

Somewhere to Stay and Thrive:

Relationships between Persistence and Environments for Diverse Faculty

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Abstract

As colleges and universities invest in efforts to cultivate diverse learning environments, a primary focus has been hiring and retaining faculty with underrepresented and marginalized backgrounds. Using data from a large-scale, multi-institution quantitative data set, we explore how faculty persistence relates to aspects of a faculty member's environment. We found that faculty perceptions of work-life balance and within-work balance were the strongest indicators of a faculty member's intentions to persist.

Relationships between persistence and aspects of environment tended to be strongest for LGBTQ+ faculty. Institutions interested in supporting and retaining diverse faculty can use these findings to better understand their institution's environment for faculty and pinpoint areas to implement change.

Keywords: *faculty, persistence, diversity*

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Relationships between Persistence and Environments for Diverse Faculty

In recent years, higher education research has placed greater emphasis on studying the experiences of diverse faculty (Turner et al., 2008). Too often, colleges and universities have done a poor job at recruiting and retaining diverse faculty (Griffin, 2020; Turner et al., 2008; Hatch et al., 2022). Despite efforts to increase the representation of underrepresented groups, there remains a significant lack of diversity among faculty on campus (Turner et al., 2008). Additionally, the existing representation varies based on academic discipline and professor ranks (BrckaLorenz et al., 2019). Lack of representation can cause several barriers to success for diverse faculty. Faculty with marginalized identities generally experience greater levels of discrimination, stress, and tokenism (Bilimoria & Stewart, 2009; Casad et al., 2021; Guillaume & Apodaca, 2022; Kelly et al., 2017; Ralston et al., 2017). Many faculty with marginalized identities face explicit and implicit forms of bias, such as receiving lower evaluations from students or seeing their work devalued by colleagues in their department (Pittman, 2012). These experiences often lead to a lower sense of belonging and poorer mental health and well-being (Beagan et al., 2021; Orelus, 2020; Settles et al., 2019).

In addition to the psychological impact of systems of oppression on the well-being of diverse faculty, there are also often structural barriers that hinder persistence in the field. For example, faculty from underrepresented groups are often overburdened with service responsibilities, such as serving on diversity committees or advising student organizations. These added responsibilities can limit one's ability to focus on research and teaching, which are typically valued more highly in the tenure process (Griffin et al., 2013). Similarly, success for faculty is often measured by the number of publications in top-tier journals, which may privilege either scholars with dominant identities or topics that ignore marginalized identities (Mitchell et al., 2014). This can especially, though not exclusively, negatively impact faculty who do research related to the identities that they themselves hold. As a direct result of

the strenuous conditions that diverse faculty are expected to operate within, many end up choosing to leave their institution or academia altogether (Garvey & Rankin, 2018; Hatch et al., 2022; Settles et al., 2022).

The COVID-19 pandemic has exacerbated these issues. Faculty and staff have called out low wages and work-life balance issues as drivers for decreased engagement, motivation, and interest in leaving the field – exposing a worsened gap in what employees need and what colleges provide (Ellis, 2021). Faculty have acknowledged the COVID-19 pandemic heightened several confounding factors contributing to burnout, disengagement, and resignations, including failed diversity, equity, and inclusion efforts, the targeting of higher education in culture wars, politicized governing boards and attacks on academic freedom and tenure (McClure & Fryer, 2022). Many institutions utilize campus climate studies to understand and address recruitment and retention issues. However, these studies are often conducted internally by institutional researchers (Hart & Fellabaum, 2008), which limits our ability to understand environments for faculty on a broad scale. Currently, there are few national assessment tools that are used to assess faculty environments and persistence. One such tool is the College + University Teaching Environment (CUTE) survey (BrckaLorenz, 2021), an assessment instrument designed to collect actionable information that allows institutions to understand their faculty's teaching environment.

Conceptual Framing

The CUTE framework (see Figure 1), the foundational structure for the content of the CUTE survey, is a guide to understanding and improving the teaching environments for faculty in postsecondary education (BrckaLorenz, 2021). The framework conveys a systemic understanding of the teaching environment for faculty which considers the individual, interpersonal, processual, emotional/affective, and organizational elements pertinent to the faculty experiences. When fully

addressed, these elements contribute to a positive institutional climate for faculty diversity, equity, persistence, and retention. The outermost component of the CUTE framework—a positive institutional climate for diversity—is comprised of four primary components: (1) processes and policies, (2) people, (3) resources and (4) affect. Processes and policies refer to the formal and informal schemas within faculty life that are controlled and mediated by the institution; these include how teaching values are integrated in hiring, promotion and tenure processes, institutional commitments to diversity, equity and inclusion, and how academic freedom for faculty are protected and positively cultivated. Processes and policies also include the aspects of faculty life controlled and experienced by individual faculty, such as work-life balance and flexibility, teaching autonomy with pedagogy/teaching methods and course content, and balance between teaching, scholarship, and service expectations within the department.

