

FACULTY EXPERIENCES THROUGH A DIVERSITY LENS:
AN INVESTIGATION OF TEACHING PROFESSORS'
OCCUPATIONAL SELF-EFFICACY

A Thesis

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Christian Joy Lewis

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Abstract
of
FACULTY EXPERIENCES THROUGH A DIVERSITY LENS:
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Previous research has shown that faculty of color were challenged with racism and discrimination at universities, which influenced their productivity and satisfaction with their work. In addition, since there has been a decline in tenure track appointments at universities, more non-tenure track faculty members are becoming employed. Using the idea of efficacious action as a source of efficacy-based self-esteem, this research investigated whether race and faculty classification affected the amount of opportunities for and the nature of meanings associated with efficacious actions of faculty members. Based on qualitative and quantitative survey responses provided by 55 professors at a large teaching university, results showed all respondents reported relatively high occupational self-efficacy. However, the opportunities and meanings of efficacious action varied by race and classification. Contingent faculty did not feel that their research efforts and interests were supported by the university. Correspondingly, more tenured-track faculty felt that they did not have enough time for their research and service responsibilities compared to non-tenured track faculty. Findings also showed that some faculty of color felt that the university was not supportive of the nature of their research topics, shaping their opportunities and meanings as a researcher differently compared to White faculty. Overall, regardless of race, professors viewed themselves positively, yet faculty of color faced barriers in having the opportunities for efficacious action or

defining their action to be accepted with positive meaning. Lastly, students and colleagues were found to be a resource for faculty of color compared to White faculty; specifically, students and colleagues of color carried meanings for their actions as faculty member. Race was central in guiding faculty of color's teaching, research and service responsibilities.

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- "Joy"

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CHAPTER 1: INTRODUCTION

Self-efficacy refers to individual's perceptions and assessments of their effectiveness, competence, and causal agency (Gecas 1989: 291, 292); it is a person's sense of "self" stemming from the consequences of their actions. In this view, our individual actions and consequences shape our knowledge of ourselves, or in other words, our self-concepts are based on our actions, consequences, and accomplishments (Gecas and Schwalbe 1983: 79). A main condition for self-efficacy derives from the "quality of the individual-environment interaction, primarily with regard to the opportunities it provides for engaging in efficacious action (Gecas 1989:300)". Efficacious action, or the goals and actions to carry out tasks effectively, is influenced by opportunities to engage in such actions, and meanings for these actions, which are shaped by individual perceptions and societal conditions.

Occupational self-efficacy refers to the productivity, liberties, flexibilities, and self-direction one has at the workplace that can deduce a positive or negative sense of self-efficacy (Gecas 1989: 303). Work is a key attribute in one's life that can affect a person's sense of self (Marx 1963; Gecas and Schwalbe 1983). Drawing from the idea of efficacious action, for one to develop occupational self-efficacy, s/he must have an opportunity to engage in actions to realize their ability and competence at work, and such an action must be interpreted as valuable. This research investigated the process through which college professors developed their occupational self-efficacy through opportunities and meanings of their actions in the workplace (e.g. the university), and further examined whether these processes would vary by race and faculty classification.

In 2013, majority or 79% of faculty in the United States were white (Snyder, Brey, and Dillow 2016: 409). Among minority faculty, 7% were African-American, and 7% were Asian. Latino/as represented 5% of college professors, while American Indian/Alaska Native represented

1% and Pacific Islander occupying only 0.5%. One percent of college professors reported more than one race. It is clear that faculty of color are underrepresented in higher education.

The percentage of faculty members by race is incomparable with the enrollment trend of college students by race. From 1976 to 2013, Latina/o college students in the United States increased from 4% to 16%, Asian/Pacific Islander college students increased from 2% to 16%, African American students increased by 5%, representing 15% of college students in the United States, and American Indian/Alaska Native students increased by 0.1%, representing 0.8% of college students in the United States (Snyder, Brey, and Dillow 2016:408). As diversity among college students is increasing, seeking minority faculty is limited, which can damage receiving advising and mentoring from faculty from similar backgrounds and/or cultural understandings, specifically from faculty of color (Jayakuar, Howard, Allen, and Han 2009; Antonio 2002). It is apparent that faculty of color is critically needed in higher education.

Previous research has investigated reasons for minimal representation of faculty of color in higher education. Although the number of undergraduate minority students has increased, this trend does not pertain to the graduate student population. One of the reasons is that fewer graduate students of color are pursuing doctoral degrees (Antonio 2002; Allen, Epps, Guillory, Suh, and Bonous-Hammarth 2000). According to the U.S. Department of Education, in fall of 2008, 11.5% of African American students were enrolled in graduate studies in the United States, followed by “Nonresident aliens” (11%), Asian/Pacific Islanders (6.8%), Latinas/os (6.2%), and American Indian/Alaskan Natives (0.6%) (*National Center for Education Statistics*). Majority of graduate students in the United States at the same time were White (63.9%) (*National Center for Education Statistics*). Another reason for underrepresentation of faculty of color in higher education is that they leave the institution due to encountering racism and discrimination exhibited in various ways at the university and departmental level (Griffin, Pifer, Humphrey, and Hazlewood 2011: 499). For

example, faculty of color often report being harassed, “tokenized” and stereotyped by their White counterparts at colleges and universities (Griffin et al. 2011: 500). Faculty of color experience isolation, lack of respect, and role conflict compared to White faculty in higher education (Harlow 2003: 348). Faculty of color also report having higher levels of stress, being downplayed in their classrooms, having limited opportunities for professional progress, and receive minimal to no acknowledgement of their research and scholarship by their department and university (Harlow 2003; Antonio 2002). If the racial climate at universities and colleges is challenging for faculty of color, it can influence their productivity and satisfaction with their work, which will come to affect opportunities to engage in activities to ultimately shape their sense of self-efficacy. With that said, an evaluation of faculty’s occupational self-efficacy by race is important because minority faculty tend to be strong advocates for teaching and mentoring students, are more engaged in research to apply change in society, and provide a voice for students of color at colleges and universities (Antonio 2002: 583).

Like the low trend of minority faculty on college and university campuses, tenure track appointments are becoming limited at higher education institutions. University hiring committees are turning to part-time and full-time non-tenure-track faculty positions with short, if not informal contracts, to fulfill the needs of the university and/or college (*Academe* 2003). In fall of 2013, there were 1.5 million faculty members at degree-granting postsecondary institutions in the United States, which also included 0.4 million graduate assistants, and 2 million classified other staff (Snyder, Brey, and Dillow 2016: 408). According to the U.S. Department of Education, in 2005-2006, 91.3% of faculty were full professors, 73.6% were associate professors, and 8% were assistant professors, compared to the 28.4% of instructors, and 1.8% of lecturers at institutions with tenure systems in the United States. Ultimately, Snyder, Brey, and Dillow (2016) argue that

faculty with tenure has been decreasing from 1993 to 2014, in which “48 percent of full-time faculty had tenure in 2013-14, compared with 56 percent in 1993-94 (p. 409)”.

Part- and full-time non-tenure-track faculty, often referred to as “contingent faculty”, includes adjunct professors, lecturers, and instructors who are mostly compensated per course or hourly, even including full-time non-tenured faculty that receive salary (*Academe* 2003: 59, Heller 2012, Bradley 2004). Consistent with Marx’s theory of alienation, contingent faculty face poor working conditions, such as having larger number of students in classes (which are mostly core, general education classes), teach more courses than tenure track professors, share office space with other contingent faculty members while the tenure-track faculty have the luxury of their own office space, and lack voting rights or faculty governance involvement at the university (Heller 2012; Bradley 2004). As there is a decreasing trend of faculty tenure, it leads to a decrease in liberties in research, teaching, and service for contingent faculty (*Academe* 2003; Bradley 2004; Heller 2012). Because contingent faculty are not protected by the job security of tenure, these part- and full time non-tenure track faculty members tend to avoid risking their jobs at the expense of exploring their academic freedoms in areas of personal interests (Bradley 2004: 30). Not only do contingent faculty have to “play it safe,” they also have to be aware of their student and department evaluations, as Heller (2012) argues, is important for administrative leaders in assessing non-tenure track faculty (p. A8).

This study evaluates faculty’s occupational self-efficacy by their classification. This is important because the value and mission of higher education could be in jeopardy as a whole because of institutions taking advantage of contingent faculty. As mentioned, student evaluations are heavily considered for faculty retention and even promotion (Heller 2012; Price and Cotton 2006). Because of this, contingent faculty have to conform to emotion labor and impression management to appeal as a good teacher to students and administrators in order for job security.

This idea leads to self-efficacy because despite the challenges contingent faculty have to endure, they will seek opportunities to work harder for teaching effectiveness, and in return, will shape their sense of self-efficacy.

Correlating with race, in fall of 2013, the U.S. Department of Education reported that more tenured-track and even non-tenured track faculty positions were held by white faculty compared to faculty of color (*National Center for Education Statistics*). Scholars have suggested that faculty of color feel that they must prove their competence and intelligence to their white counterparts because they “doubt their abilities” and to students who question their authority in the classroom (Harlow 2003; Griffin et al. 2011). Therefore, due to few comprehensive research concerning faculty of color, and how a professors’ race could influence their occupation (Griffin et al. 2011; Harlow 2003), this research investigates the question of what opportunities and meanings affect efficacious actions of faculty members, and whether faculty classification and race mattered in shaping their self-efficacy. More specifically, what are the barriers that affect efficacious actions of faculty, and what are the resources that expand their efficacious actions? Does part-time vs. full time employment matter in those barriers and resources? Does race matter in shaping those processes?

This study compares individual perceptions of job responsibilities based on faculty classification and race. Based on previous research, the expectations are that contingent faculty will express challenges such as limited freedom and involvement at the university, and “playing it safe” in fear of losing employment due to evaluations, while faculty of color will express discrimination and isolation experiences, lack of respect and acknowledgment of their research, and limited opportunities for professional progress, all in which will shape their efficacious experience, thus shaping their self-efficacy. Using the qualitative and quantitative survey data, this study investigated how professors’ self-efficacy (i.e., their perception of themselves and their

ability to perform responsibilities) is shaped, paying close attention to the opportunities for and meanings of their efficacious actions. This study is evaluating the experiences of two different groups, therefore, the expectation is that there are qualitative differences. Race and class are mechanisms of privilege and discrimination, in which some are more protected than others based on their race and/or social position. The expectation is that these groups will have different experiences based on their positions within a system with multiple hierarchies, higher education's organizational structure and its racial climate. In sum, this study provides social psychological research to contribute to retention and recruitment efforts, as well as approaches to increase professional development, for faculty of color and contingent faculty in higher education.

