I collected data from 12 participants who all experienced the phenomenon being studied in order to create a

common understanding about the experiences of racially minoritized faculty members, as well as aspects of their institution that contributed to their success. Participants identified as tenured racially minoritized faculty members, working at PWIs in Colorado. Faculty participants in this study were also selected based on their level of racial consciousness, which included their understanding of race and power, as well as the value placed on race in their experience in the academy. These participants were recruited through purposeful and snowball sampling in order to obtain information-rich perspectives from racially minoritized faculty members who were knowledgeable about and experienced with the phenomena being studied (Patton, 2002). I sent recruitment emails (See Appendix A) to chief diversity officers (CDOs) at all four-year institutions in Colorado and asked that they send the information to racially minoritized faculty member organizations on their respective campuses. The recruitment email was also forwarded to my colleagues and peers across Colorado who knew people who met the criteria but did not have access to the listservs at their institution. In order to be eligible for this study, participants met the following criteria:

- Faculty member at a predominantly White institution in Colorado.

- Earned tenure.

- Have a terminal degree (PhD, EdD, JD).

- Identify as a racial minority.

- Worked at institution for over a year.

- Willing to share their experiences.

The recruitment email explained the purpose and significance of the study to racially minoritized faculty members in higher education, students of color, and to the field of higher education in general. If faculty members were interested in participating, they followed instructions to complete a screening survey that collected basic information about each prospective participant. The screening survey included questions that focused on racial identity and institutional environment in order to understand how race informed respondents' experiences within PWIs. Faculty members were chosen not only for their roles as tenured faculty at PWIs in Colorado, but also because they indicated in the screening survey that they strongly valued their racial identity and institutional support that affirmed and validated their diverse backgrounds and experiences. Additionally, they were all willing to share their experiences as racially diverse faculty in the academy, and add to the knowledge of the impact of institutional support on racially minoritized faculty success.

After participants indicated their interest in being involved in the study and were chosen, they were provided with an informed consent form before the first scheduled interview so they would be aware of all benefits and risks associated with the study. A total of 21 people completed the screening survey and indicated interest in participating in the study, 12 of which were chosen. Nine prospective participants were excluded from the study when they reported that they did not have tenure, or worked outside higher education. Each participant was contacted by me via email thanking them for completing the screening survey and expressing interest in the study. I invited all participants to two rounds of interviews for this study and asked for dates, times and locations that worked for scheduling purposes.

Participant Demographics

Among the 12 participants, four identified as African-American/Black, seven as Latino/Latina, and one as Asian American. In regards to gender, there were six men and six women in the study. *Table 1.1* provides a visual description of participant demographics for this study. Participants also represented six institutions in Colorado, including: 1) private, 2) land-grant, 3) teaching, 4) urban-public, 5) regional and 6) religious. They also came from a variety of academic disciplines including: Higher Education Administration & Leadership, Education, Law, Sociology, Criminology, Ethnic Studies, Anthropology, Counseling, Social Work, and Religion. Participants indicated that they were interested in participating in the study because of their interest in contributing towards research focused on the success of racially minoritized faculty members.

Participants in this study enthusiastically shared their experiences about working in predominantly White institutions. This allowed the interview process to feel seamless and contributed to the high level of disclosure from participants. The open and engaging tone of the interview was set through introductory questions. My positionality as a graduate student of color and an aspiring faculty member possibly contributed to the participants' ease in sharing and advising me on what I could expect in these spaces. This was evident throughout interviews as they often referred to their prior experiences in the academy as graduate students and junior faculty. All participants expressed their gratitude to me for doing this study and including their voices.

Participant	Academic Rank	Years as Faculty	Race	Gender	Institution
Blanca	Professor	19	Latina	Woman	Private
Delores	Associate Professor	7	Latina	Woman	Private
Jeremy	Associate Professor	7	Asian American	Man	Private
Luis	Professor	26	Latino	Man	Private
Wanda	Associate Professor	11	African American	Woman	Private
Tina	Associate Professor	12	Latina	Woman	Private
Bob	Associate Professor	8	African American	Man	Teaching
Brooke	Associate Professor	7	African American	Woman	Land-grant
Cesar	Associate Professor	9	Latino	Man	Urban-Public
Manuel	Associate Professor	10	Latino	Man	Urban-Public
Lydia	Professor	11	African American	Woman	Regional
Vicente	Professor	17	Latino	Man	Religious

Table 1.1. Participant Demographics

Data Collection

Data collection involves a "series of interrelated activities aimed at gathering good information to answer emerging research questions" (Creswell, 2013, p. 146). Data collection includes interviewing, observations, shadowing, and collection of documents and other artifacts as a means to become more familiar with participants and give voice to their experiences (Strauss & Corbin, 1990). In phenomenology, the essence of the meaning of lived experiences is rooted in interviewing as the primary mode of data collection (Merriam, 2009). Interviewing is particularly effective when trying to collect

data about the lived experiences of participants. In this section, I discuss the sources of data and the resources that I utilized in the data collection process in order to answer the study's research questions.

The mechanics of the interview process are often deemed more difficult than expected especially by novice researchers (Creswell, 2013). Challenges that arise in interviews range from creating good questions to anticipating sensitive issues, and navigating the reactions and answers of participants (Creswell, 2013). Interviews, however, provide spaces in which researcher and participants co-construct data together (Roulston, Marrais, & Lewis, 2003). The interview protocol for this study was piloted with two participants who closely met the sampling criteria outlined for this study. Interviews were conducted in one hour increments at a location chosen by the participant. Based on feedback generated from pilot interviews, minor revisions to the interview protocol were made. Interview dates and times were decided on between the primary investigator and participants, and the location for interviews was a private space, usually in the office of the participant. All interviews were audio recorded and later transcribed by a professional transcriptionist, who signed a confidentiality agreement. In order to ensure accuracy of data collected, all participants were emailed a copy of their transcribed interview and asked to verify and/or clarify any discrepancies. Additionally, I listened to audio files and read the transcriptions simultaneously, and made note of any corrections, in anticipation of data analysis (Creswell, 2013).

Individual Interviews: First Interview

The research questions guided the creation of the interview protocol for this study. Since I was interested in obtaining rich evidence from participants, open-ended

questions were developed in order to understand the overall experiences of racially

minoritized faculty members at PWIs in Colorado, as well as how their successes were

supported. Prior to start of the first face-to-face interview, participants chose a

pseudonym in order to protect their identity and were provided a copy of the informed

consent form which explained that the interview would be audio-recorded and the

benefits and risks of participation in the study. I also highlighted the general topics I

planned to cover in the interview and outlined the basic structure of the interview. Semi-

structured interview questions prompted participants to share background information

about their journey as faculty in the academy, and factors that influenced their decision to

become a faculty member. The first interview allowed participants to discuss their lived

experiences as junior and tenured faculty and helped to unpack the role their race played

in their experiences at PWIs. The participants explored their own professional paths and

investigated how their experiences at PWIs differed from their experiences at other

institutions, for example at minority serving institutions (MSIs). The final phase of the

interview focused on faculty success and the impact success had on their experiences at

PWIs.

At the close of the first interview I arranged the second interview and reminded

participants that it would be an opportunity for me to continue asking clarifying questions

and to gain a better understanding of their individual experiences. It was also an

opportunity for participants to share additional thoughts that were important to

understanding their experience. I thanked the participants for their willingness to share

their stories with me and checked in on how the interview process went for them.

Second Interview

The second and last face-to-face interview focused primarily on how institutions fostered environments of success and validation for racially minoritized faculty members. Questions were centered on ways in which institutions provided environments and opportunities that facilitated growth, and success. At the end of the second interview, I thanked participants and asked them how they felt about the interview process and whether they had additional feedback and insights; and explained arrangements for member checking. Both interviews lasted 60-90 minutes on average, with the majority of interviews lasting 90 minutes. Storage of data from this study was of the utmost importance; accordingly, I ensured that I followed recommendations for protection of data. Creswell (2013) discussed the importance of data storage in the data collection process and highlighted the following practices for storing and protecting data:

- Computer files should be backed up regularly and in multiple places.

- High quality audio recording material should be used to record interviews.

- Data collected should be housed in one central location, i.e. in a master list.

- Anonymity should be prioritized by the researcher by protecting any identifiable information.

- Develop a matrix that represents a visual for all data collected.

After data collection was completed, I followed these suggestions as well as added password protection to all files in order to ensure the safety of data collected from interviews.

Researcher Journal

Throughout the data collection process I kept a journal where I wrote field notes and kept memos pertaining to interviews and participants. Memoing is the process by which researchers write down thoughts or questions regarding the study, in order to be able to revisit them during analysis of data, or at other times throughout the writing process (Birks, Chapman, & Francis, 2008). The use of memoing allowed me to keep track of ideas and questions about the study, and allowed me to engage in the data in more meaningful ways, especially during the analysis stage. In fact, I started writing in this journal from the beginning stages of my dissertation journey. In this journal I was able to record my reflections, insights and thoughts about the study, interviews, participants' stories, and interactions with the phenomenon under study.

My journal was particularly helpful when I started to analyze data, since I took notes on each interview, and was able to cross reference data when identifying significant statements and themes throughout the study. My research journal also allowed me to develop and clarify ideas throughout the dissertation process, and enabled me to draw meaning from the experiences of racially diverse faculty members. This journal played an integral role throughout the duration of the study, especially in helping me to recall important statements collected during data collection, or certain attributes about participants and settings.

Data Analysis

Data collected through interviews provided a rich foundation to understand the lived experiences of racially minoritized faculty members and the role institutional support played in their success. When beginning the data analysis process for this study, I

immersed myself in the data and continuously read and reread transcriptions in order to find comparisons in how participants experienced the phenomenon under study. Data analysis is the process of organizing transcriptions from interviews and developing themes through coding procedures, resulting in a presentation of data in a variety of forms (Creswell, 2013). Data analysis includes identifying patterns and themes, and then writing a rich description of the phenomenon under study (Creswell, 2013). I employed a structured method of data analysis in order to provide rich and meaningful information about the lived experiences of participants. A phenomenological approach, according to Creswell (2013) and Moustakas (1994), has specific structured approaches for data analysis. This includes starting with a positionality statement from the researcher that recognizes lived experiences with the phenomenon under study in order for participants' stories to be centered (Creswell, 2013). Next, the researcher is encouraged to develop a list of significant statements that highlight participant experiences and treat them as having equal value (Creswell, 2013).

During data analysis I identified 54 initial codes that were significant to the study. Manuel coding by hand and Nvivo, a qualitative data software tool, were used to code data and identify themes. After I identified significant quotations from interviews, I clustered them into "meaning units" or themes (Creswell, 2013, p. 193). I then wrote textual descriptions focusing on *what* participants experienced in relation to the phenomenon (Creswell, 2013). After that, I crafted structural descriptions describing the *how* of the experience, more specifically "on the context in which the phenomenon was experienced" (Creswell, 2013, p, 194). Next, I developed a combination of structural and

textural descriptions to highlight the essence of the phenomenon with emphasis on *what* and *how* participants experienced (Creswell, 2013).

Another important component to data analysis is to ensure that participants validate the findings and that their voices are included in the final description in the study (Creswell, 2013). I conducted member checking and shared information with the participants throughout the study to ensure that they had an opportunity to authenticate their voices as written. Lastly, after I identified themes, I utilized the theoretical framework for the larger study, to evaluate how, if at all, each indicator of the CECE model was textually and structurally represented in the data. This informed the final composite descriptions that explained how institutions can create more affirming and supportive campus environments for racially minoritized faculty members.

Trustworthiness

Trustworthiness as defined by Creswell (2013) is synonymous with validation, which refers to the accuracy of the qualitative research process. Rigor in qualitative research can be identified with four major categories: 1) credibility, 2) transferability, 3) dependability, and 4) confirmability (Lincoln & Guba, 1985). Credibility examines how closely findings in the study mirror reality (Lincoln & Guba, 1985). This was achieved through member checks, where participants had the opportunity to review copies of interview transcripts for accuracy in order for their voices to be reflected authentically throughout the study. Participants did not provide additional insight for the study after member checking transcripts.

Transferability refers to the ability of the researcher to apply findings from the study to broader contexts and make generalizations (Lincoln and Guba, 1985). To ensure

transferability, I provided rich descriptions of participants' experiences in order to ensure that readers could draw specific understandings and potentially apply them to their own higher education settings. Dependability explores the research process in depth to allow for future replication that may yield similar research processes or similar study results. In this study, dependability was reached through continuous reflection and auditing of the research process (Shenton, 2003). Confirmability, according to Shenton (2003), speaks to the objectivity of findings, and the researcher's ability to present those findings authentically through the eyes of participants. Confirmability was addressed in this study by acknowledging my own positionality in relation to the study, as well as carefully documenting rationale for methodological processes.

Polkinghorne (1989) discusses validation of qualitative research as being well supported and rooted in evidence and suggests that researchers should ask themselves whether the final structural description in the study accurately reflects the participants' shared lived experiences. Moustakas (1994) also provides standards for assessing the overall quality and trustworthiness of a phenomenological research study. This includes the extent to which the researcher:

- Conveys an understanding of the philosophical tenets of phenomenology (Moustakas,1994).

- Has a clear phenomenon to study that is articulated in a concise way (Moustakas, 1994).

- Utilizes procedures of data analysis in phenomenology, such as the procedures recommended by Moustakas (1994).

- Conveys the overall essence of the experience of the participants. Remains reflexive throughout the study (Creswell, 2013 p. 260).

These standards were utilized and applied throughout the study in order to ensure authenticity of participant experiences, and to ensure the overall validity and rigor of the study.

Ethical Considerations

Addressing ethical implications is necessary for this study since I interacted closely with human subjects. I received approval from the Institutional Review Board (IRB) at The University of Denver on July 15th 2016, before starting the data collection process. Participants were made aware through multiple informed consent documents, that there were minimal risks involved with being involved in this study, and the primary risk outlined in the informed consent form was the emergence of negative or distressful feelings when answering some interview questions. An ethical issue involved in this study was maintaining confidentiality of participants.

It was necessary to use pseudonyms to protect the identity of faculty members in this study. Academic discipline and institution name were also not disclosed, in an effort to respect and protect the identity of participants. Since participants shared their life stories with me, along with other sensitive information, I wanted to ensure that other people could not deduce who they were, especially given the small number of racially minoritized faculty members at PWIs in Colorado. Since participants discussed both negative and positive aspects of their experience working at a PWI, it was important to use these measures to prevent potential backlash.

While there was no direct benefit to the participants, information gathered for this study was potentially helpful for policymakers and institutional agents in making solid recommendations for creating conditions that allow racially minoritized faculty members to thrive in predominantly White academic environments. Information gathered through data collection processes (i.e. interviews, transcriptions) were kept confidential and the individual identity of participants was replaced with a pseudonym chosen by the participant. All data collected was kept on a password protected computer, which only the principal investigator had access to. Audio recordings were transcribed professionally, and the transcriptionist signed a copy of a confidentiality statement (Appendix H). Carefully documented journals were also kept to ensure accuracy and integrity of findings.

Summary

This study focused on extending current literature on the experiences of racially minoritized faculty members at predominantly White institutions by exploring the everyday lived experiences of racially diverse faculty and highlighting the importance of institutional support in generating positive experiences and success. Additionally, the study's findings provide insight into the development of a conceptual model focused on fostering success for racially minoritized faculty members in the academy. In this chapter I offered a rationale for qualitative inquiry, and addressed how and why phenomenology was the best approach for this study. I also explored data collection and analysis procedures, and addressed issues related to trustworthiness and ethical considerations of the study.

Chapter Four: Findings

This study explored the experiences of racially minoritized faculty members working at PWIs in Colorado. Specifically, the study sought to understand how institutional environments contributed to faculty success. The central research question that guided the study was: How do campus environments shape the experiences of racially minoritized faculty members at PWIs? Two sub-questions further illuminated this central focus:

1. How do participants describe their daily lived experiences as racially minoritized faculty members at a PWI?

2. What aspects of institutional environments contribute to faculty succeeding at PWIs?

This chapter outlines the experiences of racially minoritized faculty members at six predominantly White campuses in Colorado and highlights how these institutions contributed to their success. It is important to note that while participants spoke highly of the support they received from their respective institutions, they also highlighted that they faced many challenges at their institutions including racial battle fatigue, systemic and institutional racism, racial hierarchy, negative perceptions of scholarship, lack of mentoring, and barriers to tenure and promotion. While the focus of this study was to look at ways in which racially minoritized faculty members experience campus environments, with respect to institutional support for their success, challenges outlined

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by participants were a crucial part to their everyday lived experiences. Therefore, it is important to consider that the institutions represented in this study are not meant to be depicted as exemplar institutions for cultivating the success of racially minoritized faculty members.

The following sections of this chapter introduce the eight themes that emerged during data analysis; these themes are supported by excerpts from participant interviews. The eight emergent themes incorporate aspects of institutional environments that contributed to the success of participants. A total of 54 codes emerged during the course of data analysis. From these codes, I developed the following themes:

1. Connections to Same Racial Groups.

2. Production of Culturally Relevant Knowledge.

3. Engagement with People from Different Races.

4. Validation of Racial, Cultural & Gender Identities.

5. Opportunities for Collaboration.

6. Humanized Environments.

7. Proactive Institutional Cultures.

8. Holistic Support.

These themes were categorized into two broader groups, (a) Practices that Validate Identities & Strengthen Community and (b) Racially Inclusive Institutional Cultures. These two groups are important when examining how campus environments foster success for racially minoritized faculty. More specifically; these themes offer more tangible ways to operationalize faculty support.