The second element—people—involves the role of campus constituents (e.g., senior leadership, department chairs, faculty colleagues, students, and the faculty themselves) in influencing values and perceptions of teaching. These values and perceptions manifest through institutional and departmental culture and relate to faculty community and collegiality, instructor identity, compositional diversity and interaction across difference, and teaching relatedness. The third element of resources and structures refers to the campus mechanisms that are conducive or deleterious to pedagogical and instructional professional development. Faculty access to these resources and structures addresses their spatial and temporal needs for good teaching practices including instructional development, access to pedagogical tools, and adequate time to develop their teaching competence and implement their learning in the classroom. Finally, the last element of affect refers to the emotional components of faculty life and the role they play in fostering a teaching environment. Affective measures within the CUTE framework involve faculty perceptions of respect, belonging, stress, and motivation for teaching.

The CUTE framework was conceptualized by four foundational frameworks on positive and diverse faculty teaching environments: Self-Determination Theory (Ryan & Deci, 2000; 2017), Supportive

Teaching Cultures (Feldman & Paulsen, 1999), Rethinking Faculty Work (Gappa et al., 2005), and Diverse Learning Environments (Hurtado et al., 2012). These frameworks emphasize the need for faculty to be able to address their psychological needs for autonomy, relatedness, and competence within their organizational environment to achieve self-determination as university teachers (Ryan & Deci, 2000; 2017). These frameworks also emphasize the role of departments and institutions in cultivating supportive teaching cultures that engender faculty motivation for external satisfaction (e.g., tenure, promotion, pay, etc.) and intrinsic satisfaction (i.e., making a difference in students' lives) and provide mechanisms for feedback on faculty teaching (Feldman & Paulsen, 1999). As identified by the work of Gappa et al. (2005), essential elements for rewarding and attractive faculty workplaces include employment equity, flexibility, professional growth, academic freedom, collegiality, and respect. Faculty self-determination, supportive teaching cultures and equitable faculty workplaces are understood within the overall learning environment of the institution (see Figure 2), comprised of components which contribute to the campus climate for diversity and play key roles in the fulfillment of social equity, democratic and economic outcomes of the university (Hurtado et al., 2012). Taken altogether, these frameworks informed the survey measures of the CUTE survey and the overall conceptualization of the CUTE framework to examine how elements of the campus environment influence faculty persistence.

Perspectives from the Literature

As colleagues and universities invest in cultivating diverse learning environments (Hurtado et al., 2012), a primary focus has been on the hiring, persistence, and retention of faculty with underrepresented and marginalized backgrounds. Higher education has made great strides with increasing representation of diverse faculty in the academy; however, these gains are not fully consistent across all institution types, disciplines, and appointment types (NCES, 2023). Additionally, the focus on increasing faculty diversity has over-relied on the faculty pipeline and hiring efforts rather than the experiences of diverse faculty currently teaching at their university (Griffin, 2020). Faculty

persistence and retention is a complex issue influenced by internal and external factors within faculty experience and their navigation of the institution. Broadly, literature on faculty persistence has highlighted the role of transition and socialization into the academy (Griffin, 2023; Tierney & Sallee, 2010; Bauer et al., 2007; Tierney & Bensimon, 1996). Bauer and colleagues (2007) emphasized how role clarity, social acceptance, and self-efficacy were key factors in a faculty's successful transition and socialization into the professoriate. However, foundation research on faculty socialization and transition "does not explicitly address the unique experiences of minoritized scholars in the socialization process" (Griffin, 2020, p. 296). Role clarity, social acceptance and self-efficacy manifest differently for faculty with marginalized identities (e.g., women faculty, faculty of color, LGBTQ+ faculty); thus, understanding faculty persistence for these demographic groups must consider their differential experiences and social location within the institution. Through a systemic literature review on persistence and retention for women faculty and faculty of color, Griffin (2020) identified four primary categories related to persistence: campus climate, relationships and support, professional experience and faculty work and experiences navigating merit, promotion, and tenure process. Research on LGBTQ+ faculty has highlighted similar themes related to their experiences and persistence in the academy. The following sections identify how these categories manifest for these faculty demographic groups.

Faculty of Color

Research on the experiences of faculty of color have emphasized the relationship between institutional and departmental climate and faculty of color persistence (Orelus, 2020; Settles et al., 2017; 2019; Turner et al., 2008). These studies have considered compositional diversity, relationship between faculty and colleagues, and experiences in the classroom and larger campus. A breadth of research has examined faculty of color experiences with racial stereotyping, microaggressions, and harassment and its link to dissatisfaction and early departure from the academy (Croom, 2017; Kelly et al., 2017; Pittman, 2012; Turner et al., 2008), as well as impacts of underrepresentation, tokenism, and

invisibility in faculty life (Settles et al., 2019; Orelus, 2020). When it comes to collegiality and relationships between faculty colleagues, faculty of color may experience isolation and lack of social connection due to racism and negative campus climates (Kelly et al., 2017). Within the classroom and the department, faculty of color often face assumptions of levels of skill or competences (Martinez et al., 2017) and negative students' interactions with course content and teaching strategies, often leading to lower teaching evaluations (Martinez et al., 2017; Ford, 2011; Kelly & McCann, 2014). Additionally, faculty of color often contend with cultural taxation—the pressure to fulfill multiple demands related to an institution's diversity and inclusion needs (Guillaume & Apodaca, 2022). This is directly connected with experiences navigating merit, promotion, and tenure processes as faculty of color are more likely involved in service and campus governance, which are less valued in the tenure process (Griffin, 2020). Finally, faculty of color whose research are related to the communities they relate to commonly experience epistemic exclusion, which is associated with a high intention to leave their university and mediated by lower job satisfaction and poorer perceptions of the workplace climate (Settles et al. 2022).

