


An Examination of Environments That Support and Retain Diverse Faculty

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1



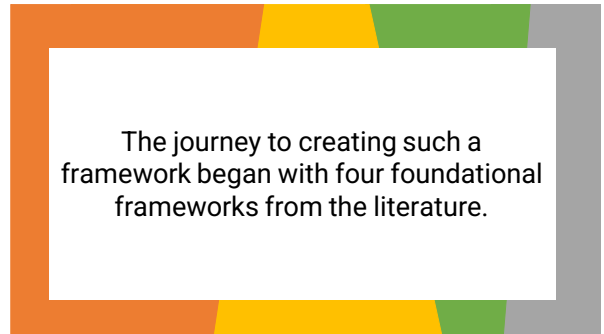
What brings you to this session today?

2

What We Know

- Inequities and discrimination are built into the systems and structures of higher education.
- These issues, plus faculty's sense of competence, perceived ability to make choices about their work, and relationships with students and colleagues, directly impact faculty motivation for and quality of teaching.
- There are no frameworks that guide our understanding of how institutions create teaching environments with the purpose of increasing quality teaching and supporting and retaining diverse faculty.

3



The journey to creating such a framework began with four foundational frameworks from the literature.

4

Foundational Frameworks

- **Self-determination theory (Ryan & Deci, 2000; 2017)**
 - Intrinsic motivation generally comes from the satisfaction of our basic psychological needs of competence, autonomy, and relatedness. *Frames teaching support and resources, impact of policies and procedures, and the importance of collegiality.*
- **Supportive Teaching Cultures (Feldman & Paulsen, 1999)**
 - Eight characteristics that are salient components of institutional cultures that support teaching and improvement. *Frames the impact of leadership, the value of teaching in policies and processes, and the importance of collegiality.*
- **Rethinking Academic Work (Gappa et al., 2005)**
 - Five components of faculty work that are essential to support faculty as they face various challenges of the profession. *Frames impact of academic policies and procedures, access to support and resources, and... the importance of collegiality.*
- **Diverse Learning Environments (Hurtado et al., 2012)**
 - Although positioned as a framework for diverse students, they note that faculty are actors that shape and are shaped by the environment. *Inequities exacerbate the lack of diversity amongst faculty and within the curriculum. Frames the impact of inequities and poor commitment to diversity in policies and procedures, access to support and resources, and collegiality.*

5



A literal deconstruction and reconstruction commenced!

6

Teaching Environment

Climate for Diversity

Processes + Policies

- Balance between teaching and scholarship
- Balance and flexibility for work and life
- Teaching values within hiring, promotion, and tenure
- Commitment to diversity, equity, and inclusion
- Academic freedom and course content
- Pedagogy and teaching methods
- Teaching autonomy

People

- Values of senior leadership, dept. chairs
- Faculty community and collegiality
- Instructor identity
- Compositional diversity and interaction across difference
- Teaching relatedness

Affect

- Respect
- Belonging
- Stress
- Motivation

Resources

- Instructional development
- Access to necessary tools
- Time
- Teaching competence

These five components, create a foundation for a healthy teaching environment where faculty can do their best work as instructors.

7

How can institutions assess their environment in terms of motivation for teaching excellence and support for diverse faculty?

8

The College + University Teaching Environment Survey

- Try starting with an assessment of your current teaching environment
- The largest national surveys of faculty focus on teaching behaviors and job satisfaction, most climate assessments are done locally
- The CUTE survey provides results for institutions to learn about the extent to which they are achieving the goals of this framework

9

Success of the Siloed

- Interviews of 15 Black women, full professors
- Explore the strategies they used for navigating the professoriate
- Findings served as validation for the CUTE framework and provided ideas for new items to include on the survey that were critical to the success of these Black women as faculty

10

What about a faculty member's environment can motivate teaching excellence and support (or not) diverse faculty?

What does *your institution do* to create faculty environments that motivate teaching excellence and support (or not) diverse faculty?

11

Climate for Diversity

What about a climate for diversity can motivate teaching excellence and support diverse faculty?