The first group, *Practices that Validate Identities and Strengthen Community,* is inclusive of the ways in which institutions implement practices that embody their commitment to racially minoritized faculty success. The second group, *Racially Inclusive Institutional Cultures,* relates to institutional commitment to developing cultures that embrace and support racially minoritized faculty which can culminate in the implementation of validating institutional practices, such as those outlined in the first group. *Table 1.2* illustrates the emergent themes from the study, along with the participants who shared experiences related to each theme.

	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8
Blanca	X		X	X		X		X
Brooke	X	X			X	X		X
Bob	X			X	X			X
Cesar		X	X	X	X			X
Delores		X		X	X	X	X	X
Jeremy	X	X						X
Luis	X		X		X			X
Lydia	X		X			X		X
Manuel	X	X		X	X	X		X
Tina			X			X	X	X
Vicente		X			X			X
Wanda	X	X	X			X		X

Table 1.2 Column numbers relate to the eight themes listed above

Practices that Validate Identities & Strengthen Community

This group includes four themes that focus on the ways faculty in this study reported that they were able to successfully navigate the academy. These themes include: 1) Connections to Same Racial Groups 2) Production of Culturally Relevant Knowledge, 3) Engagement with People from Different Races and 4) Validation of Identities. This

group captures the ways in which racially underrepresented faculty members thrive in predominantly White environments. Additionally, themes within this group highlight the significance of racial and cultural validation as well as community for racially minoritized faculty members.

Theme 1: Connections to People from Same Racial Groups

The significance of having connections with others with similar identities, backgrounds, and experiences was consistent across all interviews. Participants felt that having individuals who shared or understood their daily experiences played a pivotal role in their morale and ability to succeed. Participants expressed that they felt comfortable and at home when interacting with folks on campus who shared their racial identity. Within this theme, participants shared that they were able to access others through 1) Formal Structures and 2) Informal Opportunities. Formal structures refer to the ways in which institutions intentionally create opportunities for racially minoritized faculty members to interact with other colleagues, such as faculty affinity groups. Informal structures include mechanisms that allow faculty members to connect more casually across the institution.

Formal structures. Formal mechanisms on campus that provided opportunities for participants to establish meaningful relationships with other faculty members who shared similar identities and experiences emerged in various ways throughout the data. For example, several participants identified formal affinity groups as spaces where they were affirmed, and where they felt understood. According to Luis, having affinity groups and a racially minoritized faculty members' association on campus paved the way for him to have meaningful relationships with other people with similar racial and cultural

identities. Luis explained that "There's just a connection that anybody who's Latino has with anybody else who is Latino. I can't fully explain it very well. I think Latinos just know when other Latinos are on campus because there are not many of us." Luis stated that the connection with his Latino peers was a social connection and one that allowed him to form relationships across campus. Luis talked about his experience on campus favorably and readily stated that the opportunity to collaborate with Latino colleagues made all the difference in his personal experience as well as the experiences of his Latino colleagues.

Similar to Luis, Jeremy highlighted the importance of affinity groups for racially minoritized faculty members. He mentioned that of all organizations available at his institution, the one he most connected with was an affinity group that related to his racial identity. Jeremy expressed that he is active in the Asian American-Pacific Islander Affinity Group run by an Associate Dean in his college. Jeremy believed that within the current political and institutional climate, it was necessary for racially minoritized faculty members to have avenues like affinity groups to provide support and a space to process experiences. Wanda also emphasized the benefits of racially minoritized faculty member associations at her institution. She discussed how she has grown because of her involvement with such associations. She gave examples about being supported by others with the same racial identity and explained that they truly understood many aspects of her experiences as an African-American woman. She discussed that the racially minoritized faculty members' association on her campus made a big impact on her overall experience working at a PWI. This support was "like no other, I had somewhere to call home on campus," Wanda explained. Lydia also pointed out that her institution had a formal

racially minoritized faculty members' organization that met monthly, and hosted formal dinners. She explained that this group allowed for meaningful connections with people who shared her racial identity.

For Luis, Jeremy, Wanda and Lydia, formal structures highlighted the significance of interacting with members of the same racial group and illustrated how these structures positively impacted faculty happiness and level of satisfaction with their institution. While the institution provided formal structures that racially minoritized faculty members accessed, many impactful opportunities were also formed through informal structures.

Informal opportunities. The significance of informal opportunities to connect with other people on campus with similar racial identities also emerged in the data. For example, participants discussed the benefits of seeking each other out, particularly in situations where formal structures like affinity groups were absent. Brooke expressed that interacting with people who shared her racial identity contributed to her ability to succeed and be happy at work. She noted "you need other people [who look like you] there to talk to, just to process what's happening, even if you have to find them yourself. They provide various forms of support and affirmation you need to get through". Brooke stressed that having strong connections to other Black women on campus helped her contextualize her experience in the academy. She explained the need for racially minoritized faculty members to come together even if formal structures were lacking. Brooke's connection to faculty of similar racial identities across the institution helped her

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to make sense of the challenges she faced at a PWI. Brooke highlighted that

> There used to be a black faculty and staff gathering-once a semester that other
> Black faculty planned, and we'd have lunch together in the cafeteria where
> students have lunch. And that I really enjoyed. Actually you would find a lot of
> people that would come out of the woodworks, like especially a lot of staff. A lot
> of black staff has been there for over 20 years. But we never see them because
> the campus is so big and they're in different offices. So that was cool because
> you'd always find new black folk that you didn't know existed. It gave us a sense
> of community you know? So, if the institution was not going to give us a physical
> space, then we created our own.

Likewise, Manuel pointed out that he had a small network of Latino faculty on
campus that kept him grounded. He shared that he attended PWIs as a graduate student,
and started his teaching career out at a similar type of institution. As a result, he strongly
valued any opportunity he got to interact with others with shared identities across the
institution. Manuel's experiences illustrate the benefits of informal networks in
developing meaningful connections, getting advice, and accessing various opportunities
in his lifetime. He explained:

> You have to find one another. And there's, I guess, any number of small
> networks. And if you get to be part of one of those, chances are over the next
> year or two years you'll come across people. Even if it's just – even if it's things
> like going out to lunch, serving on a committee as their supporting member.
> These things sometimes lead to the bigger things like writing a grant together, or
> simply linking up one struggle with another struggle.

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Manuel also discussed his relationships with fellow Latino peers in the School of

Education at his institution. He stressed the importance of that this network that really

made him feel comfortable in his various professional roles. Overall, his Latino peers

greatly impacted his career. Cesar also outlined the significance of informally connecting

with people who shared racial identity. He mentioned that once he connected with other

Latino faculty, they immediately found time to connect and established a plan to

regularly meet and work together.   Brooke, Manuel and Cesar discussed the benefits of

having people who understood their experiences and identities, regardless of the fact that

it was in a more informal context. For these participants, the strong support of familiar

faces increased their confidence in navigating their institutional environments.

The theme, connections to same racial groups, focused on the opportunities for

racially minoritized faculty members to connect with other people with shared identities

and experiences. While the aforementioned participant narratives were limited to same

race connections, some participants discussed feeling connected to people with other

shared identities such as gender, cultural, and sexual orientation. For example, one

participant who identified as a Latina woman explained that she immediately connected

to other Latinas, not solely because of their race but also because of their unique

experiences of being a woman. Participants clearly described the need to access others

who they could relate to, especially in environments where minoritized identities were

less frequently represented.

Many racially minoritized faculty members felt that being in close proximity to

others with similar backgrounds provided an outlet for understanding their overall

experiences at PWIs. Faculty members also felt that they were more productive in both

their teaching and scholarship when they had a network of people with shared identities and experiences. The essence of this theme is that racially minoritized faculty members inevitably felt comfortable when they connected with folks who shared their identities. Overall, participants explained that connections to people from the same racial group increased their levels of satisfaction and assisted in their navigation of the academy through informal and formal structures.

Theme 2: Production of Culturally Relevant Knowledge

All participants considered themselves to be producers of knowledge, and felt a responsibility to advocate for and give back to the communities from which they came. Therefore, institutional support of production of culturally relevant knowledge, especially as related to the participants' backgrounds and areas of expertise proved critical in the success of racially minoritized faculty members. The first sub-theme that participants highlighted was the importance of their institution valuing the work of all racially diverse faculty members. The second subtheme that emerged was the benefit of institutional funding to advance research, teaching, and service.

Valuing diverse work of racially minoritized faculty members. During both interviews, participants often reflected, on why they pursued a PhD. Unanimously, participants noted the importance of giving back to their immediate families and/or the communities from which they came. Participants passionately discussed a variety of ways in which their institutions actively supported them in doing so. The opportunity to work at an institution that supported participants' goals of giving back to their communities contributed greatly to a positive faculty experience, but most importantly,

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impacted participants' ability to integrate aspects of their community with their scholarship and teaching.

A few examples regarding support and value for faculty engagement in community-based work emerged from the data. For example, a number of participants shared stories about how invested their departments and/or institutions were in community-based work. Cesar spoke fondly about his dean and her support of his work in the local community. In fact, Cesar pointed out that his dean not only supported him, but also created a culture within the college that prioritized support for faculty work with their communities. He stated:

> One of the places we've been lucky is, I think the dean specifically gets it. My other colleagues explained to her that the Latino community specifically in Denver was in desperate need. And so, she heard it from enough folks that she turned around and proved her commitment to community engaged work; she brought people in to the institution that were going to be able to do that work and do it well.

Cesar felt comfortable and free to do meaningful work with his community because of his college's supportive culture. Similarly, Vicente pointed out that his department supported whatever work he did, especially when it related to work directly tied with his community. They encouraged him to engage in community work not only by himself, but also with his students. Vicente discussed that his happiness at work was due in part to the department's support of his research. He also added that his dean was a person of color and explained the importance of how he understood the value of giving back to minoritized communities.

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Blanca's commitment to research that integrated her community was much like Cesar's and Vicente's. She explained that she relocated specifically to be around members of her community and engage in research that centered community members' experiences. Blanca explained that being in her community fed her in ways that motivated her to think deeper about what it meant to be a person of color in America. At Blanca's institution, there was not only a focus on community-based work, but also on an ethnicity based center hat she was instrumental in developing. She discussed the fact that across her institution she was supported in several ways, particularly as it related to valuing her community-engaged work and providing financial resources. Like Cesar, Vicente, and Blanca, Delores's scholarly work focused heavily on community-based research; she detailed the many benefits of working at her institution. Delores highlighted that working in such an environment greatly strengthened her work with Latino communities in particular:

> I am able to teach classes about service learning and the public good in the role of higher education. It's great that not only does the institution value community based work, but that people within the college of education also valued it, and that it's written into the tenure documents that this type of work is genuinely valued. And that it would be treated as such when we're evaluated and go up for tenure. And then since being here, I've taught at least one or two courses a year that have some kind of community engagement focus. Knowing that my work has a place and has value here is really key to my experience.

Delores stressed the value of having a myriad of institutional support, particularly for racially minoritized faculty members whose work was often very intertwined with their communities. Like Blanca, Delores also explained that support for community-based work took various forms, including financial support, as well as other developmental opportunities for both faculty and students interested in engaging in community-focused research.

Financial resources. Participants discussed the significant role that financial resources played in their ability to engage with their communities and ultimately succeed in the academy. Participants also identified institutional and/or departmental financial support to attend conferences to present scholarly work, as well as other professional development opportunities, as critical to faculty success and the generation of knowledge relevant to their racial and cultural identities. This was important to racially minoritized faculty members because without funding, most were not able to engage in transformative work, or research related to their individual identities and backgrounds. Participants noted that having access to internal grants, as well as other sources of funding from their department or institution, was extremely important in order to continue the work they were most passionate about and invested in.

All participants spoke about needing institutional resources across the board, but especially stressed the importance of financial resources as they related to their career advancement. Delores, for example, was drawn to her current institution for many years because of their commitment to funding community-based research. One of the reasons Delores accepted a position at her institution was because of the support she would receive for her research. Over the last few years Delores has been widely recognized for

her work and expressed that her institution greatly values her scholarship, which is geared toward furthering issues of equity and inclusion. Delores explained that:

In terms of support, I feel like my work is very much supported. Maybe even more so here because it's very much community-focused, and community-based research is a priority for the institution. And you see that in terms of funding for faculty. You see it in terms of recognition for faculty. It's something that I was able to write about in my tenure dossier, and it was recognized as such. And so in that sense, I do still feel very much supported. I think that there are a large number of internal grants that we can apply for, both internal to the college and internal to the institution. I think I've applied for pretty much all of them that I can and I've received all of them. That has meant that I can pursue the research that I want without limitations.

Delores also recalled the support from her department to freely diversify her classes and overall curriculum. She explained that her ability to be transparent and authentic in class was rooted in the support she received from both her department and institution. Like Delores, Vicente discussed the importance of support during his 20 years as a scholar at a predominantly White institution. Vicente's support primarily came from his department, which spanned a wide range of scholarly activities. Vicente, who was preparing for a yearlong sabbatical the week after our final interview, explained:

My college is very encouraging in supporting me, I cannot complain. My department values both my identity and scholarship. They're very encouraging in supporting me. I feel that they're very supportive of my scholarship. Pretty much my institution lets me do whatever I want. I mean, I've – and they encourage me

to take students with me. Like when I go down to the borders I take students with me and walk the trails. And knowing the risk involved. We could get arrested. We could be detained. And we have been detained. But overall very encouraging. I did a class in South Africa, which my department paid for me to go and do. I went to South Korea to present papers, and they [my department] paid for me to go and do. And this is above and beyond the usual money they give for travel, which is generous. I feel that they're very supportive of my scholarship.

Similarly to Delores and Vicente, Cesar talked favorably about the funding he received to advance his scholarship. In addition, he explained that he rarely had to fund his own research or professional development trips since his college provided ample support for these opportunities. In addition to funds he requested, Cesar mentioned that grants across the College of Education as well as the institution, made it possible to expand his research in other ways like hiring a graduate assistant to assist him on projects and administrative work. For Delores, Vicente, and Cesar, the value of being supported financially by their institutions provided opportunities to support their scholarship on equity and inclusion, as well as professional development opportunities to both teach and learn about diverse communities.

Faculty members in this study were interested in generating and disseminating knowledge relevant to their communities with respect to scholarship and teaching. Sabbaticals and other professional development opportunities were crucial to that end. Sharing this knowledge and educating others in the process was also key to their success as academics. In general, racially minoritized faculty members thrived in environments

focused on cultivating their needs as producers and recipients of knowledge related to their diverse communities. For these participants, there was never a sense of distance from their communities; they felt that with education and clout comes some form of responsibility including providing support to their communities and contributing to their growth and development. Institutions that offered racially minoritized faculty members the opportunity to do work and advocate on behalf of their communities provided faculty with spaces that not only affirmed their identities, but also the identities of people from their home communities. Racially minoritized faculty members in this study were all invested in giving back to their communities in some way.

As was highlighted in the literature review of this study, racially minoritized faculty members usually engaged in research that centered their home communities. Throughout the interviews, faculty members discussed the importance of support from their department and/or institutions, in order to effectively advocate for their communities. This included providing varying resources to develop research centered on minoritized communities and support for faculty engagement in their communities.

Theme 3: Cross-Racial Engagement

Participants talked favorably about their relationships with mentors, supervisors, and colleagues of different races. Many participants highlighted that engaging with folks from a different race helped them navigate the academy, become socialized into various academic spaces, and learn more about people with different cultural and racial backgrounds. Relationships with people from different racial and cultural backgrounds enhanced overall experiences of faculty in this study and also helped to develop advocacy strategies for some of the participants. Cross-racial engagement showed up in two sub

themes: 1) Mentors and 2) Colleagues. Participants discussed that having mentors of a different race was important because their mentors, especially White mentors, used their privilege to pave the way in terms of accessing opportunities that otherwise would not have been an option. Participants also discussed the significance of having access to colleagues, who were different from themselves and who provided spaces for learning and discussion of identities, experiences and backgrounds.

Critically conscious mentors. Delores explained that her main mentor was a White man and some of her other mentors were non-Latina. She spoke in depth about her main mentor as well as another White faculty member she worked with at the time. Delores described her main mentor as an older White man who just "got it" and was a transformational ally. "He understood me and my experience, and the importance of being my mentor." She stated that his commitment has always been to "bring in more Latino students, bring in more Native American students, and to understand the roles that each student plays in the communities that they come from." He understood and respected the cultural influences on her life and continuously encouraged her to integrate her culture into her research and teaching. Delores stressed the importance of not disregarding potential mentors solely because they were of a different identity because, in her experience, people, regardless of identity, supported her success in many ways. She reflected:

> I think for me the thing that I have always told people is that don't close off the
> opportunities that different gender, different race, ethnicity mentors or folks might
> offer you. So just because you don't identify with somebody or they don't have
> your same experience, does not mean that they can't serve you well. Or it doesn't

mean that they don't have your best interest in mind. It doesn't mean that they

can't be one of the most important mentors you've ever had. Because I think we

tend to look to the people who look like us, do our same work, have our same

experiences. And that's wonderful. And they can, of course, offer you that type

of support. But those are not the only people who can support you.

Delores's narrative highlights the potential benefit of connecting to people of different

backgrounds including race, culture or gender (or a combination of all), as well as

connecting with others who are critically conscious and aware of privilege, and

disparities in academia.

Like Delores, Tina mentioned that although her mentor was White, the fact that

she was receptive to a relationship, and was supportive made a difference in her life. She

explained that "a project that I collaborated with her on, was about Latina girls, and as a

gender scholar, she took an interest in that." Tina noted that gender was the extent of any

sort of commonality between her and her mentor with respect to identity. Tina echoed

what other participants mentioned, that it was good to have colleagues and mentors from

various backgrounds.