CHAPTER 2: LITERATURE REVIEW

This chapter provides an overview of previous literature surrounding the concept of self-efficacy, efficacious action, and issues regarding faculty in higher education. First, I explain the concept of self-efficacy, efficacious action, and how work affects self-efficacy. Then, I explain the theoretical explanations driving this study. Thirdly, I summarize the literature on the experiences of faculty of color in higher education. Additionally, the tenure system and experiences of faculty throughout the faculty hierarchy are explained. Lastly, I propose how faculty of color and classification could shape self-efficacy and work.

Self-Efficacy, Efficacious Action, and Occupational Self-Efficacy

This section provides an overview of self-efficacy, efficacious action, and how work affects self-efficacy, or occupational self-efficacy.

Self-Efficacy. Overall, self-efficacy refers to a person's beliefs about their ability to perform a certain task successfully (Gist 1987; Randhawa 2004). Self-efficacy represents "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura 1997; Randhawa 2004: 336). As explained in Bandura [1982]'s work, through lived complex, cognitive, social, linguistic, and/or social experiences does self-efficacy stimulate (Gist 1987; Randhawa 2004). Successfully carrying out tasks depends on a person's level of self-efficacy. In challenging situations, those with a lower self-efficacy are more likely to decrease their efforts or give up entirely, while people with a higher self-efficacy attempt to master the task (Randhawa 2004: 337). Regarding performance, familiar tasks are carried out successfully, while unfamiliar tasks create difficulties (Randhawa 2004: 338). Henceforth, successfully carrying out tasks contributes to boosting one's self-efficacy, which these successful experiences are interpreted as one's ability and capacity, resulting in a higher self-efficacy.

From a sociological perspective, self-efficacy is studied under societal conditions, such as organizational and social structure and powers (Gecas 1989: 297). Self-efficacy is more prominent when it involves power relationships in a social context, meaning that people with lower statuses in a given social context will have a lower self-efficacy (Gecas 1982:9). Marx [1963:128] described one's "work" as an important aspect of life that affects his/her sense of "self." Therefore, an evaluation of one's work contributes to building the self (Marx 1844; Gecas and Schwalbe 1983:79). Evaluations are an important contributor to self-efficacy. Past research has shown that feedback is important in building self-efficacy, while positive feedback generates a positive self-evaluation, and negative feedback can lead to negative self-evaluations (Gist 1987: 475). Individuals with a high self-efficacy react to negative feedback by increasing their efforts and motivations, while individuals with a low self-efficacy decrease their efforts when given negative feedback (Bandura 1986; Randhawa 2004: 337).

Efficacious Action. Gecas and Schwalbe (1983: 79) state that, "we come to know ourselves, and to evaluate ourselves, from actions and their consequences and from our accomplishments and the products of our efforts. This provides the primary basis for the experience of self-efficacy." The authors describe that efficacy-based self-esteem which is based on our own evaluation of ourselves ("inner self-esteem") rather than self-esteem developed based on other's opinions. Gecas and Schwalbe (1983) argue that there are two important factors that affect this efficacy-based self-esteem or self-efficacy: opportunities and meanings.

Essentially, self-efficacy derives from an individual's *opportunities* to engage in efficacious actions (Franks and Marolla 1976: 326; Gecas and Schwalbe 1983:80). These opportunities are situations for individuals to act efficaciously, or in other words, the goal and action to carry out tasks successfully (Gecas and Schwalbe 1983:81). In other words, one first needs to be given or have an opportunity in which s/he can act successfully and attribute the success to his/her own

action (i.e., efficacious action) to feel efficacious. The more successful experiences one has, the higher their self-efficacy would be. Therefore, social inequality, such as racial and classification hierarchy in higher education, may affect individuals' self-efficacy by restricting or expanding the amount of opportunities available for them. For example, for a faculty member to feel efficacious as a researcher, s/he must have the opportunities to do research such as the adequate resources such as time, funding, and institutional support to conduct the research. Without such resourceful situations (i.e., opportunities for efficacious actions), s/he would not be able to experience success as a researcher (e.g., dissemination of knowledge and its recognition), which could result in a lowered level of occupational self-efficacy. In regard to larger social systems, Gecas and Schwalbe argue that "various social structural conditions both enable and constrain an individual's opportunities for engaging in efficacious action" (1983:81). Therefore, structural conditions can influence the nature of the action, as well as control certain freedoms and autonomy, thus shaping self-efficacy.

Moreover, the actions in these situations must be recognized as a meaningful action to contribute to self-efficacy (Gecas and Schwalbe 1983:81). Therefore, self-efficacy is not only shaped by opportunities to engage in efficacious actions, but also by *meanings* for these actions perceived by the individual. For example, in addition to a faculty member having adequate resources to experience success as a researcher, (i.e., opportunities for efficacious actions), s/he also needs to interpret their actions as a researcher valuable, not only to contribute to the greater good of society, but may have a passion in their field, the desire to make genuine discoveries, to do research creatively or sharpen deductive reasoning, or to receive recognition for their work. Without such meanings for their actions, s/he would not be able to evaluate the consequences and accomplishments of their actions towards their research, or the product of their efforts (Gecas and Schwalbe 1983:79).

Occupational Self-Efficacy. Work can affect an individual's self-efficacy. "The greater the freedom experienced on the job and the more complex and challenging the work, the more likely is the worker to value individual freedom and self-direction, to be intellectually more flexible, and to have greater "self-efficacy." ([Kohn 1977, 1983]; Gecas 1989: 303). Therefore, autonomy in the work environment, along with its organizational context, allows individuals to collect self-evaluative information which ultimately shapes their sense of self-efficacy (Schwalbe 1985; Gecas and Seff 1989; Gecas and Schwalbe 1983). It is "the quality of the individual-environment interaction, primarily regarding the opportunities to and meanings for engaging in efficacious action (e.g. a stimulating, challenging, responsive environment and the freedom to engage it), that continues to be the major condition for self-efficacy throughout a person's life" (Gecas 1989: 300).

Opportunities and meanings for engaging in efficacious action is important when studying individuals in the work environment. If employees cannot exercise in positive efficacious actions in the work place due to limited autonomy, organizational control systems, and deconstructive valuations from others, not only is this a barrier for advancement, but can weaken their self-efficacy (Gist 1987). A point often overlooked, self-efficacy increases with occupational status and prestige, and based on previous literature, contingent faculty and faculty of color do not always benefit. For this study, to observe at how professors' self-efficacy (i.e., their perception of ability to perform responsibilities as faculty) is shaped, we must look at the opportunities for professors to engage in efficacious action, as well as the meanings of their actions through their (assigned and perceived) responsibilities at universities which develops their self-efficacy.

Theoretical Framework

This study utilizes two theoretical explanations to evaluate experiences of faculty of color and faculty classification in higher education: critical race theory and standpoint theory/ situated knowledge.

Critical Race Theory. Critical race theory investigates the experiential knowledge of people of color; “it places race at the centre of analysis and explores the ways in which race and racism continue to shape life experiences” (Roberts 2013:339). More in detail, Burton et al (2010) explain that critical race theories involve investigating social systems of surrounding: "(a) race is a central component of social organizations and systems ... (b) racism is institutionalized - it is an ingrained feature of racial social systems; (c) everyone within racialized social systems may contribute to the reproduction of these systems through social practices; and (d) racial and ethnic identities, in addition to "the rules, practices, and assignments of prestige and power" associated with them, are not fixed entities, but rather they are social constructed phenomena that are continually being revised on the basis of a groups own self-interests” (Burton et al. 2010: 442, citing Delgado and Stefanicic; Bonilla-Silva 2009; Brown 2003).

Important here is that in terms of “racism”, according to Darder (2011), approaches of critical race theory are based on “institutional racism” or “structural racism” (2011:111). Carrasco (1997) argues that critical race theory contributes to investigations regarding institutional discrimination against certain people and groups (p. 428). Supporting Carrasco (1997), Burton et al. (2010: 447) explain that critical race theory investigates processes that contribute to racial stratification systems which relate to racialization practices.

Citing the work of Robin Barnes (1990), Darder mentions, “Critical race theorists ... integrate their experiential knowledge, drawn from a shared history as ‘Other’ with their ongoing struggle to transform a world deteriorating under the albatross of racial hegemony” (2011: 113). Similarly, Carrasco argues that the knowledge from people of color, or story-telling, can shed light not only on the discriminations and oppressions from those at the bottom of the hierarchy, but also on the contradicting stories from those at the top of the ladder (1997:428). Overall, critical race theory utilizes storytelling, perspectives, and understandings to “guide our efforts to identify,

analyze, and transform the structural and cultural aspects... that maintain subordinate and dominant racial positions” (Darder 2011: 113; Solorzano, Ceja, and Yosso 2000:63).

Standpoint Theory: Situated Knowledge. According to Harding (2004:1), standpoint theory enables oppressed groups to value their experiences. This study investigated the experiences of faculty of color and contingency faculty, valuing their own perspectives and experiences as reported on the qualitative survey. Wylie (2003) argues that in order to understand standpoint theory, we must look at "situated knowledge", whereas:

"social location [structurally defined] systematically shapes and limits what we know, including tacit, experimental knowledge as well as explicit understanding, what we take knowledge to be as well as specific epistemic content ... What individuals experience and understand is shaped by their location in a hierarchically structured system of power relationships: by the material conditions of their lives, by the relations of production and reproduction that structure their social interactions, and by the conceptual resources they have to represent and interpret these relations" (2003: 31).

Regarding the workplace, the situated knowledge of those at the bottom of a hierarchical system can be threatened by those at the top. Rolin (2009:220), explains that an “intimidating corporate culture” can lead to “fear of losing one's job or some privileges of one's job”. Standpoint theory, as explained by Wylie, is looking at how those power relationships effect knowledge and "what systemic limitations are imposed by the social location of different classes or collectivities of knowers" (2003: 31, 32). Yet, as explained in Harding:

“(let us not forget that dominant groups have always insisted on maintaining different material conditions for themselves and those whose labor makes possible their dominance, and they have insisted that those they dominate do not and could not achieve their own exalted level of consciousness.) After all, knowledge is supposed to be based on experiences, and so different experiences should enable different perceptions of ourselves and our environments" (2004: 7).

