An Examination of Job Satisfaction and Work/life Balance among Racial Minority Faculty in Higher Education

by

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Abstract

Racial minority faculty remain underrepresented in higher education institutions across the U.S. Faculty continue to encounter barriers to recruitment and retention such as overextension, discrimination, the lack of mentorship and support, and difficulty obtaining tenure and promotion. Role overload, intrinsic rewards, and power and support present as the main predictors of work/life balance among racial minority faculty. This study aims to examine job satisfaction and work/life balance among racial minority faculty in higher education. Participants included a sample of racial minority faculty working at graduate programs in the U.S. recruited through several educational organizations and social media platforms. The researcher employed both quantitative and qualitative methodology to explore the factors that influence racial minority faculty satisfaction and work/life balance, to examine the racial and cross-disciplinary differences that exist in academia, and to highlight the experiences of racial minority faculty regarding mentorship from senior faculty, collaboration with their colleagues, and the tenure and promotion process. Recommendations and implications offer insight into methods useful for improving racial minority job satisfaction and work/life balance and increasing the overall educational experience for both racial minority faculty and students.

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Chapter 1

Introduction and Background

Racial diversity in higher education continues to rise as a topic of interest as the United States population increases and the demographics change and culture shifts. According to Jayakumar, Howard, Allen, and Han (2009), faculty of color remain underrepresented in graduate and professional schools across the country. Concerns related to the scarcity of racial minority faculty in academia increase as a larger proportion of Americans chose to attend college (Diggs, Garrison-Wade, Estrada, & Galindo, 2009). As more racially diverse students pursue a range of degrees, the presence of racial minority faculty across disciplines becomes more critical.

Increasing racial minority faculty in higher education will presumably benefit higher education in numerous ways. Abdul-Raheem (2016) asserts that racial minority faculty members are assets to higher education because they aid colleges and departments in their efforts to promote diversity, inclusion, and cultural sensitivity. Abdul-Raheem further asserts that faculty members of color provide a supportive environment for students of color, aid in the success of students, and contribute to diverse scholarship and instructional styles that aid in student development (Turner, Gonzalez, & Wood, 2008). Faculty members of color also serve as mentors and role models for racial minority students (Jayakumar, Howard, Allen, and Han, 2009; Trower, 2009). Racial minority students find solace in the presence of other racial minorities. Racial minority students examine faculty diversity when deciding to attend a college and attribute their school dissatisfaction with the lack of faculty of color (Haizlip, 2012). Students of color seek

faculty of color and students who look like them to help them gain knowledge about the campus and navigate their programs (Hunn, 2014).

Despite the benefits, racial minority faculty members offer academia and the students who enroll, efforts to diversify the racial and ethnic faculty makeup in higher education have not been very successful. Racial minority faculty members remain underrepresented in higher education (Jayakumar et al., 2009). Trower (2009) describes academia as a "revolving door" for underrepresented faculty of color, suggesting that racial minorities leave their faculty positions at a higher rate than White faculty. Trower asserts that racial minority faculty absence and/or their decision to leave their positions does not occur because racial minority faculty members lack clarity about what it takes to be successful in academia. She suggests that something else is happening.

Undoubtedly, the transition into a higher education faculty position presents as one of the most stressful periods in a professor's career as they attempt to adjust to a new campus and a new position, and become acclimated to the university and department policies (Magnuson, Norem, & Lonneman-Doroff, 2009). Faculty of color experience a large amount of pressure and strain as they strive to fulfill their roles as teacher, mentor, advisor, supervisor, and researcher, while also working to fulfill committee, service, and outreach duties, and uphold the tenure and promotion requirements (Magaldi-Dopman, Marshall, Rivera-McCutchen, & Roberts, 2015). Faculty of color also express a lack of support and mentorship, feelings of "otherness," bias, discrimination (Jayakumar et al., 2009), and the lack of collegial support (Cartwright, Washington & McConnell, 2009).

Harley (2008) suggest that African American faculty members experience a phenomenon called "race fatigue" known as a syndrome of being overextended,

undervalued, unappreciated, and overlooked, better known as the representative and fulfiller of "color factor." Harley proceeds to speak of the dichotomy that exist as African American faculty at PWIs experience both feelings of value and stigmatism, sometimes viewed as the "black" faculty member fulfilling the special hire or the affirmative action quota. Racial minority faculty may find the transition a little slower and more challenging based on their workload and several demographic and cultural factors such as their marital status, geographic location, gender, rank, and type of institution.

The transition into academia may be more difficult for African American faculty, especially African American female faculty employed at Primarily White Institutions (PWIs) (Harley, 2008; Allison, 2008). In fact, African American females at PWIs face discrimination issues related to both gender and race; they may also suffer from race fatigue which involves being overextended, undervalued, unappreciated, and known as the representative for the Black race (Harley, 2008). Not only are African American faculty expected to perform the required tasks and responsibilities, but African American female faculty also stand as advocates for Black issues, community liaisons, translators of the Black culture and conduits for others' problems (Harley, 2008). Harley asserts that African American women are generally over-extended in community and service work; thus, they assume the role of maids of academe and the work mules. Racial minority faculty members encounter experiences that leave them feeling frustrated and alone.

Relationships and support serve as a bridge that allows racial minority faculty to meet their personal and professional goals. Isolation has been a consistent barrier to retention and success among racial minority faculty in higher education, especially those employed at PWIs. Junior faculty members on the tenure track are outsiders who try to fit

in, understand, and adapt to their institution quickly during a socialization process (Trower, 2009). Bauer, Bodner, Erodgan, and Truxillo (2007) define socialization as the process during which newcomers obtain the knowledge and skill necessary to assume an organizational role. During the socialization process, faculty of color develop role clarity, self-efficacy, and social acceptance that, together, influence job performance, job satisfaction, decision to remain at the institution, retention, and turnover (Trower, 2009). Bauer et al. assert that employers who are clear of their roles and expectations perform well, just as those who feel socially accepted perform at a higher level. The relationships employees form with senior, tenured faculty and their peers are critical to their success (Trower, 2009).

Relationships with others are critical to racial minority faculty success early in their career. Nevertheless, racial minority faculty noted the inability to connect with senior faculty to help them navigate their academic duties related to teaching, research, and service (Jackson-Weaver, Baker, Gillespie, Ramos Bellido, & Watts, 2010). Native Americans were significantly less likely than other minorities to believe tenured faculty were genuinely interested in their professional development. Native American and Black faculty felt they had fewer opportunities to collaborate with tenured faculty and that they were less prone to receive fair and equitable treatment (Trower, 2009).

Often, few faculty of color exist on college campuses and in the surrounding community. Racial minority faculty members may feel marginalized due to having few supports on and off campus. Encountering a hostile racial campus climate serves a barrier for racial minority faculty (Jayakumar et al., 2009). According to Jayakumar et al. (2009), a hostile campus climate includes many challenges such as being denied tenure, held to

higher standards than White colleagues, being considered a "token" faculty member, and being expected to manage minority affairs simply because of their race (Jayakumar et al., 2009). Due to the challenges encountered, African American faculty experienced feelings of isolation, discomfort, dissatisfaction, and stress as well as alienation and feelings of otherness (Trower, 2009). Faculty of color encounter negative messages about their research. Faculty of color research focused on minority issues may be devalued and dismissed as minor or self-serving (Cartwright et al., 2009).

Ultimately, faculty of color are necessary for higher learning, yet their experiences cause them to alter their paths or leave their positions. Without racial diversity in higher education, both students and faculty lack a rich and fulfilling experience (Abdul-Raheem, 2016); existence and vitality in higher education becomes more challenging. Racial minority faculty experiences in academia must be uncovered and addressed to increase the recruitment and retention of faculty of color, ultimately promoting the success and productivity of faculty, students, and administrators in higher education.

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Status of Racial Minority Faculty

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Racial minority status includes African American/Black, Asian American, Hispanic/Latino, and Native American (Arredondo, 1999) as well as American Indian or Alaskan Native, Native Hawaiian or Pacific Islander, and bi- and multiracial individuals. Despite the scarcity of racial minority faculty in American colleges and universities, the number of full-time faculty of color increased by almost 50 percent between 1995 and 2005 (Trower, 2009).

The percentage of faculty of color holding full professor positions offered more daunting results. In 2005, 3% Black, 6.5% Asian, 2% Hispanic, and 0.3% American Indians held full professor positions (Turner et al., 2008). In the fall of 2013, there were 1.5 million faulty members in degree granting institutions: 51 percent were full-time and 49 percent were part-time. Of the 51 percent full-time faculty, 79% were White and 6% were Black (U.S. Department of Education, 2015). The low percentages of full-time racial minority faculty demonstrate the need to recruit and retain racial minority faculty.

Recruiting and retaining faculty of color has become an increasing concern for many institutions (Diggs, et al., 2009) as colleges and universities call for stronger faculty search procedures. According to Diggs, Garrison-Wade, Estrada, and Galindo (2009), Academic institutions task faculty with the job of preparing students in an array of professions to work with diverse populations. Recruiting and retaining faculty of color remains critical to do so (Diggs et al, 2009). Racial minority faculty members offer elements to academia that other faculty do not (Jayakumar et al., 2009) and students have felt their absence. Zajac (2011) states that 51% of nursing students felt the absence of racial minority faculty was important due to the lack of mentors and role models, representations, and their decreased ability to establish connections with others. Positive student-faculty interaction increases student grades, success and degree completion (Hurtado, et. al, 2011). Racial minority faculty members offer higher education more than an increase in the number of racial minorities on campus; racial minority faculty ignite student success and achievement and encourage students to pursue careers in higher education.

Johnson, Bradley, Knight, and Bradshaw (2007) assert that a discrepancy exists between the percentage of students graduating with degrees and entering graduate programs. Students may gain degrees to enter the professoriate, but few graduate students enter or remain in academia. Johnson et al. (2007) state that several. African American doctoral students enroll in counselor education and psychology training programs but fail to represent as counseling and psychology faculty. While many reasons exist for this phenomenon, most of the racial minority students point to the inequalities in education and a lack of support from peers and faculty (Johnson, Bradley, Knight, & Bradshaw, 2007).

Brooks and Steen (2010) discuss the low number of Black males in the academy, particularly, the absence of Black males in counselor education. Brooks and Steen assert that the immediate reason for the lack of Black males in counselor education is the low number of graduation rates for African Americans in high schools. Johnson et al. support Brooks' and Steen's statement attributing the low number of African American high school graduates to the lack of mentors and adequate recruitment and retention strategies. Students may not receive the support, encouragement, and exposure necessary to guide them into post-secondary education. A more powerful explanation that Brooks and Steen offer to explain the absence of African American males in academia relates to the stress, barriers, limited financial and mentoring support, the challenges when striving for promotion, and the unwelcoming campus environment. Upon entering academia, aspiring African American/Black male counselor educators encounter discouraging circumstances. The reality of racial minority experiences is quite disheartening. The discrimination encountered in higher education presents an issue on many levels and

faculty and administrators must give attention to the negative acts that take place in the academy (Brooks & Steen, 2010).