Similar to both Delores and Tina, Blanca also had various mentors from different

races. Blanca's role as a faculty member was influenced by one Black woman and two

White women. Blanca discussed the fact that each mentor played a different role in her

experience. For example, she expressed that her Black mentor made sure she was

connected to a White feminist woman who was also a great mentor in a completely

different way. Each of her mentors played a unique role in her development. She

mentioned that her "Black mentor taught her how to be a scholar mentor, and then the

mentor who was a White woman, was a how do you write mentor." She explained further that her Black mentor "got her over the initial humps of the academy, and her White mentor helped her to find her voice and then learn to express it in all the ways that mimic White male voices, but have a different message." Blanca felt she owed a lot of her success to her mentors of different races, especially White mentors, who taught her the intricate details and expectations of the academy. When given the opportunities, the above-mentioned participants gained much from developing relationships with mentors and colleagues from different races. These opportunities for engagement with others who were different from themselves provided spaces for faculty members to have rich and meaningful exchanges, and develop friendships or mentoring relationships.

Colleagues. Participants described the need for strong colleagues during their academic journey; colleagues provided a different perspective than mentors and supervisors. Participants saw themselves reflected in their colleagues since they were able to relate to them on the same professional level. Colleagues also provided valuable friendships to faculty members in this study; many felt that they could be vulnerable around their colleagues in ways that differed from mentors and supervisors. This was primarily because colleagues were at similar stages in their academic journey. Lydia explained that one of her favorite colleagues was a Chinese woman in her department. She discussed how well they got along and talked about specific experiences with her. Lydia stated that often times when they would go to lunch, they would argue about whether to get Chinese or soul food; it was a running joke between them. Lydia shared that they learned a lot from each other. During breaks at work, her colleague would take her to Chinese markets and show her different types of foods and shared various recipes.

Lydia explained that "I would never dream of doing that with anyone outside of this department and actually anyone other than her." Lydia discussed that the connections she made with folks of a different racial and/or cultural background on campus, particularly her Chinese colleague, positively impacted her overall career.

When talking about his interactions with colleagues from different backgrounds, Cesar explained, "I've got some of the most awesome conscious White colleagues that are super supportive." He continued to discuss the inclusive nature of his department. Cesar stated that "it's about knowing these people that are going to help you and support you that they are not going to use you as a token." Cesar believed his department did a good job of recruiting culturally competent people, and as a result, his interactions with peers of different races were positive.

Similarly, Delores discussed her relationship with colleagues at her institution, and gave a few examples of positive relationships. She stressed the importance of not disregarding people who were different, because in her experience people with diverse identities supported her success in many ways. Delores explained that connecting to people from different races, cultures or gender (or a combination of all) could potentially benefit one's experience in the academy. The essence of this theme is that racially minoritized faculty members in the academy, especially in predominantly White spaces, benefit from interacting with people with varying races. The benefits of cross-racial engagement includes understanding the landscape of the academy from a different perspective, understanding how to navigate academic spaces from the dominant perspective, and simply engaging with others in academic spaces.

Theme 4: Validation of Racial and Cultural Identities

Participants discussed the ways in which their departments and institutions acknowledged and valued their varying backgrounds and identities. Furthermore, it was important for participants that their respective departments and the overall institution had a culture that supported equity, diversity and inclusion. Two sub themes emerged from this broader theme: 1) importance of institutional leaders who wholeheartedly embrace issues of diversity and equity, and 2) availability of cultural centers across the institution.

Institutional leaders. Many participants felt that their varying identities were validated when there was an institutional commitment to explicitly interrogating disparities within society and the institution. According to Bob, his dean was "extremely committed to inclusive practices and equity." He mentioned that his dean went above and beyond to fight on behalf of his department, not only for new positions, but also for new curriculum that challenged the status quo, and traditional ways of teaching and learning. Bob commended his dean and associate dean, for not only supporting him as an individual, but also committing to support the inclusive values of his department and of other minoritized faculty at his institution. Similarly, Delores talked in length about her department chair, who she felt was extremely committed and receptive to inclusion efforts. Her department chair actively recruited racially minoritized faculty members and acknowledged the fact that the department needed more diverse faculty, as well as her chair being sensitive and supportive because of the burden she experiences as the only racially minoritized faculty member in the department. Delores credits much of her success in the academy, to leadership changes and a commitment to making inclusiveness and equity a pillar of the institution.

Similar to Bob and Delores, Manuel appreciated the support he received from his dean who validated him holistically by acknowledging his racial identity and cultural background. Manuel repeatedly talked about his dean "getting it," noting that his dean valued people much more holistically than other deans he had previously worked for. Manuel explained how his dean validated his various identities, underscoring that his dean really understood the importance of neighborhood and place in a person's development. He talked about her background and how that helped to shape her perspectives on valuing faculty for the various identities and backgrounds that they bring. Manuel noted that his dean talked about her own marginalized identities and actively challenged all faculty members to disrupt dominant ways of thinking and being. Manuel explained that his dean did not try to minimize where he came from and honored the role that identity played in his scholarship and teaching. Participants who had institutional leaders that validated their varying identities reported more positive experiences on campus, and increased job satisfaction.

Social justice and equity oriented centers. Cultural centers validated the varying identities of the participants. According to Blanca, the presence of a multicultural center at her institution really affirmed her self-worth. Blanca explained that she was really connected to leaders of the multicultural center who were Latino. She highlighted that "staff in the multicultural center were very helpful in providing me with a physical center, as well as resources that focused on inclusion and equity." Blanca mentioned that the multicultural center was one of the only places where she ever felt comfortable and valued on her campus, particularly as a junior faculty member. Blanca also relayed that with the help of the multicultural center, her institution's mission had

changed to focus on operationalizing inclusive and equitable spaces. Wanda also felt that in addition to providing much needed services to the campus community, cultural centers on her campus provided much needed validation, particularly for minoritized faculty members like herself.

Like Blanca and Wanda, Bob also highlighted the importance of his institution's cultural centers, specifically those that represented racial and gender protected classes. Bob explained that he "valued the presence of numerous cultural centers as it signaled a form of symbolic institutional support." Bob's experience at his institution was strengthened by the representation of cultural centers across the institution and the collaborative nature of those centers and his department. Oftentimes, Bob would work with the cultural centers on his campus and enjoyed the interactions and collaboration. Bob saw cultural centers as physical spaces where he felt comfortable, and where he was able to develop meaningful relationships with the people there. For Bob, the cultural centers present on his campus provide physical spaces that validate and legitimize his background and identities.

Participants discussed how institutional environments greatly contributed to a strong sense of self-validation. Participants described the importance of institutional commitment to diversity and inclusion inside and outside of the institution, the availability of multicultural centers across campus, and leaders who operationalized inclusive policies and practices. These factors allowed faculty members to see that their racial identities and cultural backgrounds were genuinely valued, and strengthened their commitment to the institution.

Racially Inclusive Institutional Cultures

        This group includes four themes that focus on institutional setting, and the contexts in which racially minoritized faculty members succeed: 1) Opportunities for Collaboration 2) Humanized Environments 3) Proactive Institutional Cultures, and 4) Holistic Support. This group of themes further highlights the impact of institutional environments on experiences of racially minoritized faculty members.

Theme 5: Opportunities to Work Collaboratively with Others

        Working collaboratively with other peers was a common theme among participants. Many indicated the benefits of collaborating with colleagues and discussed how the climate of collectivism fostered a community geared towards working together rather than against each other. Participants mostly discussed collaboration in two major areas 1) Within Department and 2) Cross-Discipline. Examples of collaboration within a department included team-based activities and opportunities to engage in research and teaching collectively. Examples of collaboration across various disciplines and departments included faculty writing groups, interdisciplinary research grants and joint publication, as well as institutional service.

        Within department. Participants discussed the significance of collaborating with other people in their department. Many participants mentioned that even though they all worked in one department, each faculty had a different focus area. Faculty who worked collaboratively with others in their departments learned about various sub-fields, and shared that they developed strong relationships with other faculty. Delores talked about the supportive nature of her department, specifically around sharing research topics and exploring team based activities. Delores explained that collaboration was natural within

her department. She pointed out that as a department, in staff meetings or one-on-one meetings; they often shared about research topics and other new projects. She noted that across the college there had to be more of an effort to get to know what people were doing, and figure out how colleagues may work together. She explained, however, that there were mechanisms in place to support that type of collaborative work and cited examples of an office on her campus that was focused on the study of inequality and racial justice. Delores said that in her department, collaboration was strongly encouraged. She explained that "for the last year or so I can say for the first time that we have a really – an emergent intellectual community in which we go to each other's stuff. We contribute to each other's creativity. We help realize each other's potential and critique each other from within."

Additionally, Bob mentioned that within his department, faculty engaged in work together; this included both teaching and research opportunities. Similarly, Cesar mentioned that his departmental colleagues worked very closely with him on research projects and conference presentations. He explained that many people within his department had similar interests to him and therefore found it easy to collaborate on academic opportunities. Narratives associated with this theme highlighted opportunities for faculty collaboration through writing groups, co-teaching opportunities, grant collaborations as well as opportunities to publish with others. Collaborative efforts both across the institution and within one's department created a sense of community for faculty, in addition to expanding knowledge base and developing scholarly work. Participants noted the impact of partnerships with other faculty within and outside of

their department. Many felt that they had become stronger researchers and teachers because of their experiences working with other faculty.

       Cross discipline/department. Participants discussed the importance of venturing outside of their department and discipline; opportunities to engage in research and teaching in other departments allowed faculty to get experience in and learn about other fields. Many participants discussed the need for more institutional initiatives that focused on creating collaborations across departments and disciplines within an institution. Bob talked about the benefits of informal writing groups and expressed interest in wanting to cultivate a community focused more on collaboration across departments. Bob explained that within his institution, people tended to seek their own opportunities to connect with other faculty members. He connected with others through shared interest, regardless of discipline. As a result of his initiative to seek out others, he developed friendships with many faculty members from other departments. Bob explained that collaborations with others resulted in writing groups where faculty regularly met to discuss scholarship and actively write together. Cesar also spoke about the seamless collaborations that developed in his institution. Like Bob, he mentioned that these collaborations were informal but highly beneficial for faculty members. Cesar explained that like other participants, he also sought out Latino faculty across the institution, mostly because of common interest. He had both informal and formal relationships with colleagues across departments and published and presented with these colleagues at national conferences. Cesar's testimonial confirmed the supportive culture for collaborative efforts, which was facilitated by his institution.

Vicente remarked on the different ways he collaborated with others on his campus, such as invitations to co-teach, guest speaking on relevant issues, and scholarly collaborations. Vicente explained that through affinity groups and ethnicity based organizations, he was able to form connections with other faculty. In nearly every volume he edited, there were at least one or two professors or students in his department that contributed to those books. Vicente explained that he "has always made space to be in conversation with colleagues across the institution" and in his department. Many of his books, and other published work were written with other people at his institution. Through those relationships, Vicente found a community with mutual intentions to succeed in academia.

Like Vicente, Luis significantly collaborated with other faculty and staff in his institution. He became very involved with structures that facilitated cross-discipline interactions, serving on their advisory board and working closely with the staff on how to infuse inclusive excellence in teaching. Luis also discussed his participation on various committees that worked towards transforming his institutional environment. He highlighted the good conversations and interactions that transpired in those spaces. He also talked about developing relationships with faculty members in other units across the institution, taking advantage of such opportunities to co-teach and guest lecture in classes outside of his department. Luis valued interdisciplinary collaboration specifically as a mechanism to advance greater institutional goals that centered on inclusivity.

Likewise, Brooke highlighted the importance of working with faculty across her institution. She pointed to a few examples of how she worked collaboratively with others. One such example included her transfer to another department on campus. Since

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Brooke had worked collaboratively on projects with faculty outside her department, when she interviewed for a position in their department, faculty members from that department were able to make strong recommendations on her behalf. For these participants, opportunities to work collaboratively with others were beneficial to all aspects of their roles as faculty members. Participant experiences highlight the importance of venturing outside of one's department and field in order to broaden one's own perspective and contribute in meaningful ways to other disciplines.

The essence of this theme takes into account the importance of institutional cultures that support faculty by fostering and encouraging a team-based approach to success. Opportunities to collaborate with others within the same department or across disciplines were seen as impactful and enhanced the experiences of the participants.

Theme 6: Humanized Environments

Participants highlighted the significance of feeling a sense of belonging within their institutions, and also having access to people who genuinely cared about them and their success. These connections directly related to faculty members feeling comfortable within their department and institution. Participants spoke mostly about having institutional spaces that facilitated the development of meaningful relationships and friendships, which emerged as a sub theme.

Meaningful relationships and friendships. The opportunity to develop genuine relationships and friendships was noted by all participants. Jeremy also talked about the support he received from colleagues in his department in regards to restructuring curriculum and bringing his authentic self to his classrooms. He explained that his colleagues have been good friends to him, especially in his early years as a junior faculty

member in his department. He explained that one of his colleagues who became a great friend to him was instrumental in explaining his own journey as a faculty member and highlighting the overall expectation of the academy. Similarly, Blanca explained that she had many meaningful relationships with people on campus who she felt always had her best interests at heart. This lead to her feeling "human" around some of her colleagues at work, specifically with her dean who regularly checked in and supported her events. Her dean also worked hard to create a very different culture in her college that focused on reaffirming spaces that fostered success for all faculty members.

Like Blanca, Lydia felt comfortable with her peers and department chair describing them as "unbreakable" and "authentic." She explained that she felt like people really cared about her and that in turn she felt relatively free to be herself. She found herself "discussing with [her] colleagues in the department things like soul food, holidays like Kwanza and Juneteenth, Black Lives Matter, and recent presidential candidates." Lydia explained that the diverse composition of faculty in her department made it easy to deeply connect with folks. Similar to Lydia, Tina explained that while there were tough times during her faculty experience, she was grateful to have the support of people across the institution who she considered part of her community or family. Tina explained that people across her institution helped her learn to navigate the academy, especially as a person of color. Tina described the culture in her department as one that focused on integrating faculty voices and perspectives. She explained:

> The culture in this department is very easygoing. It's always been a collegial place, I would say. I would say on the whole, it's been a really friendly laid back place. I mean, just to give an example of what I mean by that, I don't know that

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we've ever really voted on anything. We work on a consensus model, so we've

tried to maintain that. That's something that's really important to us is that we

never have to sort of draw lines in the sand and say, you're for this and we're for

that. I tend to thrive in places where there's not already that sense of tension or

division. So, I'd say that's true of our culture.

Similarly to Lydia, Tina highlighted that without peer support, she would not have been

as prepared as she was to navigate academic spaces. While peer support was clearly

important for many participants, others highlighted the need to have strong leadership

support in order to succeed.

For all participants, meaningful relationships with peers provided a sense of

belonging and comfort in their setting, while proactive support from leadership often led

to advancement, either through direct communications about promotions or by being

protected from being over-extended in their field. This theme relays that institutional

environments that are conducive to developing friendships and meaningful relationships

contribute to success for racially minoritized faculty members. Additionally, it points to

the experiences faculty members have at their specific institutions that recognize and act

upon the needs of faculty. Institutions that focus on these humanized relationships play

an important role in how faculty members experience these environments such as

fostering collegiality and comfort in the workplace.

Institutions facilitate this by encouraging peer support and creating reaffirming

spaces. The essence of this theme is focused on the importance of establishing

environments where people genuinely care about each other and have the interest of

faculty in mind. In summary, meaningful relationships contributed to positive experiences and sense of belonging for faculty members.

Theme 7: Proactive Institutional Cultures

Participants spoke of the benefit of being in institutional environments that were proactive about providing information to them before they asked for or needed it. Specifically, they referred to pre-tenure support as crucial to their experiences and success. Racially minoritized faculty members in this study noted that departments and institutions have to be proactive in helping racially diverse faculty navigate the academy, and fully understand the tenure and promotion requirements. When talking about their success, participants mentioned that they would not have achieved tenure and/or promotion without having others, including mentors who provided necessary information regarding institutional policies. Many participants mentioned that because of their positive experiences in the past, they were now committed to providing the same, or more information to junior faculty in their department.

Pre-tenure guidance. Jeremy spoke highly of his chair within his department when explaining why he enjoyed his experience and felt supported by his chair. He highlighted the fact that "there's a culture in this department of protecting untenured faculty," specifically referencing being protected from having to commit to all service opportunities that came his way. Jeremy felt that senior faculty members legitimately cared about his success and were willing to protect him as much as possible. Jeremy's narrative illustrates the importance of departmental efforts to protect untenured faculty as well as the impact of his departmental culture given his own perspective on providing support for junior faculty.

Similarly, Delores mentioned that people inside and outside of her department provided her with numerous opportunities to be successful. She mentioned that when she first started at her institution, she received a grant to help her in whatever ways she needed, whether that was to fly in her mentors or go to conferences to present her work. The director of the department that funded her grant required that she meet with him frequently to process her experience. She explained that she felt that her first few years came with a lot of proactive support, both financial and human resources. Vicente described an initiative that he spearheaded as a member of a tenure and promotion committee, that sought to protect tenure track faculty from being denied tenure. Vicente explained that his department really worked with colleagues in helping them to understand that teaching evaluations for people of color are going to be less than White colleagues, even though they may be better teachers.

Vicente developed a faculty handbook that documented literature that supports that claim, insisting that the department cannot base tenure and salary raises purely on these evaluations because if the person is of color and/or a woman, the evaluation will statistically be lower. Vicente claimed that his department had been supportive of and understood the implications for racially minoritized faculty members. Vicente stressed the importance of proactively bringing information to his dean and department chair and putting it in informational materials to be disseminated in an attempt to provide support for junior pre-tenured faculty who were just starting to learn how to navigate the academy. He explained that his previous experience motivated him to proactively seek measures that would ultimately help racially minoritized faculty members in predominantly White institutions. For Vicente and Delores, proactive institutional

cultures such as theirs, provided them with a foundation for success by supporting them in ways that would allow them to understand policies and ultimately receive tenure. The essence of this theme is that when institutional leaders both within and outside of the department provide information and opportunities to junior faculty about tenure and promotion; they are better able to navigate the academy and succeed. This is especially important for racially diverse faculty members, who often are the first in their families to go to college and may have difficulty navigating academic spaces.