With that said, all experiences and opportunities are different, even among oppressed groups. In relation to this study, experiences and opportunities of faculty members at the bottom of the faculty ranking will be different from faculty members at the top. Similarly, in regards to race, experiences and opportunities explained by faculty of color, who has been the traditionally

marginalized group in society, will be different from White faculty. Both groups contribute to the organization of higher education institutions. Regarding faculty of color, critical race theory offers a foundation to better understand forms of institutional racism and discrimination based on faculty insights. Concerning faculty classification, a professor's location within the faculty hierarchy will demonstrate institutional power systems. Specifically, when simultaneously examining the two, faculty of color and contingent faculty, based on theory, are the 'Other' and both have different situated knowledges that demonstrates power systems within higher education institutions.

Faculty of Color

The most selective colleges and universities have a long history of viewing people of color as unprepared for teaching and research contributing to the faulty notion that minorities lack the scholarly background to become faculty at these institutions (*The Journal of Blacks in Higher Education* 2004: 28). Scholars argue that higher education institutions reflect the larger social, historical, and cultural conditions (Allen, Epps, Guillory, Suh, and Bonous-Hammarth 2000; Griffin et al. 2011). Allen et al. (2000:112) highlights that, "the positions of different racial/ethnic groups within the academic hierarchy are consistent with their differential status, wealth, and power in U.S. society". Therefore, as long as minorities hold inferior positions in society, this racial hierarchy will reproduce itself in higher education institutions. This means limited educational opportunities for minorities, leading to fewer minorities pursuing doctoral degrees, which in turn leads to a shortage of minority faculty at universities and colleges (Antonio 2002; *The Journal of Blacks in Higher Education* 2004; Allen et al. 2000). However, minority groups who do pursue graduate degrees and become appointed as faculty in higher education face challenges at colleges and universities (Allen et al. 2000: 114). Studies have investigated faculty member's experiences in the classroom and expectations at the university level (Price and Cotton 2006; Neumann and Terosky 2007; Yost 2006). However, there has been very few studies that

have focused on the self-efficacy of faculty of color, and investigating the factors that may be preventing their success in the profession (Harlow 2003; Griffin, Jordan, and Hazelwood, 2011; Antonio, 2002; Smith, Turner, Osei-Kofi, and Richards 2004).

While past studies largely focus on investigating the barriers and obstacles to recruitment and retention of minority faculty, the value that faculty of color add to higher education has not received the same volume of attention in research and debate (Antonio 2002: 583). Minimal research has investigated whether a professor's race can particularly influence their classroom experience (Harlow 2003: 348). At college and university campuses, faculty of color continue to endure obstacles such as challenges from students, harassment, microaggressions, limited opportunities for professional development, and poor mentoring and scholarly recognition from the department and/or university (Griffin et al. 2011; Antonio 2002; Pittman 2010). Even so, when breaking down the racial categories of minority groups in higher education, although Asian-Americans faculty are more represented than any other minority group, Asian Americans still endure challenges in higher education, such as being hired in areas in science, math, medicine, and Asian language rather than humanities and social sciences (Smith et al. 2004:154).

Scholars have found that faculty of color in higher education face both structural and personal racism (Griffin et al. 2011:499). Personal racism involves the individual experience with racism and discrimination, such as being harassed, stereotyped, questioned, and "tokenized". However, structural racism involves the lack of professional progress for faculty of color; it is the "system of institutional structures that lead to the disparities we observe between black faculty and their colleagues" (Griffin et al. 2011: 499). Regarding structural racism, faculty of color are faced with two challenges that limit professional progress: one, being "overburdened with teaching and service responsibilities", and secondly, "the inflexible expectations of universities and colleges about research and publication" (Allen et al 2000: 114). Both challenges demonstrate that minority

faculty are disadvantaged compared to their White colleagues. Also, regarding structural racism, selective universities and faculty search committees tend to believe that persons of color are not fit to perform serious research or lack the scholarly credentials to teach at their university (*The Journal of Blacks in Higher Education* 2004: 28), which can lead to problems addressing minority faculty recruitment, retention, and success in higher education (Allen et al. 2000).

As limited research has explored faculty of color' experiences in higher education institutions, the problem is that minority professors continue to subsist in challenging environments, which puts at risk their social and economic status as faculty. Scholars highlight that a negative racial climate at the institution can influence a faculty member's experiences and perceptions, shaping their productivity and satisfaction (Griffin et. al. 2011; Jayakumar, Howard, Allen, and Hann 2009). Previous research has also shown that African American and Latino faculty members report to have lower levels of job dissatisfaction compared to White faculty members (Jayakumar et al. 2009: 543). Even then, previous research concerning job satisfaction, which is highly connected to retention, and faculty experiences which differ by race, is not fully developed (Jayakumar et al. 2009:340).

Faculty Classification

The purpose for the tenure system was to foster extensive growth for new ideas and research (Clawson 2009: 1147). Professional development for faculty members, in general, is an important aspect regarding their work life. For example, such professional developments include funding to travel to present new research, sabbatical leave for constructing new research or improving previous research. (Rosser 2004: 287). Support from the department and colleagues is also important regarding faculty members' work life (Rosser 2004: 288). However, institutions are diverging into new ranks in academia, creating new responsibilities and liberties (*Academe* 2003: 59). The tenure process, in general, is a type of socialization process that challenge new faculty to

learn their responsibilities and roles within the department and institution (Pojuan, Conley, and Trower 2011: 323). Not only are faculty of color faced with challenges affecting their productivity and engagement at college and university campuses, but non-tenured track professors face similar challenges limiting their production and engagement.

More non-tenured track faculty, or contingent faculty, are being hired at all levels in both private and public colleges and universities (Clawson 2009: 1147). Contingent faculty face challenges such as lack of voting rights at most institutions of higher education, exclusion from administrative procedures that shape evaluations, and teach more courses or have larger classes compared to tenure track professors, which in turn, can generate negative student evaluations due to a limited connection with the professor (Price and Cotton 2006: 9; Heller 2012: A8). Contingent faculty also often have to share office space with other contingent faculty, and are restricted of academic freedoms to investigate new research (Heller 2012; *American Association of University Professors* 2003; Clawson 2009). As stated in Clawson (2009), "Although contingent faculty may be excellent teachers, typically they do not have the continuity and institutional supports that enable them to provide mentoring. If contingent faculty do not have offices, it is hard for them to hold office hours; if they are gone a year later, students have trouble getting letters of recommendation" (p. 1148). Contingent faculty are employed on short terms, which then affect students' networking with faculty and possible mentorship opportunities with other faculty members (*Academe* 2003: 61). This is a barrier preventing opportunities to act efficaciously because mentoring provides support for new faculty to survive in their respective departments (Ambrose, Huston, and Norman 2005: 815).

With this in mind, Price and Cotton's study found that junior faculty do not even discuss teaching, research, and service expectations with their department chair (2006:13). This is problematic for contingent faculty because if there are no well-defined expectations explained and

provided to non-tenure track professors, they are restricted within their job responsibilities (Neumann and Terosky 2007). Scholars who studied the tenure process and faculty retention found various factors concerning faculty members leaving their positions, which included insufficient mentoring programs and administrative support, an unequal balance of service loads, isolation in the work environment, a lack of community and collegially, etc. (Rosser 2004; Ambrose, Huston, and Norman 2005; Jayakumar et al. 2009; Price and Cotton 2006; Ponjuan et al. 2011). In summary, because of their faculty classification, non-tenured track professors are faced with structural barriers and restrictions to develop their professional progress.

Self-Efficacy, Faculty of Color & Classification

As teaching, research, and service are important factors of the tenure process and promotion (Price and Cotton 2006), faculty of color off the tenure track are faced with limited opportunities for promotion. Smaller numbers of African-Americans and Hispanics are awarded tenure compared to Whites (Perna 2001: 541). As faculty of color are not represented in higher education, and on the professorate hierarchy at colleges and universities, this can lead to the feeling of isolation. Isolation is another barrier for opportunities to engage in efficacious action because it decreases professional development for faculty of color due to having little to no access to the information (Jayakumar 2009: 542). Also, scholars have argued that an overload in service-related tasks is also a barrier for faculty of color. Professional advancement for minority faculty is reduced because they are favorably targeted by the institution to perform more acts of service catering to students of color (Baez 2002: 363); thus, the drawback for faculty of color is performing more in service rather than in other criteria areas for promotion (Baez 2000; Allen et al. 2000). Previous research has discussed the importance of service for faculty members, concluding that service is less imperative compared to other responsibilities of the job (Neumann and Terosky 2007; Price and Cotton 2006). Previous research has indicated that service is

institutional abuse towards minority faculty because when discussing professional growth for faculty of color, service then becomes more favorable for promotion (Baez 2000:367).

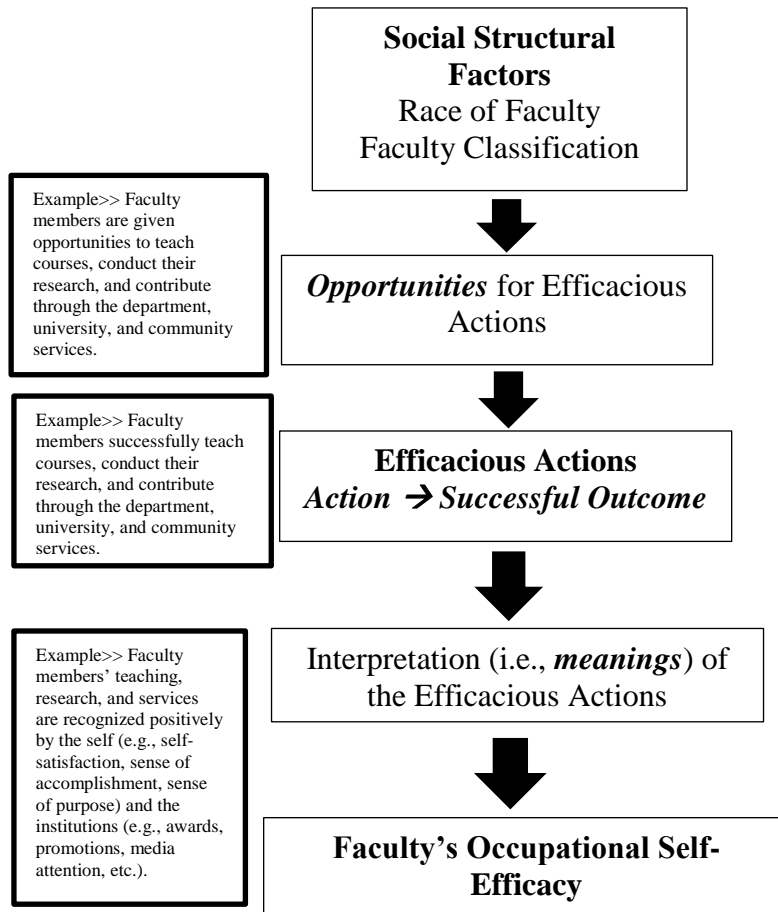
Overall, faculty of color and contingent faculty have different perceptions and experiences in the workplace compared to their counterparts. Studies have shown that demographic and individual traits along with the climate and perceptions of work life can influence the level of job satisfaction for faculty members (Rosser 2004). Occupational conditions that are guided by self-direction can affect self-efficacy due to opportunities in the workplace and meanings for carrying out tasks. If faculty of color and contingent faculty are restricted to freedoms and self-direction at higher education institutions, and are influenced by the different socialization processes in the workplace, as argued by Gecas (1989) and Gecas and Seff (1989), it will affect their self-efficacy, meaning their perceived ability to perform their job. As occupational experiences strongly influence self-evaluations (Schwalbe 1985: 519), assessments of efficacy can predict how much and how long an individual puts effort on a certain task (Yost 2006: 61). Referring to Marx, work contributes to the "self" of a man; therefore, an evaluation of man's work, in which he creates his world, contributes to building the self (Gecas and Schwalbe 1983).