What does *your institution do* to create a climate for diversity that motivates teaching excellence and supports diverse faculty?

12

Climate for Diversity

- Processes with group-based privileges like tenure, promotion, hiring, and curriculum decisions need to be supportive of diversity
- Notable, pervasive amount of diversity in the curriculum
- Regular reflection by faculty on how their personal and professional identities impact their classroom practices and scholarship
- Ubiquitous use of inclusive pedagogies
- Opportunities to interact with diverse others
- Legitimate respect for diversity in all forms



13

What We've Found

When asked why they consider leaving, 45% of faculty say institutional climate for diversity

- Diversity in the curriculum broadly and inclusive teaching practices (Hiller et al., 2022)
 - Women are more supportive of diversity in the curriculum and use more inclusive teaching practices than their colleagues
 - Black or African American or Hispanic or Latina/o faculty are more supportive of diversity in the curriculum and use more inclusive teaching practices than their colleagues
 - White faculty are less supportive and use fewer inclusive teaching practices than their colleagues
 - LGBQ+ faculty are more supportive of diversity in the curriculum than their colleagues
- LGBQ+ faculty (BrckaLorenz et al., 2023)
 - Felt their institution provides a less supportive environment for diversity than the average perception of their peers
- Faculty of color (BrckaLorenz et al., 2023)
 - Latine faculty felt their institution provided a more supportive environment for diversity than their peers. American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and Middle Eastern or North African faculty felt their institution was less supportive of diversity than their peers.

Faculty who feel the following are more likely to persist:

- their institution is supportive of diversity
- their department is committed to DEI efforts
- a general sense of respect for difference at their institution
- their institution is committed to supporting and retaining diverse people
- They regularly interact with diverse people at their institution



14

Teaching Processes + Policies

How can teaching processes and policies motivate teaching excellence and support diverse faculty?
 What does *your institution do* to create teaching processes and policies that motivate teaching excellence and support diverse faculty?

15

Teaching Processes + Policies

- Formal and informal processes, within the control of the institution or individual faculty member
- Balance between teaching and scholarship
 - Balance and flexibility for work and life
 - Teaching values within hiring, promotion, and tenure
 - Commitment to diversity, equity, and inclusion
 - Academic freedom and course content
 - Inclusive pedagogy and teaching methods
 - Teaching autonomy
 - Institutional recognition for inclusion of diversity in the curriculum



16

What We've Found

When asked why they consider leaving, 70% of faculty say inequity in institutional processes and policies

77% cite balance and flexibility for work and life

- Black women faculty (Brandon & BrckaLorenz, 2022)
 - Carry the workload of faculty at higher ranks but aren't given the pay or title
 - Always need to be at some point in the pipeline of research production
 - Need to document *everything* to prove their efforts
 - Cannot be successful without being healthy in mind, body, and spirit
- When examining academic position (BrckaLorenz et al., 2023)
 - LGBQ+ faculty are more likely to be Instructors and not on the tenure track
 - Faculty of color are more likely to be in adjunct positions and not administrative positions
 - LGBQ+ faculty are more likely to be in adjunct positions and not on the tenure track

Faculty who feel the following are more likely to persist:

- work-life balance
- balance between their work activities
- teaching is valued in hiring, merit, tenure, and promotion policies
- a sense of autonomy in their teaching



17

People: Leaders, Colleagues, Self

How can people (leaders, colleagues, and self) motivate teaching excellence and support diverse faculty?
 How do people at *your institution* create environments that motivate teaching excellence and support diverse faculty?