Theme 8: Holistic Support

All participants overwhelmingly discussed the importance of support structures in their success as faculty members. Interviewees talked about support broadly but mainly as it related to resources (including human and financial), as well as being acknowledged by their institution in respect to their roles outside of the academy. Participants felt that various resources were important for the advancement of their scholarship, as well as being supported as a whole person and not just a faculty member. As such, two sub-themes were highlighted: 1) Resources and 2) Acknowledgment of other social roles

Resources. Participants all addressed the value of being provided with opportunities from institutional leaders, and their peers. Many faculty members discussed the importance of people on campus who would bring these opportunities to their attention. Cesar spoke very highly of the symbolic support he received at his institution, especially within his department and the college of education. His dean and department chair were especially cognizant and celebratory of all racially minoritized faculty members. Cesar thought his school, department, and program were good places to be if you were a faculty member of color because opportunities were always available

and accessible. Wanda explained how her dean provided her with information and

opportunities. She recalled that her dean's proactive support led her to take on an

administrative role, something she would not have considered otherwise. She explained

that her dean was extremely supportive and pushed her to become so much more than she

ever thought she would become. She highlighted that "he's very supportive and I also

know from other people who have told me how much he – how positively he talks about

me. I mean, I'm in this position because of him. He actually approached me about it

before I was even eligible for it." Similarly, Delores talked about aspects of support at

her institution that contributed to her overall success. Delores highlighted the importance

of supportive institutional agents and policies and provided a few examples of how she

benefitted as a faculty member:

> I was able to speak very freely about the tax, I guess is a good way to put it, in
>
> terms of the amount of time I spend mentoring, especially women of color –
>
> student women of color – who – both at my previous institution and here – they
>
> seek you out. And so even during my interview I was pretty open about talking
>
> about what that meant in terms of the extra time it takes. And one of the search
>
> committee members said, well how can we support you in that, knowing that will
>
> probably happen here too, right. So, I mean those kinds of conversations I really
>
> appreciate, because it shows you also value me. We have those conversations
>
> very openly within our department. We're starting to have them much more
>
> openly within the college of education, particularly as we get more junior racially
>
> minoritized faculty members, and as we go through these different campus
>
> climate issues.

For Delores and other participants, support was multifaceted and crucial to their ability to thrive. Lydia talked about the support she received in her department, primarily from her chair and peers. She explained that her department had been very supportive of her career. She continued:

> Everything that I have asked for I have been given. And that goes for travel, sabbatical, materials. I even got the office that I wanted when we moved from another – from downstairs in this building. I have no complaints about how this institution has supported me. I mean it has been outstanding.

Lydia described her department as being extremely encouraging especially as it related to volunteering in the community, such as speaking engagements at high schools, organizing meetings, and participating at school board meetings, among other activities. She explained that her department is extremely supportive, and that her department chair will often inquire about how those events went, and check in to see what is next on her calendar. Lydia also pointed out she could confidently count on numerous people in her department regardless of what issue she faced, knowing that they would lead her in a helpful direction.

Bob explained that the culture at his institution was one that sought to support faculty success in numerous ways. Bob said "I have a very supportive institution especially in terms of being conscious about junior faculty by providing varying support for research and teaching; and wanting to make sure that the current young faculty will be the future leaders of the institution." Similarly, Manuel highlighted that he felt that institutional leaders and colleagues throughout the institution supported him. He felt supported by the administration and felt that there was a network of people that

welcomed racially minoritized faculty members, and added that his department did really

well compared to others on campus he has heard of.

Tina reflected on how the support of her colleagues impacted her career success.

She noted that a source of this success was having good people keep an eye out for her by

either reaching out to them or having them find her. She maintained that her network has

kept her grounded and had significant impact on her life. Tina considered herself

fortunate, as someone who had a lot of people who support her and bring her back to

reality. She explained that when she has doubts or concerns, she knew her support

network would be supportive, but also willing to challenge her. She explained that the

university and the department in particular were very supportive of her. For example,

when she was hired, she negotiated being able to teach courses that she had already

prepped. She expressed that the culture in her department was very easygoing and had

always been a collegial place. An example she gave was that the department did not vote

on anything, they operated by utilizing a consensus model over the years.

Acknowledgment of other social roles. Holistic institutional support requires an

institution to acknowledge the whole individual, not just their academic roles as scholars

and researchers. A few participants emphasized the importance of receiving support in

areas of their life outside of the academy. Participants noted that when institutions

acknowledged stressors that accompanied navigating a new city and institution, balancing

financial obligations, and parenting roles, for example, they were more likely to succeed

and be happy at work. Delores for example talked about family leave policies that

allowed her to take a year off and not be penalized when she went up for tenure and

promotion. She also cited examples of other supportive policies at her institution that

allowed persons to take time off to care for elderly and/or sick parents without penalty. The fact that these policies were available and already built into the structures of the institution made periods of transition for faculty like Delores much easier. Another participant, Bob, mentioned that his institution had set up seminars for home-buyers and incentive programs for faculty members interested in purchasing a home in the city where their institution was located. Nearly all participants in this study talked about the value of holistic support and how it was instrumental in their journey in the academy. The essence of this theme is that faculty members who are institutionally supported feel a stronger appreciation and commitment to the institution. However, interviewees made it clear that this must also include a sensitivity and compassion regarding challenges they may face outside of the academy.

Summary

This chapter presented findings that described the lived experiences of racially minoritized faculty members working at predominantly White institutions in Colorado, and more specifically described various ways in which participants were supported by their institution. Excerpts from participant interviews were presented in order to support the eight themes identified throughout the study. The eight themes highlighted in this chapter were: 1) Connections to Same Racial Groups, 2) Production of Culturally Relevant Knowledge, 3) Engagement with People from Different Races, 4) Validation of Identities, 5) Opportunities for Collaboration, 6) Humanized Experiences, 7) Proactive Institutional Cultures, and 8) Holistic Support. The following chapter provides a discussion on the findings in relation to the research questions, as well as outlines key

elements necessary to cultivate campus environments that foster and support racially

minoritized faculty members' success.

Chapter Five: Discussion

This phenomenological study explored how racially minoritized faculty members experience predominantly White institutional environments and examined the factors that contributed to their success. Twelve tenured racially minoritized faculty members, from six PWIs in Colorado, were included in the sample. The eight themes that emerged from participants' experiences were outlined in chapter four: 1) Connections to Same Racial Groups, 2) Production of Culturally Relevant Knowledge, 3) Engagement with People from Different Races, 4) Validation of Identities, 5) Opportunities to Work Collaboratively with Others, 6) Humanized Environments, 7) Proactive Institutional Cultures, and 8) Holistic Support.

This chapter expands the discussion of the findings in response to the research questions, specifically the first two sub-questions and the central question. I identified excerpts of participants' experiences that were most salient to the focus of this study and combined them into a paragraph to create composite narratives that follow in the next section. Answers to the research questions were introduced with these composite narratives. Additionally, I discuss why, how and in what ways, race matters to the experiences of racially minoritized faculty members, and offer recommendations for how PWIs can create conditions for underrepresented faculty to succeed. Lastly, I outline five major elements necessary to foster campus environments that facilitate the success of racially minoritized faculty.

Faculty Description of their Campus Environments

The first research sub-question focused on the description of participants' experiences at PWIs and aspects of institutional environments that contribute to faculty success. These responses provided insights into how PWIs work to create, sustain, and improve environments that allow racially diverse faculty to thrive.

> When you're in these kinds of environments, you never quite feel at home. You never quite feel at home. And I've been here 26 years. It's like long periods walking through the desert, punctuated by these incredible highs of working with young people and helping them. There's an element of survival in there. But it's figuring out how to do that, and then not losing myself in the process. For me this has been fulfilling but very strategic. You have to be selective about the kind of struggles that you engage in. Try to win most of the battles so you can win the war. I mean the goal is to survive the mini battles so you can win the war and the war actually is the war for my people to have access.

In addressing the first sub-question, all participants noted that their lived experiences within a PWI was extremely complex. Faculty members in the study were asked to summarize their lived experiences at a PWI and their responses to this question clearly illustrate the complexity of their lives in respect to their jobs as tenured faculty members at PWIs. Most participants talked about their institutions and departments in favorable ways, and expressed that they felt supported, and respected, often times identifying tangible ways in which their institution supported and affirmed them. Participants gave examples about institutional leaders incorporating their identities and experiences in the

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development of policies and practices; such actions contributed to participants feeling a sense of belonging and a sense of validation.

However, while participants discussed many positive aspects of their experiences working at PWIs, they also pointed to the challenges of being the only, or one of few, minoritized faculty in their department, college and institution. For example, Delores reflected upon her experience and mentioned that the financial support she has received to support her scholarship and teaching significantly impacted her experience. She noted that in addition to funding, her department and dean were supportive of her specific community-based research area. She also pointed out that while she felt comfortable in her work environment, she was often tokenized with respect to service on campus. Delores shared that whenever there was a diversity initiative on her campus, she was always asked to play a role on that committee; however she noted that often times she was the only faculty member of color on numerous committee's simultaneously.

Some participants such as Cesar, Manuel, Lydia, and Blanca explained that for them, academic spaces in predominantly White environments involved constant negotiation, so while they were successful in earning tenure, productively publishing, and obtaining national recognition as scholars, it was not without struggle. Participants noted issues such as disregard for their scholarship and professional interests as examples of not being taken seriously in their work environment; attributing such regard to racism and oftentimes, the intersection of racism and sexism.

Faculty members including Blanca, Brooke, and Vicente, described challenges that centered on issues of survival, racial hierarchy, authenticity, and invisibility. In fact, Brooke pointed out the irony of feeling invisible and hyper-visible at the same time. She

explained that, in many instances, she was often forgotten - that is, until there was a need for a racially diverse faculty member, or a faculty member who could relate to racially diverse students. Another participant, Blanca, explained the issue of survival in the academy. She expressed that her main goal was to try to win most of the battles in order to win the war because surviving the mini battles at PWIs has paved the way for people from her community to access education; her strategy involved choosing her battles wisely.

Delores gradually gained skills to effectively navigate the academy. While her experience as a racially minoritized faculty member at a PWI was fulfilling, she always had to be strategic. Luis, who has worked as a faculty member for over twenty years in the academy noted that he still never quite felt at home. In his view, there was never a moment that Black and Brown people were not thinking about how they fit in or how people perceived them. Tina mentioned that there were bumps and bruises along the way, but felt like she has come out on top. She recognized that, as a person of color, she would always have to deal with navigating various aspects of her identity within academia.

Other participants such as Jeremy and Wanda discussed differential treatment and the presence of racial hierarchies in their academic spaces. They talked openly about being treated as less than other racially diverse faculty. Examples included being overlooked for opportunities such as promotion and professional development opportunities, as well as having their research and scholarship dismissed. Jeremy noted that as an Asian-American faculty member, he was treated differently from his Black and Latino peers across the institution. He mentioned that it really depended on "what color

you are," adding that he received, in some instances, better treatment than his colleagues from other racially diverse backgrounds, specifically faculty from Black and Latino backgrounds.

Participants such as Brooke and Blanca expressed concern about the empty rhetoric around diversity at their respective institutions. They mostly felt that their institutions were caught up in using buzzwords like diversity and inclusion, but few felt that this was intentionally woven throughout the campus culture and environment. Brooke and Blanca also highlighted that diversity initiatives were almost always geared towards students of color, and not faculty or staff of color. They cited examples of diversity and inclusion programming and explained that these were not necessarily institutionalized, but more occasional programs that were optional for the college community. Literature on the experiences of racially minoritized faculty members in PWIs supports the experiences of faculty participants in this study.

Smith (2014) echoes the sentiments shared by many participants regarding PWIs' cultures of exclusion. Such cultures can affect people of color in many detrimental ways. Patitu & Hinton (2003) highlight some of examples, including psychological trauma and constant questioning of one's abilities. Additionally, racially minoritized faculty members are left to feel that there is not a seat at the table for them (Williams Shealey, Alvarez, McCray, & Thomas, 2014). Participants shared that despite the challenges they faced working at PWIs, they still enjoyed their roles as faculty members and spoke about their resiliency as people of color in predominantly White environments. Challenges outlined by participants included not having others around them who represented their racial, ethnic and cultural identities, racial hierarchy, lack of information regarding tenure

and promotion requirements, and cultural taxation. Participants noted that they were able to navigate through these challenges and thrive because of their institutions' provisions of unique opportunities and support during their time at a PWI. The campus environment and culture was essential to racially minoritized faculty members, as they felt that welcoming campus spaces allowed them to be themselves and engage in work they cared deeply about. Although the larger campus climate in many instances was negative, departments aided in participants feeling welcomed and genuinely cared for.

Aspects of Institutional Environments that Contribute to Racially Minoritized Faculty Members Success

> Being with my community feeds me in a certain way and I can watch and think deeper about what it mean to be a person of color in White America, right? I study ethnic identity. I study internalized racism both of which are unique to communities of color. And I mean part of the reason I even entered into this work was hoping that I would impact Latino communities as it related to higher education. And hopefully encourage or make it more accessible to folks. So yes, people were helpful to me. But they were helpful to me in the sense of navigating the ins and outs, right? Like, this is what you need to do to get tenure. Publish this, teach these classes, right? Within the department. Outside of the department, people were helpful in terms of how to do that as a person of color. And so thinking about it now, that's something that I've tried to keep in mind. Support comes from my dean who really, really understands the importance of neighborhood and place in a person's development. She gets it. She grew up in New York, a different era. So I think she understands how a place can really have

influence and shaping. I said I want to thank my provost publically for hiring this dean. The fact that you hired him and he was a black man – and I emphasized black – made all the difference in the world. Because I was – as you said, I was not seeing images of me. And I feel like this current dean – like I said, I mean, there's a part of me that wants to pinch myself and say is this really real. You just rarely find someone, especially a White woman, who is as she is. I think it's a supportive campus culture, particularly within the school, within the school more so than I think a larger university. I think it's a good place to be if you're a person of color, depending on the program, some programs more so than others.

All participants discussed the importance of institutions meeting their professional and personal needs; these needs were reflected in the themes that emerged from the study. Participants felt that these eight elements contributed in some way to their professional and personal success in the academy. The first four themes fall into the group *practices that validate identities and strengthen community*. The last four themes fall into the group *racially inclusive institutional cultures*. First, faculty shared that they needed to be able to connect with others who shared their racial identity; this encouraged a feeling of belonging and familiarity. Study participants including Blanca, Bob, Brooke, Luis, Lydia, Manuel, and Wanda explained that having access to colleagues, mentors, and students with a similar racial background drastically improved their experiences working at PWIs.

Second, participants noted the importance of institutional support to acquire, generate, and disseminate knowledge relevant to their racial and cultural communities. Specifically, Brooke, Cesar, Jeremy, Vicente, and Wanda discussed the critical

importance of the availability of opportunities to access funding for their scholarship focusing on minoritized communities. Additionally, they discussed the benefits of institutional and departmental funding to present their work at conferences, and access professional development opportunities focused on diverse communities. This financial support was important because faculty members were able to showcase their work, expand their networks, and build upon their research agenda. In addition, this support allowed them to advocate for, and give back meaningfully to, the communities they came from. Third, participants, such as Delores, Jeremy, Tina and Blanca, talked about the benefits of engaging with people from different races as being significant to their ability to succeed at a PWI. This was often manifested in positive relationships with supervisors, peers and mentors.

Fourth, participants noted the importance of being validated in their departments and/or institutions. For participants like Blanca, Luis, Manuel, and Tina, this validation was manifested by the number of cultural centers and diversity and inclusion offices on campus, in addition to a broader institutional commitment towards values of equity and diversity. They all praised their institution's commitment to integrating and operationalizing buzzwords like diversity and inclusion intentionally into their mission and vision, as well as throughout campus-wide initiatives.

Fifth, participants credited much of their success to the availability of collaborative opportunities with others within their disciplines, as well as outside of their discipline. Bob, Manuel, Cesar, Delores, Lydia, and Vicente cited both informal and formal ways of collaborating with others in the institution (example: informal writing groups, research papers, conference presentations), and spoke positively about the

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significance of these efforts. They saw collaborative efforts as great opportunities to meet other faculty members with shared interests across disciplines and connect with others in their institution.

Sixth, participants spoke about the importance of having people in their department and/or institution who genuinely cared about them personally and professionally. Participants, including Blanca, Brooke, Jeremy, Lydia, and Tina, highlighted that in order for them to be successful; they needed advocates and leaders who took a holistic approach towards their varying needs. Participants also discussed the importance of developing meaningful friendships with supervisors, colleagues, mentors, and institutional leaders. They spoke confidently about their success and feelings of happiness when they were able to establish friendships with others in the same institution.

Seventh, participants who had access to information, particularly about the tenure process, felt that they were better prepared to navigate their institutions. Participants, including Luis, Tina, Lydia, Brooke, Jeremy, and Blanca, recalled that when they had people in their department, as well as outside of their department, that helped socialize them into the academy and proactively provide information; such mentors allowed them to access critical information before they knew they needed it.

Lastly, a key factor that all participants spoke about in relation to their success was the availability of holistic support. All 12 faculty members discussed the fact that when various elements of their environment were supportive, they were more likely to succeed. Examples of holistic support included the availability of institutional agents who empowered faculty and supported them as people and scholars, institutional policies that foster supportive environments for racially diverse faculty, and access to funding for

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the development of their research and teaching interests. The extent to which institutions incorporate these eight themes contributes to the extent to which racially minoritized faculty succeed in the academy.