Summary & Research Questions

This research investigates faculty of color and contingent faculty in higher education institutions. As shown, faculty of color and contingent faculty face challenges in the workplace that affects their opportunities to act efficaciously, or in other words, the action of carrying out their responsibilities as faculty, which ultimately can shape their sense of self-efficacy, e.g. meaning their perceived ability to perform their job. Self-efficacy is “**indicators** explaining the degree individuals have in their perceived ability to perform their task, or job” (Gecas 1989: 297). Using quantitative and qualitative data, this research will investigate what are the opportunities for and meanings of that affect efficacious actions of faculty members, and whether faculty classification and race matters in shaping their self-efficacy (See Figure 1). More specifically, the following summarizes the main research questions in this study:

- How is occupational self-efficacy of faculty members developed?
 - How do opportunities for efficacious actions impact their self-efficacy?
 - How do meanings faculty members attach to their actions impact their self-efficacy?
- Does part-time vs. full time employment matter in those processes?
- Does race matter in shaping those processes?

Figure 1. Opportunities and Meanings for Efficacious Action for Faculty Members



CHAPTER 3: METHODS

The purpose of this study was to investigate how professors' self-efficacy (i.e., their perception of ability to perform responsibilities as faculty) is shaped. This chapter will first describe the target sample and sampling and then describe the research design and data collection methods used for this study. Then, this chapter will conclude with the arrangement for data analysis.

Target Sample and Recruitment

The sample was drawn from both tenure-track and contingent faculty members of various races at a large public, teaching institution in the West, a member of the Western Association of Schools and Colleges (WASC) that incorporated the tenure system. According to their Fall 2015 headcount, the institution had a total of 1,623 faculty members including coaches and librarians. Faculty demographics from Fall 2015 were made up of 68.4% White/Caucasian faculty members, 11.3% Asian/Pacific Islanders, 6.8 % Other/Unreported, 6.7% Latinos, 4.8% African Americans, 1% American Indians, and 0.9% Multicultural. Faculty classification from the Fall 2015 headcount consisted of 54.8% Lecturers, 23.6% Full Professors, 9.1% Associate Professors, 7.1% Assistant Professors, and 5.4% classified as "Other." Concerning tenure status, 58.3% were non-tenure track, 34.4% received tenure, and 7.2% were on the tenure track. The goal in sampling was to obtain a sample of faculty members who consist of both white and minority faculty and both contingent and tenure track faculty.

The study utilized multistage quota sampling stratified by college. The institution has seven academic colleges, and all, but except for two colleges, had multiple academic departments. I first randomly selected two departments per college, except for the institution's Business Administration and College of Education as they do not have specified departments in their college; therefore, I treated the College of Business Administration as one department and the

College of Education as one department. As there are seven academic colleges, data collection ceased after randomly selected 22 departments between all colleges, plus the Colleges of Education and Business Administration.

For every selected department, all faculty members (both tenure-track and non-tenure-track) listed on the university's website of the selected department were contacted via email to participate in the study, along with the Informed Consent Process (see Appendix A for Invitation Email, Appendix B for survey questionnaire, and Appendix C for the Informed Consent Page). Then, I selected those faculty members who fit the criteria for selection which included being a tenure-track faculty member (i.e., Assistant, Associate, or Full Professors) or being a non-tenure-track faculty (i.e., Lecturer or Instructor) who regularly taught courses at the institution. I tried to recruit both white and minority faculty in the selection process as well. I excluded faculty members that do not regularly teach at the institution (e.g. faculty members who mostly perform administrative work).

Within one to three days after sending the invitation email, I visited the selected departments and faculty members door-to-door to introduce myself, explained more about my study and its importance, and asked for their participation. In my door-to-door recruitment process, I brought a copy of the informed consent form only to introduce the study. If the faculty member indicated of already completing the survey, I thanked them for their participation. If the faculty member responded that they did not receive the invitation email, informed consent, or survey questionnaire and agreed to participate or showed interest, I sent an email with a link to the online survey immediately after the visit (see Appendix D for the participation email, Appendix B for the survey questionnaire, and Appendix C for the Informed Consent Page). If the faculty member did not want to participate in the research at all, I thanked them for their time. After one week from the

door-to-door visit to the selected departments, I sent a reminder email to all faculty members listed on the website of that specific department to participate in this research (Appendix E).

Initially, the goal was to reach 40 faculty members (20 faculty members of color, 10 which were tenure-track and 10 which were non-tenure-track faculty, and 20 white faculty members, 10 which were tenure-track and 10 which non-tenure-track faculty). I randomly selected another department from the colleges appropriately and repeated the same sampling procedures to reach a goal of 40 faculty members.

From February 2017 to March 2017, 55 respondents participated in this study representing 22 departments at the institution within its seven colleges. Respondents were not asked to identify their department or college that might risk identification, however disciplines included Philosophy, Biological Sciences, Liberal Studies, etc. Regarding race, 42 respondents identified as White and 13 respondents identified as Non-White (person of color). Regarding faculty classification, 24 teaching professors were non-tenured track, and 31 teaching professors were tenured track. The racial breakdown consisted of 22 White non-tenured track professors, 2 non-tenured track professors of color (1 Latino/a, 1 Other/Multiple), 20 White tenure track professors, and 11 tenure track professors of color (4 Latinos/as, 3 Asian/Pacific Islanders, 2 Black/African-Americans, 2 Other/Multiple).

Survey Instrument

The survey collected demographic information and focused on faculty members' perceptions and satisfaction, confidence, and importance levels relating to their work experience (see Appendix B for survey questionnaire). The survey was designed and administered utilizing the online research software Qualtrics. The survey began with the Informed Consent Form in which respondents had to click on an affirmative response to begin the survey. Participants could respond to the online survey at a location that was convenient to them.

Data Analysis

Quantitative data was analyzed using independent samples t-test generated using SPSS and comparing means and significant levels. Qualitative data were analyzed following Gordon's (2016) processes. At first, seven priori codes were generated based on predetermined themes that were suggested from the literature. These priori codes were defined as followed:

- BARRIER – internal and/or external barrier that limits professional progression, development, and advancement
- CONTINGENT – part-time and full-time non-tenure track faculty
- RACE – the respondent indicates race or discloses a narrative and/or idea related to race
- SCHOLARSHIP, SERVICE, TEACHING – three prominent areas for faculty members to advance professionally in higher education
- RESOURCE – internal and/or external resources that aids professional progression, development, and advancement
- EVALUATION(S) – the respondent indicates evaluations (e.g. student, departmental, etc.) or discloses a narrative and/or idea related to evaluations
- SELF-EFFIACY – any indication of efficacious action, opportunities to engage in efficacious action, meanings for actions, and overall perceived ability to perform tasks

New codes were added as they were suggested by respondents, such as SELF-CONCEPT, EFFICACIOUS ACTION, OPPORTUNITY, MEANING, and ORGANIZATIONAL STRUCTURE. (6) EVALUATIONS was not used in the analysis because based on literature, it suggested formal, university-distributed scoring and assessments. Then, I analyzed the data by finding patterns looking at frequencies and creating tables, magnitudes, types, and processes. This information was gathered based on what people were doing, what specific means are they using, what do faculty members talk about, assume, and comprehend in their environment, as well as

what did I see occurring from the data. All text that were tagged with the same code were collected and compared. Following axial coding, I analyzed the data by selective coding, finding relationships between codes, generating themes, and examining the validity of the analysis and to identify any negative cases. Throughout the data analysis process, written memos were kept documenting the process.

CHAPTER 4: FINDINGS

This thesis investigated what opportunities and meanings affect efficacious actions of faculty members, and whether faculty classification and race mattered in shaping their self-efficacy. This chapter describes quantitative and qualitative findings. First, I present findings regarding faculty members' overall self-concept, paying close attention to the words participants used to characterize themselves as faculty and their perceived importance of job responsibilities and job satisfaction. Secondly, I provide a deeper analysis of their experiences using the concept of efficacious actions. Classification and race differences will be discussed throughout the chapter. Names used in the analysis are all pseudonyms.

Self-Concept of Faculty

Quantitative Results. Overall, almost all faculty members had positive self-descriptions and relatively high confidence on average ($\bar{x} = 3.67$ on a 4-point scale). Generally, participants perceived teaching as the most important responsibility ($\bar{x} = 3.98$ on a 4-point scale), followed by research (3.19), and service (2.89). This indicates that these faculty members' priorities match with the institution's mission which emphasizes teaching as a primary responsibility, followed by research and service. In terms of job satisfaction, participants in general were most satisfied with the teaching aspect of their job ($\bar{x} = 3.71$ on 4-point scale), followed by service (3.46), and less satisfied with the research aspect of their job (2.82). This suggests that faculty are struggling to feel satisfaction in the research aspect of their job, while feeling relatively higher satisfaction with their teaching and service. These findings demonstrated that faculty members were satisfied with the teaching aspect of the job, in which they and their employer or the institution valued, but were less satisfied with their research productivity even though they valued it as the second important aspect of their job.

Statistical analysis using independent samples t-test confirmed that all faculty, regardless of race or classification, valued teaching and felt satisfied with their scholarship, teaching, and service at equal level ($p > .05$). In other words, there was no statistically significant differences in the importance of teaching and satisfaction with their job by race or classification. However, in general, tenure-track faculty scored higher on the importance of research and service than non-tenure track faculty ($p < .05$). Although there were no statistically significant differences by race, faculty classification was an important factor predicting the participants' emphasis placed on service and research, which confirms my expectation because non-tenured track faculty are not formally required by the institution to conduct research and service as part of their occupational position. In sum, the quantitative results showed that faculty members tended to feel more satisfaction in teaching and service domains of their occupation, and particularly valued teaching as the most important job, while they reported lower satisfaction level in research domain of their job. Further, faculty classification was important in that tenure-track faculty emphasized that research and service aspects of their job more than contingent faculty. These results are explained in depth using qualitative findings below.