These factors all contribute to the persistence of faculty of color and their differential experiences in the academy compared to their white peers. At the same time, faculty of color persist through their passion for teaching and serving (Turner et al., 2008), practices of resilience (Orelus, 2020), positive cultural assets (Martinez et al., 2017) and developing competencies in navigating cultural taxation and campus politics (Guillaume & Apodaca, 2022). In many ways, faculty of color persistence is often despite the climate of their institution and department as they navigate what it means to be fulfilled in their faculty roles. Additional research is needed on how these challenges are connected and the responsibility of institutions to address them to increase persistence and retention for faculty of color.

Women Faculty

Research on the experiences of women faculty also highlights similar threads between campus climate and faculty persistence. Maranto and Griffin (2011) note a breadth of literature on how women faculty perceive their departmental and institutional climates as less welcoming, reporting feeling excluded and lacking belonging. A study from Spoon et al. (2023) echoes these conclusions, finding women faculty increasingly felt pushed out of their positions rather than pulled towards new opportunities, particularly noting issues with workplace climate in their survey. Analysis from this same study also found attrition of women faculty exceeded men across a sample of 245,000 employment records. These experiences are more prevalent depending on the field or department, as research has also explored negative gendered experiences within STEM fields (Casad et al., 2021). Maranto and Griffin (2011) also the gender composition of a department had a role in shaping climate, while Kelly and Winkle-Wagner's (2017) longitudinal study of Black women found they often felt isolated, marginalized, and tokenized as the only Black women in their programs. Additionally, when it comes to job satisfaction and work-life balance, women faculty often report additional challenges in pursuing tenure given family responsibilities, engaging in service and campus governance and experiences with cultural taxation (Maranto & Griffin, 2011; Griffin, 2020). Women of color experience challenges in the classroom more acutely and experience demands around teaching and service as more emotionally and physically taxing due to their simultaneous experiences of race and gender-based oppression (Ford, 2011; Griffin et al., 2013). The overlap in common broad themes impacting persistence between women faculty and faculty of color comes from the fact that their labor and work "are fundamentally shaped by campus climate, the behaviors and biases of students and colleagues, and the racism inherent in campus structures and systems" (Griffin, 2020, p. 311). Addressing persistence within these two demographic groups must consider the whole of their experiences as impacted by campus climate, relationships, the nature of faculty work, and support in their teaching practices.

LGBQ+ Faculty

Research on the experiences of LGBTQ+ faculty has less breadth and depth due to historical and present legacies of heterosexism and transphobia. There is a significant relationship between LGBTQ+ faculty members' desire to leave and their experiences with campus climate (Garvey & Rankin, 2018). Blumenfeld and colleagues (2016) had a similar finding in their study of LGBTQ+ students, staff, and faculty across the country; campus climate was a mediating factor in persistence. Safety, a sense of community (on and off campus), and supportive relationships within departments were related to a positive experience of campus climate. A lack of safety, experiences of discrimination, unequal benefits, intersecting campus oppressions, and institutional inaction were related to a negative campus climate and a desire to leave the institution. LGBTQ+ faculty contend with their own form of cultural taxation as they deal with microaggressions and experiences of isolation, tokenism, invisibility, dismissal, and a lack of institutional support (Beagan et al., 2021). These negative experiences can be felt differently according to discipline and appointment type. For example, Bilmoria and Stewart (2009) found that LGBTQ+ faculty in STEM fields often experienced overt and covert hostility, including invisibility, interpersonal discomfort, and pressure to 'cover' their sexuality while balancing an obligation to support LGBTQ+ students and faculty peers. BrckaLorenz and colleagues (2023) suggest that institutions need to invest in efforts to address LGBTQ+ faculty persistence, such as by developing nondiscrimination policies, hiring LGBTQ+ faculty, highlighting LGBTQ+ faculty achievements, and embedding LGBTQ+ scholarship in the curriculum.

It is also important to acknowledge the lack of research and literature on the experiences of queer and trans faculty who are also faculty of color. Many of the research cited on LGBTQ+ faculty persistence and faculty of color have low ratios of participants who are queer and trans people of color (QTPOC) or include a single-axis identity focus (Nadal, 2019). A few qualitative studies and narrative writings around the experiences of QTPOC faculty highlight their unique challenges due to their experiences of race, gender, and sexuality-based oppression. Aguilar and Johnson (2017) surveyed 18

QTPOC faculty and found themes regarding a lack of intersectional inclusivity in their departments and among colleagues, a general lack of institutional support, and high expectations of mentorship and service towards multiple student groups. Misawa (2015) explored the specific discrimination QTPOC faculty of color face in the academy, while Morales-Diaz (2014) spoke to experiences of hypervisibility and its connection to tenure and promotion. Overall, the literature on QTPOC faculty experiences emphasizes the need for continued research on how departmental and institutional efforts to address the persistence of faculty from marginalized backgrounds must consider faculty who exist at the intersections of multiple marginalized identities.