Campus Environments Shaping the Experiences of Racially Minoritized Faculty Members

> I would say compared to other places, we're actually quite a few steps ahead. But we're still figuring it out and still learning. There's an institutional commitment to being progressive, which I think is important and impressive and makes me excited to be here. There is some learning going on about what it means to be committed to social justice and inclusive excellence. I would say that compared to other institutions, we actually are doing pretty well. It is part of the culture at my institution that everyone wants everyone else pretty much to succeed. So we all mentor each other but we're all going to provide as much support as we can to one another and that's a form of adult mentoring almost. The support for my research and teaching is the reason I am still at my institution. Overall campus climate and culture definitely has an impact on the overall experience of racially minoritized faculty members. When things are going well I feel like I am priority for the institution, and conversely when the campus is hostile I don't feel like I belong.

In addressing the central research question, participants unanimously noted that their experiences as tenured racially minoritized faculty members were extremely influenced by the campus environments in which they worked, along with the general culture and climate present at their institution. Interviewees, such as Wanda, Manuel,

Bob, Brooke, Tina, and Luis, noted that campus climate and culture greatly impacted their own experiences, and many of the experiences of colleagues and friends in the academy. Brooke noted the progress her campus made in light of past racial incidents across the country; her institution started conversations and launched various initiatives that explicitly addressed issues of campus climate for minortized communities in an effort to foster environments that holistically supported the experiences of racially minoritized faculty members. Hurtado et al., (1999) echo the sentiments shared by these participants by highlighting that institutional climate heavily impacts the experiences of racially diverse populations in the academy. Specifically, participants noted that access to others with the same race, or similar cultural identities was an important factor that shaped their experience.

Others explained that while it was difficult to be in environments where they did not see themselves physically represented, they were better able to navigate their environments when they felt a genuine commitment from their institutions to provide them with opportunities to connect with others like them. Blanca, Luis and Lydia highlighted that the more their institution created positive campus climates the more positive their experiences were. Thus, it is important to create opportunities for racially diverse faculty to connect with others with shared backgrounds in order to foster environments where faculty feel comfortable and are motivated to be productive and successful.

Additionally, participants explained that campus climate influenced them in other ways, specifically related towards cultural taxation - the burden placed on racially diverse faculty to be involved in service within their institutions (Padilla, 1994). For example,

when students of color were impacted negatively by their campus environments, they often sought refuge in racially minoritized faculty members. Blanca noted that the emotional labor that accompanied that type of support for students of color was unique to the experiences of racially minoritized faculty members, especially at PWIs (Stanley, 2006). White faculty are not typically burdened with this type of responsibility the way racially diverse faculty are because the needs of White students and peers differ significantly from those of students of color (Iacovino, & James, 2016).

When it came to service, faculty felt that when institutions acknowledged their commitment to their home communities, and were allowed to participate in service of their choosing - with their communities, their experiences were more rewarding and less taxing. As Baez (2000) points out, racially minoritized faculty members who participate in, and are institutionally supported, use service in positive ways to further themselves as scholars and advocates. This was evident especially when participants spoke about opportunities to collaborate with others within their department and across disciplines. Baez (2000) highlights that when racially minoritized faculty members get service opportunities, they develop agency within their institutions and connect with their communities in significant ways. Many of these meaningful service opportunities became available because of collaborative projects with other racially underrepresented faculty members in their campus environments. In addition to service, all participants benefitted from collaborations across campus, including scholarly research endeavors such as joint publications, national conference presentations, and team teaching opportunities.

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Participants stressed that positive relationships between racially minoritized faculty members and supervisors and peers influenced their success. These relationships as outlined by participants such as Jeremy, Wanda and Cesar were not just surface-level, but were deep, authentic relationships. For these participants, friendships evolved over time from a mentoring relationship or led to mentoring relationships. For racially minoritized faculty members in this study, collegial relationships greatly enhanced their overall experience and contributed to feeling welcomed in their environment. Butner et al. (2000) highlighted that various forms of collegial relationships were not only important but were crucial to the success of minoritized faculty in the academy. In fact, Wanda and Manuel alluded to the importance of humanized environments: they noted that when institutions prioritized an affirming and welcoming environment for faculty members and their work, they felt that they were genuinely valued and included as part of their institutional or departmental community (Milem et al., 2005; Piercy et al., 2005). Positive and supportive relationships with supervisors and colleagues contributed to the creation of environments that prioritized racially minoritized faculty members. This meant that faculty felt that there were people in their institution who truly valued them for who they were, and would support them no matter what.

In environments that prioritized active support of scholarship centered on minoritized communities, faculty shared that they felt as if they belonged and could freely do work that advocated for their communities without feeling pressured to engage in work that was not aligned with their own goals. Many participants in the study saw themselves as producers of knowledge that was limited, but important to their field and

also society. When value was placed on participants' roles as producers of knowledge, it significantly impacted how they perceived their campus environments.

Since racially minoritized faculty members that engage in work around marginalized communities often have few people who understand the significance of their scholarship, it is important that institutions support and value research about marginalized communities (Fries-Britt et al., 2011). It is noted by Turner and Myers (2000) and Fries-Britt et al. (2011) that support for this research is crucial to the success of racially minoritized faculty members, not only for their own professional success but also in order to advance research about their communities. Additionally, support for incorporating this work into the classroom was also mentioned as a mechanism to raise awareness through teaching as well as research. Participants such as Delores and Lydia discussed the importance of being able to integrate their identities and experiences into the classroom freely without fear of retaliation or penalty. This was just one example of how they felt they were valued as producers of culturally relevant knowledge. Furthermore, validation of scholarship and teaching was also coupled with value placed on their individual racial and cultural identities. This aspect of participants' campus environment reiterated that they were welcomed, appreciated, and celebrated by their institutions.

As participants detailed their current and past experiences working at PWIs, they identified other areas in which institutional environments contributed to their overall success. This also included opportunities to engage with others of different races; this enriched participant experiences and in many cases, when interacting with people from dominant groups, taught them how to navigate the academy in different ways. In

addition, the need for proactive institutional cultures that anticipated the needs of racially diverse faculty was included. This was important in order to ease the burden that racially minoritized faculty members inevitably face in the academy.

Participants noted that they would not be successful in the academy without strong institutional support. Support was a broad topic of conversation, but was specifically spoken about in relation to funding for their scholarship and teaching. Many noted that they would not have been able to develop their research interests and broaden the scope of their scholarship without financial resources from their department and in some instances, the institution. Additionally, funding for graduate assistantships to help to execute various aspects of their research was also mentioned as crucial to their success. Participants also discussed the significance of institutional support for their lives outside of the academy, with specific reference to their roles as spouses, parents, and caretakers of elderly parents.

Finally, participants noted that the proactive nature of their institution played a big role in helping them to learn to navigate the rules of the academy, particularly on their journey to tenure and promotion. The more supportive and proactive the institution was the more likely faculty members were to earn tenure and promotion. Participants shared examples mostly about their experiences in their department and/or college, and a few participants connected those experiences to the broader culture of the institution. All participants felt the challenge of being a person of color in a predominantly White space, often times as the only person of color or one of a few in their department and college. As such, institutions should pay particular attention to creating environments that focus on fostering success for underrepresented populations. All participants felt that it was the

responsibility of their institution to adequately foster environments that facilitated their success and not the responsibility of the faculty themselves, indicating and further reinforcing the need to move away from individual responsibility and start thinking about the role of institutional responsibility in creating affirming and validating environments.

All themes that emerged from the study contributed in some way to shaping the experiences of racially minoritized faculty members and enhances our understanding of how campus environments impact the success of racially minoritized faculty members, especially at PWIs. All participants talked about the eight themes as important pieces that ultimately contributed to their success. As such, institutions should exercise a greater degree of intentionality when trying to foster campus environments that support their needs. When participants felt most supported or validated, they performed better, had stronger relationships with supervisors and colleagues, and reported having a more enjoyable experience.

When campus environments incorporated various aspects of each of the themes mentioned in this study, participants were more successful and ultimately had a much better experience at their institutions. The eight themes that emerged from the study were condensed into five main elements that institutions should consider when thinking about ways to create campus environments that foster and facilitate racially minoritized faculty members' success. These elements incorporate the racialized aspects of racially minoritized faculty members' experiences and explicitly address issues of race in campus environments.

Acknowledging that race matters in the academy and in the work environment is necessary in that it allows racially minoritized faculty members to bring their whole self

to the table and not feel isolated. It also allows them to know that the institution is

making an effort to consider the shortcomings of the institution in relation to racism and

discrimination. With this in mind, it is important to understand and recognize how this

translates into creating conditions that foster success for racially minoritized faculty

members.

Next, I discuss what is needed to make these conditions a reality, specifically at

PWIs. The following section will go into more detail about the key elements needed to

create these conditions. When considering how to develop campus environments that

facilitate and support success for racially underrepresented faculty, institutions should

consider the following: a) acknowledging and understanding that race matters, b)

facilitating positive interactions and healthy relationships, c) building racially affirming

and culturally inclusive networks and communities, d)fostering humanizing, racially and

culturally validating environments, and e) aligning mission, goals and values with

institutional behaviors, actions and outcomes.

Creating the Conditions for Success

In order for racially minoritized faculty to be successful, it is crucial that their

respective institutions understand the factors needed to support them. The findings in this

study support and extend literature that emphasizes the need for institutions to be more

racially and culturally inclusive, especially in regards to underrepresented faculty who

comprise a significantly lower number of faculty positions than their White colleagues

(Turner et al., 1999). Barriers that racially minoritized faculty members face are often

rooted in racism and discrimination that are many times perpetuated by institutional

missions and action, in addition to a lack of attention paid to the unique needs of these

faculty members (Bonilla, 2006). Consequently, racially minoritized faculty members tend to achieve tenure and promotion at lower rates when compared to their White peers, and experience very different campus climates that tend to be more isolating (Johnson-Bailey & Cervero, 2008). This is mostly attributed to the racialized experiences that racially minoritized faculty members have in the academy, and particularly in predominantly White spaces - limiting their sense of belonging.

Participants consistently noted how racialized experiences were a salient part of their daily lived experiences at PWIs. Race matters because it is a socially constructed notion of superiority of one race over another, and as such, the experiences of racially diverse faculty come with many disparities that are influenced by racism, including unfair treatment, non-equitable environments, and barriers to tenure and promotion (Turner, 2003). Because of their racialized experiences, racially minoritized faculty members rely on varying support systems present in their campus environments in order to facilitate their success.

Racially minoritized faculty members benefit from a sense of community and validation, similar to their home communities. As such, campus environments should strive to replicate the comfort and support faculty members receive in these communities, and encourage the development of communities on campus where they can engage holistically. When institutions acknowledge barriers, like many of the institutions represented in this study, meaningful change that contributes to racially minoritized faculty members' success can occur. Participant experiences clearly emphasize the fact that institutions can foster environments focused on racially minoritized faculty members' success. As such, it is crucial for PWIs to acknowledge and consider the

following elements in order to provide a starting point to create the conditions and environments for racially diverse faculty to thrive.

Acknowledging and Understanding that Race Matters

It is not surprising that racism exists in the academy since educational systems are microcosms of societal norms. Therefore, racism on campus is real and not a figment of our imagination. This is no different for racially underrepresented faculty in academia. Often times the experiences of racially minoritized faculty members are minimized and devalued due to institutionalized racism and the existence of racial hierarchies. Institutionalized racial hierarchy is defined as normative and structural ways in which racially minoritized faculty are treated differently and have limited access to various opportunities including decision making (Jones, 2000). We know from the literature that racially underrepresented faculty do not benefit from their campus climates and cultures in the ways that their White colleagues do. In fact as Jayakumar et al. (2009) point out, there is hardly discussion in the academy around racial privilege and hierarchy. While attention is often paid to the challenges faced by underrepresented faculty, there is little research that examines how privilege works in the favor of White faculty. This, as Jones (2000) notes, is because institutionalized racism favors the dominant groups.

Specifically, study participants shared that they felt isolated in many instances, despite their consistent successes in relation to how their White counterparts were treated. This also manifested among participants from different racial groups, in particular Black/African Americans and Latinos. Many participants in this study talked about racial discrepancies in relation to treatment and resource allocation between minortized communities and were quick to point out that not all 'colors' were equal. This was a

message often perpetuated by their institutions in terms of their approach towards Black/African American, Latino/a faculty. Specifically, Black and Latino participants noted that their experiences were significantly different from their Asians peers. These sentiments were echoed by the one participant of my study who identified as Asian American and perceived to be treated better than their Black and Latino peers across campus.

Black participants also noted that they felt less supported than their Latino peers across the institution. Jayakumar et al. (2009) noted that when research on racially minoritized faculty members was disaggregated, there was a significant difference between the satisfaction levels of Black and Latino faculty. Jayakumar et al. (2009) also posited that racial hierarchy in the academy often worked without "malicious intent" (p. 555). This meant that there was an unconscious approach towards cultivating equitable environments, so while underrepresented faculty members struggle with their campus climate and culture, White faculty benefit from said environments (Jayakumar et al., 2009). Therefore, institutions must take a conscientious approach towards addressing the racial discrepancies exhibited among faculty. This can be done by recognizing the difference in how these two groups of faculty experience the campus environments, and being aware of the dynamics of privilege in the experiences of both White faculty and racially minoritized faculty members.

Often, racially minoritized faculty members are aggregated into larger groups and their experiences are generalized as such. Nevertheless, it is critical to remember that although faculty might be members of these larger groups, heterogeneity exists within these communities, which highlights the importance of individual experiences. While

there is definitely benefit in examining racially minoritized faculty members collectively, there are also drawbacks that include ignoring the unique issues and needs that face each racial group and the individuals within them (Jayakumar et al., 2009). The experiences of racially minoritized faculty members are indeed a function of race. That is, larger societal systems have shaped inequitable perceptions of race that afford people different levels of opportunity.

As such, racially minoritized faculty members experience predominantly White environments in very different ways, based on their race and the context of the PWI. This is important to note when thinking about why race matters to the experiences of underrepresented faculty. Race matters because it impacts how faculty members are perceived and how they are treated in the academy and in their roles as professors. Specifically, race affects how people from dominant racial groups view scholarship that centers on marginalized communities and in turn influences the level of support and resources that racially minoritized faculty members receive. Thus, the challenge of racial hierarchy for participants in the study paralleled findings from the research that illustrated the difficulties around being a faculty member of color in the academy (Jayakumar et al., 2009).

In order for institutions to challenge issues of racial hierarchy, it is important to examine the needs of each racial group individually, rather than put all faculty members into one monolithic group and assume that they all encounter the same barriers. Furthermore, institutions need to hire more racially minoritized faculty members and work towards shifting institutional composition and culture in order to acknowledge, address, and challenge institutionalized racial hierarchies.

Cultural taxation. The literature clearly states that racially minoritized faculty members do more service than White faculty (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000; Jayakumar et al, 2009). Specifically that which relates to service with students, internal diversity, initiatives, and committees, as well as external community organizations. The findings of this study support results from the literature on cultural taxation and provide insights related to how extensive involvement in service may hinder a faculty members' success, particularly underrepresented faculty. Furthermore, turnover for racially minoritized faculty members, as pointed out by Piercy et al. (2002), is also greater than that of White faculty, partly because of the difference in institutional demands placed on racially minoritized faculty members versus White faculty.

Participants in the study cited examples of leaving one institution to go to another institution because they felt burdened with service and an overall devaluation of their scholarship. This could be an indication that while racially underrepresented faculty members enjoy service, it potentially impedes their success in the academy. However, as Turner et al. (2008) note, while service can be a burden for racially diverse faculty, it is also a source of inspiration for them, and often keeps them connected to, and involved with their communities. Participants confirmed this sentiment by expressing that they felt an obligation to their communities, but struggled with other requirements that counted more towards tenure and promotion. The difficulty for faculty members then became where to draw the line between meaningful service and service that merely required their participation because of the diversity they bring to these initiatives (Martinez, Chang, & Welton, 2015).

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The example above reflects the literature findings about the lack of support that faculty experience with respect to involvement in service. In my study, racially minoritized faculty members felt the strain of service, but received support that helped them to manage their time wisely. Specifically, those participants seemed less concerned about their involvement in service because they relied heavily on their department or institution's intervention to negotiate commitments. Most participants outlined that their departments, specifically their department chairs, provided support in meaningful ways that allowed them to choose their involvement in service wisely. What this tells us is that support, especially from supervisors and leaders, is crucial for racially minoritized faculty members, who are more often taxed than White faculty, especially in relation to service. Service should therefore be more closely examined and evaluated as a salient issue that influences and potentially impacts the success of underrepresented faculty in the academy. This point raises considerations around what elements are most valued for tenure and promotion, particularly for racially minoritized faculty members who are required to engage in more service that their White counterparts.

Unsupportive Environments. Many racially diverse faculty members report that they experience unsupportive campus environments that contribute to feelings of isolation and frustration, when compared to their White peers (Turner et al., 2002). The roots of unsupportive campus environments are racism and discrimination which, in turn, create institutional environments that are difficult for racially minoritized faculty members to navigate. In my study, this emerged through participant's accounts of their unwelcoming environments. For instance, participants recalled that while they were

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successful and managed to navigate their academic journeys, they often felt less supported than their White peers.

Other participants noted that they felt their institutions were trying to operationalize inclusivity and create welcoming environments in which they felt comfortable. Specifically, participants credited their departments with effectively creating programs and initiatives that were designed to challenge unsupportive environments towards marginalized groups on campus. Examples given included centers on campus funded specifically to develop and support the advancement of historically marginalized faculty. These centers not only helped faculty to engage in work with their communities, but also fostered interdisciplinary approaches to research and teaching. The presence of such centers challenged institutional norms and helped to develop a culture of inclusion.