Effect of Classification on the Self and the Job. Just as the quantitative findings showed, being asked about their primary responsibilities as a faculty member, all tenured-track faculty mentioned that teaching was the most important responsibility. Again, this is not surprising as this study took place at an institution whose primary focus is teaching. Regarding faculty classification, tenured-track faculty described themselves as “hardworking”, “committed”, and “student-centered”, while almost most non-tenured track faculty used descriptive words using their occupational position, terms such as “lecturer”, “adjunct”, and “part-time”. Non-tenured track faculty did not use other attributes or characteristics like tenured-track faculty used to describe themselves, but used more straightforward description of their status at their workplace. Not only

does this demonstrates how salient their classification status is to non-tenured track faculty in the university, but also reflects the feeling of isolation, whereas for tenure-track faculty, it is a career, while for contingent faculty, it is a job. Also, non-tenured track faculty tended to justify their capability as a faculty member by emphasizing their experiences in academia. For example, Professor Key said, "I am a part-time faculty member, but have worked at numerous institutions and have been called an adjunct faculty, lecturer, or associate instructor depending on the institution and position". Given its organizational structure, like the universities at which Professor Key has worked, this suggest that non-tenured track faculty feel compelled to explain their scholarship, service, and teaching experience to validate their capability in academia, which interestingly, signals a form of impression management that contributes to their identity as non-tenure track faculty.

Effect of Race on the Self and the Job. When participants were asked to describe themselves as a faculty member, an interesting pattern emerged by race. Faculty of color described themselves as "role model" and "innovator", while these self-descriptions were not mentioned by white faculty. Majority of white faculty described themselves as "dedicated." As previous research mentioned that faculty of color is needed to provide students with diverse role models (Antonio 2002), this can also be a reason for underrepresentation of faculty of color in higher education. As cited in Turner, Myers Jr., and Creswell (1999: 31), Ponterotto (1990) draws the argument when choosing a more qualified candidate for a professor position, should we choose the "generally good teacher with seventy-three articles in academic journals, or a generally good teacher with thirty-nine articles published and an exemplary reputation for mentoring minority students and attracting them to the campus?" With that said, this finding adds to the literature in which, in general, white faculty are conceptualizing themselves as "dedicated" and when faced in aggressive hiring situations, are deemed more qualified or capable to carry out the demands of the

job (i.e. produce research and publications, etc.) compared to faculty of color. Here do we see a racial difference in higher education, in which although faculty of color conceptualize themselves as role models to students, it cannot demonstrate efficiency in the field or ability to perform tasks successfully as a faculty member, thus, may contribute to a lowered level of self-efficacy.

However, although there was no difference by classification, there was a racial difference in faculty's perception of why teaching was important; while faculty of color did not explicitly mention the idea of race, race was central in guiding teaching, research, and service responsibilities for faculty of color. For instance, Professor Rogers said:

“My teaching philosophy challenges students to develop analytical and problem-solving skills to address the complex, multidimensional, and dynamic nature of leadership challenges facing educational institutions. My scholarship informs the field of education about the ways in which intersecting theoretical discourses and practices associated with leadership, organizational change, and equity influence student success. This line of research provides critical answers to the persistent question of why higher education endures challenges in retaining and graduating students, particularly, low-income and students of color”.

Another participant, Professor J.L. Burg, mentioned, “Supporting students who have been traditionally marginalized is of primary importance to me because I see it as a part of my role as a faculty member of color. I also see it as a requirement to support students in navigating academia. This is particularly true for first generation students.” These ideas, however, were not mentioned by white faculty. For example, majority of tenured-track white faculty responses included, “teaching [is important] because we are a teaching institution and the emphasis is on students” (Professor Wyler) or “Teaching [is important] because it's a core of our mission” (Professor Burney). This agrees with previous research in which faculty of color are essential for higher education (Turner et al. 1999; Antonio 2002), suggesting that faculty of color have a distinctive perception of their job and feel greater responsibilities to serve the students from underserved communities compared to white faculty, e.g. an eye for racial and social inequalities for students in higher education

Opportunities for and Meanings of Efficacious Action: Factors Shaping Faculty Self-Efficacy

Regarding self-efficacy, Gecas and Schwalbe (1983) mentioned that “individuals must have the opportunity to experience efficacy in valued contexts of action” (84). These opportunities for efficacious action are shaped by “degree of constraint on individual autonomy, the degree of individual control, and the resources in which are available to the individual for producing intended outcomes” (p. 81). Autonomy, meaning to develop his or her own courses of action; control over their own time and physical actions as well as freedom in the organizational hierarchy; and lastly, resources in which the individual has access to and can utilize both material and symbolic resources (Gecas and Schwalbe 1983:81). Gecas and Schwalbe mention that the meanings given to these actions, given the environment it is taking place, and its values, shapes an individual’s experience of self-efficacy (1983:82). Relatively speaking, college professors are allowed more autonomy and freedom, and universities usually provide enough resources for them to do their job. Also, in this society, colleges and universities are valued institutions that provide individuals a “ticket” to the middle-class jobs. Therefore, one would expect college professors to have abundant opportunities for efficacious actions in a socially important institution, therefore resulting in higher occupational self-efficacy. But, do the faculty members perceive their job and institution that way? In this section, I present the results using the concept of efficacious actions in illustrating the factors shaping faculty self-efficacy by race and classification.

Organizational Structure and Policy. About half of the participants talked about lack of funding, equipment, and administrative support as interfering with their research efforts. This was the most prominent theme among tenured-track professors. For instance, Professor Wilson mentioned, “... “the university” is a big place and there's an extent to which research must be supported at lower levels like the program, department, or even college. Here I feel much more limited as many faculty do not engage in scholarly activities and among those who do, none share

my interests”. This idea suggests that although tenured-track faculty valued research has an important aspect of the job, opportunities to engage in efficacious actions are limited. As mentioned before, for faculty members to feel efficacious, they must have the resources for opportunities for efficacious actions (i.e. funding, equipment, and administrative support). As this was the most prominent theme among tenured-track faculty, it confirms that tenure-track faculty perceive the research and service aspects of their job more valuable than contingent faculty.

A few faculty of color mentioned that the nature of their research topic was not supported by the university. Professor Stewart stated, “I am a critical researcher, so my research reflects a critical stance, which may not be supported by an institution because to be critical means to uproot and offer critique, and that can be problematic”. The *meaning* of this action (e.g. producing research) also shapes faculties’ efficacy experience as a researcher, yet, research values and activities are different between faculty of color and the university. The meaning of this action must have value for individuals to have the opportunity to experience efficacy, both by the individual and organizational structure (e.g. the university). Here do we see racial differences in higher education regarding research, such as lack of scholarly recognition and support for faculty of color. As research has shown that retention and recruitment of faculty of color has been a serious, yet neglected issue in higher education (Antonio 2002:583), this finding may add to previous literature that faculty of color receive lack of support and recognition by the institution in their research, which leads to retention complications.

These ideas are important because, without institutional support such as material, financial, and moral support for their research, the professors may not be given the *opportunities* to conduct the research which can boost their self-efficacy (i.e., opportunity for efficacious action), thus possibly leading to lowered self-efficacy as a researcher.

Participants were keenly aware of the hierarchy based on classification. More assistant professors described issues regarding academic freedoms and organizational structure than associate or full professors. For example, Professor Murray (Assistant Professor) mentioned, “There are institutional barriers including the hierarchy. As new faculty, who is not tenured, I have to always keep in mind that tenure is important to have longevity in this work”. Another Assistant Professor mentioned, “I am somewhat satisfied as a researcher. I would be more satisfied if I had more autonomy in determining my own research agenda (Professor Dougherty)”. Therefore, these ideas suggest that on a hierarchal ladder, those located near or at the bottom are subject to limited opportunities to engage in efficacious actions due to constraint [academic freedoms]. Additionally, these quotes imply that it is those at the top of the hierarchy that decide the value of the research agenda. This means that the meaning of their research project (i.e., action) depends on those at the top of hierarchy, and assistant professors may feel constrained in defining their own research agenda.

As mentioned earlier, non-tenured track faculty repeatedly mentioned their status as contingent (e.g. “lecturer, adjunct, part-time”). Since non-tenured track faculty was not expected to do research as their job responsibility by the institution, they did not feel supported by the university of their research efforts and interests. For instance, a professor responded, “I think my abilities in this area are taken for granted and minimized due to not being a tenure-track faculty member”. However, research was important for their identity as a faculty member, and thus had to do the research in their personal time. For example, Professor Jackman mentioned, “As a lecture[r] I am only required to teach classes and attend office hours during the semester. All research that I am currently working on is based on my own personal drive”. This idea suggests that although research was not part of their job responsibility by the institution, which limits opportunities to have support from the university of their research efforts, non-tenured track professors’ conducting

research in their personal time carries meaning towards their efficacious experience as a faculty member, thus shapes their self-efficacy.

Lack of time was repeatedly mentioned by participants as affecting their ability to do their job as faculty. Since the institution's mission was predominately teaching, many participants felt that they did not have enough time for research and service activities, and also expressed that having multiple roles as faculty was due to lack of time. Regarding classification, more tenured-track faculty felt that they did not have enough time for research and service activities compared to non-tenured track faculty, which confirms my expectation because non-tenured track faculty are not formally required to conduct research and service as part of their occupational position. Also, more tenured-track faculty expressed that role conflict was due to lack of time. For example, Professor Scott mentioned, "The reason for my dissatisfaction has to do with an issue of fairness. Because one of the programs I teach for requires a different kind of labor all together, it takes time away from my ability to research and present at conferences at the rate that my "home" department requires me to". Another professor explicitly responded, "In my role as a leader, I don't have as much time I used to have to conduct field research. I now have competing responsibilities". Interestingly, although tenured-track faculty felt that they did not have enough time for research and service, more faculty of color mentioned ways to gain time or opportunities to conduct more research and service. For example, Professor Smith stated, "Since teaching is a priority at [institution's name], there is limited time for research, except in summer semesters. Hence, one might not be able to do a lot of research, however, with planning, I have been able to do some applied projects, in collaboration with other faculty and external agencies". The idea of planning time was not mentioned by white faculty. Also, another faculty of color mentioned 'decision-making' in regard to lack of time, which was also not mentioned by white faculty. The professor wrote:

“This institution does little other than encourage its faculty to stretch this creative muscle. It compels its faculty to make career choices to either work with students (as well it should), or, to degree, ignore student needs and divide any available energy to activities outside the class room (i.e., in research settings) that hopefully transform what is presented in the classroom, to actually performing in the classroom (and all that entails, lecturing, grading...), which takes time and energy away from the research. Faculty (me) must make career decisions based on who they should feel less guilty ignoring...for me, its been the research”.