Group Positionality

We are all higher education scholars, diverse in seen and unseen ways, who have not always been accepted for who we are or supported by the academy in the ways we have needed. We hope that our work can help institutions find practical solutions for improving the environments of their faculty, effectively creating contexts where our best faculty are not only supported in doing their best work but also are thriving human beings. We have lost far too many good colleagues to the inequities and discrimination built into the systems and structures of higher education. We are doing what we can to inspire change.

Purpose

Given what researchers have found in the literature, guidance from the CUTE framework, our own experiences in higher education, and the ever-present reports of diverse faculty leaving academia, we conducted this study to find empirical evidence linking aspects of a faculty environment and faculty intentions to persist. Institutions interested in supporting and retaining diverse faculty can use these findings to better understand their institution's environment for faculty and pinpoint areas to implement change. To support this work, we explored the following questions:

1. How does faculty persistence relate to measures of a faculty member's environment, specifically various processes and policies, interpersonal relationships, support and resources, and faculty affect?
2. How do these relationships between faculty persistence and measures of a faculty member's environment differ by faculty demographics (gender identity, racial/ethnic identification, sexual orientation)?

Methods

Data

The data for this study come from the 2021 administration of the College + University Teaching Environment (CUTE) survey. This national assessment of faculty teaching environments, needs, and supports was created to assess faculty perceptions of their experiences with the five core components of the College + University Teaching Environment Framework (BrckaLorenz, 2021; Figure 1). The survey instrument measures faculty perceptions of their institution's climate for diversity, their views of their institution's processes and policies, their relationships with colleagues, leaders, and students, their access to support and resources, and affective components such as sense of belonging and stress. Institutions elect to participate in a CUTE administration, and they can select the faculty they would like to be surveyed. Twenty institutions participated in the fall semester of 2021, resulting in 4,068 faculty respondents. Although institutions were primarily four-year baccalaureate-granting institutions in the United States, a two-year U.S. institution and a Canadian institution also participated. See Table 1 for respondent demographics and employment characteristics.

Measures

The primary measure of this study is an index of persistence created from three survey items that ask faculty how often they have seriously considered leaving their institution, leaving the

professoriate, or leaving academia altogether. The measures that we relate to persistence in this study, as they relate to the CUTE framework, are as follows:

Processes and Policies

Work Balance consists of six items about how much their institution values their scholarly activities, how reasonable expectations are for their work, and their satisfaction with the proportions of their scholarly activities. *Work-Life Balance* consists of nine items that ask about faculty satisfaction with career trajectory, elements of work-life balance, and how well their institution supports them in their personal needs. *Diversity Commitment* consists of five items that ask faculty how much they perceive a variety of people on campus are committed to diversity, equity, and inclusion efforts. *Respect for Others* consists of six items that ask faculty how much their institution supports conflict resolution and how much faculty are respectful of others on campus. *Curricular Diversity* consists of seven items that ask faculty how important they perceive the inclusion of diversity issues to be in their courses. *Diversity Inclusivity* consists of twelve items that ask faculty how much a variety of inclusive teaching practices characterize their courses. *Course Concerns* consists of six items that ask faculty how concerned they are with effectively dealing with various in-course issues. *Autonomy* consists of four items asking faculty how often they have felt able to make their own decisions about their teaching while preparing for their current courses.

People

Senior Leadership consists of seven items asking faculty how much upper-level administrators at their institution support faculty in various ways. *Teaching Commitment* consists of five items that ask faculty how much various people at their institution are committed to quality teaching. *Collegial Relationships* asks faculty how much they have good relationships with various constituents at their institution. *Values for Teaching* asks how much their colleagues and department value and support

quality teaching. *Identity for Teaching*, *Identity for Research*, and *Identity for Service* consist of three items, each asking how much these scholarly activities reflect their identity and core values as a person. *Diverse Others* consists of eight items about how committed their institution is to supporting and retaining diverse people and how often faculty interact with diverse others. *Support Network* asks faculty how often they have reached out to or engaged with someone for support. *Relatedness* consists of four items asking faculty how much connectedness they feel to others while preparing for their courses.

Support and Resources, Affect

Employment Equity consists of five items asking faculty how much they can access the support and resources needed to do their best teaching. *Competence* consists of four items asking faculty how competent they feel while preparing for their courses. *Supportive Environment* asks faculty how much their institution provides a supportive environment for various forms of diversity. *Sense of Belonging* consists of seven items asking faculty how comfortable, valued, and part of the community they feel at their institution or department. *Mental Health* consists of three items asking about how much stress, depression, or anxiety have interfered with their success as faculty. *Work-Related Stress* consists of six items that ask how much various work activities have been a source of stress. *Personal-Related Stress* consists of five items that ask how much various personal activities have been a source of stress.