This study underscored the need for institutions to address the climate of academic work environments; specifically, challenging norms that contribute to the overall institutional culture and climate at PWIs. While programs and initiatives serve a purpose and are definitely a starting point to create welcoming and affirming environments for minoritized faculty, centers like the one mentioned above do not automatically include all faculty members from minoritized communities. Only a select number of faculty members get chosen due to limited funding. So, not all racially minoritized faculty members are exposed to the benefits of these centers on their campus. Additionally, regular campus climate assessments should be conducted in order to understand what is going on in the environment in an effort to inform change across the institution.

Participants indicated that they were not always aware of ways their institutions addressed issues of campus climate and culture. I concluded that either campus climate surveys were not conducted on their respective campuses or the results were never shared with campus constituents. According to Harper and Hurtado (2007), this lack of communication between institutional leaders and faculty could indicate a discrepancy in the level of commitment from the institution to all its constituents, but particularly to diverse populations. In order to create equitable and non-hostile environments, institutions will have to go above and beyond existing efforts in order to ensure that all racially minoritized faculty members have access to initiatives and information in the name of transparency. Utilizing a conceptual model similar to the CECE model to examine and evaluate experiences of marginalized faculty members is one such strategy that can potentially inform institutional change. Furthermore, institutions must work intentionally towards changing how racially diverse faculty experience and/or perceive their campus environments.

Facilitating Positive Interactions and Healthy Relationships

Racially minoritized faculty members combat feelings of isolation by coming together and working collectively with other colleagues with shared identities (Butner et al., 2000). Since racially minoritized faculty members benefit from collectivist cultures and depend on collective communities for their success, it is critical to create programs and organizations that allow faculty members to see themselves reflected and lead to positive peer group interactions (Butner et al., 2000). Findings from my study align with earlier studies that assert that communities play an important role in the lives of racially minoritized faculty members. Butner et al. (2000) also state that positive relationships

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are crucial for racially minoritized faculty members in order to understand the unwritten rules of the academy in navigating their journey. Thus, it is important to create environments that foster success for racially minoritized faculty members within their own racial and cultural communities through collegial relationships.

Participants found these communities among their colleagues and students within their institution. By creating a community among each other, participants expressed that they were able to form a common bond and be better supported to navigate the academy. Additionally, participants were more productive when they worked collectively with other racially diverse scholars in the academy. Many felt that connecting with their communities provided a space to network, collaborate, and face struggles of academic life. Sense of community is crucial to the success of racially diverse faculty members, and contributes significantly to their ability to survive and thrive in academia. From participant interviews, it appeared that mentoring programs may be a good place to start when thinking about how to connect faculty members with each other across campus.

Building Racially Affirming and Culturally Inclusive Networks and Communities

Academic communities based on racial and cultural identity include faculty, students, and staff with same race and similar cultural identities and backgrounds. These communities are an important resource for racially underrepresented faculty. This is mostly facilitated through academic departmental collaborations, interdisciplinary scholarly collaborations, and national networks. Participants made reference to their internal academic community, which included colleagues at their institutions nationally and globally. Many of these relationships were developed in graduate programs, through shared mentors, common research interests, and national associations. Academic

communities served as support systems for racially minoritized faculty members in respect to their professional and personal lives both inside and outside of their institutions. Many faculty members also benefited from interdisciplinary opportunities that involved collaborative research projects, co-teaching, and national conference presentations. For racially minoritized faculty, moving away from an individualistic academy fostered a sense of community that positively impacted their experiences and contributed to their success.

Many racially minoritized faculty members are new to academic environments, meaning that many possess fewer opportunities to access social and cultural capital, when compared to their White colleagues, to navigate the academy. As such, racially minoritized faculty members need to be provided with opportunities to connect with mentors, networks, and other resources that invariably support their success and aid in navigating the academy. An example of this is institutions encouraging racially minoritized faculty members to strengthen and maintain their national networks through professional affiliations. Since racially diverse faculty bring multiple identities to the table, namely racial and cultural, it is crucial that they are in environments that allow them to connect with others with shared identities and experiences, and receive affirming messages that are directly related to their race and culture. Receiving support for their racial and cultural identities can contribute to faculty feeling a sense of belonging to their environment, which in turn increases their levels of production (Turner, 2003).

Participants explained that when they were provided with professional development opportunities, mentoring relationships and networking opportunities, inside and outside of their institution, they felt a deeper connection to and with their institution.

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Additionally, resources such as grants to further scholarship and racially minoritized faculty members' associations were extremely important to faculty as they worked towards tenure and promotion. Having access to these resources was crucial to helping faculty understand their roles in the academy and effectively navigate this context.

Therefore, institutions should strive to build cultures that focus on providing underrepresented faculty with opportunities for networking, professional development and mentorship. When given these opportunities, racially minoritized faculty members can advance themselves in important ways that lead to their success in the academy.

Fostering Humanizing Racially and Culturally Validating Environments

In order to understand how to create validating institutional campus environments it is important to outline the components of non-validating campus environments, as noted by participants in this study. The primary aspects of non-validating environments are racially minoritized faculty members struggling with feeling as if their racial and cultural identities do not matter along with their scholarship, and a disconnect between espoused values of the institution and actual faculty experiences. Racially minoritized faculty members who feel like their racial and cultural identities or scholarship do not matter to an institution are generally unhappy with their experiences and in a few instances leave their institutions (Griffin, Pifer, Humphrey, & Hazelwood, 2011). However, even though many participants in this study were not happy with their campus climate, they engaged in various acts of resistance in order to navigate negative campus environments. Griffin et al. (2011) noted from their study that these acts of resistance are necessary for racially minoritized faculty members to survive and counteract environments that do not support their unique needs. In addition to lack of

acknowledgement of their racial and cultural identities, participants expressed that they desired support for roles they had outside the classroom; for example as parents, spouses, and caretakers. Therefore, campus environments should affirm who racially minoritized faculty members are inside and outside of the institution by providing holistic support that takes their other responsibilities and all their identities into consideration.

Support for research that incorporates racially minoritized faculty members' experiences and identities is crucial and keeps underrepresented faculty connected in many ways to their communities, since they are constantly advocating for and on behalf of their communities. This is a key factor that contributes to the success of racially minoritized faculty members, and as such, institutions should pay keen attention to providing opportunities that keep them engaged with their communities. Racially diverse faculty members commonly contribute to higher education by exploring marginalized scholarship that is usually focused on minoritized communities and experiences, from which they usually belong (Antonio, 2002). However, scholarship by racially minoritized faculty members is often devalued and met with resistance. This is because of double standards towards White faculty and racially underrepresented faculty. Since the academy is subjected to privileged ways of being and knowing, mainstream research from White faculty is often seen as more credible than racially diverse faculty as it parallels with societal expectations and norms (Turner et al., 2008). Often times, research centered on marginalized communities is deemed as contentious or troubling since it challenges dominant ideology. Validation of scholarship was especially important because of the stereotype attached to the research that racially minoritized faculty members usually conduct, which often times was met with conflicting

perspectives. Therefore, institutions should empower racially minoritized faculty members to do work they desire to do by investing in their community-based, equity-minded, and engaged scholarship. This will then improve their chances for success by developing and sustaining navigational skills needed to thrive in the academy.

Aligning Mission, Goals, and Values with Institutional Behaviors, Actions and Outcomes

The success of racially minoritized faculty members reflects the institutional environment in which they belong, and therefore is directly related to the steps taken by the institution. A few participants expressed that first and foremost, institutions should be explicit in addressing campus climate. Racially minoritized faculty members had concerns about their institution's ability to follow through on conversations regarding equity and inclusion. Many participants expressed that while they felt supported by their institutions, there seemed to be a culture of empty rhetoric in their campus environments, where a true commitment to fixing issues of equity, inclusion, and support was not a priority for institutions.

Institutional strategies such as the aforementioned set the foundation for culture and climate for racially minoritized faculty members. Some strategies utilized within higher education institutions include recruitment, hiring practices, policies, training and development, and assessment. Institutional strategies are crucial to the development and success of underrepresented faculty members in the academy. They provide the framework for meaningful institutional change and support for racially minoritized faculty members. These institutional initiatives must come from the top in order to have

optimal impact on racially underrepresented populations in higher education. Paramount

to the development of institutional strategies are critical and proactive leaders who are

vocal and invested in transformational change and the need for creating validating

institutional environments for marginalized communities.

      The execution of institutional strategies affirmed the perspectives and experiences

of racially minoritized faculty members in the study and contributed to their success in

the academy. In my study, this emerged as structural institutional changes that arose

from leaders who were explicit in their demand for such supports to be built into the

institution. These changes demonstrated dedication to supporting racially diverse faculty

and their scholarship. Further, these efforts affirmed the value of faculty identities and

backgrounds, acknowledged the existence of privilege, and offered solutions to create

supportive and inclusive environments. Campus-wide strategies exemplified the

commitment and buy-in from the institution to increase campus-wide support for racially

minoritized faculty members. A few participants noted other examples of institutional

strategies that helped to validate their identities and facilitate their success in many ways.

Examples of strategies included mission statements that directly spoke about inclusion

and equity, the creation of centers dedicated to the development of interdisciplinary work

focused on racial and culturally underrepresented groups, cluster hiring, and the

development of select committees or task forces to institute university wide change - like

the development of a new leadership position for racial equity and justice on campus.

Participants also highlighted that changes in policies, such as requirements for tenure and

promotion at the department and institutional level, contributed to validation of their

racial and cultural identities, as well as their scholarship.

Institutional strategies such as the ones mentioned earlier, are essential in all academic environments but particularly in predominantly White environments that are often not conducive to the success of racially minoritized faculty members. Having strategies that informed the direction in which the institution hoped to move was helpful for racially minoritized faculty members because they saw this as an important step in taking action to validate their experiences. In order for underrepresented faculty to be successful, higher education institutions must place value on the unique experiences and knowledge that racially minoritized faculty members bring with them to the academy and act intentionally when delivering on conversations regarding diversity, equity, and inclusion. Rather than looking as racially minoritized faculty members and their scholarship as subjective and lacking rigor, as noted by Delgado Bernal & Villalpando (2002), it is crucial that institutions highlight the benefits that racially minoritized faculty members bring to the table in terms of bringing issues of inequity and social justice to light. Strategies utilized by institutions can contribute to racially minoritized faculty members having a more validating experience with respect to their identities and scholarship.

Despite the measures that various higher education institutions across the nation have taken to increase diversity at their institutions, many predominantly White institutions still struggle to foster campus environments that support and retain racially diverse faculty. This is particularly true with respect to racially minoritized faculty members' success (Clayton-Pedersen, Moreno, Teraguchi, & Smith, 2006). Despite this, it is important for higher education institutions to play a role in the success of racially minoritized faculty members. Kezar (2008) points out that institutional strategies are

crucial when trying to create and advocate for change in an institution. This is primarily because institutional strategies bring about noticeable change and can in many instances bridge the gap between espoused values and intended outcomes. This is crucial when trying to foster a validating institutional environment. Therefore, it is important, that institutions utilize strategies to show their commitment to minoritized faculty members.

Institutions can create these environments by ensuring that they follow through and commit to strategies that influence wide scale change including developing taskforces, allocating funds, providing human resources, and creating policies and practices that consider the unique experiences of racially diverse faculty. While racially minoritized faculty members operate mostly in their own departments, their experiences are influenced by various broader institutional practices such as campus traditions and diversity policies. When implementing institutional strategies it is necessary to keep in mind the unique needs of diverse populations, as well as understand that the academy can benefit from the work done by communities of color and contribute meaningfully to their success.

If higher education institutions can formulate aggressive efforts to develop and execute strategic plans that include the diverse perspectives of their faculty, racially diverse faculty will feel as if their experiences are represented and valued; resulting in a faculty body that is more content with their experiences, efficient, and effective in how they teach and conduct research. Additionally, racially minoritized faculty members will reconsider leaving their jobs and speak highly of their campus environments, and in turn contribute to a more engaged student body. Therefore, it is essential that institutions not only conceptualize strategies that support faculty success, but also commit to executing

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them carefully and with the intentionality of including diverse perspectives and experiences.

Summary

The satisfaction levels of racially diverse faculty working in higher education is multifaceted, however it should be noted that racially diverse faculty report less satisfaction with their overall experience in academia (Astin, Antonio, Cress, & Astin, 1997) than their White counterparts. Interestingly enough, despite these levels of dissatisfaction, often with their overall campus environments, racially minoritized faculty members remain resilient and manage to find ways to navigate the academy and be successful by earning tenure and promotion and developing a record of scholarship and strong teaching evaluations. Jayakumar et al. (2009) refers to this phenomenon as "transformative resistance" (p. 557), meaning that despite the odds, racially minoritized faculty members manage to navigate unsupportive campus environments. This study underscores the need for institutions to redesign campus environments that are relevant and responsive to the unique needs of racially diverse faculty, especially in addressing barriers that limit racially minoritized faculty members' success (Fries-Britt et al., 2011). The findings of this study illustrate that, in order to thoroughly foster success for racially diverse populations, institutions must ensure that personal and professional support and validation are provided to these faculty members. By supporting racially minoritized faculty members holistically and acknowledging the challenges they face openly, institutions can greatly increase the retention rates of racially diverse faculty, as well as improve rates of tenure and promotion, and overall job satisfaction. Creating campus

environments that foster success can be accomplished by considering the discussion of

findings outlined in this chapter.

Chapter Six: Significance, Implications, and Conclusion

This chapter includes a discussion of the significance of findings, implications, contributions to the literature, limitations, and suggestions for future research. Finally, this chapter ends with researcher reflections and conclusion.

Significance of Findings

Overall, this study explicates a deeper understanding of the lived experiences of racially minoritized faculty members at PWIs, and highlights ways in which institutional environments can become more responsive to the diverse needs of racially minoritized faculty members in the academy. Eight major themes emerged from this study across all participants and institutions. Of these themes, five elements were derived for institutions to consider when creating conditions to support racially diverse faculty members:

(a) Acknowledging and understanding that race matters

(b) Facilitating the development of positive interactions and healthy relationships

(c) Building racially affirming and culturally inclusive networks and communities

(d) Fostering racially humanizing and culturally validating environments

(e) Aligning mission, goals, and values with institutional behaviors, actions and outcomes.

This study sought to examine the ways in which higher education institutions positively contributed to the success of racially diverse faculty. The findings of the study confirm that when campus environments are relevant and responsive to the backgrounds and needs of racially diverse faculty, they are more likely to succeed in the academy. The CECE model was utilized as the framework for this study in order to understand how institutional environments can in fact contribute to the success of racially minoritized faculty members. The CECE framework provided an important lens to understand what elements are necessary for institutions in order to foster racially minoritized faculty members' success. The purposeful design of this study focused on the voices of the participants and allowed their experiences to be presented authentically. Each participant came from varying backgrounds and identities; they all shared valuable perspectives related to the phenomenon under study, which was how racially minoritized faculty members were supported by their institution. Their stories demonstrate that higher education institutions can and do foster environments that support success specifically for marginalized populations. Findings from this study indicate that participants who were validated and supported proactively and holistically by their institutions felt happier in their roles as faculty, achieved tenure and promotion, and had a deeper connection and commitment to their institution. Additionally, findings suggested that institutional environments were very important to the success of racially minoritized faculty members and their success.

Thus, institutions that integrated the five elements into their campus environment provided racially minoritized faculty members with access to various opportunities that ultimately contributed to their success. Findings indicated that in order for racially

minoritized faculty members to succeed, institutional environments should have all of the elements outlined. By examining and analyzing the lived experiences of 12 racially diverse faculty members working at PWIs in Colorado, I have been able to provide much needed insight into the lives of a sample of tenured racially minoritized faculty members, including the positive and challenging aspects of their environments. As well as provide insight into ways in which institutional environments can potential foster success specifically for racially minoritized faculty members. Findings from this study will contribute to a new understanding of creating inclusive and culturally engaging campus environments that allow racially minoritized faculty members across disciplines to succeed.

Institutional responsibility, as discussed in this study, goes beyond hiring racially minoritized faculty members and extends to disruption of larger systemic barriers that ensure that racially minoritized faculty members are experiencing fair, equitable, and welcoming campus environments. This study positively influences research, practice, and policy in terms of illuminating the importance of structural attention to campus climate and culture. My inherent goal was to contribute further to the literature regarding the impact campus environments have on the success of racially minoritized faculty members. The key elements in this study can influence how higher education policies and practices are created to be more inclusive of diverse populations and provide more effective and equitable opportunities for underrepresented racially minoritized faculty members.

Implications

There are several implications to take from this study, including the role of institutional leaders, availability of collaborative opportunities, academic socialization, and tenure support, as well as the development of a conceptual model for racially minoritized faculty success. Higher education institutions play a central role in cultivating faculty success. It is therefore important that institutional leaders (Deans, Department Chairs, Provosts, etc.) take the identities and backgrounds of faculty into consideration when developing policies and practices that will inevitably impact them in their roles as faculty members. While higher education institutions broadly can benefit from this study, PWIs can especially learn to develop campus environments that maximize the success of racially minoritized faculty members by paying attention to concrete examples provided in this study.

Since PWIs tend to have unique environments that can isolate racially minoritized faculty members, it is essential that institutional leaders at those institutions carefully address aspects of the campus environments that contribute to the success of faculty, and reduce feelings of isolation. Furthermore, while the findings in this study provide insight into the daily lived experiences of racially minoritized faculty members, they also provide a better understanding of what keeps racially minoritized faculty members happy and productive in the academy. Therefore, findings in this study should be seen as a starting point for institutional leaders to better understand the ways in which campus environments impact and/or hinder faculty success. Institutional leaders in positions like deans, department chairs, and provosts, should keep in mind that providing opportunities for collaboration in the unit/department matter. They should also encourage their racially

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minoritized faculty to engage in interdisciplinary collaborations across campus.