Status of Racial Minority Students

Racial minority student enrollment in higher education has increased in the past 30 years (Fischer, 2007), but gaps in educational enrollment, persistence, and attainment of graduate degrees remain large for the Black and Latina/Latino culture (Gildersleeve, Croom, Vasquez, 2011). In 1982, 40 percent of Black students and 53 percent of White students enrolled in college. In 2011, the enrollment rates increased with Black student enrollment rising to 65 percent (Baum, 2013). According to the U.S. Department of Education (2016), of the 2.9 million post baccalaureate students enrolled in 2015, most of the students (1.6 million) identified as White, 364,000 as Black, 200,000 as Asian/Pacific Islander, and 14,000 as American Indian/Alaskan Native.

Despite the growing number of racial minority students obtaining graduate degrees, White students receive more doctoral and master's degrees than racial minorities (Haskins, et al. (2013). The data from the U.S. Department of Education, National Center for Education Statistics (2012) revealed that 39% of Black students graduated from institutions of higher education compared to 62% of White students. According to the U.S. Department of Education (2015), Whites accepted 67.5 percent of Master's degrees and 69.3 percent of Doctorate degrees between 2014 and 2015. Black students received 13.6 and 8.4 percent of master's and doctorate degrees, with Hispanics (9.1 and 7.2 percent), Asian/Pacific Islander (6.9 and 12.2 percent), American Indian/Alaskan Natives (0.5 and 0.6 percent) and bi-racial or multicultural individuals (2.3 and 2.3 percent) following them.

Graduation rates for African American students depend on factors like the institution, geographic location, etc. HBCUs have higher graduation rates than PWIs (Hunn, 2014). In fact, HBCUs find their graduation rates are much higher than the national average graduation rate. For instance, Spellman College in Atlanta, Georgia, graduates 77% of African Americans compared to the national average of 13% (Black Student College Rates Remain Low, 2013). The graduation rates at PWIs may look a little different regarding who gets to graduate. In addition, the efforts required to retain racial minorities assume a different process due to the existing inequalities.

PWIs attempt to improve matriculation for African American students while also enhancing the educational environment for White students through diversity (Hunn, 2014). According to Love (2008), the challenge to retain African American students at PWIs persist due to matriculation barriers including racial campus climate and culture, and the lack of racially diverse faculty and staff. Hunn (2014) states that students of color experience many challenges in relation to their White counterparts. Both female and male minority students experience racism at PWIs; however, African American females encounter both racism and sexism. Acts of racism and other covert microaggressions create barriers to recruitment and matriculation for female students of color. Individuals at PWIs label females as angry, overly sexual, unattractive, and academically inferior, and African American males as sex-driven, criminals, or apathetic athletes (Hunn, 2014). Individuals may immediately label African American students without adequate knowledge and comprehension of them or their culture.

African Americans raised in a predominately-Black community encounter psychological stress as they leave their Black environments to attend White universities

(Hunn, 2014). Attending a primarily White institution often requires a certain skill set and level of exposure that some racial minority students might not have. According to Cushman (2007), many students of color are first-generation college students whose parents lack a quality education and/or exposure to college. Parents' lack of knowledge and awareness limit the advice and assistance they can provide about navigating the application and enrollment process, choosing a major, studying for and taking test, negotiating and understanding the campus culture and networking in a global community (Cushman, 2007). In addition, some of the high schools that teach low-income and minority populations are less likely to provide a college preparatory curriculum and lack certified personnel to teach certain courses, thus making it more difficult for racial minority students to thrive at a more competitive college or university (Toldson & Lewis, 2012). The lack of effective or quality secondary education promotes poor college readiness and results in racial minority student underrepresentation at competitive universities and overrepresentation at community colleges and online universities (Iloh & Toldson, 2013). Community colleges present the opportunity and resources for racial minority students to achieve academically due to their lower tuition rates, easy enrollment process, and less rigorous curriculum.

Many Black students attend community and for-profit college as community colleges have been described as "democracy's college," the "open door college" or the "people's college" (Pusser & Levin, 2009). According to Rosenbaum, Deli-Amen & Person (2009), community colleges offer access to higher education for students of color, low-income students, and those who attend minority or low income high schools. Community colleges also provide a less stressful admissions process, and the flexibility

needed for students who work while attending school. Despite the opportunities available at community and 2-year colleges, the question of quality and value of the education offered at community, 2-year, and for-profit colleges arises. Without further research, it is difficult to know if community and for-profit colleges offer widespread policies to ameliorate educational and economic inequalities, or if community and for-profit colleges serve as bandages for racism rooted in the economic and educational structure of the United States (Iloh & Toldson, 2013).

      The quality of community and for-profit college education might be a legitimate concern for some and a more subjective idea based on the flawed perception of others. Regardless, Cushman (2007) asserts that first-generation students at community colleges typically find other students like themselves, with whom they share backgrounds. Students of color also search for faculty of color who will serve as a support system and act as mentors. The student-faculty relationship becomes a place for venting about challenges, fears, and experiences related to racism and oppressions (Hunn, 2014). Faculty and students of color foster healthy relationships that increase retention and student success (Haizlip, 2012; Hunn, 2014).

      Hunn (2014) suggests that mentoring plays a dynamic role in the integration of students as it reduces isolation and alienation and provides systematic support (Hunn, 2014). Rodgers and Summers (2008) note the importance of social support and integration when discussing the retention of African American students at PWIs versus HBCUs stating that there needs to be a measure of 'fit' between the student and the potential support system. Rodgers and Summers suggest that students at PWIs develop a sense of biculturalism in which they demonstrate the ability to function in two distinct

cultures. Often African American students at PWIs seek academic and social support from other African American students, professors, or classmates, as well as the surrounding community, to aid in the academic and social integration process (Rodgers & Summers, 2008). The socialization process includes interaction with faculty and students (Rodgers & Summers, 2008).

Regarding the classroom environment, faculty and peer support are critical aspects related to academic achievement and success for racial minority students. Haskins et al., (2013) discussed the presence of proactive and reactive faculty support in her phenomenological study investigating the experiences of Black students in a master's level counseling program. Participants indicated that Black faculty provided proactive support causing them to feel "more supported" and "comfortable" (Haskins et al., 2013). Black students also noted tokenization, lack of Black perspectives in the coursework, and the presence of microaggressions and marginalization (Haskins et. al, 2013). Sue et al. (2008) describes racial microaggressions as "brief verbal, behavioral or environmental indignities that communicate hostile, derogatory, or negative racial slights and insults to a targeted person or group" (p. 273). The subtle actions promote feelings of failure, frustration, and a sense of exclusion and frustration for people of color daily (Cartwright, Washington, McConnell, 2009). Despite the purpose of education to increase knowledge, awareness, and acceptance of the diverse world around us, the presence of racism and discrimination remains present.

Based on the estimated increase in minority students entering college, faculty and staff should seek to understand what constitutes a successful transition to college for students of color and racial minority student college retention. Fischer (2007) believes the

knowledge regarding what constitutes a smoother transition to college would be more beneficial for Blacks and Hispanics as they are more likely to be first-generation students. Without this knowledge, universities may find difficulty in recruiting and retaining racial minority students. Being that racial minority faculty aid in racial minority student recruitment, transition, and success, higher education institutions must increase racial minority representation in their colleges. The academy needs more scholarship concerning racial minority faculty job satisfaction and the factors that influence their decision to accept and/or leave faculty positions in higher education (Isaac & Boyer, 2007).

Racial Diversity in Counselor Education

Diversity in Counselor Education continues to be a critical factor for program quality and student success. Considering the counseling profession's commitment to diversity and multicultural competence, supported and outlined in the American Counseling Association (ACA) Ethical Codes, counseling programs must actively recruit and retain diverse faculty (ACA, 2014). In addition, counselor education faculty must have an appreciation, a general knowledge, and a willingness to work with students of diverse ages, genders, ethnicities, interests, capabilities, backgrounds, and needs. Program faculty and policy makers and accrediting bodies, like the Council for Accreditation of Counseling and Related Educational Programs (CACREP), develop standards to promote academic environments that enhance the learning experience for all students (CACREP, 2016; ACA, 2014).

One manner of creating an effective learning atmosphere is to ensure a safe and open environment that includes faculty and staff committed to the success of the students.

Rehabilitation counselor training programs have a considerable influence on preparing

their graduates to cater to the demands of a diverse world (Cartwright et al. 2009).

Exposing students to diverse faculty exist as one way to do this (Cartwright et al. 2009).

ACA Code of Ethics (2014), standard F.11.b states that counselor educators should

recruit and retain a diverse student body and provide the academic environment that

supports and enhances student well-being and academic achievement. A supportive

academic environment includes the presence of both racial minority faculty and students.

ACA Code of Ethics, standard F.11.a supports the presence of racially diverse faculty

suggesting that counselor educators commit to recruiting and retaining diverse faculty.

The climate and environment plays a huge role in racial minority faculty and student

recruitment and retention.

Haskins et al. (2013) conducted a study to examine the experiences of Black or

African American students in masters counseling programs at PWIs. The

phenomenological study revealed the five following themes: isolation, tokenism, lack of

inclusion of Black counselor perspectives, difference in support offered, and access to

support from people of color and White peers (Haskins et al., 2013). The Black students

in the study shared their experiences stating that they felt isolated, uncomfortable, and

less connected to their peers than when in undergraduate school (Haskins et al., 2013).

Like racial minority faculty, the Black/African American students also noted frustration

with being the "spokesperson" for the Black community and the lack of faculty

awareness of these dynamics and their unique needs as racial minority students. The

absence of diverse curriculum and instructional tools also presented a problem related to

Black student retention as Black students felt the course curriculum and material failed to

train them to be multiculturally competent (Haskins et. al, 2013). Racial minority

students seem to encounter the same barriers as racial minority faculty. The prevalence of

these negative barriers calls into question the cultural and social obstacles that exist at

institutions and how they affect racial minority faculty and students.

Institutional, departmental, and social barriers exist that further limit and oppress

racial minority students, especially at PWIs (Fischer, 2007). Despite almost three decades

of affirmative action efforts and anti-discrimination legislation, counseling and

psychology programs proclaim struggles related to recruiting and retaining African

American faculty (Fischer, 2007; Jayakumar et al., 2009). Discrepancies related to pay,

achievement, support, discrimination, and lack of recognition seep through the cracks of

higher education and into disciplines across campuses —even programs like counselor

education that stand on principles devoted to diversity and multicultural and social justice

competence. Many counseling programs have remained silent calling their commitment

to diversity into question (Haizlip, 2012). Counseling programs' silence and/or

complacency must end to develop productive and effective counseling and psychology

programs (Fischer, 2007). A paucity of research exists on job satisfaction and work/life

balance for counselor education faculty. Much of the literature addresses counselor

education or counseling psychology, subjective well-being, wellness, or quality of life;

however, few studies explore job satisfaction and work/life balance while attending to

race.

Job Satisfaction in Higher Education

Job satisfaction is essential for employees regardless of their work setting (Isaac

& Boyer, 2007). Job satisfaction remains a critical issue for racial minority faculty in

higher education, especially considering the increasing racial minority student population. Therefore, the researcher finds further investigation imperative to evaluate and understand the factors that lead to lower levels of satisfaction among racial minority faculty. Johnsrud and Edwards (2001) define job satisfaction as an individual's feeling about her or his job. Job satisfaction includes subjective measures, primarily based on the individual's perspective. Job satisfaction serves as one contributing factor related to racial minority faculty retention and success. Faculty job satisfaction also includes the examination of recruitment and retention as well as the barriers that influence faculty intent to leave their academic positions (McCoy, Newell, & Gardner, 2013).

