

Narratives of Black and Latino Faculty at a Midwestern Research University

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Scholars have asserted that the diversification of college faculty is an essential part of preparing students to be citizens in a multicultural society (Cole & Barber, 2003). Nonetheless, colleges and universities have been slow to respond to the growing needs of students and have not always been responsive to the changing environment (Birnbaum, 1988). Based on a qualitative study of ten faculty members at a Midwestern research university (MRU), this article provides a descriptive analysis of the experiences of Black and Latino faculty. Analyzed through a critical race theory framework, there were four emergent themes in the findings: faculty time allocation, faculty member support, campus cultural climate, and faculty impact on student experience. The paper concludes with implications for Black and Latino student engagement and suggestions for higher education policy and practice.

Increased access to higher education has diversified the student body on college campuses (Berdahl, Altbach, & Gumpert, 2005). Total enrollment in US higher education is expected to exceed seventeen million by 2012 (Gerald & Hussar, 2002). These students represent the diverse age ranges, ethnicities, and socio-economic backgrounds of today's higher education landscape. Higher education plays a significant role in providing these students with the tools to thrive in the increasingly diverse world (Umbach, 2006). Scholars have asserted that the diversification of college faculty is an essential part of preparing students to be citizens in a multicultural society (Cole & Barber, 2003). Nonetheless, colleges and universities have been slow to respond to the growing needs of students (Birnbaum, 1988). While enrollment keeps increasing, inequities persist (Geiger, 2005). Despite the growing increase of diversity in the United States, increases in faculty diversity have been negligible in the past thirty years (Perna, 2001; Umbach, 2006). In the academy's efforts to improve diversity, it is essential to increase the representation and success of faculty of color.

According to Blackburn, Wenzel, and Bieber (1994), "higher education institutions,

as well as national research centers, need to focus on the experiences of faculty of color if we hope to understand the work environments needed to support creative talents" (p. 280). Typically, administrators assemble diversity councils and diversity plans to address issues surrounding campus climate and retention for students and faculty of color (Iverson, 2007). Recommendations and initiatives proliferate, however equity and inclusion within institutions is still lacking. Senior level administrators espouse commitments to diversity and multiculturalism without engaging in visible action for a more inclusive racial environment. One reason for apathy concerning faculty of color is a lack of research that articulates the impact of faculty of color on undergraduate students (Umbach, 2006). Furthermore, the realities of race are usually only disclosed and addressed when disconcerting findings from an external constituent are made public (Harper & Hurtado, 2007). This warrants investigation into the experiences of faculty of color.

The purpose of this study is to explore the lived experiences of faculty at a large predominately white Midwestern institution using a critical race theory (CRT) framework. The implementation of CRT as an analytic

framework confronts preconceived ideas on race and reinforces that scholars and practitioners must be mindful of those who experience racism, sexism, and classism to counter the dominant dialogues in educational arenas (Delgado Bernal & Villalpando, 2002). CRT can shed light on forms of racial inequality in policy and practice. The marginalization of faculty of color at predominately White institutions (PWIs) is a critical issue in the current higher education landscape (Fries-Britt & Kelly, 2005); therefore, the characteristics of a CRT lens helps to make sense of the stories investigated. Additionally, CRT contests the belief that the White racial experience is the typical standard for improvement and achievement in higher education (Ladson-Billings, 1998). This study seeks to add to the contemporary literature on faculty of color by using the CRT perspective to focus on silences and exclusions, in turn giving voice to those that are underrepresented.

The narratives in this study can provide insight for faculty and administrators at PWIs on how to create a racially inclusive campus environment. These perspectives come from interviews with ten Black and Latino faculty and from a comprehensive analysis of data presented in the literature. Two studies in particular on the experiences of faculty of color at PWIs in the Midwest revealed the disheartening sentiments of the faculty (Flowers, Wilson, & González, 2008; Turner, Myers, & Creswell, 1999). The research presented in this article is warranted because Midwestern Research University (MRU) created a diversity initiative that sought to improve the overall campus climate. Five years after the creation of this initiative, MRU still struggles to create a welcoming campus environment for faculty of color. A careful analysis of the data presented reveals the personal and professional ramifications of the arguably chilly campus climate.