Additionally, efforts to improve racially minoritized faculty members' experiences

should include attention to the development of formal mechanisms like affinity group

associations, mentorship programs, as well as other resources that support faculty

research, teaching, and service.

Centrally, other institutional leaders, like Chief Diversity Officers, should try to

proactively connect with racially minoritized faculty members across the institution in

order to show their support for these faculty members. They should keep in mind that for

some racially minoritized faculty, cultural centers can play an important role in providing

culturally relevant experiences. Even in instances where institutional leaders believe they

are doing a good job, it is crucial to go above and beyond to proactively provide

necessary tools that maximize faculty success. While centers may be student focused, it

is important to engage racially minoritized faculties in activities that create affirming

spaces. Additionally, institutional leaders should pay close attention to campus climate

and culture and not take their collective impact for granted. Institutional leaders are

encouraged to have frequent conversations with racially minoritized faculty members to

develop tangible ways of examining and assessing their experiences on campus.

Participants in this study spoke at length about opportunities for funding,

professional development workshops/seminars and/or collaborations across campus

provided by Chief Diversity Officers on their campus. This is important since there are

negative perceptions towards the work that racially minoritized faculty members do.

This also provides opportunities for faculty to meet other faculty and administrators

across their institution. Given how racially minoritized faculty members value

relationships with others, it is crucial that these opportunities be available in spaces where their identities are not represented.

The findings in this study play a significant role in informing institutions about the importance of providing opportunities for faculty to receive proper academic socialization and pre-tenure support. Institutions should pay attention and offer proactive support to racially minoritized faculty members as they navigate academia in pursuit of tenure and promotion. Even after tenure and promotion are earned, institutions should make efforts to continue to establish an environment that is proactive in providing information and opportunities to racially minoritized faculty members. It is integral that higher education institutions recognize the part that they play in the success of diverse faculty members, and as such should strive to create humanized environments where all aspects of the institution are actively acknowledging and meeting the needs of these faculty members. Ultimately, providing equitable campus spaces for faculty members to thrive should be every institution's priority.

Additionally, as Jayakumar et al. (2009) aptly stated, racially minoritized faculty members should not hold the sole responsibility of understanding their disadvantaged position in the academy. It is equally important to interrogate how the challenges faced by racially minoritized faculty members not only negatively impact their experiences but also privilege White faculty. Too often, we enter into discussions about disadvantage and underrepresentation without acknowledging the role that privilege and overrepresentation play in the academy (Jayakumar et al., 2009). As institutions think of innovative ways to engage racially minoritized faculty members, it is pertinent that programs for White faculty be designed as well. These programs, as Tuitt (2010) pointed out, can help White

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faculty to better understand the unique experiences of racially minoritized faculty members and how their actions, whether intentional or unintentional, contribute to a negative campus environment.

This study also strongly supports the need for a conceptual framework, similar to the CECE model, in order to help institutions to holistically think about, and respond to, the diverse needs of faculty members. Since the CECE model takes the backgrounds and identities of racially diverse populations into consideration, a readapted CECE model could provide much needed perspective for institutions to think about the extent to which their campuses incorporate diverse perspectives. What the emergent themes from this study especially highlight is the need for a conceptual model that focuses on the experiences and needs of faculty, and one that explicitly addresses the importance of why race matters to these experiences. In order to assist institutions in developing relevant and responsive environments for diverse faculty, the creation of tools such as the CECE framework is necessary.

Recommendations for a Faculty Model

Theoretical models designed to help us understand and explain racially minoritized faculty members' success in higher education are extant. As such, it is important to look at research focused on the success of racially diverse faculty and (re)create models that take into consideration the unique needs of these faculty members. Throughout the literature, conceptual models for faculty development and success were mostly focused on junior faculty and faculty within STEM fields. While these models fill an important gap in the literature, their focus is limited. These frameworks lack the centering of race, and as a result make recommendations that are necessary but could be

used for the development of any faculty member. Additionally, they do not take

institutional culture that is the historical context of the institution, into consideration.

Conceptual models specifically for tenured racially minoritized faculty members

working at PWIs were extant in the literature. As a result, the work of Museus (2014)

helped to inform recommendations for an adapted model for racially minoritized faculty

members' success. The proposed conceptual framework from this study offers an

inclusive approach and recommends that higher education institutions take into account

the eight major themes of this study, along with acknowledging the context of the

institution with respect to racism and discrimination, examining existing institutional

policies and practices, individual identities and backgrounds of faculty members, and the

historical context of the institution.

The focal point of the CECE model posits that institutional environments greatly

influence diverse populations, particularly with racially diverse students, who perform

better academically when they have a better experience. Similar to diverse student

populations, racially minoritized faculty members also thrive in environments focused on

their success (Hurtado et al., 1999). Thus, an adapted CECE model could provide new

and innovative ways of thinking about success, while simultaneously interrogating

institutional responsibility.

The model ultimately provides ways of critically thinking about transforming

policies and practices in higher education institutions, thus an adaptation of the existing

CECE model is suggested in order to provide a foundation for examining and

understanding how higher education institutions can create campus environments that are

focused on fostering success among racially diverse faculty. Additionally since the

model incorporates both quantitative and qualitative components, there are ways to measure the extent to which institutional environments are meeting the needs of racially diverse faculty. Museus et al. (2016) posits that the use of the current CECE survey combined with the theoretical CECE framework can lead to meaningful change in higher education.

An adapted CECE model for faculty success would therefore incorporate the following: 1) Take into consideration how cultural and professional identities impact the overall experiences of faculty. One of the major differences with indicator definitions for faculty is that professional identity is strongly tied to the faculty experience. For students, cultural identity is the most salient identity that informs the definition of indicators, in a context in which they seek knowledge. 2) Give voice to various faculty identities and experiences, namely race and culture. As it is now, the CECE model only centers the voices, identities and experiences of students at both the undergraduate and graduate level. In order to improve faculty experiences, their individual identities and backgrounds will need to be taken into consideration. 3) Redefine success for faculty. The current CECE model solely focuses on academic performance, retention and persistence of students during college. Faculty success is typically measured by strong teaching evaluations, publication record, service involvement and the achievement of promotion and tenure. 4) Redefine sense of belonging for racially minoritized faculty members. As is now in the CECE model, sense of belonging is associated with a students' psychological connection to their campus environments, and so it is important to explore ways in which racially minoritized faculty members experience and/or understand sense of belonging. 5) Change survey items to focus on faculty related

experiences, and 6) Understand how institutions are experiencing faculty diversity. The definition of indicators for the CECE model would change with a readaptation because of the difference in how racially minoritized faculty members experience their campus environments.

Instead of nine indicators, the readapted model has eight indicators that can be utilized for fostering racially minoritized faculty members' success. In the new model, indicators are somewhat different based on findings from this study. One indicator from the CECE model, *cultural community service,* is not included as a separate theme in the readapted model. That indicator is now combined in the theme *production of culturally relevant knowledge*. This was necessary because of the role faculty member's play with respect to generating and distributing knowledge. Much of the work that racially minoritized faculty members engage in is related closely to their communities and involves advocating for, and involvement in, their communities. As such, participants in this study shared that cultural community service was embedded in their role as producers of knowledge. Since much of the foundation of the CECE model is rooted in understanding the role institutions play in student success, much of that remains the same for a proposed faculty model, which would ultimately examine the role of institutions, and campus environments, in fostering success for racially diverse faculty.

As diagrammed in figure 1.1, a readapted model of CECE presumes that racially minoritized faculty members' success will include the consideration of individual traits and dispositions (i.e. race, gender, family background,) along with the impact from the institutional environments in which they work. Therefore, a conceptual model for faculty success would integrate the five elements discussed in Chapter 5.

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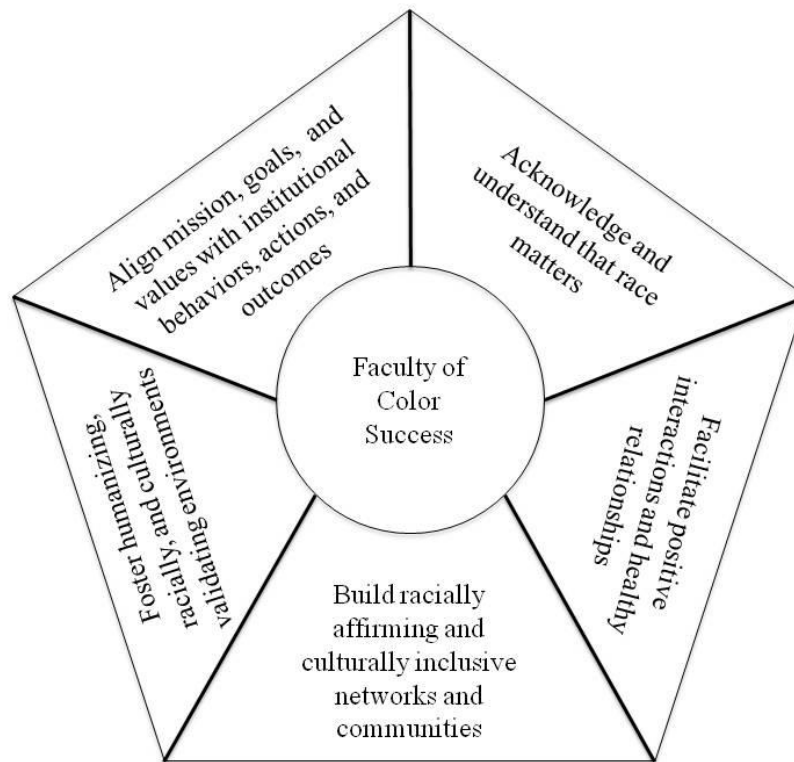
Figure 1.1 Model for racially minoritized faculty success

Challenges of Readapting the CECE Model

When thinking about readapting the CECE model to examine and evaluate the experiences and success of racially minoritized faculty members it is important to highlight a few challenges. The first challenge associated with readapting a model like CECE is the fact that limited research exists on conceptual models that measure the impact of campus environments on racially minoritized faculty members' success. Second, while the CECE model is applicable to racially diverse populations, the fact that it was developed just for students is a limitation because of the emphasis on the cultural

identity of student populations as opposed to faculty who have professional identities to

consider in addition to their racial and ethnic identities. While cultural identity is an

important component of faculty life, CECE does not account for professional identity

which is salient to faculty. Lastly, another challenge of readapting this model is

exploring further how disciplinary nuances may influence faculty experiences across

higher education.

Contributions to Literature

This study contributes to literature on the experiences of racially minoritized

faculty members but also on the use of conceptual models in examining and evaluating

faculty success, an important gap in the literature that this study fills. Previous literature

has not clearly discussed ways in which racially minoritized faculty members' success

can be evaluated through the use of a conceptual model. While the CECE model was

created for racially diverse students, the findings of this study are congruent with multiple

aspects of the theoretical underpinnings of the CECE model for racially minoritized

faculty members. As such, the recommendations from this model could potentially

inform a readapted conceptual model for racially minoritized faculty members. What the

emergent elements suggest is that when institutions exercise intentionality in meeting the

diverse needs of racially minoritized faculty, their success is inevitable. While many

researchers have written on the challenges of racially diverse faculty in higher education

institutions, specifically at PWIs, little attention has been paid to understanding how these

institutions cultivate environments for faculty to succeed. In contrast, this study focused

on highlighting aspects of institutional environments that contributed to success of

racially minoritized faculty. While the challenges of racially minoritized faculty

members are important to consider, it is also pertinent to consider what higher education institutions are doing well to foster racially minoritized faculty members' success. This can serve as a foundation to build upon, replicate, and enhance other institutional environments. Hence, this study offers insight into aspects of the campus environment that contribute to diverse faculty thriving. This information is important in order to provide much needed support to institutions in order to create the sorts of environments that facilitate faculty success.

Limitations

This phenomenological study offered a preliminary view surrounding the essence of how racially minoritized faculty members experience predominantly White spaces and how those spaces contribute to their success. Previous research had not explored these experiences through the lens of a conceptual model. The findings of this study are best understood through the context of the 12 racially minoritized faculty members I interviewed. This study was limited by several factors and remains very context-bound. First, study participants were limited to one geographic location in the United States and therefore the study is very context bound since participants were 12 tenured racially minoritized faculty members from six PWIs in Colorado. A national study might have yielded findings that differed across regions. The unique experiences of participants provided more information about the lived experiences of racially minoritized faculty members working at PWIs in Colorado. Therefore, it should be emphasized that this study is not generalizable, and findings do not encapsulate experiences of all racially minoritized faculty members working at PWIs. Second, only six institutions were represented in the study. Third, including only the experiences of tenured racially

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minoritized faculty members limit the study. Tenure-track faculty may also have experiences that may extend the breadth of this study, and would perhaps serve as a good comparison group to further enrich findings. These limitations are likely to impact the findings and any application of these findings should be done with great care. Transferability can be determined through considering the detailed descriptions specific to the participants and their institutions.

Future Research

The study's findings offer a foundation from which to build on as future research that explores the lived experiences of racially minoritized faculty members at PWIs. This research can be seen as a starting point for studies surrounding campus environments and their impact on the success of racially diverse faculty. Additionally, this research study sets the foundation to start talking about conceptual models that holistically examine and evaluate the experiences of faculty in the academy. As previously stated, current literature does little to explore the ways in which campus institutions create environments in which diverse faculty members succeed. The areas I suggest for further research consideration are: (a) expanding the study to multiple geographic areas in order to understand how campus environments across locations impact racially diverse faculty members, (b) increase the number of participating institutions and include a broader variety of institutions; for comparison purposes this study could benefit from a comparison of different institutions and the ways in which they foster faculty success. Depending on institutional type, there are different measurements for faculty success; for example, how teaching versus research is weighed differently at a research oriented institution and a teaching oriented institution, (c) explore the impact of disciplinary

differences on the experiences of racially minoritized faculty members, (d) examine how immigrant faculty populations experience the academy in comparison to racially minoritized American faculty members, and (e) execute an actual quantitative evaluation of the CECE survey for faculty. It is important to test this survey to ensure that it is incorporating all aspects of faculty experiences, in order to yield accurate results when actually disseminated.

Researcher Reflections

When I first embarked on this study, I was curious to learn more about the people who taught me in higher education. Specifically, I was interested to know what aspects of campus environments allowed racially minoritized faculty members to be successful. This was born out of my experience in U.S. higher education, in which I had few racially minoritized faculty members, much different from my educational experiences in my homeland, Jamaica. Additionally, my desire to become a faculty member further peaked my interest in conducting a study such as this. Having never been a faculty member, much less a tenured faculty member, this study required that I bring the curiosity of learning to the table. I had a few assumptions about what aspects of campus environments contributed to racially minoritized faculty members succeeding at PWIs, but did not have firsthand experience about the daily lived experiences of racially minoritized faculty members at PWIs. It was not until I began to interview participants during the data collection phase of this study that I really started to understand the phenomenon from their perspectives.

While challenges were inevitable to their experience as faculty members, I was surprised that all participants outlined numerous ways in which higher education

institutions had provided and supported their success. This illustrated that institutions

could and do provide the sorts of environments that maximize faculty success. It also

showed that racially minoritized faculty members navigate daily struggles successfully

and inevitably succeed. The asset-based nature of this study was unique, as previous

literature focused mostly on the impact of challenges from campus environments. While

that aspect of campus culture and climate is indeed necessary to understand the

experiences that racially diverse faculty face, it is also important to understand how

institutions are cultivating campus environments that foster faculty success and develop

meaningful ways in which to evaluate and measure the extent to which institutional

environments are integrating diverse faculty experiences.

If we understand these intricate details, we can then start to build upon these

environments in order to enhance these spaces for racially diverse faculty. In some ways

it was easy to bracket my experiences, since I had never been a tenured faculty member.

The experiences of participants in my study however, did encourage me to think about

what my life might be like as a future faculty member. This process allowed me to

understand and appreciate the differences and similarities between participant narratives.

The process also garnered a lot of advice for my journey as a professor in higher

education, since all participants had advice for me. As I processed many of the emotions

of my participants, I wondered what my experience would be like in the academy.

Inevitably, I became curious about the contributions of my research to the broader

field of higher education and its impact on my own experience. This became even more

real since I was offered a tenure track faculty position at a four-year PWI in Colorado,

while writing the last chapter of my dissertation. In many ways, this study has provided

the foundation for my future research as a faculty member, and is important more than ever to me to help to cultivate institutional environments that are focused on success, especially for racially minoritized faculty members.

Conclusion

Museus (2014) highlights the need for new frameworks that allow for the interrogation of institutional environments and the ways in which they foster success for marginalized populations. From this study it is clear that higher education institutions do provide institutional environments that support and maximize racially minoritized faculty members' success. However limited studies exist on making suggestions for developing or adapting conceptual models to evaluate the experiences and success of racially minoritized faculty members working at PWIs. As a scholar-practitioner engaged in transformational work on higher education institutions, the absence of this analysis compelled my interest. I was interested in discovering how institutions supported racially minoritized faculty members' success, and how racially minoritized faculty members describe their daily lived experiences in these spaces. in order to make recommendations to adapt the CECE framework in order to address the needs of racially diverse faculty members in the academy. The purpose of a new model that takes into account racially minoritized faculty members' experiences and success can potentially transform higher education institutions and enhance the experiences of racially minoritized faculty members working in higher education.

To address the void in scholarly literature, my study used the authentic voices of racially minoritized faculty members to explore the impact of their campus environment on their success. From participant narratives, eight themes were extrapolated to highlight

what aspects of institutional environments led to faculty success. The themes were then broken down into five key elements that can serve as a guide for institutions interested in creating conditions conducive to racially minoritized faculty members' success. The emergent themes and elements from the study are a starting point to inform an adaptation of the current CECE model for racially minoritized faculty. Thus, themes and elements from the study can be integrated into the development of a CECE survey tool that seeks to examine the extent to which campus environments are meeting the needs of racially minoritized faculty members.