When examining job satisfaction, one must explore the predictors or elements that influence occupational contentment. Ali (2009) introduces a theory known as the two-factor theory of job satisfaction based on Herzberg's motivation versus hygiene theory. The two-factor theory includes motivators and hygienes that increase and decrease job satisfaction. Motivators (i.e. achievement, recognition, responsibility, growth, and advancement) increase satisfaction whereas hygienes (i.e. environmental issues, company policies, relationships with colleagues and supervisors, and working conditions) decrease satisfaction (Ali, 2009). Herzberg's theory outlines the purpose of hygienes or extrinsic factors stating that they do not directly influence job satisfaction but upon a certain level of deterioration, create negative attitudes that foster dissatisfaction. Considering the various factors that influence job satisfaction, an employee can experience both dissatisfaction and satisfaction simultaneously (Ali, 2009). An occupational aspect like salary or collegiality may be sources of both happiness and displeasure.

Like Herzberg, Hagedorn aims to provide a rationale for job satisfaction and the occupational experiences of racial minority faculty. McCoy, Newell, and Gardner (2013) discuss Hagedorn's model of faculty job satisfaction, introducing the concept of triggers and mediators. McCoy et al. state that triggers are indirect yet influential life events or changes. The institution may not alter these triggers but the impact or influence of the triggers may change based on the institution. Mediators include both motivators and hygienes as one category. Like Herzberg's theory, motivators and hygienes (i.e. achievement, recognition, responsibility, salary, etc.) act as contextual factors that directly moderate faculty job satisfaction and increase or decrease job satisfaction (McCoy et al., 2013). Mediators also include demographics (i.e. gender, ethnicity, institutional type, etc.), and environmental conditions (i.e. working conditions and relationships with coworkers, students, administration, etc.). The mediators under environmental conditions are changeable and serve as content necessary for understanding differences in faculty well-being (McCoy et al., 2013). For example, a racial minority faculty member who reports lower levels of job satisfaction and a higher intent to leave their position may experience poorer emotional health than their colleagues McCoy et al., 2013). Multiple studies have claimed that satisfied workers live happier lives, have better health and suffer fewer injuries and accidents and remain at their jobs longer (Oshagbemi, 2013).

To examine the generalizability of Hagedorn's model across multiple markers of faculty well-being and to identify the strongest predictors from the environmental conditions in Hagedorn's model, McCoy et al. (2013) conducted a survey of full-time faculty at a midsize research university in the United States. McCoy et al. found their

results consistent with the previous literature: men and women faculty were more satisfied when they received more respect. The more positive the climate and the more flexibility in the work/life roles, the higher the level of satisfaction. A positive climate also predicted increased happiness and emotional health for women; men were happier if they perceived more support in balancing work and home life (McCoy et al., 2013). Essentially, workers reported increased job satisfaction when they worked in an autonomous, welcoming and warm environment.

In general, work-family conflict has a larger influence on satisfaction and well-being among faculty members with significant family obligations than faculty without familial obligations. For both men and women, an increased perception of work/life integration resulted in a higher level of job satisfaction, decreased intent to leave the institution, and increased emotional and physical health (McCoy et al., 2013). Despite the ongoing interaction between a faculty member's work and home life, the two arenas must reach equilibrium to provide a healthy level of job satisfaction. However, the downside of this study is that the sample population only included one racial minority participant. Despite the support the study provides for the positive relationship between job satisfaction and work/life balance, the study fails to adequately represent the experiences of racial minority faculty.

Utilizing secondary data from the national study of postsecondary faculty (NSOPF) that included full or part-time instructional faculty, Ali (2009) conducted a quantitative study to examine the characteristics of faculty job satisfaction and the extent to which they differ across races. Ali's study displayed several disparities in higher education across several racial minorities including limited advancement and heavier

workloads. Overall, many of the participants reported being 'very satisfied' or 'somewhat satisfied' with their job in general (Ali, 2009). Few racial minority faculty members reported full professor positions: Whites (18.7%), Asian/Pacific Islander (17.9%), American Indian/Alaskan Native (15.7%), and African Americans and Hispanic (13.0%); and the amount of faculty at the associate rank were lower with Asian/Pacific Islander faculty at 20% and the other races slightly over 10% of associate positions (Ali, 2009). Most of the participants reported that they were satisfied with the benefits and agreed that they would choose their academic career again. However, a very low percentage of faculty felt 'very satisfied' with their workload. The study suggests that fewer faculty, particularly Asian/Pacific Islanders, obtain substantial intrinsic satisfaction from their academic careers and more faculty members derived extrinsic satisfaction in their work conditions such as the climate, benefits, and institutional policies.

Fitch (2015) examined job satisfaction and subjective well-being for women of color at primarily white institutions, most of the participants identified as African Americans (67%) between the ages of 30 and 35 (19%) and 36-40 (16%). Most of the participants also identified as Assistant Professors (34.2%). When examining the level of job satisfaction, many of the participants reported average job satisfaction scores (95.8%). Race, tenure, years teaching, salary, and diversity in counseling program demonstrated significant contributions to job satisfaction with multiracial, African American, and Asian faculty scoring higher on role overload. Non-tenured-track faculty and those serving less than 6 years reported higher levels of role overload while tenured faculty reported lower levels of role overload. In addition, participants making less than

$5K per year indicated higher role overload whereas participants making between $50K and $70K per year scored lower on role overload.

Racial minority faculty members encounter various challenges that affect their experiences and satisfaction in higher education (Trower, 2009). Personal characteristics, perceptions, demographics, and performance are variables that influence employee decisions to leave or stay in a position (Ryan, Healy, & Sullivan, 2012). Oshagbemi's (2013) 1999 study showed that faculty reported general satisfaction with their jobs and received the most satisfaction in teaching, scholarship, and administrative function and service. Faculty rated teaching as the most satisfying of the three core job functions. Faculty reported the least amount of satisfaction in pay and promotions or advancement, which required institutional administration's attention (Oshagbemi, 2013). Oshagbemi suggested that age, rank, length of time in service at the same institution contributed positively to levels of job satisfaction.

Jayakumar et al. (2009) conducted a study to examine racial minority faculty retention and the factors that influence their overall job satisfaction. Jayakumar et al. examined retention and job satisfaction for faculty of color together and then separated the group according to race, which included an examination of retention and job satisfaction factors for White faculty. The researchers collected data as part of the Cooperative Institutional Research Program (CIRP) using the 2001 national survey for teaching faculty, which focused on faculty perceptions, opinions, practices, professional priorities, procedures, and satisfaction ratings. The study included 37,582 faculty members from 358 institutions, consisting of 4,131 faculty members of color and 33,451 White faculty members. For faculty of color, autonomy, valued research, rank, and

increased salary increased their job satisfaction. When disaggregated by race, Black faculty at more selective institutions had higher levels of satisfaction. Blacks, Asians, and Latina/Latino faculty noted autonomy and independence and valued research to be important (Jayakumar et al., 2009). Interestingly, when examining job satisfaction of White faculty, the researchers found that a negative racial climate accompanied an increase in White faculty retention (Jayakumar et al., 2009).

Jayakumar et al defines a hostile campus climate as one in which racial minority faculty are denied tenure, held to higher standards than White colleagues, considered a "token" faculty member, and are expected to manage minority affairs simply because of their race. Jayakumar et al. states that deeply ingrained institutional characteristics have more influence than perceived on the surface and, essentially, racial hierarchy and privilege remains without intent. The institutional characteristics may also offer insight into the tenure and promotion process for faculty of color and the long-standing culture or beliefs that promote negative experiences for faculty of color.

The attainment of promotion and tenure has been one of the most salient barriers that racial minority faculty report. African American female faculty members often encounter paths to tenure and promotion filled with blockades (Diggs et al., 2009). Faculty of color report lower levels of job satisfaction than their White counterparts when it comes to tenure and promotion (Jayakumar et al., 2009). Writing, researching, and publishing serve as major components of the tenure and promotion process; however, faculty report time constraints and unsupportive colleagues and faculty as obstacles to tenure and promotion (Jayakumar et al., 2009; Trower, 2009). Faculty of color often lack senior and peer faculty support and agreement with their chosen topics or research

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agendas suggesting that their research does not comply with traditional and valued research topics (Jayakumar et al., 2009). Such harsh demands make the attainment of promotion and tenure more difficult and life in the academy more stressful.

Racial minority faculty are at a disadvantage regarding advancement in higher education. Tenure or full-time faculty positions are almost non-existent for racial minority faculty in higher education. Racial minority faculty members enter academic positions only to find advancement slow or non-existent (Jayakumar et al., 2009). Faculty members of color have less knowledge regarding the criteria for tenure and promotion and lack collegial support (Cartwright et al., 2009). African American faculty felt they lacked preparation for and guidance during the tenure and promotion process. In addition, African American faculty felt that non-Black faculty did not value their scholarship. African American faculty found formal consultative and collaborative relationships to be critical in providing examples, feedback, and mentorship on developing scholarly literature and did not always receive the support necessary.

Racial minority faculty members face various challenges in academe that seemingly hinder their retention (Jayakumar et al., 2009). The organizational and institutional climate plays a huge role in the attainment of tenure and promotion (Jayakumar et al., 2009). The barriers women face in their attempt to achieve their professional goals decreases their self-efficacy, thus limiting opportunities for tenure and promotion (Ponjuan, Conley & Trower, 2011). Scholars suggest that faculty social integration into the academy requires mentoring which remains as one of the factors that aid in successful promotion and tenure (Jayakumar, et al., 2009).

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The Collaborative on Academic Careers in Higher Education (COACHE) conducts an annual survey of tenure-track faculty workplace satisfaction and success. In 2009, the COACHE examined the difference in tenure across racial groups. According to the survey, Whites held most tenured positions (71.5%) followed by Asians (6.5%), African Americans (4.5%), Hispanics (3.1%) and Native Indians (0.4%). The COACHE measures the climate related aspects that affect faculty job satisfaction such as fairness of supervision, professional and personal interaction with tenured colleagues, comfort or fit with the department, personal interaction with peers, and fair and equitable treatment of pre-tenured faculty. The COACHE survey found that all racial minority groups except Hispanics noted less satisfactory personal relationships and found themselves not meshing well with the department (Trower, 2009). Of the faculty of color, Native Americans and Blacks documented more unfair treatment and fewer opportunities to collaborate with tenured faculty (Trower, 2009).