The literature review offers an overview of two key issues raised in the literature. The unique and multifaceted experiences of faculty of color are presented, followed by research concerning the role of faculty of color on the engagement of Black and Latino students. Subsequently the methodology, the theoretical framework, and the data analysis are discussed. The salient themes from the narratives are presented; and lastly, implications and suggestions for further study and institutional change are offered.

Literature Review

Faculty of Color in Academe

Faculty members experience their careers through a lens of competing demands, characterized by the need to simultaneously balance multiple professional responsibilities. Consequently, the experiences of being a faculty member has been described as one mired in stress (Laden & Hagedorn, 2000). Recent literature (Baez, 2000; Diggs, Garrison-Wade, Estrada & Galindo, 2009; Laden & Hagedorn, 2000; Stanley, 2006) has suggested that while faculty share some common experiences irrespective of race, there are significant differences which contribute to the historical scarcity of faculty of color in the academy. For example, literature has revealed the differences in levels of stress and job satisfaction experienced by faculty of color in comparison to their White peers. Laden and Hagedorn (2000) proffered that faculty from underrepresented racial and ethnic backgrounds are disproportionately affected by stress which negatively impacts job satisfaction. Three components that are essential to describing the less than satisfactory experiences of faculty of color are discrimination, promotion and tenure, and isolation.

Discrimination.

Stanley (2006) suggested that “the wounds of covert and overt racism, sexism, xenophobia, and homophobia run deep for many faculty of color. Discrimination cuts across many areas of the academy such as teaching, research, service, and overall experiences with the campus community” (p. 705). Laden and Hagedorn (2000) found that faculty of color are introduced into the academy without full membership; they state that “to date, faculty of color are expected to enter the academy and adapt themselves to the majority culture and norms that dominate their institutional workplaces” (p. 64). Astin, Antonio, Cress, and Astin (1997) asserted that faculty of color continue to experience discrimination in their institutions, such as seeing their scholarship undervalued if it concerns race. Moreover, discrimination and the promotion process created substantial differences in stress levels between White faculty and faculty of color (Astin, et al., 1997)

Promotion and tenure.

According to the November 2010 *Employees of Postsecondary Institutions* report from the National Center for Educational Statistics, the percentage of Black and Latino professors with tenure at degree granting institutions was respectively 5% and 4% (Knapp, Kelly-Reid, & Ginder, 2010). Advancement within the ranks of the professoriate tends to be a phenomenon that is taxing on many faculty members as they pursue tenure (Tierney & Bensimon, 1996). While the factors most often considered in the granting of tenure are research, teaching and service, Tierney and Bensimon (1996) suggested that members of the faculty are socialized to believe that teaching and service are not of great value, while research is essential to job security. This common perception presents additional hurdles to tenure that faculty of color must overcome (Diggs et al., 2009). These obstacles are

typically manifested in the balance of competing professional obligations of this population of faculty. Laden & Hagedorn state, “the longer road to tenure may be in part due to large amount of time faculty of color report spending in advising and mentoring students of color, serving on institutional committees or participating in community services” (p.59). The fact that Blacks and Latinos are more concentrated at lower levels of the professoriate bolsters that contention (Nieves-Squires, 1991).

Isolation.

Although studies related to the experiences of faculty of color have spanned at least the last 10 years, study findings have remained similar; faculty of color note the occupational stress associated with being one of few and the feeling of isolation which can result from being left out of the informal networks in their respective departments (Stanley, 2006; Turner, Myers, & Creswell, 1999). According to one study, faculty of color mediate feelings of alienation by seeking comfort in the interaction with students of color (Turner & Myers, 2000). Such interaction is an essential precursor for the engagement of Black and Latino students with their collegiate experiences.