Analyses

To answer our first research question about the relationships between the CUTE framework components and faculty persistence, we conducted a series of ordinary least squares (OLS) regression equations where the dependent variable was the index for faculty persistence (in this index, higher values indicate more frequently considering leaving). The independent variable of interest in each model was a CUTE framework measure. We standardized all continuous variables so that unstandardized

coefficients could be interpreted as effect sizes. We included the following faculty demographics and employment characteristics as controls: gender identity, racial/ethnic identification, sexual orientation, adjunct status, disciplinary area, tenure status, and academic rank. To answer our second research question about how the relationships between the CUTE framework components and faculty persistence differ for faculty subpopulations, we re-ran the models from the first research question but limited the data to subpopulations (faculty of color, women, and LGBTQ+ faculty) and consequently removed the parallel control variable.

Limitations

In doing quantitative research, we as researchers are required to place individual respondents into categorical boxes to run analyses. However, this inevitably leads to an inability to fully capture the entire range of identity possibilities. In our study, the demographic questions pertaining to race, gender identity, and sexual orientation depict a specific sampling of identity selections, which comes with limitations. For example, as it was worded, the question that asked participants about gender identity did not account for whether participants identified as cisgender or transgender. This limits our ability to interpret this data in more nuanced ways. Additionally, some of the identity categories had few respondents (e.g., Native Hawaiian or other Pacific Islander, Questioning or unsure). On the other hand, some identity categories had an overrepresentation in comparison to peer identities (e.g., Bisexual, Woman). Although these differences are worth noting, we still believe the overall value of our findings to be significant in pushing the conversation forward around diverse faculty persistence.

Results

Relationship Between Faculty Persistence and Environment

Nearly all the relationships between persistence and components of the CUTE framework were statistically and practically significant. In the overall sample ($n=4,068$), the largest relationships were

between persistence and *Work-Life Balance* ($B = -.556, p < .001$), *Sense of Belonging* ($B = -.526, p < .001$), *Respect for Others* ($B = -.471, p < .001$), and *Work Balance* ($B = -.438, p < .001$). The negative coefficient indicates faculty less frequently consider leaving their position when they strongly agree that their institution values faculty finding a satisfying balance within their work expectations, helps to create balance and flexibility for faculty work and life, and demonstrates a commitment to a respectful environment. They also consider leaving less frequently when they strongly agree they feel a sense of belonging at their institution and in their department. Positive coefficients such as for *Mental Health* ($B = .450, p < .001$) and *Work-Related Stress* ($B = .408, p < .001$) indicate that the more substantive levels of depression or anxiety impact faculty work or that work responsibilities are a source of stress that faculty more frequently seriously consider leaving their position.

Relationship Between Faculty Persistence and Environment by Demographics

To investigate our second research question, we isolated samples to faculty of color, women faculty, and LGBTQ+ faculty and then conducted the same regression analyses as our first question.

Faculty of Color

Again, for faculty of color ($n = 540$), nearly all the relationships between persistence and components of the CUTE framework were significant and notable. The largest relationship was *Work-Life Balance* ($B = -.571, p < .001$), a stronger relationship than the overall sample. For this group, *Work Balance* was the next strongest relationship ($B = -.528, p < .001$). Following was *Respect for Others* ($B = -.454, p < .001$), and *Sense of Belonging* ($B = -.454, p < .001$). Again, negative coefficients in this instance indicate these factors lead faculty to seriously consider leaving their role less frequently. Factors that lead these faculty to consider leaving more often, however, were *Mental Health* ($B = .432, p < .001$), *Work-Related Stress* ($B = .382, p < .001$), and *Personal-Related Stress* ($B = .308, p < .001$). These were consistent with the overall sample, and the strength of the coefficients only differed slightly.

Women Faculty

In the sample of women faculty ($n = 1,509$), *Work-Life Balance* ($B = -.593, p < .001$) was the strongest relationship with persistence, and this instance was the strongest relationship across our analyses. Next was *Work Balance* ($B = -.571, p < .001$), *Sense of Belonging* ($B = -.571, p < .001$), and finally *Respect for Others* ($B = -.514, p < .001$). The factors that lead women faculty to consider leaving were consistent with all other groups, *Mental Health* ($B = .479, p < .001$), *Work-Related Stress* ($B = .436, p < .001$), and *Personal-Related Stress* ($B = .34, p < .001$).

LGBQ+ Faculty

Finally, the sample of LGBQ+ ($n = 276$), several relationships with persistence were also revealed. The strongest relationship to persistence was *Sense of Belonging* ($B = -.573, p < .001$). *Autonomy* ($B = -.569, p < .001$) was the next largest relationship, notably higher than the other groups studied. *Work-Life Balance* ($B = -.569, p < .001$) and *Respect for Others* ($B = -.548, p < .001$) were also strong relationships. Strong relationships with greater likelihood to leave were again *Mental Health* ($B = .49, p < .001$), *Work-Related Stress* ($B = .483, p < .001$), and *Personal-Related Stress* ($B = .415, p < .001$).