Despite efforts to increase racial diversity and multicultural education and training in higher education, racial minority faculty continue to experience inequalities (Abdul-Raheem, 2016), remain underrepresented, and their achievements often go unacknowledged (Turner et al., 2008). A disregard for faculty of color make the attainment of promotion and tenure more challenging and life in the academy more stressful. Trower (2009) speaks to the that role collaboration, collegiality, and support play in racial minority faculty satisfaction and work/life balance in higher education:

And if the COACHE research has a single punch line, it is this: Once they enter academe, what is of greatest significance to faculty of color is the kind of climate, culture, and collegiality they encounter. The institutional climate, culture, and

collegiality are included among the factors most influential in faculty satisfaction

and their ability to succeed in higher education. (pp.41)

Job Satisfaction in Counselor Education

Racial minorities continue to encounter challenging experiences that negatively

influence their job satisfaction. Racial minority faculty dissatisfaction stems from their

experiences related to mentorship and support, the tenure and promotion process, the lack

of professional collaboration, and an institutional climate that fails to adequately promote

diversity and inclusion. Shillingford, Trice-Black, and Bulter (2013) explored CED

female faculty of color wellness and the factors that influence their professional and

personal experiences through a qualitative study. Shillingford et al. (2013) assert that

racial minority female faculty members encounter various stressors related to racial

stereotypes and stigmatization. In their study, racial minority faculty encountered

challenges with students, an overwhelming workload, high expectations, and feelings of

alienation (Shillingford, Trice-Black & Bulter, 2013). Racial minority female faculty felt

that the students questioned their credibility and knowledge and held negative attitudes

about racial minority faculty members' presentation and/or delivery of course material

(Shillingford et al., 2013).

Faculty of color in counseling and counseling psychology departments reported

feelings of invisibility/marginalization and involvements where other faculty, staff and

students questioned their qualifications or credentials, they received inadequate

mentoring and unequal treatment, and were assigned to less valued committees

(Cartwright et al., 2009). Racial minority female faculty in Shillingford et al.'s study

reported an overwhelming workload and feelings of anxiety regarding their involvement

in extraneous activities that their department imposed on them. Participation in such activities consumed valuable time for research and jeopardized the tenure and promotion process. Along with feeling alienated, racial minority faculty also felt invisible and felt the need to work harder to prove themselves credible (Shillingford et al., 2013). Due to the paucity of research and scholarship regarding the job satisfaction of CED racial minority faculty, scholars must conduct more research to explore the barriers that exist in academia and CED racial minority faculty perceptions and experiences related to them.

Work/life Balance in Higher Education

Researchers have attempted to define work/life balance, most of them focusing on the balance between one's career and personal life (Evans, Carney, & Wilkinson, 2013). Evans, Carney and Wilkinson (2013) assert that work/life balance represents a balance of time, engagement, and satisfaction across multiple roles. Characteristics related to race, gender, rank, institution type, and family status present as variables that affect racial minority faculty members' ability to balance work and family (Balancing work-and-life, 2013). Researchers have examined wellness, subjective well-being, and life satisfaction, but little research exists that addresses racial minority faculty work/life balance.

According to the role commitment approach to work/life balance, individuals engaged and committed to their roles and who embody good balance have a higher likelihood of experiencing work/life balance and subjective well-being (Sirgy & Lee, 2015). The distinct division between work and academic life appears to be non-existent as work demands become pervasive for many racial minority faculty members in higher education (Balancing work-and-life, 2013). The omnipresence of work becomes detrimental to families as work overflows into the personal lives of many racial minority

faculty members (Balancing work-and-life, 2013). Balancing work and home life can be very challenging and taxing.

Ponjuan, Conley, and Trower (2011) suggest that dissatisfaction increases work-related stress. Areas of stress include promotion, time constraints, home responsibilities, and governance activities (Harley, 2008). Racial minority faculty members in higher education wear many hats, taking on the role of teacher, mentor, advisor, supervisor, and researcher. Service is also an aspect of a faculty member's job that can consume time and energy. Internal service (advising, committee work, advisory boards, task forces, and other functions) constitutes the most significant time commitment for faculty in higher education (Balancing work-and-life, 2013). Faculty members of color strive to fulfill their professional and personal roles, many of their personal roles including that of spouse, parent, caretaker, guardian or another role. Establishing equilibrium between the professional and personal realms appears to be a difficult task universally (Evans et al., 2013), yet balance is significant to achieve, especially considering the mental and physical consequences of stress and strain. Racial minority faculty members' multiple roles and identities make work/life balance much more difficult to attain. Harley (2008) asserts that much of the stress encountered may be self-induced. For many racial minority faculty, external factors such as their family, community and other racial minorities fuel their desire to achieve.

Stress usually occurs as African American faculty strive to manage twice as much and exceed expectations on given tasks (Harley, 2008). However, African American faculty are still able to thrive in stressful environments. Harley (2008) states that resiliency in African American women means multi-tasking and problem-solving and

feeling a responsibility and need to make a difference, using spirituality for support. African American faculty may work longer hours and more days which flows from their passion for teaching and university and community service (Harley, 2008). African American faculty reflect a cultural responsibility to achieve on behalf of themselves and their community.

Work/life Balance in Counselor Education

Counselor educators hold numerous roles (educators, supervisors, mentors, advisors, etc.) that benefit the students with whom they work. Counselor educators are ethically bound to promote self-care, provide opportunities for professional growth and model wellness according to CACREP and the Association for Counselor Education and Supervision (ACES) (Wester, Trepal, & Myers, 2009). ACES (2005) states that counselor educators' purpose is to advance the profession and to improve the provision of counseling services in all settings of society. Balance is essential to wellness, self-care and professional growth. Researchers suggest that counselor educators demonstrate an awareness of burnout and the importance of balance to perform their roles at an optimal level and better assist their students (Wester et al., 2009).

Hill (2009) conducted a study involving 300 full-time counselor educators who were professional members of ACES to examine differences in occupational stress, coping strategies, and personal strain ratings based on gender, tenure status, and minority status. Results found more similarities among women and pre-tenured faculty. Racial minority women appeared to experience more inequalities in support and fair treatment whereas pre-tenured faculty experienced more role overload, unclear expectations, isolation, interpersonal strain, and stress symptoms in comparison to their tenured

counterparts (Hill, 2009). Hill did not find significant results when examining the interaction effects for gender and minority status. She found the most significant results when examining the effects for gender and personal and occupational strain, which measures occupational stressors, ability to cope, and methods of coping.

Shillingford et al. (2013) demonstrate the presence of additional strain for racial minority females stating that racial minority female CED faculty encounter additional stressors such as invisibility, over invisibility, and alienation. Shillingford et al. explore how these challenges negatively influence racial minority CED faculty professional and personal experiences. The results revealed the following themes: challenging which resulted from being of racial minority female CED status, feelings of personal success, and wellness practices beneficial to professional and personal success. In the study, racial minority female faculty found that their overwhelming workloads and high expectations to perform, participate, and succeed, flowed into their personal lives. Racial minority female faculty also discussed how higher expectations from faculty and administrators, and even expectations placed upon themselves, negatively influenced their personal lives (Shillingford et al., 2013). Racial minority female CED faculty responses also spoke to the need for support and accountability in managing self-care practices.

Haskins et al. (2016) examined the affect race, gender and parent status has on work/life balance. According to Haskins et al., African American mothers experience increased stress and decreased work/life balance in comparison to their White counterparts. Researchers employed phenomenological inquiry to explore the intersectionality of African American mothers in tenured track positions in CED programs. The researchers interviewed eight participants, three single mothers, all

untenured, at various master's-and doctoral-level institutions to obtain information regarding their identity as an African American mother in academia and the challenges and successes they encountered (Haskins et al., 2016). The researchers developed six themes based on the participants' responses: racialized marginalization (feeling excluded and isolated), professional strain and neglect (limited time for professional activities), internalized success (feeling a sense of achievement and connection), and difficulty maintaining balance.

Overall, the participants stated that their role as both a mother and counselor educator left them feeling unbalanced and stressed but also feeling a sense of achievement in their ability to thrive despite their status and circumstances (Haskins et al., 2016). The study supports the fact that racial minority faculty members face more inequalities and speaks to the differences that potentially occur as other cultural and demographic variables are added to the equation. Overall, racial minority faculty have lower work/life balance due to the many roles they juggle simultaneously. Whether these barriers are specific to racial minority faculty in counselor education is unknown. Hill suggests that more research is necessary to determine a clearer relationship between minority status and job satisfaction. Since 2009, few researchers have examined racial minority work/life balance with results yielding ongoing stress for racial minority CED faculty.

Sallee (2012) and Lester (2013) speak about organizational structures and cultural change when discussing work/life balance. The shift in higher education faculty demographics, the perception and value of the family, and the need to recruit and retain employees must result in policies and programs that support flexible work arrangements

and work/life balance (Lester, 2013). Sallee (2012) asserts that organizational culture promotes the traditional roles of men and women. While policies and practices exclude women from the workforce, policies also discriminate against men who desire to be involved fathers. Sallee (2012) proceeds to state that structural support remains inadequate if cultural support does not exist—there must be a cultural transformation for organizational or structural changes to be effective. Scholars and researchers should conduct more research to gain a better idea of the predictors that influence work/life balance among racial minority CED faculty.

Work and Education Supports

Faculty positions in higher education include many stressors and challenges that decrease overall job satisfaction. Ponjuan, Conley, and Trower (2011) suggest that racial minority faculty occupational dissatisfaction increases work-related stress, which often results in burnout and the desire to leave their positions. The factors that create faculty persistence present as valuable tools to help resolve academic inequalities for faculty of color (Jayakumar et al., 2009). According to Turner et al. (2008), for faculty of color, persistence stems from the presence of supportive administrative leaders, mentorship, collegiality, and a sense of accomplishment that includes the attainment of promotion and tenure.

Mentorship

Cowin, Cohen, Ciechanowski, and Orozco (2012) define mentoring as a collaborative process where a more experienced person, or an expert in a certain area works with a less experienced person for a certain amount of time; the mentor helps strengthen the mentor and aids them in reaching their full potential. Lumpkin (2011)

asserts that mentors guide, advise or coach, support, and encourage racial minority faculty while also building a trusting, respectful, and lasting relationships. According to Fischer (2007), effective mentoring includes a reciprocal, empathetic, mutual, and committed relationship where both individuals share responsibilities and a commitment to the relationship. Mentorship provides junior faulty a great deal of experience, exposure, and guidance into the profession.

Lumpkin (2011) provides a basic model for mentoring programs stating the need for a clear purpose and specific goals, a selection matching process, mentee-mentor preparation, and regular meetings to ensure healthy interactions and program effectiveness. Vega, Yglesias, and Murray (2010) add that mentor programs should encompass reliability, credibility, and focus on outcomes. Hammer, Trepal, and Speedlin (2014) discuss relational strategies for mentoring female faculty that can be encouraging and discouraging. Using the relational cultural theory (RCT), Hammer et al. (2014) assert that relational mentoring strategies include attending to the power in the relationship, focusing on mutuality, fostering authenticity, and building a sense of community and connection. The RCT model believes that individuals grow through connections that include positive interactions and support (Hammer, Trepal, & Speedlin, 2012).

The ability to engage in a mentor relationship that fosters collaboration, understanding, and effective communication and encouragement remains essential for junior faculty and could potentially lead to a sense of self-worth, reassurance of their role and position in the profession, and increased opportunities for networking (Hammer et al., 2014). Mentorship also aids in faculty of color retention (Jayakumar et al., 2009) and educational and vocational navigation and decision-making. Borders et al. (2011)

discusses Kram's 1985 delineation of two domains known as career and psychosocial mentoring. Borders et al. asserts that career mentoring creates the environment for advancement in all areas including teaching, research, service, and the tenure and promotion process. Career mentoring also includes sponsorship and visibility, as the mentor recommends the mentee for various professional service or leadership positions, and invites them to co-present at professional conferences (Borders et al., 2011). Psychosocial mentoring involves helping junior faculty with the cultural, environmental, and personal adjustments of their positions (Borders et al., 2011). Psychosocial mentoring is just as important as career mentoring as faculty of color navigate their new roles and a new environment.