Impact/Outcomes of Faculty Interaction on Student Engagement

The work that faculty do is inextricably connected to the success of students (Umbach & Wawrzynski, 2005). According to Pascarella, Terenzini, and Hibel (1978), “One important facet of the college experience is the nature of the social or interpersonal environment” (p. 450). Equally important is the nature of the interaction with the faculty in that environment. Pascarella et al. (1978) found that increased faculty interaction may have a significant impact on academic achievement and motivation of students. Inspired by this study, several years later

researchers Endo and Harpel (1982) alluded to a dearth of research on the effects of an environmental variable of increased student-faculty interaction on myriad student outcomes. These scholars further suggested that increased faculty interactions have been found to impact students' ways of thinking, problem-solving and critical-thinking skills, and career goals. More recent studies have revealed that faculty interaction is strongly linked with student learning, engagement, and retention (Tinto, 2005; Umbach & Wawrzynski, 2005).

Impact of Black and Latino faculty on Black and Latino students.

Research has shown that the campus racial climate has a profound impact on the success and outcomes of students, especially students of color (Harper & Hurtado, 2007). This climate is influenced in part by the efforts of faculty of color. Scholarly literature has consistently found that the presence of race adds a dimension to student development and subsequent engagement. Harper and Quaye (2009) observe the use of diversity, equity, and inclusiveness as buzzwords in mission statements of many institutions of higher learning; however, the lack of formal engagement plans focusing on students from diverse backgrounds illuminates the contradiction between those mission statements and what actually takes place on campus. The environment of PWIs can impede the adjustment of students who belong to ethnic minority backgrounds. Consequently, these students may become less engaged in their college experiences, which can ultimately negatively impact their academic success (Harper & Quaye, 2009). The lack of same race/ethnicity faculty and culturally responsive pedagogy are among the obstacles that these students face (Quaye, Poon-Tambascia, & Talesh, 2009). The presence of Black and Latino faculty in classrooms can help to address those

obstacles faced by Black and Latino students. Cole and Barber (2003) suggest that faculty of color create welcoming and supportive environments for students of color. The scholars further contend that the presence of faculty of color positively influences academic achievement and career aspirations of students of color (Cole & Barber, 2003). Umbach's (2006) study offered empirical evidence that indicated faculty of color more frequently engage students in practices that result in greater learning among undergraduates. Thus, an examination of the literature demonstrates the positive, substantial impact that faculty of color have on student learning and involvement.

Campus Climate

The site for this study was a Midwestern research university (MRU). Earlier studies of Black and Latino faculty at this university captured many of their struggles and concerns that resulted from an unsupportive and at times hostile, campus climate (Flowers, Wilson, & González, 2008), but did not focus on the ways in which the campus climate for faculty of color impacts the experience and outcomes of students of color. Even in light of this research, the campus climate for diversity remains stagnant. The university publishes an annual *State of Diversity* report which informs the university community on the institution's performance related to several diversity indicators as assessed by the university's Diversity Committee. In the report, the Diversity Committee assigns each diversity indicator one of the seven scores utilized by the scoring rubric. Indicator scores range from the indicator being achieved to unacceptable progress. According to the report, the diversity indicator for campus climate showed that performance levels toward that goal are unacceptable. The report explains that minority staff reported isolation, offensive humor, and feeling discouraged.

Critical Race Theory Framework

As a conceptual and methodological framework, CRT has its foundation in legal studies, but it has since been used as a lens to comprehend policies, practices, and experiences within the realm of higher education. Ladson-Billings (1998) asked, "What is critical theory and what's it doing in a nice field like education?" The research team for this study sought to show the role CRT has in the context of higher education and how it can inform practice and policy to foster an environment conducive to the success of Black and Latino students.

Solórzano and Yosso (2001) describe CRT in education as recognizing the existence racism comprised of ideas such as colorblindness, objectivity, and race neutrality. CRT scholars facilitate the discourse on race, racism, and power in a manner that advocates for social justice strategies to reduce systems of oppression while concurrently empowering the oppressed (Solórzano & Yosso, 2001). A major cornerstone of CRT and the foundation of this study is the validation of people of color. Accordingly, this ideology views participants as the experts in their own lives. As a result of the participants' lived experiences they possess the knowledge that allows them to participate in the discourse on race and racism (Delgado & Stefancic, 2001). Understandings of the participants' racial realities are revealed through counter-storytelling.