Discussion

For institutions interested in supporting and retaining diverse faculty, this study provides various avenues for conversation and opportunities to assess their environments for faculty. The results additionally provide validation for the CUTE framework to continue supporting institutions in finding practical ways to address their faculty's teaching environment and provide a foundation for the field of higher education to better understand the contexts of academia that impact faculty work and lives. As mentioned earlier, the pandemic has exacerbated a contemporary higher education crisis of faculty dissatisfaction and leaving their institution or academia altogether. While faculty persistence is a concern for faculty of all identities, the layers of structural oppression embedded within colleges and

universities create additional barriers for faculty who hold marginalized identities. Our findings offer significant insight into the teaching environments' role in shaping faculty persistence. We found that no single factor uniquely explains diverse faculty leaving their institution but rather points to how compounding variables such as lower levels of sense of belonging and higher levels of depression, anxiety, and work-related stress all contribute to a failure to retain diverse faculty.

When looking at sub-populations based on minoritized identities, the strongest relationships for faculty of color were about balancing their work and life responsibilities and finding a satisfying balance within their scholarly work. This finding reaffirms prior research that many faculty of color are often involved in teaching and service to fill an institution's diversity and inclusion needs at the opportunity cost of using their time to focus on areas that are weighed heavily in the tenure and promotion process at research-intensive institutions (Griffin, 2020). Other notable relationships were with perceptions of how much their institution supports conflict resolution and how respectful faculty are of others, their feelings of being able to make their own choices during course preparation, their feelings of belonging at their institution or in their department, and how much their mental health has been an impact on their ability to succeed.

The findings for women faculty are similar for the faculty of color in terms of strongest relationships. However, women additionally had notably strong relationships with many of the elements of the environment connected to people and affect. For example, women faculty noted that strong relationships exist between persistence and sense of belonging, relationships with senior leadership at the institution, commitment to quality teaching, and a sense of care/support in teaching environments. Each factor mirrors what we know from the literature about women faculty, which discusses how teaching environments can be hostile towards women faculty, especially women faculty of color (Ford, 2011; Griffin et al., 2013). Therefore, if institutions do not provide women faculty sufficient support to

reduce gender-based oppression on campus in ways that improve connections to people and affect, they may continue to consider leaving their institutions.

LGBQ+ faculty had notably large relationships with persistence across all the components of the CUTE framework. Compared to faculty of color and women faculty, LGBQ+ faculty had stronger relationships for most items, suggesting that LGBQ+ faculty are particularly responsive to their environmental components. Some of the largest relationships for LGBQ+ faculty were in terms of support and resources, affect, and people. In terms of work balance and work-life balance, LGBQ+ faculty had slightly weaker relationships than faculty of color or women faculty; however, these were still strong relationships. The overall strong relationships LGBQ+ faculty note between persistence and the various components of their teaching environment highlight that LGBQ+ faculty may be at particular risk for persistence when institutions continue to grapple with campus climate issues.

Curricular Diversity and Course Concerns were the least strongly related measures across all groups in this study. It's possible that these measures, about the importance of including diversity issues in their courses and concerns about dealing with in-course issues, are just relatively less pertinent to faculty remaining at their institutions. It could also be that these issues are just small parts of larger issues (institutional commitment to diversity, teaching relatedness, etc.) that faculty face. The weak relationship between persistence and *Support Network* was particularly surprising given that CUTE staff added this measure to the CUTE survey instrument after a series of interviews with Black women faculty pointed at the importance of leaning on support networks outside of their institution to their persistence to full Professor ranks (Brandon & BrckaLorenz, 2022). Future research should explore this measure to ensure that it adequately captures the experiences of these women and the measures' value to retaining diverse faculty.

Implications

Ultimately, institutions need to check in with how their faculty are feeling and take action to resolve issues on their campuses. Currently, many faculty indicate that their reasons for leaving center around a lack of respect and/or a lack of sense of belonging within their institution or department (BrckaLorenz & Chamis, 2023). Given the significance of work-life and work balance in our findings, institutions looking to make a big impact can begin by examining the efficacy of existing faculty work-life balance initiatives. Additionally, institutions can create accountability structures that encourage regular audits of roles and responsibilities to ensure equitable and manageable faculty workloads.

Findings that we did not expect, but are not surprised by, were the relatively stronger relationships for LGBTQ+ faculty that reveal particularly consequential and harmful faculty environments for LGBTQ+ faculty. Future research might explore this in further detail. For example, we wonder why LGBTQ+ faculty are more likely to leave their institutions due to the same environmental aspects than other minoritized identities. Our study identified important relationships with measures supported by the literature on faculty persistence, but we did not use an instrument or design our study to get at the *why* behind these correlational findings. Future researchers that could add context to these results could greatly help the field in understanding the experiences of this very understudied subgroup of faculty.

Findings that we did not expect and were a little surprised by were the relatively weaker relationships for faculty of color, given the strength of the foundational literature that these measures matter to the persistence of faculty of color such as Griffin (2020) and the validating work on the CUTE instrument with Black women faculty (Brandon, 2022; Brandon & BrckaLorenz, In press). The relationships were still notable, but they made us wonder whether the instrument or our research somehow missed something important about the experiences of faculty of color. Perhaps particularly ostracized faculty of color would be unwilling to respond to a survey about their institution's climate for diversity and teaching. It could also be that what we found validates the literature on experiences of

faculty of color but our findings for LGBTQ+ faculty point to an urgency for institutions and future researchers to put more effort behind understanding the experiences of LGBTQ+ faculty. We urge the field to continue focusing on hiring and retaining faculty of color but to not so narrowly focus on diversity that they forget LGBTQ+ faculty and other groups that we did not study such as trans faculty, faculty with disabilities, faculty from varied socioeconomic backgrounds, or faculty with family or caregiving obligations.