Mentorship aims to increase racial minority faculty vitality in higher education. Zambrana et al. (2015) conducted a study on the importance of long-term mentoring, the consequences of not having a mentor, and the qualities of ideal mentoring relationships. Overall, faculty of color who engaged in a mentor relationship with other faculty report being more satisfied and successful (Borders et al., 2011). The researchers found that ideal mentoring includes forged connections, scholarly opportunities, mutual respect, an awareness of the marginalization racial minority faculty experience, and access to scholarly networks or opportunities.

According to Eaton, Osgood, Cigrand, and Dunbar (2015), mentoring remains significant to faculty productivity and success. Eaton et al. (2015) assert that senior faculty mentors and department chairs advocating for new faculty members and assisting them in navigating the university system promote faculty development. Magaldi-Dopman et al. (2015) reported that members who trust their institutions and the possibilities to

grow professionally tend to be more satisfied. Being able to trust and develop deeper relationships with peers also provides the space to discuss the tenure process, frustrations and difficulties, and even more personal issues like the loss of a loved one and feelings of isolation of sadness (Magaldi-Dopman et al., 2015). More than anything faculty feel supported, valued and connected to another faculty members. Such feelings can even be fostered through healthy collaborations.

Collaboration

Collaboration is defined as a teamwork or partnership. Collaboration also refers to professional and scholarly alliances in academia, whether in teaching, researching, advising, or supervising. Faculty development, according to Carney, Dolan, and Seagle (2015), is key and captured in mentoring communities or partnerships based on creative collaborations. Faculty collaborations and mentorship aids in areas such as research, writing, publishing articles, and systematic procedures of the tenure and promotion process. Hammer et al. (2014) assert that in a relationship of mutuality, a sense of collaboration and co-creating research agendas may occur, enhancing both individual's research and create new and more thoughts. A senior faculty mentor may provide information about the publication process and offer encouragement and advice on locating funding, writing proposals, and conducting research (Hammer et al., 2014). Eaton et al. (2015) assert that faculty and staff mentors and various resources help new faculty navigate the university system and develop professionally.

Eaton et al. (2015) conducted a quantitative study to examine faculty perceptions of mentoring and work/home balance at the university, departmental and college level. The results displayed that approximately half of the participants reported departmental

support, slightly less than half of the participants reported support at the college level and one-third of the participants felt the university supported their ability to do their jobs well. Eaton et al. concluded that mentoring and work/home balance affected faculty satisfaction, which, in turn, influenced faculty development, productivity, and retention. Consequently, universities should evaluate their practices and policies to ensure faculty obtain the support (i.e. family leave, sick time, personal days, buy out time for curriculum development, research funding, leadership opportunities, and time for collaborations) necessary to feel successful and fulfill their roles (Eaton et al., 2015).

Tenure and Promotion

Tenure and promotion serve as the main sources of advancement for faculty in higher education. Faculty in tenured-track positions must climb the tenure and promotion ladder during their employment in hope of reaching full professorship, increased job security, and fulfillment. While all institutions do not utilize a formal tenure process, most evaluate their faculty for promotional purposes. Faculty productivity (i.e. writing, publishing, service, and outreach) is one of the factors that help determine faculty readiness for promotion and/or tenure. Faculty noted unclear expectations regarding tenure and promotion, and difficulty finding the time to engage in activities or projects that aid in advancement. Time constraints and the challenging tenure and promotion process often increase faculty dissatisfaction, which influences their decision to leave their institution. Abdul-Raheem (2016) proposes that institutions educate racial minority faculty on the tenure and promotion process and provide feedback throughout. Negative teaching evaluations can also influence the tenure and promotion process. Therefore, programs might find it beneficial to include policies related to racism, sexism, etc. in

their syllabi and to host workshops to bring awareness to the classroom climate that negatively influences faculty of color's advancement and retention.

Abdul-Raheem (2016) asserts that the lack of mentors is just one of the critical factors relating to the diminishing presence of racial minority faculty in higher education. Abdul-Raheem proposes that institutions eliminate the barriers that evoke feelings of inequality and jeopardize the obtainment of tenure, and groom current doctoral faculty in efforts to attract other racial minority faculty seeking employment. Zajac (2011) suggests that successful mentoring will lead to an increase in racial minority tenured faculty who will attract other racial minority faculty as well as racial minority students aspiring to enter the professoriate. Institutions that encourage and assist racial minority faculty in the obtainment of tenure and that advocate for cultural diversity are more likely to attract other racial minorities (Abdul-Raheem, 2016).

In summary, recommendations for increasing racial minority faculty work and education experiences focus on improving the campus climate, increasing support, modifying professional duties, improving tenure and promotion practices, respecting community service, and supporting faculty work with students (Harley, 2008). Haizlip (2012) presents several strategies to increasing faculty of color retention and success. The strategies include having support in their research, writing and collaborative work, acknowledging their teaching challenges, promoting and encouraging multicultural research interests, and suspending tokenism. Considering the benefits of mentorship, higher education must look for ways to incorporate and foster healthy professional and personal support upon faculty entry into academe.

Recommendations for Aspiring Students

Mentoring appears to be effective at all levels. The Holmes Scholars Network (HSN) and the Preparing Future Faculty Program (PFFP) provide mentorship at the local, regional, and national level for students preparing for careers in academia (Haizlip, 2012). Participation in the HSN helps to increase job satisfaction and retention as a faculty member (Haizlip, 2012). Another program that aids in faculty preparation and the amelioration of racial disparity is the PFFP, which aims to socialize students into the culture of academia and promotes teaching, research, and service as areas of competency for tenure (Haizlip, 2012). PFFP also aims to increase the number of racial minority students obtaining doctoral degrees across the United States. Various programs such as HSN, PFFP, and the Compact for Faculty Diversity organization exist to boost student interest in professorship and prepare students for careers in academia. Mentorship is critical in these programs. Haizlip (2012) defines an effective mentoring relationship as one that encompasses empathy and shared responsibility and commitment to the other's success. Haizlip suggest that conversations regarding the benefits and challenges to entering doctoral programs, and later academia, should begin early in graduate school to better prepare and expose aspiring students to higher education.

Significance

Diversity in academia is almost nonexistent and fails to represent the diverse demographics of the U.S. population. The lack of faculty of color may be attributed to weak recruiting and retaining strategies for faculty of color. In addition, upon entry into academia, faculty of color encounter difficulty obtaining tenure, lack the necessary leadership and collegial support, are overextended, and encounter various discriminatory situations that lead them to feel isolated, lonely and frustrated, even in the classroom

(Cartwright, et al., 2009). Faculty of color also experience a decrease in work/life balance as the demands of teaching, advising, mentoring, writing, and committee appointments become overwhelming. These and other factors create more strain and stress, resulting in a less satisfying experience for faculty of color.

After examining the scholarship addressing racial minority job satisfaction and work/life balance, it appears that faculty of color in higher education encounter numerous barriers that influence their recruitment and retention. The search for answers concerning the lack of racial diversity in postsecondary education continues and both students and faculty suffer greatly. Considering the benefits racial minority faculty members provide the academy, there is a need for greater concern surrounding their absence. While several studies examine the challenges minority faculty encounter in higher education, there is a rarity of research examining these challenges across disciplines and racial/ethnic groups. Furthermore, little to no research explores the barriers to recruitment and retention among racial minority faculty and their work/life balance and job satisfaction in higher education while also considering the influence of cultural and demographic factors such as gender, race, rank, position and institution type.

Purpose

The purpose of this study was to examine job satisfaction and work/life balance among racial minority faculty in counselor education programs compared to racial minority faculty across disciplines. The study also explored the relationship between job satisfaction and work/life balance and explored racial minority faculty experiences related to several work and education supports such as mentoring, collaboration, and the tenure and promotion process. To examine the job satisfaction and work/life balance

among racial minority faculty in counselor education programs it is critical to consider how counselor education faculty compare in relation to other racial minority faculty in higher education.

A professional mandate exist that suggests counselor education programs consider the recruitment, engagement, and retention of diverse faculty. Increasing diversity is essential to increase multicultural and social justice competence within the counseling profession and to aid in the recruitment and retention of diverse students. Despite institutional and professional mandates to promote diverse campuses and curriculum, racial minority faculty remain underrepresented (Jayakumar et al., 2009). Therefore, this study aimed to promote an awareness of the racial minority faculty experiences and the barriers to racial minority faculty recruitment and retention, provide implications for higher education institutions, and contribute to existing literature in efforts to improve racial minority faculty experiences in higher education.

Chapter 2

Methodology

The purpose of this study was to examine the relationship between job satisfaction and work/life balance among faculty in counselor education programs compared to racial minority faculty across disciplines. The study also aimed to explore racial minority faculty experiences related to several work and education supports such as mentoring, collaboration and tenure and promotion. In addition, the researcher examined numerous demographic and cultural factors that influence the experiences of faculty in higher education.

In effort to investigate the relationship between job satisfaction and work/life balance along with the work and education supports that contribute to faculty job satisfaction and work/life balance, the researcher employed several measures known as the Demographic and Work Experiences Questionnaire, the Occupational Satisfaction in Higher Education Scale Revised, and a Work/Life Balance scale. The study involved a quantitative research design. The researcher utilized professional organizations/division membership mailing directories, listservs, and social media platforms to recruit the desired population, and completed the qualitative and quantitative analysis separately.

Research Questions

To examine the relationship between job satisfaction and work/life balance among racial minority faculty in higher education, the researcher utilized the following questions:

RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

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RQ2. What is the relationship between job satisfaction and work/life balance for racial minority faculty in higher education (CED and non-CED)?

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on race and discipline (CED and non-CED)?

RQ4. What are the experiences of racial minority CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

RQ5. What are the experiences of racial minority non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

Participants

Participants had to meet the following criteria to participate in the study: (1) be at least 19 years of age or older, (2) a racial minority (3) faculty member in tenure, tenure-seeking or non-tenure seeking position (4) at a graduate program within the United States. The researcher solicited participation though several professional organizations/division member directories and/or listservs such as: the Association for Counselor Education and Supervision (ACES), Southern Association for Counselor Education and Supervision (SACES), American Educational Research Association (AERA), Association for Multicultural Counseling and Development (AMCD), and the Counselor Education and Supervision Network Listserv (CESNET) as well as additional educational organizations and social media platforms such as the Binders Facebook group for racial minority women and non-binary people of color in academia. However, only a few organizations permitted the distribution of the survey to their membership. To access to a larger population of racial minority faculty, the researcher incorporated chain

referral sampling. The researcher added a sentence to the information letter and the end

of the survey to encourage participants to share the survey link with a colleague. To

ensure statistical power based on the number of variables in the study, the researcher

aimed to recruit approximately 60 participants.

Procedures

Prior to conducting this study, the researcher obtained approval from the Auburn

University Institutional Review Board (IRB). Upon obtaining IRB approval, the

researcher sent the approved permission letter to the organizations and their respective

chairs to notify them of the study and recruit participants. The participant recruitment

sources included various educational organizations and social media platforms such as

the Association for Counselor Education and Supervision (ACES), Southern Association

for Counselor Education and Supervision (SACES), American Educational Research

Association (AERA), Association for Multicultural Counseling and Development

(AMCD), the Counselor Education and Supervision Network Listserv (CESNET) and the

Binders Facebook group for racial minority women and non-binary people of color in

academia.