Counter-stories are grounded in actual lived experiences. Storytelling is a compelling means for constructing meaning and dispelling myths (Delgado, 1989). CRT scholars use counter-storytelling to shed light on race neutral dialogue to uncover how white privilege functions within an ideological framework to reinforce marginalization. Solórzano and Yosso (2002), describe counter-storytelling as "a method of

telling the stories of those people whose experiences are not often told" including people of color, women, gay, and the poor (p. 26). Narratives of the privileged majority silence the experiences of the oppressed; counter-stories rival the narratives of the majority. The aforementioned themes in the literature such as campus climate, the challenges of tenure and promotion, and experiences related to teaching provide a backdrop for the counter-stories of this study's participants.

Methodology

The purpose of this study is to provide a descriptive analysis of the campus experiences of Black and Latino faculty members. Guba and Lincoln (1994) assert that qualitative inquiry, when consisting of interviews, provides researchers an opportunity to explore a problem through the voice and experiences of the participants. As this study's primary goal is to give a voice to the experience of Black and Latino faculty and their perceptions of Black and Latino student experiences, qualitative inquiry seemed most appropriate.

Through the vocalized perceptions of the faculty, the research team, comprised of three Black men, one Black woman, one Latino woman and one White woman, explored how Black and Latino faculty experiences may impact the experiences of Black and Latino undergraduate students. This study was a qualitative inquiry of a purposeful sample of individual, semi-structured interviews with ten faculty members who self-identified as Black or Latino. Three faculty members were Black men, and four identified as Black women, with one of those professors additionally identifying as having Latino ethnicity. Additionally, two professors identified as Latina women. No participating faculty members identified as Latino

men. Within this sample, one faculty member held a clinical position, two were non-tenure track lecturers, three were tenure-track, and the other four were tenured faculty members. The faculty members in this study represent five disciplines across the university.

Individual interviews were conducted and were digitally recorded and transcribed; the initial codes were created from the themes in the interview protocol questions. The data were subsequently interpreted through a summarization of emergent themes.

Critical race theory (CRT) served as the theoretical and methodological framework for this study. CRT examines the relationship between race, racism and power in the greater society and the ways in which this hierarchy is evidenced within institutions of higher education (Delgado & Stefancic, 2001). One of the tenets of CRT is recognizing the importance of experiential knowledge of people of color; it emphasizes the need to give them a voice with counter-storytelling of their family history and other lived experiences (Yosso, Smith, Ceja & Solórzano, 2009). Through a critical race theory lens, this study sought to validate the knowledge of faculty of color at MRU surrounding ideas of race and power through the narration of their personal experience.

Findings and Discussion

The results of this study suggest that the experiences of faculty of color have an impact on the experiences of Black and Latino students. Findings from this study contribute to the literature on faculty of color, campus climates, critical race theory, and Black and Latino student engagement. The findings are presented in the following order: a common approach to time allocation, support as a faculty member, experience of the campus climate, and faculty impact on student experience.

A Common Approach to Time Allocation

Promotion and tenure on the college campus has often been said to consider research, teaching and service; however it does not appear that they are considered equally. Faculty members discussed institutional expectations related to time allocation, both explicit and perceived. While most agreed the institution explicitly conveys the idea that research, service, and teaching should hold equal time commitments, we found that the faculty perceived a different expectation. Becca, a Black, female tenure-track professor, stated that “it’s supposed to be 33 1/3, 33 1/3, 33 1/3, research, teaching and service. But be clear--99 1/3 of it should be research. And that’s just the way it is.”