This suggests that faculty of color are more likely to “manipulate the situation to their advantage” to engage in efficacious action (e.g. gaining more opportunities for efficacious actions) given that the situation taking place (time) is controlled by higher powers (organizational hierarchy) (Gecas and Schwalbe 1983:82). As mentioned earlier, race was central in guiding teaching, research, and service responsibilities for faculty of color. Research has shown that faculty members performed more race-centered service both on and off campus because they felt responsible for their own racial group (Baez 2000:380). With this finding, it aligns and confirms with previous research that faculty of color are pushing for race-centered research and service to address the needs and perspectives of minorities at their institution (Baez 2000:380). It also supports previous research that in regard to efficacious actions, in relation to race, minorities are more concerned about the **outcomes** of their **actions** in society, rather than being accepted by whites (Franks and Marolla 1976; *The Journal of Blacks in Higher Education* 2004).

Students & Teaching. Since the university was primarily a teaching institution, faculty had more opportunities for efficacious actions as a “teacher.” As mentioned before, participants felt very confident in their ability to teach effectively and serve as a mentor outside of the classroom. However, an interesting race difference emerged within their teaching experiences.

White faculty felt lack of time and resources limited the “opportunities” to stay current in the subject they teach. On the other hand, rather than staying current as a barrier, a few faculty of color responded that the topic they teach is a barrier to self-efficacy. For example, these faculty members taught social justice issues, which as explained, sometimes resulted in students’

resistance, which led to poorer student evaluations. For instance, Professor Moore mentioned, “My evaluations have been generally bifurcated, meaning some students appreciate my teaching while others do not. I teach what are deemed controversial courses, specifically courses with a focus on race, gender, disability, etc. and teach mostly White middle class students that grapple with their White privilege/supremacy”. White faculty never mentioned that the nature of their teaching topic was a barrier for their occupational self-efficacy. Gecas and Schwalbe argue that “individuals must have the opportunity to experience efficacy in valued contexts of action (1983:84)”. Like Professor Moore and other faculty of color in this study, this idea presents an “objective meaning of action”, meaning that the specific context of their action (e.g. the topic in which faculty of color teach) is differentially valued in a specific community (e.g. the university) (Gecas and Schwalbe 1983:83). Therefore, because opportunity to experience efficacy is diminished due to students not valuing the topic they teach, this poses as a barrier to faculty of color’s self-efficacy.

By the same token, in regard to students, few faculty of color openly mentioned that teaching students of color contributed to their satisfaction as a teacher, which was not mentioned by White faculty. For example, when asked about their satisfaction as a teacher, Professor Harris answered, “Very Satisfied” and elaborated, “I have worked with many students of color during my time at [institution’s name]. Who they are and what they bring to the table is what most motivates me to continue in this profession after so many years. Every AY I get reinvigorated and look forward to being immersed in their worlds and playing a small but important role in their futures”. This idea relates to Schwalbe (1985) in which people come to a positive self-evaluation based on interactions with others (530). Few faculty of color mentioned that teaching and mentoring students of color positively contributed to their efficacy experience as faculty, thus shaped their self-efficacy. Overall, these racial differences links to previous research and findings in this study that faculty of color are directing institutional change to tend to minorities’ perspectives and needs

(Baez 2000; Jayakumar et al. 2009). The findings in this research indicate that while faculty of color may face more challenges if they are teaching “controversial” topics, they feel satisfied with their job as a teacher because they feel their presence in higher education matters for students, especially students of color.

Colleagues. Colleagues were mentioned as a resource for *opportunities* to engage in efficacious action. Many participants felt that their colleagues and department were supportive in their professional development and thus felt contributed to their heightened sense of occupational self-efficacy. This idea supports that resources can be utilized both materialistic and symbolic (Gecas and Schwalbe 1983:81). For example, when asked what are the resources that help satisfy responsibilities, a non-tenured track professor answered, “Basically, heads of departments and full-time colleagues who are respectful, helpful, sympathetic, and generous towards part-time colleagues are key to survival in adjunct employment”. The same idea was mentioned by tenured-track faculty, that colleagues help navigate the demands of the job. Race mattered in that faculty of color felt more assurance and support from colleagues of color, demonstrating that not only do they see themselves as a role model for traditionally marginalized students, but also see themselves benefitted from having community and guidance from colleagues of color. For instance, Professor Clark mentioned, “My major resource has been the strong and consistent cadre of colleagues of color who play as a support group for what I do in my college”. Identically, although the quantitative result showed no significant differences in amount of professional training they received in grad school ($p > .05$), faculty of color repeatedly mentioned the important role their own faculty mentor played in their own schooling experiences. For example, Professor Hall stated, “As a graduate student, I was mentored by faculty of color who supported me. I follow their lead in doing the work I do now”. As specified earlier, previous research states that faculty of color face difficulty navigating and surviving at predominately White institutions due to poor

mentoring as well as isolation due to often being the only faculty of color in the department (Baez 2000; Antonio 2002; Harlow 2003; Jayakumar et al. 2009). This finding may add to previous literature that although being underrepresented in higher education, faculty of color's self-efficacy is positively shaped when there is community amongst other colleagues of color, a materialistic and symbolic resource for faculty of color to engage in efficacious actions.

Summary

In summary, this chapter described quantitative and qualitative findings regarding faculty members' self-concept and an analysis of their experiences using the concept of efficacious actions. Nearly all participants had positive self-descriptions and high confidence as a faculty member, as well as perceived teaching as the most important responsibility. Regardless of race or classification, all faculty valued teaching equally and felt satisfied with their scholarship, teaching, and service equally as well. Part-time vs. full-time employment does matter in barriers that influence faculty self-efficacy. Participants in this study confirmed that contingent faculty are challenged with professional development obstacles at the university and departmental level, which affects their opportunities to engage in efficacious actions which shapes their self-efficacy. Aligning with previous studies, classification differences appeared when discussing organizational structure (e.g. job responsibilities, academic autonomy, limitations, etc.), as those at or near the bottom of the ladder are limited with opportunities. Regarding part-time vs. full-time employment, tenured-track faculty scored higher on importance of research and service compared to non-tenured track, non-tenured track faculty did not use attributes or characteristics to describe themselves like tenured-track faculty, and overall, because of their position on the organizational hierarchy, they did not feel supported by the university for their research efforts and agenda.

On the other hand, race mattered in the barriers and resources that influenced faculty's self-efficacy. Although quantitative information showed no statistical differences by race,

qualitative information demonstrated racial differences in the experience of faculty members in higher education, more specifically, the opportunities for and meanings of their actions differentiated between white faculty and faculty of color; these differences included how faculty of color describe themselves as faculty compared to white faculty, how race guides faculty of color's teaching, research, and service activities, how the nature of research topics is not supported by the institution for faculty of color, and how faculty of color push for race-centered topics and minority perspectives in higher education. This study also found that race mattered as a resource for faculty of color, as they felt more support from other colleagues of color. Using the concept of efficacious action, faculty of color face more challenges and obstacles than white faculty for opportunities to engage in efficacious action, as well as meanings behind their actions in academia are different compared to white faculty. Given these points, regarding classification, it is shown that opportunities shape faculty' self-efficacy, while meanings of their actions remain similar. Yet, in regard to race, the opportunities for and meanings for faculty's actions are different by race, which shapes their self-efficacy.

CHAPTER 5: DISCUSSION AND CONCLUSION

Self-efficacy is developed based on an accumulation of successful experiences, and to accumulate such experiences, one must have *opportunities* to engage in efficacious actions in a context that is *meaningfully valued* (Gecas and Schwalbe 1983). This study investigated what opportunities and meanings either constrain or enable efficacious actions of faculty members, and whether race and faculty classification mattered in shaping these opportunities and meanings, which shape self-efficacy. This chapter provides a summary of the main findings in this study and interpretations of the findings in relation to the theoretical explanations and literature. This chapter also provides methodological limitations, implications of the findings, and suggestions for future research.

Discussion

Regardless of race and classifications, faculty in this study reported relatively high occupational self-efficacy. That is, in general, faculty felt confident and capable in doing their job and consistently used positive self-descriptions when asked to describe themselves as faculty. Their job satisfaction was relatively high, though they felt less satisfied with research compared to teaching and service aspects of their job. While about half of the professors in the study reported not having enough time and resources to do research, they all described themselves as successful and capable teachers. These findings would imply that the professors at teaching universities are given more *opportunities* for efficacious action in the domain of teaching while fewer *opportunities* for efficacious action in research. In addition, professors have relatively high occupational prestige and colleges and universities are well respected institutions in this society (Bellas 1999; Allen et al 2000). These meanings associated with their work may provide the faculty members a meaningfully valued context in which they take efficacious actions (i.e., teaching, research, and service), therefore leading to their high occupational self-efficacy.

Racial Differences. While all respondents reported relatively high occupational self-efficacy, this study suggested the possibility that opportunities for efficacious action as faculty and meanings attached to such actions varied by race. Faculty of color experienced unique challenges and interests in their teaching, research, and/or service that was not prominent in white faculty. For example, some faculty of color reported that the nature of their research and teaching topics (e.g. social justice issues) was not supported by the university, as well as received negative evaluations and resistance from few white privileged students. As previous research mentioned that faculty of color were more likely to engage in research to apply change in society as well as providing voices on behalf of students of color (Antonio 2002), we must realize that the tasks given by those in power (e.g. university administration) will be regularly monitored and revised based on their self-interests (Burton et al. 2010), which derives from critical race theory. As demonstrated in this study and previous research (Harlow 2003: Antonio 2002), in general, faculty of color continues to have minimal to no acknowledgment or support of their research in higher education because universities do not have interest in faculty of color's research agendas. Here, do we see inconsistent expectations of universities and colleges about research and publications (Allen et al. 2000). How can universities assert that they produce diverse perspectives if faculty of color face scarce opportunities and recognition to produce race-centered, social justice research (Baez 2002) or if faculty of color feel that they are not receiving moral support in the institution? This form of structural racism (Allen et al. 2000) contradicts stories we know about universities and their efforts to diversify higher education (Carrasco 1997:428).