The researcher distributed the permission letter to the organization chairs via

email. After gaining permission to share the survey, the researcher disseminated the email

invitation. The email invitation included the anonymous link to the survey. The

anonymous link directed participants to the information letter that allowed participants to

assent to participate and access the survey created in Qualtrics.

Before starting the survey, Qualtrics displayed the information letter/informed

consent. Participants who met the inclusionary criteria and agreed to participate

confirmed their participation by clicking the "yes" button, and those who did not meet the

inclusionary criteria or did not wish to participate clicked the "no' button. Qualtrics

survey directed the participants who did not meet the inclusionary criteria or who did not

wish to participate to the final page of survey. Participants who agreed to participate

proceeded to first part of the survey, the first half of the Demographic and Work

Experiences Questionnaire (See Appendix A) which included five descriptive questions

related to racial minority faculty experiences related to being mentored as a faculty

member, collaboration with colleagues, and the tenure and promotion process. The

Occupational Satisfaction in Higher Education Scale Revised (See Appendix B) and the

Work/Life Balance Scale (See Appendix D) displayed next. The remaining numerical

demographic questions (i.e. rank, position, age, institution type, years in the profession,

etc.) concluded the survey. Participant information remained secure and confidential in

Qualtrics. Once the target number of participants displayed in Qualtrics, the researcher

closed the survey and exported the quantitative data to Statistical Package for the Social

Sciences (SPSS) and the qualitative data to excel for analysis. Due to the anonymity of

the survey procedures and structure, the results exported did not include any identifying

information.

Data Collection

The researcher collected data electronically through an electronic survey hosted

by Qualtrics. The researcher distributed the survey electronically to listervs and

membership directories and social media platforms such as American Educational

Research Association (AERA) special interest groups, the Counselor Education and

Supervision Network (CESNET) and the Binary Facebook group for minority women in

academia. As an additional source to increase the ability to compare racial minority

Counselor Education faculty and racial minority non-Counselor Education faculty, the

researcher incorporated snowball or chain referral sampling.

<div align="center">**Instrumentation**</div>

Demographic and Work Experience Questionnaire

The Demographic and Work Experience Questionnaire consisted of 13 questions

(15 questions including two follow-up questions) comprising yes/no, multiple selection,

and open-ended questions. The Demographic and Work Experiences Questionnaire

inquired background information related to the participant's race/ethnicity, age,

rank/position, and their discipline, length of time in their current position and in their

profession, their institution of employment, and the allotment of their time in percentage

format. The Demographic and Work Experiences Questionnaire also solicited descriptive

information pertaining to the participants' experiences related to being mentored as a

racial minority faculty member, collegiality/collaboration among colleagues, and the

tenure and promotion process.

The Demographic and Work Experiences Questionnaire modeled Titus

Oshagbemi's survey used in his 1999 study to examine the job satisfaction of university

faculty in England. Oshagbemi co-constructed the questionnaire based on previous

research and elements consistent with job satisfaction using a modified version of the Job

Descriptive Index (JDI), which measures job satisfaction among five scales: nature of

work, present pay, and opportunities for promotion, supervision, and co-workers (Fabry,

2014). Section A of Oshagbemi's questionnaire included demographic questions related

to the participant's gender, rank, length of time at their institution, age, race, and

discipline (Fabry, 2014). Section B of Oshagbemi's measure aimed to gain an idea of the participants' level of satisfaction regarding various aspects of their job (i.e. teaching, research, administrative and managerial duties, present pay, collegial relationships and working conditions), and section C, originally developed by Nicholson and Miljus (1972), and later modified by Giles and Fields (1978), focused on the participants' satisfaction and their like or dislike of their job and how they feel about changing jobs (Fabry, 2014). For the purposes of this study, the researcher only included modified versions of sections A and B in the Demographic and Work Experiences Questionnaire.

Occupational Satisfaction in Higher Education Scale Revised

Nicole Hill introduced the Occupational Satisfaction in Higher Education Scale Revised (OSHE_R) in 2005. The OSHE_R includes 58-items measured on 5-point Likert scale including the following responses: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). Scores ranged from 58 to 290 ($M = 1$ to $M = 5$) with the scores above 232 ($M = 4$) representing higher levels of occupational satisfaction and scores below 116 ($M = 2$) representing low levels of occupational satisfaction. The scale consists of the following seven subscales and Cronbach Alphas: 1) perceived power and support (.927), 2) intrinsic rewards (.899, 3) role overload (.874), 4) access to resources (.862), 5) perceived relevance of work tasks (.773), 6) promotion and tenure expectations (.736), and 7) and striving for success (.344) (Hill, 2005). The OSHE_R validity (-.722, at the .000 alpha level) was determined by correlating the measure with the Job Stress Survey (OSHE_R; Hill, 2005). The internal consistency for the entire OSHE_R equaled .949. See Appendix C for the OSHE_R scoring instructions.

Work/Life Balance Scale

Fisher (2001) created the Work/life Balance measure (WLB), a 24-item scale, based on "a review of literature, a conceptual definition of work/life balance, employee interviews during the construct defining process, pre-existing measures of work/family conflict, and feedback from open-ended questions in the initial exploratory study" (p. 46). The study began as a 31-item survey and underwent modifications to increase the scale's reliability and validity.

The Work/Life Balance scale requires participants to indicate the frequency in which they have felt a certain way during the past three months using a five-point scale: Not at all (1), Rarely (2), Sometimes (3), Often (4), and Almost All of the Time (5) and Not applicable if the question does not relate nor apply to the respondent. The researcher coded the "Not Applicable" responses as a 'missing' value or -1 in the analysis. The WLB subscales included the following number of items and internal consistency: Work interference with personal life (WIPL) (14 items; $\alpha = .94$), Personal life interference with work (PLIW) (5 items; $\alpha = .81$), and Work/personal life enhancement (WPLE) (4 items; $\alpha = .77$) (Fisher, 2001). The internal consistency for the overall WLB scale equaled .83.

Data Analysis

The research design for the study involved a quantitative approach. Quantitative research examines the relationship between variables to test theories and uses instruments to measure variables analyzed using statistical procedures (Creswell, 2014). While most of the survey consisted of numerical questions, five of the questions allowed open-ended responses, requiring qualitative analysis. Qualitative inquiry is a method that seeks to understand or describe the experiences of the participants under investigation (Haskins et

al., 2013). The combination of descriptive and numerical data aids in obtaining a deeper comprehension of the research questions and issues, the impact of a specific intervention, and the changes necessary to assist the population under examination.

The researcher analyzed the quantitative and qualitative data separately. The qualitative data included participant responses to the first five descriptive questions of the Demographic and Work Experiences Questionnaire, and the quantitative data involved the remaining numerical demographic questions, the Occupational Satisfaction in Higher Education Scale-Revised (OSHE_R), and the Work/Life Balance Scale (WLB). The researcher exported the data from Qualtrics to SSPS. Using the SPSS software, the researcher performed a bivariate correlational analysis to determine the relationship between job satisfaction and work/life balance among racial minority CED and non-CED faculty and a MANOVA to examine the differences in job satisfaction and work/life balance among racial minority CED faculty and non-CED faculty. The researcher also calculated frequencies to obtain descriptive information pertaining to level of job satisfaction and work/life balance for racial minority CED and non-CED faculty.

The qualitative data from each participant included descriptive responses about their experiences related to senior faulty mentorship, collaboration with other faculty, and the tenure and promotion process. The researcher initially synthesized and coded the data. Coding involves organizing and segmenting data or images obtained in research and labeling those categories with a term or phrase (Schwandt, 2015) based on the language of the participant. Because the information obtained is so complex and rich, the researcher failed to include all the data. Therefore, aggregating the data into themes based on the nature of the response and how frequently the response occurs (Creswell, 2014)

proved beneficial. The researcher recruited a peer reviewer to evaluate the themes. The

reviewer was most qualified to serve as the reviewer for the qualitative portion of this

study due to her experience with qualitative research. The reviewer completed qualitative

research coursework at Auburn University and has conducted qualitative research.

Afterward review the primary researcher created narratives based on the themes

constructed. Table 1 shows the researcher questions, variables used, measures, and

methods of analysis for more detail.

Definition of Terms

Minority status is defined as the four major cultural groups in the United States

who are not considered the "normative cultural group" (Arredondo, 1999, p. 43) and who

do not hold much of economic, educational, social, and political power: African

American/Black, Asian American, Hispanic/Latino, and Native American. For the

purposes of this study, minority status also included additional groups such as Native

Hawaiian or Pacific Islander, American Indian or Alaskan Native, and bi-

racial/multiracial individuals.

Work/life balance is defined as the degree to which individuals are equally

engaged and satisfied with work and non-work roles (Greenhaus et al., 2003). Evans et al.

assert that work/life balance represents a balance of time, engagement, and satisfaction

across multiple roles.

Job satisfaction is defined as a mindset or an attitude that develops and can be

measured based on one's satisfaction with certain factors such as pay, supervision,

benefits, promotion opportunities, working conditions, co-workers or organizational

practices (Griffin & Bateman, 1986). According to Oshagbemi (2013), job satisfaction is reflected in a person's attitude about their job and can be either favorable or unfavorable.

Work and education supports involve the aspects of an academic job that influence faculty experiences, satisfaction, and retention (i.e. mentorship, collaboration, and tenure/promotion). For the purposes of this study, the researcher focused on faculty experience related to mentorship from a senior faculty member, collaboration with colleagues, and the tenure and promotion process. During thorough examination of previous literature, the researcher found mentorship, collaboration, and tenure and promotion to be significant factors correlated to racial minority faculty experiences in academia. Due to her findings, the researcher examined the contribution of each education and work support, whether present, inadequate, absent, or favorable, to racial minority faculty job satisfaction and work/life balance.

Summary

This chapter discussed the research methodology, including a thorough overview of the terms and procedures necessary to implement the study, inclusionary criteria, specific measures to examine the listed research questions, and an overview of the data analysis process. The study focused on the experiences of racial minority CED and non-CED faculty and their level of job satisfaction and work/life balance. The study also inquired about the association between job satisfaction and work/life balance. This chapter provides the information necessary to gain an image of the study methodology and potential results.

Table 1

Research Questions and Methods of Analysis

Research Question	Independent Variable (IV)	Dependent Variable (DV)	Instrument/Section	Analysis
RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?	Race and Discipline	JS and WLB	OSHE_R and WLB Scale	Descriptive Statistics and Frequencies
RQ2. What is the relationship between job satisfaction and work/life balance among racial minority faculty in higher education (CED and non-CED)?	Race and Discipline	JS and WLB	OSHE_R and WLB Scale	Regression (bivariate correlation)
RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on race and discipline (CED and non-CED)?	Race and Discipline	JS and WLB	OSHE_R and WLB Scale	MANOVA
RQ4. What are the experiences of racial minority CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?	Work and Education Supports	Work Experiences	Demographic and Work Experiences Questionnaire	Qualitative-Inductive
RQ5. What are the experiences of racial minority non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?	Work and Education Supports	Work Experiences	Demographic and Work Experiences Questionnaire	Qualitative-Inductive

Note. JS = Job Satisfaction. WLB = Work/life Balance. OSHE_R = Occupational Satisfaction in Higher Education Scale Revised. CED = Counselor Education. Non-CED = Non-Counselor Education

Chapter 3

Results

This chapter solely focuses on the findings and significant results of the study. This study aimed to examine the job satisfaction and work/life balance among racial minority faculty. To do so the researcher created the following research questions (RQ):

RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

RQ2. What is the relationship between job satisfaction and work/life balance for racial minority faculty in higher education (CED and non-CED)?