Faculty members found that while their passion for their work as academics often led to service inspired by their ethnic or racial identity, equal value was not given to those experiences, especially in consideration of promotion and tenure. Becca further elaborates, “When it comes down to promotion and tenure, they are counting the number of publications. That’s what they’re looking at. So I would say a significant amount of that time is spent, spinning my wheels, writing.” Similarly, Sylvia noted, “I get criticized because I do too much service, but that is part of what I have to do.” As a result of this undervaluing of personal identity, the faculty in our study have attempted to integrate their passion for service with their need to do research. Sylvia, a Latina lecturer, explained, “Sometimes I try to integrate service with the teaching or research and teaching and that’s why I decided to make my home [a local] community school.” Eryka, a Black female tenured professor, adds, “I can’t speak for all faculty members of color, but certainly if you have that deep value system...that pervasive idea of purpose, service and giving back to your community,

you can't help but look at those intersections."

Support as a Faculty Member

In addition to the allotment of their time, faculty members considered institutional customs that impacted their understanding of the support offered from institutional administration, school or department chairs, as well as their peers. When asked about institutional support, the faculty members interviewed discussed levels of taxation felt by faculty of color as well as the retention of this population and the perceived intentions of senior administrators. Kwame, a Black male clinical professor, posited "I think they [university administrators] make an attempt, but not a priority" when referring to his perception of their support for faculty of color. Another faculty member felt similarly about support at the institutional level. Catrina, a Black female tenured professor, suggests:

Because when we look at data and statistics and things like that, we're not really moving forward. We might be, I think, the Chancellor can be very exhilarated by a slight increase, like in students of color, but... we know that whatever changes have been incremental and it hasn't put the kind of profound force that is necessary for us to move forward.

Faculty also reported mixed levels of support from departmental and school leadership. Eryka stated, "We [departments] spend a lot of money to make sure they [faculty of color] come...why not spend the time to make sure they stay?" She further discussed a positive understanding of department chairs:

Good department chairs help you to make that decision [to not serve on every

diversity committee]. Fantastic department chairs say 'I will protect you, and you won't have to make that decision.' Good fantastic department chairs, that want to keep you won't saddle you, or overwork you with all those extra committees. They say 'I will protect his or her time'.

Though study participants had much to say about the role of the institution and the department in offering support, the most commonly talked about idea when considering support for faculty of color came in the form of peer support. There were several instances when peer support seemed to be the most important aspect of perceived support for faculty members. On several occasions, the level of peer support seemed uncertain. Henry, a Black male senior lecturer, shared that "it tends to feel a little lonely," while Jorge, a Black male tenure-track professor, suggested a need to investigate colleagues' motives: "But you know, there's some Black faculty over there [in the school of business] that I want to know, so I'm gonna approach them and see how they act." While both of these faculty members reported a feeling of isolation within their departments on campus, one had already devised a plan to counteract this isolation and interact with colleagues across campus who may share similar experiences.

When further reflecting on her experience and sense of support, Gwendolyn, a Black female tenured professor with Latino ethnicity, questioned her persistence at the institution:

Talking about all this makes me wonder why I'm still here. I hate to put it down to economics, but you know, we are in a recession and, I tried to sell my home but it's not as much as the original price so...

The questions of why faculty of color remain at an institution and how the institution, department leaders, and faculty peers impact their experiences are central to the topic of support for faculty of color.

Visibility of Black and Latino Faculty

The absence of Black and Latino faculty within US college and university classrooms reinforces stereotypes that African Americans and Latinos cannot or do not thrive in higher education (Smith, 2004). Furthermore, it hinders an institution's endeavors to recruit and retain faculty of color (Witt, 1990) and constrains the amount of same-race mentors for students of color, which is critical to their success (Patton & Catching, 2009). Patton and Catching (2009) contend that the dearth of these scholars within the tenured ranks inhibits their ability to be engaged with relevant arenas that advocate for the development of institutional policies regarding diversity and equity on campus. Black and Latino faculty are 'hyper-visible' when their existence is sought to be the diversity voice, nevertheless they are invisible amidst the largely White professoriate (Turner & Myers, 2000). Black and Latino faculty also think they must work twice as hard as White colleagues, which in turn creates stress and pressure (Smith & Witt 1996).