Findings from this study demonstrated systemic inequalities that occur between faculty of color and white faculty in higher education. Using critical race theory as a theoretical framework, race has shaped their experience on campus, particularly, race being the center of their experience for faculty of color. This study has shown that race guided teaching, research, and service

responsibilities for minority faculty, contributing to the limited opportunities, opportunities given, and meanings for their actions as faculty members; this includes barriers and resources that affected such opportunities. As mentioned before, there were qualitative differences among faculty of color from white faculty. Findings from this study showed that experiences from teaching professors are different among individual groups, giving safety to one group and control over the other, leading to inequality in higher education. Using critical race theory, this study revealed racial hegemony in higher education, showing whose interests are served, and whose interests are disregarded. If faculty of color face limited opportunities and recognition to produce research, and if faculty of color feel that they are not receiving moral support in the institution, it challenges dominant ideology that universities and colleges are diversifying higher education.

Several faculty of color explicitly mentioned that teaching students of color contributed to their satisfaction as a teacher, which was not mentioned by white faculty. Race also mattered in that faculty of color felt more assurance and support from other professors of color, which was also a unique experience reported only by faculty of color. Not only do we see how race has shaped their campus and efficacy experience (Griffin et al. 2011), but also that, in general, faculty of color **are** providing students of color and those from their own racial background a voice in higher education (Antonio 2002; Baez 2000). As stated by Antonio (2002), “Some scholars contend that faculty of color are essential for higher education” (583). From this study, I suggest two notions; one, that faculty of color is unquestionably needed in higher education academia because their scholarship and service gives voice and perspectives from those from their own racial background, or in other words, “storytelling” the knowledge from people of color (Darder 2011: 113; Solorzano, Ceja, and Yosso 2000:63). Secondly, that higher education needs more faculty of color, suggesting that, as mentioned before, more students of color are attending colleges and universities. According to statistics, if there are less faculty of color in higher

education, who will be the voice for students of color? Who will provide students with diverse role models? Important to realize is that, in general, faculty of color describe themselves as “role models”, which was not mentioned by white faculty in this study. For these reasons, if universities truly want to diversify its student and faculty populations, perspectives, and comprehend cultural understandings, more universities should remove existing barriers for professional progress, then recruit and increase efforts to retain more faculty of color to help facilitate and advocate for students of color to truly diversify academia. In essence, as stated in Turner et al. (1999), “faculty are the core of the institutions ... A diverse faculty is essential to a pluralistic campus...In academe’s attempt to enhance diversity, it is imperative that the representation as well-being of faculty of color be strengthened” (p. 29).

Faculty Classification Differences. In academia, faculty hierarchy consists of full professors at the top, associate, assistant, and contingent professors at the bottom. Standpoint theory explains that experiences from those at the bottom of a hierarchal system will be different from those at the top (Wylie 2003). Findings from this study confirmed “systematic limitations imposed based on social location” within an organizational structure (Wylie 2003: 31, 32). This study showed, in general, contingent faculty, as well as assistant professors, discussed issues regarding academic freedoms and organizational structure in higher education, such as limited opportunities to engage in efficacious actions specifically in research, originating from their classifications being at or near the bottom of faculty hierarchy. Although this study found that all faculty members are struggling to feel satisfaction in research, tenure-track faculty stressed the importance of research and service regarding their job responsibilities more than contingent faculty. This aligns with previous studies that there are different socialization processes occurring in the workplace or the tenure process (Pojuan, Conley, and Trower 2011), which is creating differences in faculty self-efficacy (Gecas 1989; Gecas and Seff 1989). In other words,

professional socialization processes occurring for contingent faculty is different from tenured track faculty. Here, standpoint theory and situated knowledge frame these different qualitative experiences because these professional socialization processes are varied based on classification. As mentioned before, the situated knowledge is the structural distinct social location which limits what we know, learn, and even shape individual's self-understandings (Wylie 2003). As Wylie stated, "They may know different things, or know some things better than those who are comparatively privileged (2003:26)". This explains the differences in self-concepts among contingent faculty and tenure-track faculty due to the community they are mostly associated with (e.g. learning their roles in their department and institution). In addition, because knowledge is socially situated, this explains the differences in opportunities and meanings for engaging in efficacious action between contingent faculty and tenure-track faculty; as demonstrated in the findings, for tenure-track faculty, it is a career, while for contingent faculty, it is a job, thus leading to different outcomes shaping occupational self-efficacy.

This study relates to previous studies in which there are no well-defined expectations provided to contingent faculty by department heads or university administration, which restricts their job responsibilities to only teach or only being a lecturer (Neumann and Terosky 2007), which, in general, led to contingent faculty having constraint self-concepts as well as taking extra steps outside of the university to identify themselves as a faculty member. Because contingent faculty have different a socialization process than tenured track faculty, perform impression management to appeal capable to perform the demands of the job, and have limited opportunities to engage in efficacious actions (i.e. no university support for research), this indicates that contingent faculty are alienated at higher education institutions. Given their location in faculty hierarchy, there is a destructive withdrawal from contingent faculty in higher education's organizational structure (Twining 1980). This study showed that, in general, contingent faculty

consistently had to justify themselves capable to perform tasks as a faculty member, perceiving research as an important responsibility if they were to define themselves as faculty, and reiterates previous studies that contingent faculty are taken advantage of by their universities, i.e. fulfilling the needs of the institution (Academe 2003). As stated before, those in power will revise conditions based on their own self-interests. With that said, contingent faculty will continuously struggle for opportunities for professional development in higher education because more and more contingent faculty are being hired to fulfill the needs of universities and colleges to teach, a continuous “physical distance and research difference” amongst contingent faculty and the university (Academe 2003:62), as well as faculty governance will remain reserved solely for those at the top. Moving forward, the well-being of **all** faculty members, regardless of race and classification, needs to be supported for the good of higher education.

Implications and Suggestions

This study suggests individual and institutional development practices that can contribute to faculty retention, recruitment, and promotion. Faculty of color reported that they had memorable and important mentors throughout their education, and valued their relationships with colleagues of color. To help recruitment efforts and produce future faculty members, universities should support mentoring of students from underserved communities. To retain current faculty of color, universities should acknowledge and support their research agendas as well as the roles they play in teaching difficult controversial topics in the classroom. Meanings of their work (research and teaching) must be interpreted differently for them to feel supported and included in the university. Regarding faculty classification, contingent faculty still perceived research as an important component to define themselves as a faculty member. Universities need contingent faculty to meet the demands for more classes, thus contingent faculty play a critical role in the

university. To prevent burnout and aid their professional development, universities should provide more financial and material resources for contingent faculty.

Limitations

This study was not able to gain enough information from contingent faculty of color to determine any differences in opportunities, barriers, and resources for contingent faculty by race. Thus, intersectionality of the statuses (i.e., race and classification status) was not possible to be analyzed. The low number of respondents from contingent faculty of color is surprising because the institution's faculty were majority contingent faculty. Also, for this study, the only question in the survey instrument that addressed race was the demographic question of describing which race/ethnicity best describes the respondent. Adding race-based open-ended questions that play into the experiences of faculty in higher education would generate more information concerning whether faculty members see race as affecting their opportunities, barriers, or resources that shapes their self-efficacy. Lastly, this study took place at a teaching institution. Results may have differed if this study took place at a research institution.

Conclusion

In conclusion, as related to the research question, race and faculty classification mattered in shaping opportunities and meaning of efficacious actions of faculty members, while occupational self-efficacy was relatively high in general. There were institutional barriers, such as lack of university support, lack of time, and university/faculty hierarchy and autonomy that affected efficacious actions of faculty. Resources that expanded their efficacious actions were their own colleagues and students. Faculty classification mattered in which opportunities shaped faculty's self-efficacy. Regarding race, opportunities and meanings for acting efficaciously differentiated by race, resulting in self-efficacy differences.

This study showed that all faculty members reported relatively high occupational self-efficacy despite the fact that race and classification did matter in shaping the opportunities and meanings. Given that faculty of color and contingent faculty tend to face more challenges against their occupational self-efficacy, it is interesting to note that they did not have any lower occupational self-efficacy compared to their dominant counterparts. Therefore, future studies should investigate what helps them to cope with the difficulty and succeed on the job. This study added to the literature that contingent faculty and faculty of color faced challenges in higher education, such as structural barriers and restrictions to develop their professional progress. This implies that the experiences of contingent faculty and faculty of color, who are traditionally viewed at the bottom of the institutional hierarchy, are valuable, therefore, their experiences can identify and analyze powers, rules, and practices in higher education that cause disparities for its faculty. Because of their value, the organizational structure of universities and colleges should change to address the needs of all their faculty.

APPENDIX A**INVITATION EMAIL FOR RESEARCH****Subject:**

Faculty Research Participation

Email body:

Dear (selected faculty member name),

My name is Christian Joy Lewis; I am a Graduate Student at California State University, Sacramento, working on a Master's of Sociology degree. I am conducting a research study for my thesis entitled "Faculty Experiences through a Diversity Lens: A Qualitative Study Investigating Teaching Professors' Self Efficacy".

This study will explore perceptions and differences of faculty experiences by race and faculty classification, investigating lived experiences in your scholarship, service, classroom experience, and research interests as a faculty member.

Your participation in the study would be deeply appreciated. Your participation may potentially identify areas that could help individual, institutional, and organizational development in faculty retention and recruitment, in faculty diversity, and in faculty promotion.

If the results of the study are published, please be assured that all of your responses will be aggregated, that all of your responses will be kept confidential, and no identifiable information from you will be revealed. All identifiable information collected from you will be replaced with pseudonyms, eliminated, or with a general title.

If you would like to participate in this research, please click the link below to reach my survey. If you are experiencing difficulty in opening this link, please copy and paste the full web address in your browser. You will be given more information about the research and prompted with the informed consent process before beginning the survey.

<Link>

After completing your survey, your service will be highlighted in a signed letter of recognition from myself shall be sent for your records if you so choose.

If you should have any questions concerning the research study in the meantime, please feel free to call me at (510) 703-XXXX or by email at cjl254@csus.edu. You can also contact my advisor, Aya Kimura Ida, Ph.D., at idaa@csus.edu. If you have any questions about your rights as a participant in a research project please call the Office of Research Affairs, California State University, Sacramento, (916) 278-5674, or email irb@csus.edu.