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on race and discipline (CED and non-CED)?

RQ4. What are the experiences of racial minority CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

RQ5. What are the experiences of racial minority non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

The researcher organized chapter three to include a description of the participants, demographics of respondents, descriptive statistics, a brief description of the measures, and a detailed data analysis.

Demographics

The target population included racial minority faculty in tenured or non-tenured seeking positions in graduate programs in the United States. Racial minority status included African American/Black, Asian American, Hispanic/Latino, and Native

American (Arredondo, 1999) as well as American Indian or Alaskan Native, Native

Hawaiian or Pacific Islander and bi- and multiracial individuals. Approximately 86

individuals responded to the survey but only 64 participants completed the survey and

met full criteria. Of the 64 respondents, the majority identified as African American

(59.4%), followed by Hispanic (18.8%), Bi-racial and multi-racial (7.8%), Asian (6.3%),

American Indian or Alaskan Native (1.6%), and other (6.3%) which included the

following specifications: "South Asian," "Black and Filipino" and "Mexican American"

(See Table 2). One respondent marked "other" and did not specify their race/ethnicity. Of

the 64 respondents, 55 identified as female (85.9%) and 9 as male (14.1%) (See Table 2).

Examining the age of the respondents rendered the following numbers: 35-44 years old

(37.5%), 45-54 years old (26.6%), 55+ years old (20.3%), and 25-34 years old (15.6%)

(See table 2).

Regarding discipline, 42 (65.6%) respondents identified with non-Counselor

Education (non-CED) and 21 (32.8%) respondents identified with Counselor Education

(CED). One participant failed to indicate their discipline. Participants who did not

identify with CED fell within the following categories: Social and Behavioral Sciences

(i.e. Communication, Economics, Geography, Psychology, Sociology, etc.) (37.5%), Life

Sciences (i.e. Biochemistry, Ecology, Public Health, Genetics, Biology, Forestry,

Nutrition, etc.) (7.8%), Arts and Humanities (i.e. Literature, Language, History Music,

Philosophy, Religion, etc.) (4.7%), and Physical Sciences and Mathematics (i.e. Applied

Mathematics, Chemistry, Computer Sciences, Physics, etc.) (1.6%). The remaining

respondents (14.1%) reported "other" which included the following disciplines:

Education ($n = 2$), Librarianship ($n = 1$), Higher Education ($n = 1$), Communication ($n =$

1), Graduate Clinical Counseling ($n = 1$), and Educational Leadership ($n = 3$) (See Table 3).

Of the 64 respondents, 49 (76.6%) held employment at primarily White (PWIs) institutions, 7 (10.9%) at Hispanic serving institutions (HSIs), 5 (7.8%) at historically Black institutions (HBCUs), and 2 (3.1%) marked "other," indicating employment at a "community college (Black/Hispanic primarily)" and a "diverse" institution (See Table 4). When examining the respondents' rank/position, the results displayed the following: assistant professor (50.0%), associate professor (26.6%), full professor (14.1%), adjunct/instructor (3.1%), and clinical professor (1.6%). As shown in table 4, the remaining respondents (4.7%) marked other and specified their rank/position as "administrator," "FT program mgr, PT instructor," and "visiting assistant professor."

Table 2

Frequencies of Gender, Race, and Age

Variable	Demographic Characteristic	f	%
Gender	Male	9	14.1
	Female	55	85.9
Race	Black/African American	38	59.4
	American Indian or Alaskan Native	1	1.6
	Asian	4	6.3
	Hispanic	12	18.8
	Bi-racial/Multiracial	5	7.8
	Other	4	6.3
Age (years)	25-34	10	15.6
	35-44	24	37.5
	45-54	17	26.6
	55+	13	20.3

Note. $n = 64$. f = frequency. % = percentage.

Table 3

Frequencies of Discipline and Discipline Group

Variable	Demographic Characteristic	*f*	%
Discipline	Counselor Education	21	32.8
	Non-Counselor Education	42	65.6
Discipline Group	Life Sciences	5	7.8
	Physical Sciences and Mathematics	1	1.6
	Social and Behavioral Sciences	24	37.5
	Arts and Humanities	3	4.7
	Other	9	14.1

Note. *n* = 64. *f* = frequency. % = percentage.

Table 4

Frequencies of Institution Type and Position

Variable	Demographic Characteristic	*f*	%
Institution Type	Primarily White Institution	49	76.6
	Historically Black Institution	5	7.8
	Hispanic Serving Institution	7	10.9
	Other	2	3.1
Position	Full Professor	9	14.1
	Associate Professor	17	26.6
	Assistant Professor	32	50.0
	Adjunct/Instructor	2	3.1
	Clinical Professor	1	1.6
	Other	3	4.7

Note. *n* = 64. *f* = frequency. % = percentage.

Participants provided a range of responses regarding the number of years in their

position and in their profession. Due to the variety of responses, the researcher grouped

the responses into the following categories: 0 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, 21 to 25 years, and 26+. Referencing the number of years in their positions, the respondents recorded the following responses: 0 to 5 years (54.7%), 6 to 10 years (20.3%), 11 to 15 years (4.7%), 16 to 20 years (4.7%), 21 to 25 years (1.6%), and 26+ (14.1%). Four (6.3%) respondents failed to answer the question. Pertaining to the number of years in their profession, the respondents documented the following responses: 0 to 5 years (26.6%), 6 to 10 years (25%), 11 to 15 years (12.5%), 16 to 20 years (15.6%), 21 to 25 years (6.3%), and 26+ (14.1%). One (1.56%) respondent failed to answer the question (See Table 5).

Table 5

Frequencies of Years in Position and Years in Profession

Variable	Demographic Characteristic	f	%
Years in Position	0 to 5	35	54.7
	6 to 10	13	20.3
	11 to 15	3	4.7
	16 to 20	3	4.7
	21 to 25	1	1.6
	26+	9	14.1
Years in Profession	0 to 5	17	26.6
	6 to 10	16	25
	11 to 15	8	12.5
	16 to 20	10	15.6
	21 to 25	4	6.3
	26+	9	14.1

Note. $n = 64$. f = frequency. % = percentage.

Race included two groups. Due to the lack of racial diversity among participants, the researcher combined all non-African American racial groups. Of the 21 CED participants, the majority identified as female (85.7%), African American (47.6%), 35 to

44 years old, (52.4%), assistant professors (57.1), serving at PWIs (71.4%). The results

also showed that the majority of CED participants had served in their current position 0

to 5 years (76.2%). The number of non-CED participants reported similar characteristics.

Of the 42 non-CED participants, the majority identified as female (85.7%), African

American (66.7%), between 35 and 54 (57.2%) years old (combining two age categories),

assistant professors (45.2%), at PWIs, and reported serving in their current position 0 to 5

years (76.2%). The main difference between the groups presented in the number of years

in their profession. The results showed that most CED and non-CED participants have

worked in their profession 0 to 5 and 6 to 10 years respectively.

Overview of Analysis

The respondents completed a 25-item questionnaire that included a Demographic

and Work Experiences Questionnaire, the Occupational Satisfaction in Higher Education

Scale Revised (OSHE_R), and the Work/Life Balance (WLB) scale. Descriptive statistics

and frequencies allowed the researcher to determine the frequency of responses, analyze

the differences between respondents based on race and discipline, and to determine the

level of job satisfaction and work/life balance among racial minority faculty in both CED

and non-CED. The analysis included a bivariate correlational analysis and linear

regression to examine the relationship between job satisfaction and work/life balance

among racial minority faculty in both CED and non-CED, and a MANOVA to examine

the differences in job satisfaction and work/life balance among races and disciplines. The

researcher synthesized and coded the descriptive data to determine themes. After a

second review, the researcher transformed the descriptive data into narratives.

Analysis of Research Questions

RQ1: What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

The first part of research question one (RQ1) pertains to the Occupational Satisfaction in Higher Education Scale, Revised (OSHE_R). The OSHE_R includes 58-items measured on a 5-point Likert scale with responses including the following: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). The researcher calculated the mean of the subscales scores to provide a better comparison. Scores ranged from 58 to 290 ($M = 1$ to $M = 5$) with the scores above 232 ($M = 4$) representing higher levels of occupational satisfaction and scores below 116 ($M = 2$) representing lower levels of occupational satisfaction. Mean scores were also based on a 5-point scale. See Appendix C for the OSHE_R scoring instructions.

The OSHE_R scale consisted of the following seven subscales: 1) perceived power and support, 2) intrinsic rewards, 3) role overload, 4) access to resources, 5) perceived relevance of work tasks, 6) promotion and tenure expectations, and 7) striving for success (Hill, 2005). After examining the internal consistency of the subscales, the researcher omitted the last OSHE_R subscale, "striving for success," from further analysis due to low reliability (5 items; $\alpha = .460$). In addition, the researcher removed item #6 in the proceeding subscale, "promotion and tenure expectations" (4 items, $\alpha = .607$). The reliability for the subscale increased significantly ($\alpha = .752$) after deleting item #6. The researcher only used the first six of the seven OSHE_R subscales in the proceeding analyses.

The second part of RQ1 involved the Work/Life Balance scale. Participants indicated the frequency in which they have felt a certain way during the past three months using a 5-point scale including the following: Not at all (1), Rarely (2), Sometimes (3), Often (4), and Almost All of the Time (5) or Not applicable if the option is unrelated or does not apply to them (See Appendix F). The researcher coded "Not applicable" responses a "missing" value (-1) as directed in the scale scoring instructions. The researchers recoded the items so that higher mean scores represented higher levels of work/life balance (Fisher, 2001). The work/life balance subscales and their respective reliability measurements included the following: work interference with personal life (WIPL) (14 items, $\alpha = .96$), personal life interference with work (PLIW) (5 items, $\alpha = .81$), and work/personal life enhancement (WPLE) (4 items, $\alpha = .81$) (See Table 7).

Table 6

Occupational Satisfaction in Higher Education, Revised and Work/Life Balance Scale Participant Scores

	Score	*f*	%
Occupational Satisfaction in Higher Education-Revised	High	10	15.6
	Average	52	81.3
	Low	2	3.1
Work/Life Balance Scale	High	12	18.8
	Average	48	75.0
	Low	4	6.3

Note. $n = 64$. f = frequency. % = percentage. High = mean score > 4. Low = mean score < 2.