Experience of the Campus Climate

While the experiences of Black and Latino faculty were at the core of the exploration of this study, the campus climate for diversity was more prominent than expected. It appears that faculty understanding of the mission of an urban institution and perceptions of the MRU's commitment to that mission is the crux of conflict for faculty of color regarding campus cultural climate. Catrina reflected on her initial and continued impressions of the university mission:

I took seriously the idea of an urban mission and [the school] also has an urban mission. I would imagine that other schools within the university have a similar mission, so very much a part of that mission ought to be diversification of faculty, diversifying the student body, creating a strong network between the university and to probe into really the hard questions about why that isn't just forthcoming on its own, that it takes really hard work to do that.

Becca discussed her frustration with a recent search for a high-level administrator, explaining that the pool of applicants from which the position was filled did not include the possibility of diverse candidates: "That tells me that that little mission or that little mantra, that little cliché that we value diversity, and we embrace diversity is bullshit. That's what it tells me."

In their discussion of the campus cultural climate, faculty members alluded to three major themes: the presence of racial microaggressions, the need for and creation of counter-spaces, and concerns with institutional hiring practices.

Microaggressions.

One group of critical race theorists define microaggressions as often subconscious acts of disregard or denigration for a particular group, in this instance people of color, as a result of subscription to White supremacy (Solórzano, Ceja, & Yosso, 2000). Becca described her frustration with peoples' fear of speaking up about race issues, an instance of institutional microaggressions such that the campus culture tends to silence the concerns of faculty of color. Over time what may seem as minor microaggressions can accumulate and cause "racial battle fatigue" (Smith, 2004) resulting in faculty questioning their involvement, advising other faculty to

not do as much, or leaving a university. Catrina speaks to this point:

I've just said that I'm not going to do it, and that's a hard decision because often it's 'oh we could really use a faculty of color on this campus committee' and me saying 'you really need to get more faculty of color on this campus'. So, I say no because this is my menu and I'm not going to burn out.

Microaggressions can take on many forms including: microassaults, microinsults, and microinvalidations. Each type is respectively comprised of derogatory verbal or nonverbal attacks, denigrations about racial heritage, or remarks that diminish the realities of people of color (Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, & Esquilin, 2007). The majority of Black and Latino interviewees reported experiencing these offenses in the classroom. Henry describes becoming used to disrespect in the classroom:

There have been some situations where I've felt disrespected or not looked up to, not looked on as being as competent—not often, but occasionally—where you feel like someone talks down to you, and that's uncomfortable, doesn't happen often, but I think it just comes with the territory.

Counter-spaces.

Critical race theorists define counter-spaces as personally created spaces or groups that provide a source of reinforcement of worth and value, contrary to denigrating messages that may be received from the majority group (Solórzano, 1998). There were several instances in which faculty members discussed creation of peer groups to help sustain their presence at MRU.

Becca described a group of faculty that she “rolls with” and when questioned on the formation of the group, she responded:

How did we all get together? [emphasis added] I think because none of us seems to be too afraid to talk about who we are, in terms of identity and our identity politic. I'm not talking student development theory, I'm talking about our politics. This is who I am, this is how I roll, this is what I think. And you can get backlash from that and none of us seemed to mind the backlash.

In addition to peer groups, professors discussed their connection to spaces and organizations outside of the university as counter-spaces which contribute to their work as members of the faculty. Sylvia suggested that her work in a neighborhood school allowed her work and research at MRU to have meaning: “The service that I think I do represents the school of education in places where we need to be.” Becca also described her commitment to service in the surrounding community:

Most of my service is overwhelmingly in the community, and by community I mean just in the city...But what you'll find in Black communities is that they're not caring that you have a Ph.D., ...[My] larger role is service...to the community and...to the larger discourse in education.

These particular faculty members were able to form a different sort of counter-space outside of the university. Through their involvement with their racial community organizations and initiatives, they were able to create a connection to individuals in the city and feel that their contributions were of value. Rather than viewing the climate for diversity as dismal, Jorge instead viewed it

opportunistically and used the potential as a type of mental counter-space.