It is pertinent for higher education institutions to create campus environments that foster success for racially minoritized faculty members. This requires focusing on evaluating the experiences of diverse faculty and paying attention to their needs. Based on the findings in the study, numerous actions can help promote positive and supportive environments for racially minoritized faculty members, particularly those working at PWIs. Culture change, naturally, does not occur instantly; in fact, some time might pass before change is evident. Institutional leaders however can embrace and practice transformational leadership by paying close attention to the unique needs of racially minoritized faculty members, and provide institutional environments that are responsive to their identities, backgrounds, experiences and needs.

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Appendices

Appendix A

Participant Recruitment Email

Project Title: A Phenomenological Exploration of How Campus Environments Shape the Success of Racially Minoritized Faculty at Predominantly White Institutions?

Dear Sir/Madam,

My name is Raquel Wright-Mair and I am a Ph.D. student from the University of Denver's Morgridge College of Education. I am currently looking for 12-15 participants willing to be involved in my research study about the lived experiences of racially minoritized faculty members at predominantly White institutions in Colorado. This study seeks to explore how institutions support the success of racially minoritized faculty members, across higher education, specifically in predominantly White environments.

If you are interested in participating in this study please complete this online **screening questionnaire** so I can determine whether your experience fits the criteria outlined for this study. This online questionnaire will collect general information about your background, racial identity, and experiences working at a PWI. The results of this questionnaire will be kept confidential. Any identifiers that will compromise your identity will not be shared in findings or reports. Towards the end of the questionnaire, you will be asked to opt in to be a part of the interview process. I will review all questionnaires and select participants who meet criteria for the larger study.

If you are selected to continue in this research study, and agree to participate, the requirements will include completion of a demographics form and two face-to-face, audio taped interviews. Although interviews will be audio recorded I plan to ensure confidentiality by not disclosing any information provided by you during data collection. Additionally, you will be allowed to choose a pseudonym that will be used to identify your responses throughout the study. Each interview will last approximately 90 minutes and will focus on your experiences as a racially minoritized faculty member on a predominantly White campus, including discussion about how you think institutional support has supported your success. Data collected from interviews will be used in the findings section of my dissertation study.

I will contact you to let you know whether or not you have been selected to participate in this study. At that time we can schedule a date, time and location for our first interview. If you have any questions I can be contacted via email at raquel.wright-mair@du.edu.

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Participation in this study is completely voluntary. You can choose to participate in the study or not at any point. Thank you for your time!

Sincerely,
Raquel Wright-Mair

PhD Candidate, University of Denver, Morgridge College of Education

Appendix B

Participant Selection Email

Dear (insert name),

Thank you for completing the screening questionnaire for the research study entitled**:** A Phenomenological Exploration of How Campus Environments Shape the Success of Racially Minoritized Faculty at Predominantly White Institutions? **You have been selected to participate in this study**. Requirements for participation in this study include completion of a demographics form, two face-to-face, audio taped interviews. Although interviews will be audio recorded I plan to ensure confidentiality by not disclosing any identifiable information provided by you during data collection. Additionally, you will be allowed to choose a pseudonym that will be used to identify your responses throughout the study.

   Each interview will last approximately 90 minutes and will focus on your experiences as a racially minoritized faculty member on a predominantly White campus, including discussion about how you think institutional support could enhance or change your current or past lived experiences. Data collected from the demographics form, screening questionnaire, individual interviews and counter narratives will be used in the findings section of my dissertation study.

   Please let me know your availability and a preferred location for scheduling the first of two 90 minute interviews. If you have any questions I can be contacted via email at raquel.wright-mair@du.edu. Participation in this study is completely voluntary. You can choose to participate in the study or not at any point. Thank you for your time!

Sincerely,

Raquel Wright-Mair

PhD Candidate, University of Denver, Morgridge College of Education

Appendix C

Informed Consent Prior to Screening Questionnaire

Approval Date: **Valid for Use Through:**

Project Title: A Phenomenological Exploration of How Campus Environments Shape the Success of Racially Minoritized Faculty at Predominantly White Institutions

Principal Investigator: Raquel Wright-Mair

DU IRB Protocol #: 911255-1

Invitation to participate in a research study
You are being asked to participate in a research study. This study is focused on understanding how predominantly White institutions (PWIs) create conditions for racially minoritized faculty members to thrive. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. This study seeks to understand the lived experiences of racially minoritized faculty members at PWIs, in search of an understanding about how institutional environments contribute to these experiences of racially diverse faculty. Examining the lived experiences of racially minoritized faculty members at predominantly White institutions will help higher education administrators, policy makers and researchers understand the reasons why racially minoritized faculty members have specific experiences at PWIs. Findings will also contribute to the literature regarding the importance of creating and maintaining welcoming and affirming campus environments in higher education. Furthermore, the findings will reveal organizational obstacles that may prevent racially minoritized faculty members from feeling a sense of belonging within higher education contexts. You must be 19 years of age or older to participate in this study. You are invited to participate in this study because you can provide valuable information about your experiences as a racially minoritized faculty member at a predominantly White institution. All prospective participants will be provided a copy of this form prior to completion of the screening questionnaire.

Description of subject involvement
If you agree to be part of the research study, you will be asked to complete a brief seven question screening questionnaire. If you are selected to be in the study you will be asked to complete a demographics form and participate in two individual face to face interviews. These interviews will include questions about your background, faculty experiences and views on racial identity and institutional support. You will also be asked to provide a short counternarrative after the first interview that will be included in the study. A counternarrative is described as an argument or story of people frequently overlooked and provides an alternative perspective to mainstream narratives. Each interview will last approximately 60- 90 minutes and will be conducted at a mutually agreed upon location. If you are not selected to participate in the study you will not

receive an email from the researcher, and your consent form and screening questionnaire will be subsequently destroyed.

Possible risks and discomforts
The primary investigator has taken steps to minimize the risks of this study. Participation in this interview is associated with minimal potential risk. The primary risk associated with this study is the emergence of negative or distressful feelings in answering survey questions. You do not have to answer any questions you do not want to and may stop participating at any time. The researcher will not be sharing any information with other members of the University of Denver or any other institution. All information that could have potential identifying markers will be erased during analysis. Additionally, institutions, and departments will not be named in the study. Therefore any potential risks regarding reputation, and employability, will be minimal if at all. Any publications arising from this study will not include any identifying markers of the participants nor the study of the site. You may speak with the primary investigator Raquel Wright- Mair to discuss any distress or other issues related to study participation.

Possible benefits of the study
If you agree to take part in this study, there will be no direct benefit to you. However, information gathered in this study may help policymakers and college educators make solid recommendations for creating conditions that allow racially minoritized faculty members to thrive.

Confidentiality, Storage and future use of data
To keep your information safe, the primary investigator will keep your information confidential. At no time will identifiers be linked to other data. The data will be kept on a password-protected computer. The primary investigator will retain the data for approximately 2 years, and then the data will be destroyed. The data will not be made available to other researchers for other studies following the completion of this dissertation study and will not contain information that could identify you. The results from the research will be used in dissertation findings and future reports by the primary investigator. Your individual identity will be kept private when information is published and your name will be replaced with a pseudonym of your choice.

Freedom to Withdraw:

Participation in this study is completely voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the primary investigator, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Questions
If you have any questions about this project or your participation, please feel free to ask questions now or contact **Raquel Wright-Mair** raquel.wright-mair@du.edu **or faculty sponsor Dr. Frank Tuitt** at frank.tuitt@du.edu (at any time. If you have any questions or concerns about your research participation or rights as a participant, you may contact

the DU Human Research Protections Program by emailing <u>IRBAdmin@du.edu</u> or calling (303) 871-2121 to speak to someone other than the researchers.

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

_____

Participant Signature   **Date**

Appendix D

Informed Consent Prior to Face-to Face Interviews

Invitation to participate in a research study
You are being asked to participate in a research study. This study is focused on understanding how predominantly White institutions (PWIs) create conditions for racially minoritized faculty members to thrive. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part. This study seeks to understand the lived experiences of racially minoritized faculty members at PWIs, in search of an understanding about how institutional environments contribute to these experiences of racially diverse faculty. Examining the lived experiences of racially minoritized faculty members at predominantly White institutions will help higher education administrators, policy makers and researchers understand the reasons why racially minoritized faculty members have specific experiences at PWIs. You must be a tenured faculty to participate in this study. You were invited to participate in this study because you can provide valuable information about your experiences as a racially minoritized faculty member at a predominantly White institution. All participants will be provided a copy of this form prior to the start of interviews.

Description of subject involvement
Since you have been selected to participate in this study you will be asked to participate in two individual face to face interviews. These interviews will include questions about your background, faculty experiences and views on racial identity and institutional support. You will also be given the option to create a short counternarrative after the first interview that will be included in the study, Each interview will last approximately 60-90 minutes and will be conducted at a mutually agreed upon location.

Possible risks and discomforts
The primary investigator has taken steps to minimize the risks of this study. Participation in this interview is associated with minimal potential risk. The primary risk associated with this study is the emergence of negative or distressful feelings in answering survey questions. You do not have to answer any questions you do not want to and may stop participating in the interview at any time. The researcher will not be sharing any information with other members of the University of Denver or any other institution. All information that could have potential identifying markers will be erased during analysis. Additionally, institutions, and departments will not be named in the study. Therefore any potential risks regarding reputation, and employability, will be minimal if at all. Any publications arising from this study will not include any identifying markers of the participants nor the study of the site. You may speak with the primary investigator Raquel Wright- Mair to discuss any distress or other issues related to study participation.

Possible benefits of the study
If you agree to take part in this study, there will be no direct benefit to you. However, information gathered in this study may help policymakers and college educators make solid recommendations for creating conditions that allow racially minoritized faculty members to thrive.

Confidentiality, Storage and future use of data
To keep your information safe, the primary investigator will keep your information confidential. At no time will identifiers be linked to other data. The data will be kept on a password-protected computer. The primary investigator will retain the data for approximately 2 years, and then the data will be destroyed. The data will not be made available to other researchers for other studies following the completion of this dissertation study and will not contain information that could identify you.

Only the primary investigator and a professional transcriber will have access to the recordings of your interviews. Once the interviews are transcribed, then the recordings will be destroyed. The results from the research will be used in dissertation findings and future reports by the primary investigator. Your individual identity will be kept private when information is published and your name will be replaced with a pseudonym of your choice.

Freedom to Withdraw:
Participation in this study is completely voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the primary investigator, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled.

Audio Recording
You are being asked for your permission to allow the primary investigator to audio record as part of the research study. The recording(s) will be used for analysis by the primary investigator; any identifying information spoken during the interview will be struck from the record during transcription. The recording, and subsequent transcription, will be stored in a locked file on a University of Denver server, and labeled with subjects' pseudonym. Only the primary investigator will have access to the data. It will be retained until data analysis has been completed. After this, all recordings will be destroyed. Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

<u>**Questions**</u>
If you have any questions about this project or your participation, please feel free to ask questions now or contact **Raquel Wright-Mair** raquel.wright-mair@du.edu **or faculty sponsor Dr. Frank Tuitt** at frank.tuitt@du.edu at any time. If you have any questions or concerns about your research participation or rights as a participant, you may contact the

DU Human Research Protections Program by emailing IRBAdmin@du.edu or calling (303) 871-2121 to speak to someone other than the researchers.

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Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

_____

Participant Signature   **Date**

</div>

Appendix E

Screening Questionnaire

The results of this questionnaire will be kept confidential. Any identifiers that will compromise your identity will not be shared in findings or reports. Towards the end of the questionnaire, you will be asked to opt in to be a part of the interview process. I will review all questionnaires and select participants who meet criteria for the larger study. I will contact you to let you know whether you have been selected to participate in this study. Thank you for taking time out to complete this brief questionnaire!

1. How important is your race to you?
   a. Very important
   b. Important
   c. Somewhat Important
   d. Not important at all

2. Are you a) tenured b) tenure track (if you are tenure track, what year?)

3. How, if at all, has your race shaped your experiences as a faculty working at a PWI? Please describe:

4. In what ways if any, has the racial composition of your current institution impacted your overall experiences as a faculty member?

5. How do you define success in your role as a faculty member?

6. Is it important to you to have an institutional environment that affirms and validates your various identities and experiences? Why?

7. How would rate your overall experience as a faculty member at your current institutions?
   a. Excellent
   b. Good
   c. Below average
   d. Poor

------END OF QUESTIONNAIRE---------

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------INVITATION TO PARTICPATE IN STUDY-------

Would you like to continue in the larger study? The remaining portion of this study involves completion of a demographic form and two 60-90 minute interviews that will focus on your experiences as a faculty member of color at a predominantly White institution. The demographic form will only need to be completed if you are selected for the study. Additionally, after interviews are completed you will be asked to create a brief counternarrative to be included in the larger study. The following form will ask for your name, email address, and phone number,. I will review all questionnaires and reach out to selected participants who meet the criteria for the larger study. If you are not selected to participate in the study, you will not receive an email from the researcher. All information submitted (consent form and screening questionnaire) will be destroyed immediately if you are not chosen to participate in this study.   In the event that you have questions I can be contacted by email by raquel.wright-mair@du.edu.

Would you like to participate in the future study?

(YES)

Please Complete contact information form in the event you are selected to participate in this study

 (NO)

-------------------THANK YOU FOR YOUR PARTICPATION-----------------------

Appendix F

Interview 1 Protocol

Introduction: Thank you for agreeing to be part of my research study! I really appreciate your time and willingness to be a part of this research. This study is focused on understanding how campus environments shape the experiences of racially minoritized faculty members at predominantly White institutions (PWIs). Specifically, this study seeks to understand your lived experiences at PWIs, in search of an understanding about how institutional environments contribute to the success of racially diverse faculty. If you have questions about this study, please feel free to ask them now or anytime during the interview.

I have a list of questions that I am asking for your perspective on, as a (race) (gender) in the academy.

Probes:

1. Tell me about your experience as a faculty member and how it has progressed since you have been in the field? [If not already covered in first part] Can you also tell me about your research/teaching focus and how you arrived at this area of focus?
2. How do you define success as a faculty member?
3. Tell me about some of the things that have made you successful in your role as a faculty member?
    - Are there people who have had a positive impact on your experiences?
    - When you think about what has led you to be successful up to this point, are there particular experiences that come to mind? How did they impact you?
4. Tell me about your experiences related to balancing research, teaching, and service as faculty member?
5. How has your institution supported your thriving as a faculty member?
6. Are there things that your institution does not do and that you think would help you thrive/succeed as a faculty member?
7. Anything else you would like to share about your experiences as a faculty member?

At close of first interview: Set up second interview time. Remind participants that the second interview will be an opportunity for me to ask clarifying questions, and to gain a better understanding of their individual experiences. It will be an opportunity for participants to share additional reflections, stories, and thoughts that are important to understanding their experience. I will thank participants for their willingness to share their stories with me and check in on how the interview process went for them.

Appendix G

Interview 2 Protocol

1. Tell me about the opportunities available on your campus to connect with other faculty who share your identities and experiences?
2. How does your institution demonstrate that they value your individual cultural background, diversity and/or principles of inclusion?
3. How has your institution supported you in giving back or advocating to your communities?
4. Are you given opportunities to work collaboratively with other faculty? Is there a benefit to this?
5. You spoke a lot about mentorship and the impact mentors have had on your life. How have your mentors influenced how you mentor students and create environments that are empowering and supportive to them?
6. How important is your race, in the context of your work as a faculty? How about gender?
7. Did having tenure make a huge difference in your faculty experience; can you elaborate on how and why?
8. How proactive are folks who work in leadership positions here? Are you provided information about navigating the academy or do you have to seek that information?

Appendix H

Transcriptionist Confidentiality Statement

Confidentiality and Nondisclosure Agreement
ADA Transcription

ADA Transcription guarantees to maintain full confidentiality in regard to any and all records, audio, names, information and documents provided in regard to the study *A Phenomenological Exploration of How Campus Environments Shape the Experiences of Faculty of Color at Predominantly White Institutions* and materials received under the direction of *Raquel Wright-Mair* and those under their direction. In addition, ADA Transcription, being the service provider, agrees to the following stipulations of confidentiality:

1) Any accidentally released identification by any individual during the transcription of interviews, focus groups, or any other recorded audio or released documentation, will be held in complete confidence.

2) All study-related materials, including, audio, transcripts, study information, documentation, and any other materials received by or created for the project, are safely and securely kept and maintained while under the possession of ADA Transcription.

3) If any physical materials, tapes, audio or transcripts are released they will be returned completely in a timely manner and/or on the agreed upon date.

4) No copies of any material, audio, or documents are ever duplicated, unless under specific direction by *Raquel Wright-Mair* and those under their direction.

5) All audio files and transcripts are completely deleted three weeks after payment is received. Any study-related information or documentation may be kept during the course of the entire study. All study-related information and documentation is then deleted within three weeks of completion (and final payment) of the study. This includes hard drives, back up hard drives, and any and all device copies that may exist.

6) Any and all identifying information, *outside of the file name*, will be removed from all transcripts, unless under specific direction of *Raquel Wright-Mair* and those under their direction. Transcripts can also be password protected before being sent to recipients

7) All audio uploaded to our website is encrypted and secure both during transfers AND when at rest.

ADA Transcription is aware that it holds the legal responsibility to maintain this confidentiality agreement, and can be held legally liable for any breach of this confidentiality agreement, along with any possible harm incurred by individuals if confidential or identifying information is released or disclosed at any time due to a breach of this contract.

Transcription Company Name:_____**ADA Transcription**_____

Transcription Company Owner Name:_____Erika Wassall_____

Transcription Company Owner Signature and Date:

Nov 18 2016