18

People: Leaders, Colleagues, Self

- ✦ Values for teaching, direct and indirect from senior leadership, department chairs, faculty colleagues, students and faculty themselves
- ✦ Faculty community and collegiality, group values for teaching
- ✦ Positive identity as an instructor
- ✦ Compositional diversity and interaction across difference
- ✦ Commitment to acquire and retain diverse students and employees
- ✦ Teaching relatedness, a culture of mutual care and support



19

What We've Found

When asked why they consider leaving, 52% of faculty say relationships with colleagues

- ✦ Black women faculty (Brandon & BrckaLorenz, 2022)
- ✦ Needed a mentor within their department to navigate departmental culture
- ✦ Have to find other women of color to build community with
- ✦ Rely on support from outside entities, often professional societies and associations

Faculty who feel the following are more likely to persist:

- they have supportive senior leaders and department chairs
- people at their institution are committed to quality teaching
- they have positive relationships with colleagues
- their colleagues value their teaching
- their teaching, research, and service reflect their identity and core values as a person
- they have good relationships with people they care about (relatedness)



20

Resources + Support Structures

How can resources and support structures motivate teaching excellence and support diverse faculty?
 How does *your institution's* resources and support structures motivate teaching excellence and support diverse faculty?

21

Resources and Support Structures

- ✦ Opportunities for instructional development
- ✦ Incentives and encouragement for use of informal and formal professional development
- ✦ Competence in teaching content, using inclusive pedagogies, and advising and mentoring
- ✦ Adequate physical or virtual space
- ✦ Access to necessary technological and other teaching tools
- ✦ Time for preparation, reflection, and professional development



22

What We've Found

- ✦ Black women faculty (Brandon & BrckaLorenz, 2022)
- ✦ Find that orientations and trainings are often for incoming faculty in general, never for Black women specifically
- ✦ Feel that administrators (or anyone in leadership roles) need training for how to best serve faculty of color; they perceive that people feel being seen as unsupportive or racist and so then aren't helpful at all

Faculty who feel the following are more likely to persist:

- a sense of employment equity (time to prepare, resources to teach, environments conducive to teaching, opportunities for professional development)
- Competence as a teacher

When asked why they consider leaving, 56% of faculty say opportunities for professional development



23

Affective Components

How can affect motivate teaching excellence and support diverse faculty?
 How does affect at *your institution's* motivate teaching excellence and support diverse faculty?



24

Affective Components

- ♦ Respect for teaching and for diversity
- ♦ Sense of belonging, collegiality
- ♦ Intrinsic motivation to complete work activities
- ♦ Alleviating stress by appreciating faculty as academics, instructors, and human beings with unique identities and needs
- ♦ Care and respect for faculty well-being



What We've Found

- ♦ During the pandemic (Fassett et al., 2021)
 - ♦ Women felt more stress than their colleagues
 - ♦ White faculty felt less stress than their peers
 - ♦ Stress was positively correlated with increased use of effective teaching practices and a decrease in sense of belonging
- ♦ Black women faculty (Brandon & BrckalLorenz, 2022)
 - ♦ Do not persist for the academy, their discipline, or their institution; they stay to support the students and junior faculty of color
 - ♦ Being there for future generations of Black women brings them joy and satisfaction
- ♦ LGBTQ+ faculty of color (BrckalLorenz et al., 2023)
 - ♦ Queer-identifying faculty feel less sense of belonging than their peers and along with bisexual and other LGBTQ+ (asexual, pansexual, etc.) identifying faculty, feel more strongly that mental health issues have interfered with their ability to succeed and identify a greater amount of work-related stress than their colleagues. Perceptions of faculty who identified as gay or lesbian did not follow these trends. Latine faculty felt a greater sense of belonging than their colleagues; Black or African American faculty felt less strongly that mental health issues have interfered with their ability to succeed as faculty and less strongly about work-related stress. LGBTQ+ faculty of color felt more personal- and work-related stress than their peers.

Faculty who feel a greater sense of belonging are more likely to persist. Faculty who felt their mental health negatively impacted their work or felt greater personal- or work-related stress are less likely to persist.

When asked why they consider leaving, 78% of faculty say feeling a lack of respect or belonging.



Will you commit to investigating one aspect of the framework on your own campus?

27



Thanks for joining us!

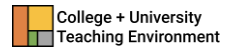
You can find our slides, paper, and more information about the CUTE project at our website:

w: <https://cutesurvey.iu.edu/>
 e: cutesurv@iu.edu

Slides available here:



<https://hdl.handle.net/2022/28788>



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