Well, I have not found any better potential organization to create opportunity than I see here. And I've been around a while, but I mean I see the potential...We'll pull these places along by our own presence, our own desires, our own wishes to make these places welcoming and open places for all.

As suggested in CRT literature, counter-spaces provide a place where "deficit notions of people of color can be challenged and where a positive collegial racial climate can be established and maintained" (Solórzano, 2002, p. 70). Faculty at the research site seem to offset their sense of not belonging with the creation of groups or places that reinforce their worth and value.

Hiring practices.

Another area that impacted perceptions of campus climate for faculty members were the espoused and enacted hiring practices at the institution. While the context varied from search committee participation to written philosophical approaches, all left a sustained impression of the university's commitment to faculty of color and, in turn, students of color. Catrina expressed concern with the commitment to diversity issues in hiring procedures and called for the voice of Black and Latino faculty members to be heard:

I was on a search committee last year and I'd just hate to think what would have happened with that search. It was time-consuming, it had to occur, there was a lot of discussion on the committee about who to hire, what that person needed to reflect, our needs, our urban mission, all of those discussions were somehow lost. [I had to remind the

committee]: we have an urban mission, we need to diversify our faculty.

Faculty Perceptions of their Impact on Students

When asked how Black and Latino students interact with Black and Latino members of the faculty, there was a consensus among participants that their understanding of themselves and their experiences consistently played a role in their interactions with the students. The faculty members' perceptions of Black and Latino students' experiences varied due to their expectations of, interactions with, and connection to the students. Sylvia said:

They're precious little gems. Because I don't have that many, I can afford to really spend time with them, particularly when they're in my class, we work hard...I try to help, I contact them, I send them emails after they've left my class.

In contrast, Kwame stated:

My experience with African American or Latino students in the classroom has been overall a little frustrating. And what I mean by that is traditionally they are not the highest performing students in my classroom, and they tend to have more challenges.

Interestingly, issues important to Black and Latino faculty are brought into their classrooms. Gwendolyn spoke about her comfort discussing the campus climate and other issues, which have been expressed as important to faculty of color, within her classroom: "My activism comes into the classroom when it's appropriate. So I'll tell on the university any chance I get, but again when it's appropriate to the subject matter, I will speak out and include that in my class." Likewise, when asked if her experiences with

race in her life impact her teaching, Becca responded, "I probably bring that into the classroom, my anger. I know I bring that conversation, that discourse. The readings will change. I think it plays a role or has some impact on what I teach and how I teach."

When asked for their general perception of the Black and Latino student experience, the faculty further expressed that it is a challenging one. Although Becca is assigned to solely teach graduate students, she points out that undergraduates are affected by the relative scarcity of faculty of color: "What happens every semester is I get calls or visits from Black undergraduate students. And I've heard this from other faculty members too, it's not that I'm all that, it's because I'm all dark." Catrina noted the challenges experienced by Black and Latino students this way:

I know that can be very difficult for them in a class that's overwhelmingly White, and I would say in classes that are also overwhelmingly in need of some real race sensitivity. I have found that many of the thoughts of the students of color in these classes got swallowed up, they wanted to be quiet.

Regardless of their experiences, there was agreement among the faculty members that they wanted the Black and Latino students on campus to know that, at the very least, Black and Latino faculty support their presence as well as their personal and academic pursuits. This understanding has been shown through the establishment of informal relationships, extra efforts of outreach, and a general level of concern. Eryka suggested she devoted a lot of her time to just that; "I spend an *enormous* amount of time making sure that I am mentoring, spending time with, talking to, making telephone calls, emailing students [of color]."

Overall, as Black and Latino faculty members considered the experience of Black and Latino undergraduate students, it became obvious they viewed their students' experiences through their understanding of their own Black or Latino identities. This idea can best be seen through the words of Eryka, when she said "It's almost like opening the door for acceptance. I think that for some of the [Black and Latino] undergraduate students it means that there is a place on this campus for them."