Thank you for your time.
Best Regards,
Christian Joy Lewis

APPENDIX B

(QUALTRICS) SURVEY QUESTIONNAIRE

Faculty Survey

Q1 Welcome! You are invited to participate in a research study which will involve your feedback on your perceptions and lived experiences on responsibilities as a professor. My name is Christian Lewis and I am a graduate student at California State University, Sacramento, Sociology Department. This project is for my thesis and may be presented at a conference and/or for publication. Your participation in this project is voluntary. Even after you indicate by clicking “Yes, I consent to participate in this research.” on the informed consent screen, you may decide to stop the survey at any time. You were selected as a possible participant in this study because of your occupation as a university professor, whether part-time or full-time. The purpose of this research is to explore perceptions and differences of faculty experiences. If you decide to participate, you will be asked to start this on-line survey. Your participation in this study will last 15-20 minutes. There are some possible risks involved for participants. These risks are psychological risks (i.e. embarrassment of disclosing lived experiences, anxiety, etc.), sociological and economic risk (disclosing lived experiences as your profession at your institution), and confidentiality risk (disclosing your private information). These risks will be minimized by emphasizing your right on the informed consent screen of your right to withdraw from the study or to skip any question if you wish not to answer, by keeping all of your information confidential, using pseudonyms in the case when using quotes, eliminating real names of departments, colleges, and university when disseminating results, removing all identifiers in order to protect information that can be link to participants, and delete all email exchanges and sent emails after the data collection is complete. Also, all notes produced to aid data collection will be deleted and/or shredded after the data collection is over. All de-identification and data analysis will take place off-line and disconnected from the Internet.

There are some benefits to this research, particularly that this research could benefit not only university and college institutions, but all teaching/schooling institutions in understanding faculty and teachers’ internal perceptions and motivations to help individual, institutional, and organizational professional development in faculty. This research could be shared with administrative leaders of universities and school districts to identify areas in improvement of faculty/ teacher diversity and improvement in faculty promotion (i.e. scholarship, service, and student/ department / university and school board evaluations).

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Measures to insure your confidentiality are all identifiable information (i.e. individual names, departments, college and university) will be replaced as pseudonyms or eliminated, all email exchanges and notes will be deleted and/or shredded once data collection is complete, and all data will be maintained in a safe, locked location and will be destroyed after a period of three (3) years after the study is completed.

After completing your survey, I will send a signed letter of recognition for your records.

If you have any questions about the research at any time, please call me at (510) 703-XXXX or email at cjl254@csus.edu. You can also contact my adviser, Aya Kimura Ida, Ph.D.,

at idaa@csus.edu. If you have any questions about your rights as a participant in a research project please call the Office of Research Affairs, California State University, Sacramento, (916) 278-5674, or email irb@csus.edu.

Your acknowledged consent and completion of this survey indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation at any time without penalty, and that

Q2 Your acknowledged consent and completion of this survey indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation at any time without penalty, and that you are not waiving any legal claims, rights or remedies. Your Informed Consent Response is:

- Yes, I Consent to participate in this research.
- No, I Do Not Consent to participate in this research.

If No, I Do Not Consent to par... Is Selected, Then Skip To End of Survey

Q5 As a faculty member, how do you describe yourself?

Q6 How do you describe your responsibilities as a faculty member? Please elaborate.

Q7 Of all of the responsibilities you've listed, which one is most important to you and why?

Q8 How confident are you with satisfying these responsibilities as a faculty member in your institution?

- Very Confident
- Somewhat Confident
- Not Very Confident
- Not At All Confident

Q9 Please elaborate the reason for the rating that you gave yourself.

Q10 What do you think are the barriers that prevent you from satisfying the responsibilities?

Q11 What do you think are the resources that help you satisfy the responsibilities?

Q12 How much training do you feel you received in graduate school to be prepared to satisfy the responsibilities as a faculty member?

- Very Well Trained
- Somewhat Well Trained
- No So Well Trained
- Not At All Trained

Q13 Please elaborate the reason for the rating that you gave yourself.

Q14 How satisfied are you as a teacher?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Q15 Please elaborate the reason for the rating that you gave yourself.

Q16 How satisfied are you as a researcher?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Q17 Please elaborate the reason for the rating that you gave yourself.

Q18 How satisfied are you with your engagement in service as a faculty?

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

Q19 Please elaborate the reason for the rating that you gave yourself.

Q20 Do you feel that your research interests are well supported by your university?

- Yes
- No

Q21 Please elaborate the reason why or why not.

Q22 How would you rate the following importance to you?

	Very Important	Somewhat Important	Somewhat Not Important	Not Important At All
Scholarship (e.g., conducting and presenting research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (e.g., serving on committees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching (e.g. classroom experience, mentoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 How do you perceive your student evaluations? Please elaborate.

Q24 How do you perceive your department evaluations? Please elaborate.

Q25 What do you highlight the most on your curriculum vitae (CV)?

Q26 What is your faculty classification?

- Tenured-track
- Non-tenured track

Answer If What is your faculty classification? Tenured-track Is Selected

Q27 Please select your faculty position.

- Professor
- Associate Professor
- Assistant Professor

Q28 How long have you been teaching at your institution (months/years)?

Q29 Which race/ethnicity best describes you?

- American Indian or Alaskan Native
- Asian/ Pacific Islander
- Black or African American
- Latino/ Latina
- White/ Caucasian
- Other/ Multiple _____

Q30 What is your gender?

- Man
- Woman
- Other _____

Thank you for your time and participation in this research study. If you would like to receive a signed letter of recognition for your service, please click the link below or copy and paste the link into the web address field in your browser.

<Link>

You may skip this screen if you do not want to receive a signed letter of recognition.

APPENDIX C

INFORMED CONSENT PROCESS

Faculty Experiences through a Diversity Lens: A Qualitative Study Investigating Teaching Professors' Self Efficacy

You are invited to participate in a research study which will involve your feedback on your perceptions and lived experiences on responsibilities as a professor. My name is Christian Lewis and I am a graduate student at California State University, Sacramento, Sociology Department. This project is for my thesis and may be presented at a conference and/or for publication.

Your participation in this project is voluntary. Even after you indicate by clicking "Yes, I consent to participate in this research." on the informed consent screen, you may decide to stop the survey at any time.

You were selected as a possible participant in this study because of your occupation as a university professor, whether part-time or full-time. The purpose of this research is to explore perceptions and differences of faculty experiences. If you decide to participate, you will be asked to start this on-line survey. Your participation in this study will last 15-20 minutes.

There are some possible risks involved for participants. These risks are psychological risks (i.e. embarrassment of disclosing lived experiences, anxiety, etc.), sociological and economic risk (disclosing lived experiences as your profession at your institution), and confidentiality risk (disclosing your private information). These risks will be minimized by emphasizing your right on the informed consent screen of your right to withdraw from the study or to skip any question if you wish not to answer, by keeping all of your information confidential, using pseudonyms in the case when using quotes, eliminating real names of departments, colleges, and university when disseminating results, removing all identifiers in order to protect information that can be link to participants, and delete all email exchanges and sent emails after the data collection is complete. Also, all notes produced to aid data collection will be deleted and/or shredded after the data collection is over. All de-identification and data analysis will take place off-line and disconnected from the Internet.

There are some benefits to this research, particularly that this research could benefit not only university and college institutions, but all teaching/schooling institutions in understanding faculty and teachers' internal perceptions and motivations to help individual, institutional, and organizational professional development in faculty. This research could be shared with administrative leaders of universities and school districts to identify areas in improvement of faculty/ teacher diversity and improvement in faculty promotion (i.e. scholarship, service, and student/ department / university and school board evaluations).

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. Measures to insure your confidentiality are all identifiable information (i.e. individual names, departments, college and university) will be replaced as pseudonyms or eliminated, all email exchanges and notes will be deleted and/or shredded once data collection is complete, and all data will be maintained in a safe, locked location and will be destroyed after a period of three (3) years after the study is completed.

After completing your survey, I will send a signed letter of recognition for your records.

If you have any questions about the research at any time, please call me at (510) 703-XXXX or email at cjl254@csus.edu. You can also contact my adviser, Aya Kimura Ida, Ph.D., at idaa@csus.edu. If you have any questions about your rights as a participant in a research project please call the Office of Research Affairs, California State University, Sacramento, (916) 278-5674, or email irb@csus.edu.

Your acknowledged consent and completion of this survey indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation at any time without penalty, and that you are not waiving any legal claims, rights or remedies.

APPENDIX D**PARTICIPATION EMAIL FOR RESEARCH****Subject:**

Faculty Research Participation

Email body:

Dear (selected faculty member name),

I am writing with regard to our meeting on my research study titled “Faculty Experiences through a Diversity Lens: A Qualitative Study Investigating Teaching Professors’ Self Efficacy,” which compares the experiences of faculty by race and faculty classification. Thank you for meeting with me to discuss my passion for this issue and to discuss more in-depth about my research.

As discussed, your participation in the study would be deeply appreciated. Your participation may potentially identify areas that could help individual, institutional, and organizational development in faculty retention and recruitment, in faculty diversity, and in faculty promotion.

If the results of the study are published, please be assured that all of your responses will be aggregated, that all of your responses will be kept confidential, and no identifiable information from you will be revealed. All identifiable information collected from you will be replaced with pseudonyms or with a general discipline title.

To participate in the research, please click the link below or enter the full web address in your web browser to reach my survey. You will be given more information about the research and prompted with the informed consent process and consent before beginning the survey.

<Link>

After completing your survey, your service will be highlighted in a signed letter of recognition from myself shall be sent for your records if you so choose.

If you should have any questions concerning the research study, please feel free to call me at (510) 703-XXXX or by email at cjl254@csus.edu. You can also contact my advisor, Aya Kimura Ida, Ph.D., at idaa@csus.edu. If you have any questions about your rights as a participant in a research project please call the Office of Research Affairs, California State University, Sacramento, (916) 278-5674, or email irb@csus.edu.

Thank you for your time.

Best Regards,
Christian Joy Lewis

APPENDIX E**REMINDER EMAIL FOR RESEARCH****Subject:**

Reminder - Faculty Research Participation

Email body:

Dear (selected faculty member name),

Recently, you received a link to complete a survey for my research study titled “Faculty Experiences through a Diversity Lens: A Qualitative Study Investigating Teaching Professors’ Self Efficacy”. Again, your participation would be deeply appreciated. Please be assured that if the results of the study are published, all of your responses will be aggregated, all of your responses will be kept confidential, and no identifiable information from you will be revealed. All identifiable information collected from you will be replaced with pseudonyms or with a general discipline title.

To complete the survey, please click the web address below. If that does not work, please copy and paste the web address into the address field of your browser.

<Link>

After completing your survey, your service will be highlighted in a signed letter of recognition from myself shall be sent for your records if you so choose.

If you should have any questions concerning the research study, please feel free to call me at (510) 703-XXXX or by email at cjl254@csus.edu.

Thank you for your time.

Best Regards,
Christian Joy Lewis

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