Ultimately, our research highlights the reality that although institutions may recruit diverse faculty, additional efforts are needed to retain diverse faculty. Many institutions have implemented bold hiring initiatives to increase the representation of their faculty. For instance, in 2021, Indiana University launched a \$30 million fund to hire faculty from traditionally underrepresented groups in higher education (News @ IU, 2021). This initiative included opening new faculty positions across a range of academic disciplines, reallocating resources from non-academic services, and placing the initiative under the direction of the Office of the Vice President for Diversity, Equity and Multicultural Affairs. Many institutions are engaging in similar hiring initiatives (Farmer, 2021). These initiatives offer a first step towards creating more inclusive and equitable teaching environments but are insufficient to change workplace environments that impact the affective experiences of diverse faculty. Therefore, in addition to engaging in these diverse hiring initiatives, institutions must also invest in supporting the diverse faculty that are already employed. Until institutions truly grapple with the systems of oppression that impact diverse faculty's experiences, those faculty will continue to leave their institutions and potentially higher education at large.

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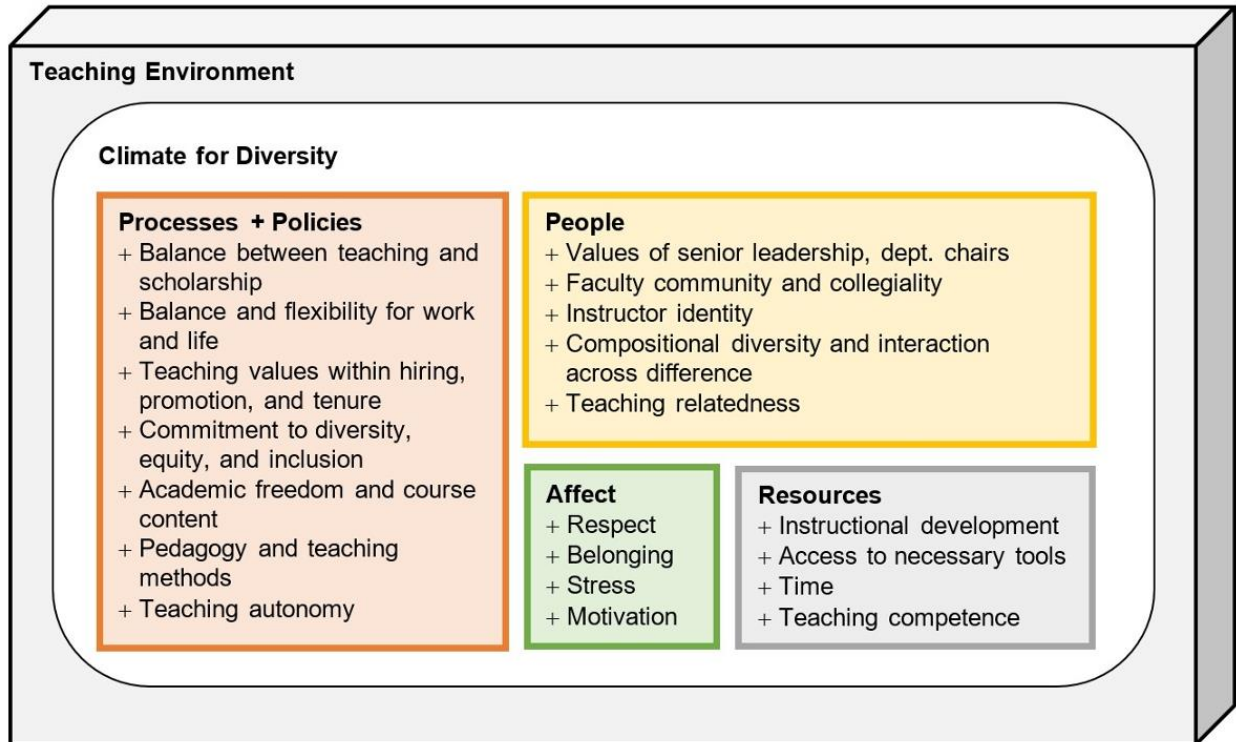
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Figure 1. College + University Teaching Environment Conceptual Framework



College + University Teaching Environment Framework



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Figure 2. Multi-contextual model for diverse learning environments (Hurtado et al., 2012)

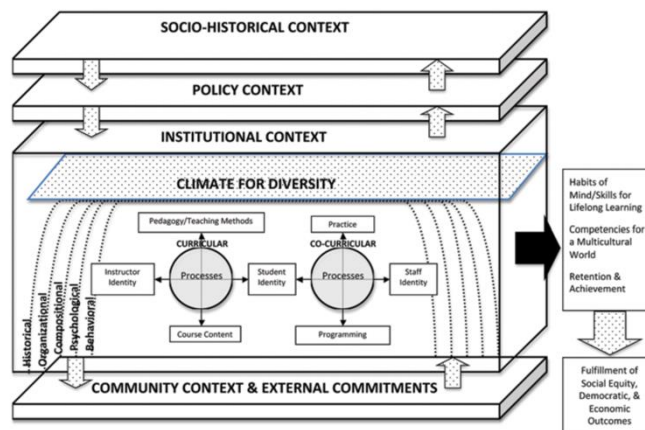


Table 1. Column Percentages for Faculty Respondent Demographics and Employment Characteristics