Implications and Suggestions

To honor the voice and experiences of the faculty members who participated in the study, it is appropriate to discuss the implications of the findings and provide recommendations. As the emergent themes were time allocation, faculty feeling of support, faculty experience of campus climate, and their effects on the Black and Latino student experience, implications and suggestions are organized similarly.

Time Allocation

As Black and Latino faculty members stressed their desire for time to participate in service related to their race or ethnic identity, there appeared to be an incongruence found in the values of the university. The undervaluation of service of Black and Latino faculty members potentially poses a conflict for recruiting, retaining and promoting underrepresented faculty members. Therefore, it seems important that the university, whether faculty peers or senior administration, reconcile the incongruence to show equal value to the diversity of faculty experiences and priorities. One prominent concern that has been raised pertains the values demonstrated during consideration for promotion and tenure (Antonio, 2002).

Faculty Feeling of Support

While there were several instances in which faculty members expressed experiencing true support, it was more common for the study participants to question the commitment of the department and institutional leadership to their overall success. This suggests that the university can enhance the successful retention and promotion of Black and Latino faculty members through an increased demonstration of support. There are three ideas that seem warranted for the university to institutionalize support of Black and Latino faculty members; instituting a mentoring program, creating department chair training, and revising the tenure process. The study participants suggested that having informal mentoring relationships with senior faculty members, whether faculty of color or not, provided an avenue for them to better understand the politics of the university while also giving them the opportunity to connect with other faculty members who can articulate the value of Black and Latino faculty members' presence, research agenda, and service. Creating department chair training sessions that highlight the struggles experienced by faculty of color and increase the value paid to service would provide two opportunities that institutionally demonstrate that Black and Latino faculty are equally valued by the university.

Faculty Experience of Campus Climate

The comments of the faculty members regarding the campus climate often focused on the limited presence of Black and Latino faculty members. Therefore, one important consideration for the university is increasing efforts to recruit, retain, and promote Black and Latino faculty members. There has been progress in past efforts, but there is a need for the university to intentionally enhance its efforts to bring Black and Latino people into

the professoriate. One recommendation of this research team is to assess the effectiveness of an existing campus recruitment initiative and reconsider providing the funding necessary to reinstitute the effort.

Faculty Perception of Student Experience

Perhaps most important, all study participants saw themselves as advocates for Black and Latino undergraduate students. They also found that their experience of the campus climate for diversity played a significant role in their ability to support, advocate, and be present for Black and Latino undergraduates. Therefore, it seems particularly essential that the university administration listen to, validate, and address the concerns of faculty of color.

Limitations

As with all research studies there are limitations to this study that must be addressed. Sample size and representation are two areas that require discussion. Although the research team worked to provide the opportunity for all Black and Latino faculty members to participate in the study, our sample reflects a higher proportion from disciplines related to business and the social sciences. We recognize that the experiences of faculty members in the sciences may be different. Moreover, having only ten faculty members from the research site limits transferability of the results to other institutions. While the research discusses the impact of Black and Latino faculty members on the Black and Latino undergraduate experience, current Black and Latino students were not interviewed. Although we presume that faculty members' perceptions of campus climate are connected to the lived experience of Black and Latino students, our research does not provide a definitive understanding

of how the Black and Latino faculty members' experiences directly impact Black and Latino undergraduate students.

Conclusion

In line with previous research, this study has shown the importance of a positive and supportive campus climate for both faculty satisfaction and student success. In order to improve the effects of the campus climate on the experience of both faculty and students, it is necessary to truly transform the institutional culture in a pervasive and intentional way (Hamilton, 2006). According

to Hamilton (2006), racial and ethnic minorities often feel silenced and powerless to make changes to the campus racial climate. Instead, it has been found that "senior administrative support, collaboration, and visible action are among the core elements requisite for transformational change in higher education" (Harper & Hurtado, 2007, p. 20-21). For this reason, it is imperative that administrators make a concerted effort to change the policies and procedures of the academy to welcome and support the entire campus community.

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