

## Somewhere to Stay and Thrive: Relationships between Persistence and Environments for Diverse Faculty

**Allison BrckaLorenz, PhD**  
 • Director of the College + University Teaching Environment project  
 • Associate Research Scientist<sup>1</sup>

**Roman Christiaens**  
 • Doctoral Student, Center for the Study of Higher Education, University of Arizona  
 • Managing Editor, ACPA About Campus Magazine

**Steven Feldman**  
 • Doctoral Student<sup>2</sup>  
 • Project Associate<sup>1</sup>

**Alethia Russell**  
 • Doctoral Student<sup>2</sup>  
 • NSSE Institute Project Associate<sup>1</sup>

**Kevin Wenger**  
 • Doctoral Candidate<sup>2</sup>  
 • NSSE Institute Project Associate<sup>1</sup>

<sup>1</sup>Center for Postsecondary Research, Indiana University Bloomington  
<sup>2</sup>Higher Education and Student Affairs, Indiana University Bloomington

Slides + paper available here:  


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## Land Acknowledgement

As we gather for the ASHE 2023 Conference, it is important to acknowledge that we are currently on the traditional ancestral homeland of the Dakȟóta Oyáte (Dakota people), the original inhabitants and stewards of the land and waterways of Minneapolis, MN.

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We wish to acknowledge and honor the Indigenous communities native to this region and recognize that Indiana University Bloomington is built on Indigenous homelands and resources. We recognize the myaamiaki, Lénape, Bodwéwadmik, and saawanwa people as past, present, and future caretakers of this land. We are dedicated to centering Indigenous voices & perspectives, improving community relationships, correcting the narrative, and making the IUB campus a more supportive and inclusive place for Native and Indigenous students, faculty & staff.



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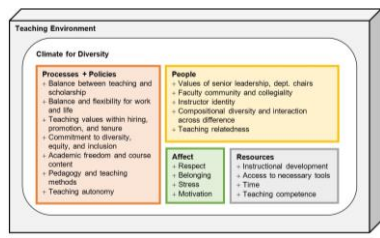
## What We Know

- Despite recent emphasis on improving diversity in the academy, efforts to recruit and retain diverse faculty have demonstrated limited success (Griffin, 2020; Hatch et al., 2022).
- Faculty with minoritized identities encounter additional challenges in climate and work environment:
  - Faculty of color encounter stereotyping, microaggressions, harassment, tokenism, and isolation, and are often overburdened with service (Croom, 2017; Kelly et al., 2017)
  - Women faculty face unwelcoming climates, challenges in work-life balance, and imbalanced duties (Spoon et al., 2023; Griffin, 2020)
  - LGBQ+ also face harmful campus climates, microaggressions, and report lack of institutional support (Beagan, et al., 2021; Garvey & Rankin, 2018)

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## What can institutions do to support and retain diverse faculty?

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**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**

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

BrckaLorenz, A. (2021). *College + University Teaching Environment Framework*. Center for Postsecondary Research.

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## Research Questions

How does faculty persistence relate to measures of a faculty member's environment, specifically a variety of processes and policies, interpersonal relationships, support and resources, and faculty affect?

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)?

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## Environmental Measures

- Work Balance
- Work-Life Balance
- Diversity Commitment
- Respect for Others
- Curricular Diversity
- Diversity Inclusivity
- Course Concerns
- Autonomy

- Senior Leadership
- Teaching Commitment
- Collegial Relationships
- Values for Teaching
- Identity for Teaching
- Identity for Research
- Identity for Service
- Diverse Others
- Support Network
- Relatedness

- Employment Equity
- Competence

- Supportive Environment
- Sense of Belonging
- Mental Health
- Work-Related Stress
- Personal-Related Stress

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## Methods & Sample

- 2021 administration of the CUTE survey
- 20 institutions; 4,068 faculty respondents

**Sexual Orientation**

Straight (heterosexual)	81%	LGBQ+	9%	prefer not to respond	8%
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**Gender identity**

Man	41%	Woman	53%	Another gender identity	1%	prefer not to respond	5%
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**Race/Ethnicity**

Asian	5%	Black or African American	7%	Hispanic or Latina/o/x	7%	White	70%	Multiracial	4%	prefer not to respond	7%
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## Analyses

Ordinary Least Squares (OLS) Regression Analyses:

- Dependent:** Likelihood to Leave
  - How often do you consider leaving: your institution, the professoriate, academia
  - 0 – infrequent thoughts of leaving through 12 – frequent thoughts of leaving
  - Continuous variables were standardized
- Independent:**
  - Measures of the CUTE framework (25 models)
  - Demographics as controls using effect coding:
    - Gender identity
    - Race/Ethnicity
    - Sexual orientation
    - Adjunct status
    - Disciplinary area
    - Tenure status
    - Academic Rank

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## Results: RQ1

Overall Sample (n = 4,068)			
Measure	B	Sig (***)	Result?
Work-life balance	-.556	***	🟢
Sense of belonging	-.526	***	🟢
Respect for others	-.471	***	🟢
Work-related stress	.408	***	🔴
Mental health	.450	***	🔴

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## Results: RQ2

Faculty of Color (n = 540)				Women Faculty (n = 1,509)				LGBQ+ Faculty (n = 276)			
Measure	B	Sig	Result	Measure	B	Sig	Result	Measure	B	Sig	Result
Work-life balance	-.571	***	🟢	Work-life balance	-.593	***	🟢	Sense of belonging	-.573	***	🟢
Work balance	-.528	***	🟢	Work balance	-.571	***	🟢	Autonomy	-.569	***	🟢
Respect for others	-.454	***	🟢	Sense of belonging	-.571	***	🟢	Respect for others	-.548	***	🟢
Work-related stress	.382	***	🔴	Work-related stress	.436	***	🔴	Work-related stress	.483	***	🔴
Mental health	.432	***	🔴	Mental health	.479	***	🔴	Mental health	.490	***	🔴

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## So What?

- Many environmental factors contribute to faculty retention
- Faculty of Color retention is strongly related to balance—within work and work-life. Also, support for conflict resolution, respectful colleagues, autonomy, and belonging.
- Women faculty were more sensitive to people and affect—belonging, support from leadership, collegial commitment to teaching, sense of care/support in teaching
- LGBQ+ faculty had the strongest relationships overall between environment and retention
  - We need more work understanding the experiences of LGBQ+ faculty!
- CUTE researchers need to re-evaluate *Support Network* as a measure given validation studies

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## 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](mailto:cutesurv@iu.edu)


Slides + paper available here:




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