Gender identity	
Man	41.5
Woman	52.9
Another gender identity	< 1
I prefer not to respond	4.8
Racial/ethnic identity	
American Indian or Alaska Native	< 1
Asian	4.6
Black or African American	6.7
Hispanic or Latina/o/x	6.5
Middle Eastern or North African	1.1
Native Hawaiian or other Pacific Islander	< 1
White	69.6
Another race or ethnicity	1.1
Multiracial	3.6
I prefer not to respond	6.5
Sexual orientation	
Straight (heterosexual)	81.4
Bisexual	3.1
Gay	2.7
Lesbian	1.5
Queer	2.1
Questioning or unsure	< 1
Another sexual orientation	< 1
I prefer not to respond	8.3
Adjunct status	
No	77.7
Yes	22.3
Disciplinary area	
Arts & Humanities	24.0
Biological Sciences, Agriculture, & Natural Resources	5.2
Business	9.5
Communications, Media, & Public Relations	2.9
Education	8.9
Engineering	3.7
Health Professions	15.2
Physical Sciences, Mathematics, & Computer Science	9.4
Social Sciences	12.6
Social Service Professions	2.8
Other disciplines	5.8
Tenure status	
No tenure system at this institution	58.8
Tenured	41.2
Academic rank	
Professor	24.1
Associate Professor	24.1
Assistant Professor	16.3
Instructor or Lecturer	25.8
Other	9.7

	Overall (<i>n</i> =4,068)			Faculty of Color (<i>n</i> =540)			Women Faculty (<i>n</i> =1,509)			LGBQ+ Faculty (<i>n</i> =276)		
	Unstd. B	S.E.	Sig.	Unstd. B	S.E.	Sig.	Unstd. B	S.E.	Sig.	Unstd. B	S.E.	Sig.
Processes and Policies												
Work Balance	-.438	.016	***	-.528	.038	***	-.571	.023	***	-.507	.052	***
Work-Life Balance	-.556	.016	***	-.571	.040	***	-.593	.021	***	-.568	.051	***
Diversity Commitment	-.346	.018	***	-.361	.038	***	-.390	.025	***	-.455	.062	***
Respect for Others	-.471	.017	***	-.454	.039	***	-.514	.023	***	-.548	.058	***
Curricular Diversity	-.060	.021	**	-.061	.054		-.041	.033		-.113	.085	
Diversity Inclusivity	-.146	.020	***	-.178	.047	***	-.158	.029	***	-.222	.070	**
Course Concerns	.065	.019	**	.041	.038		.124	.026	***	.135	.073	
Autonomy	-.438	.017	***	-.408	.041	***	-.456	.024	***	-.569	.055	***
People												
Senior Leadership	-.433	.018	***	-.426	.038	***	-.466	.024	***	-.505	.062	***
Teaching Commitment	-.396	.018	***	-.340	.042	***	-.439	.024	***	-.518	.061	***
Collegial Relationships	-.398	.017	***	-.393	.039	***	-.442	.024	***	-.418	.061	***
Values for Teaching	-.400	.017	***	-.395	.042	***	-.450	.024	***	-.459	.056	***
Identity for Teaching	-.238	.019	***	-.252	.047	***	-.235	.026	***	-.256	.062	***
Identity for Research	-.183	.019	***	-.114	.047	*	-.195	.026	***	-.187	.066	**
Identity for Service	-.300	.018	***	-.223	.046	***	-.306	.027	***	-.366	.061	***
Diverse Others	-.282	.018	***	-.318	.040	***	-.305	.026	***	-.322	.061	***
Support Network	.016	.019		.049	.042		.035	.029		-.013	.075	
Relatedness	-.438	.017	***	-.390	.039	***	-.456	.024	***	-.506	.058	***
Support and Resources												
Employment Equity	-.433	.018	***	-.370	.042	***	-.466	.024	***	-.525	.054	***
Competence	-.293	.018	***	-.312	.043	***	-.302	.026	***	-.466	.061	***
Affect												
Supportive Environment	-.371	.018	***	-.329	.039	***	-.412	.025	***	-.470	.065	***
Sense of Belonging	-.526	.016	***	-.454	.037	***	-.571	.023	***	-.573	.056	***
Mental Health	.450	.017	***	.432	.041	***	.479	.025	***	.490	.061	***
Work-Related Stress	.408	.018	***	.382	.036	***	.436	.026	***	.483	.069	***
Personal-Related Stress	.360	.018	***	.308	.038	***	.340	.025	***	.415	.066	***

p* < .05, *p* < .01, ****p* < .001; note that we standardized continuous measures so that unstandardized coefficients can be interpreted as effect sizes. Controls in each model included faculty gender identity, racial/ethnic identification, sexual orientation, adjunct status, disciplinary area, tenure status, and academic rank.