Table 7

Summary of Measurement Scales

Scale	Subscale	#Items	Mean(*SD*)	Reliability (current study)	Reliability (original study)
Occupational Satisfaction in Higher Education	Intrinsic Rewards	9	4.05(0.57)	.80	.89
	Perceived Relevance of Work Tasks	4	3.76(0.80)	.71	.77
	Striving for Success[b]	5	3.57(0.63)	.46	.34
	Perceived Power and Support	14	3.38(0.83)	.91	.92
	Promotion and Tenure Expectations[a]	4	3.28(0.92)	.60	.73
	Access to Resources	5	2.98(1.03)	.86	.86
	Role Overload	8	2.81(0.94)	.90	.87
Work/Life Balance	Personal Life Interference with Work	5	4.00(0.67)	.81	.81
	Work/Personal Life Enhancement	4	3.30(1.05)	.81	.77
	Work Interference with Personal Life	14	3.08(0.96)	.96	.94

Note. [a]α = .75 after item 6 removed. [b] Subscale removed from analysis. SD = standard deviation

Regarding job satisfaction, 15.6% of the 64 respondents scored in the high range and

3.1% scored in the low range. Most of the respondents' scores (81.3%) fell within the

average (or neutral) range (See Table 6). Of the 64 participants, the majority (75%)

scored in the average range on the WLB scale which indicated average levels of WLB.

18.8% of the respondents scored in the high range and 6.3% scored in the low range (See

Table 6).

Table 7 displays the mean of the seven subscale scores calculated prior to

removing item 6 and subscale "striving for success" (i.e. items 55, 35, 42, 54, and 49)

from the analysis. Participants scored the highest on intrinsic rewards ($M = 4.05$)

representing higher levels of job satisfaction in that area. Participants reported lower

scores on role overload ($M = 2.81$) indicating average levels of job satisfaction.

Participants reported a high score on personal life interference with work ($M = 4.00$)

signifying less personal life interference with work, representing an increase in WLB.

Subscale scores also display participant scores in the average range on work interference

with personal life ($M = 3.08$) demonstrating average levels of WLB in that area.

Significant to note is that several OSHE_R items did not display in the subscales and

item 5 displays in both subscale 1 (Perceived Power and Support) and subscale 5

(Perceived Relevance of Work Tasks).

Table 8 displays the mean and standard deviations for each subscale score

according to discipline and race. Participant scores across discipline and race mirror the

overall scale scores as both race and discipline groups report increased JS on intrinsic

rewards and decreased satisfaction regarding role overload; and increased WLB on

personal life interference with work and decreased WLB on work interference with

personal life. African Americans report slightly higher levels of JS on intrinsic rewards ($M = 4.17$) compared to non-African Americans ($M = 3.90$); and Counselor Educators (CED) and non-Counselor Educators (non-CED) report nearly the same level of JS on intrinsic rewards with mean scores of 4.00 and 4.10 respectively. When examining role overload, African Americans report higher levels of JS ($M = 3.00$) compared to non-African Americans ($M = 2.60$). The scores display similar results when comparing discipline groups. CED report higher levels of job satisfaction on role overload ($M = 2.95$) compared to non-CED ($M = 2.72$).

The groups continue to demonstrate likeness when examining WLB. Scores remain high across groups on personal life interference with work and in the average range on work interference with personal life. However, there is a slightly bigger gap between discipline and race group scores on work interference with personal life; CED and non-CED report a mean score of 3.30 and 3.00 respectively and African Americans and non-African Americans report a mean score of 3.30 and 2.80 respectively (See Table 8).

RQ2. What is the relationship between job satisfaction and work/life balance for racial minority faculty in higher education?

RQ2 aims to examine the association between the two dependent variables, JS and WLB, using the OSHE_R and the WLB Scale. The researcher performed a bivariate correlational analysis to compare the OSHE_R and WLB scale total scores. A Pearson's Correlation (two-tailed) revealed a significant positive relationship between the overall JS and WLB measures, $r(62) = .700$, $p = .01$. The results indicated that as WLB increases, JS also increases. In other words, participants who reported higher levels of JS

Table 8

OSHE_R and WLB Subscale Scores by Discipline and Race

Scale	Subscale	Counselor Education[a]	Non-Counselor Education[b]	African American[c]	Non-African American[d]
		M(SD)	*M(SD)*	*M(SD)*	*M(SD)*
Occupational Satisfaction in Higher Education	Intrinsic Rewards	4.00(0.75)	4.10(0.46)	4.17(0.49)	3.90(0.63)
	Perceived Relevance of Work Tasks	3.85(0.85)	3.72(0.80)	3.83(0.87)	3.65(0.68)
	Perceived Power and Support	3.48(0.94)	3.40(0.78)	3.44(0.89)	3.30(0.76)
	Promotion and Tenure Expectations[a]	3.03(0.98)	3.40(0.89)	3.32(1.05)	3.23(0.72)
	Access to Resources	3.10(1.10)	2.92(1.02)	3.10(1.09)	2.82(0.94)
	Role Overload	2.95(1.00)	2.72(0.92)	3.00(0.90)	2.60(0.98)
Work/Life Balance	Personal Life Interference with Work	4.01(0.78)	4.00(0.62)	4.05(0.64)	4.00(0.71)
	Work/Personal Life Enhancement	3.51(1.08)	3.20(1.04)	3.31(1.02)	3.30(1.10)
	Work Interference with Personal Life	3.30(0.98)	3.00(0.96)	3.30(0.96)	2.80(0.91)

Note. [a]$n = 21$. [b]$n = 42$. [c]$n = 38$. [d]$n = 26$. M = mean. SD = standard deviation

experienced a greater balance between their work and personal lives (or less work and personal life interference and conflict between roles). To examine which aspects of JS (predictor variables) predict aspects of WLB (outcome or continuous variable), the researcher conducted three backward elimination multiple linear regression analyses.

The researcher conducted three separate tests labeling one of the WLB subscales as the dependent or outcome variable in each regression and the six OSHE_R subscales as the independent or predictor variables in all three tests. Results of the first backward elimination linear regression to test the relationship between work interference with personal life (WIPL) and the six JS scales indicated that one predictor, role overload (RO), was statistically significant. The full model consisting of all 6 JS scales shared 67.7% of the variance in work interference with personal life, $F(6,57) = 19.875$, $p < .001$, $R^2 = .68$. In the final model, only one aspect of JS, role overload, remained a significant predictor and explained 66.7% of the variance in work interference with personal life, $F(1,62) = 124.105$, $p < .001$, $R^2 = .67$. The Pearson's r revealed a significant positive relationship between work interference with personal life and role overload, $r(62) = .817$, $p = .000$ (See Table 9).

Results of the second backward elimination multiple linear regression to test the relationship between personal life interference with work (PLIW) and the six JS scales indicated that one predictor, intrinsic rewards (IR) was statistically significant. The full model consisting of all 6 JS scales shared 30.5% of the variance in personal life interference with work, $F(6,57) = 4.164$, $p < .01$, $R^2 = .31$. 5 of the 6 JS subscales demonstrated statistically significant positive correlations indicating that higher levels of

JS are associated with higher levels of WLB. However, in the final model, only one

predictor, intrinsic rewards, remained a significant predictor and explained 25.4% of the

variance in personal life interference with work, $F(2,61) = 10.364$, p < .001, R2 = .25.

The Pearson's r revealed a significant positive relationship between intrinsic rewards and

personal life interference with work, $r(62) = .463$, $p = .000$ (See Table 10).

Table 9

Regression Findings – Backward Regression – Work Interference with Personal Life

Factor	R^2	S.E Estimate	Beta	R	Semi-partial
Full Model [a]	.677	.57			
Perceived Power and Support			.034	.431***	.015
Intrinsic Rewards			-.014	.421***	-.009
Role Overload			.763***	.817***	.642
Access to Resources			.086	.487***	.049
Perceived Relevance of Work Tasks			.014	.296**	.009
Promotion and Tenure Expectations			-.006	.150	-.005
Restricted Model [b]	.667	.56			
Role Overload			.817***	.817***	

Note. *p < .05. **p < .01. ***p < .001. [a]$F(6,57) = 19.875$, p < .001. [b]$F(1,62) = 124.105$, p < .001

Results of the third backward elimination multiple linear regression to test the relationship between work/personal life enhancement (WPLE) and the six JS scales indicated that two predictors, perceived power and support (PPS) and role overload (RO), were statistically significant and strong predictors of work/personal life enhancement. In the full model 5 of the 6 JS scales demonstrated statistical significance and shared 44.5% of the variance in work/personal life enhancement, $F(6,57) = 7.629$, $p < .001$, $R^2 = .45$. In the final restricted model perceived power and support and role overload demonstrated significant positive correlations and explained 42.8% of the variance in work/personal life enhancement, $F(2,61) = 22.852$, $p < .001$, $R^2 = .43$. Overall, 5 of the 6 JS subscales demonstrated statistically significant positive correlations indicating that higher levels of JS are associated with higher levels of WLB and vice versa.

In the final model, the Pearson's r revealed statistically significant positive relationships between work/personal life enhancement and perceived power and support, $r(62) = .538$, $p = .000$ and between work/personal life enhancement and role overload, $r(62) = .571$, $p = .000$ (See Table 11). The results showed that both perceived power and support and role overload are strong predictors of the outcome variable work/personal life enhancement.

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on discipline (CED and non-CED)?

The researcher conducted a multivariate analysis of variance to determine if differences existed in work/life balance (WLB) and job satisfaction (JS) based on discipline (CED and non-CED) and race (African American and non-African American). Table 12 provides the descriptive statistics (mean and standard deviation) of the WLB

subscales: work interference with personal life (WIPL), personal life interference with

work (PLIW), and work/personal life enhancement (WPLE).

Table 10

Regression Findings – Backward Regression – Personal Life Interference with Work

Factor	R^2	S.E Estimate	Beta	R	Semi-partial
Full Model [a]	.305	.58			
Perceived Power and Support			.145	.347**	.065
Intrinsic Rewards			.399*	.463***	.246
Role Overload			.139	.315**	.117
Access to Resources			-.017	.302**	-.010
Perceived Relevance of Work Tasks			-.299	.058	-.189
Promotion and Tenure Expectations			.157	.309**	.134
Restricted Model [b]	.254	.58			
Intrinsic Rewards			.576***	.463***	

Note. *p < .05. **p < .01. ***p < .001. [a]$F(6,57) = 4.164, p < .01$. [b]$F(2,61) = 10.364, p < .001$.

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Table 11

Regression Findings – Backward Regression – Personal Life Interference with Work

Factor	R^2	S.E Estimate	Beta	R	Semi-partial
Full Model	.445[a]	.82			
Perceived Power and Support			.382	.538***	.171
Intrinsic Rewards			.091	.508***	.056
Role Overload			.374**	.571***	.315
Access to Resources			.077	.495***	.044
Perceived Relevance of Work Tasks			-.126	.331**	-.080
Promotion and Tenure Expectations			-.106	.149	-.091
Restricted Model	.428[b]	.81			
Perceived Power and Support			.356**	.538***	
Role Overload			.415***	.571***	

Note. *p<.05. **p<.01. ***p<001. [a]*F*(6,57) =7.629, *p* < .001. [b]*F*(2,61) = 22.852, *p* < .001.

The descriptive statistics indicate that African Americans scored higher than non-African Americans did on WLB, particularly on work interference with personal life (See Table 12). The multivariate analysis of variance tests and the Wilk's Lambda supported the observed means and standard deviations showing that race was statistically significant. According to the multivariate tests, African Americans and non-African Americans differ when considered jointly on the dependent variable (WLB), Wilk's Λ = .873, $F(3,57) = 2.76$, $p = .05$; partial $\eta^2 = .127$) (See Table 13). Also note that the effect size is larger which demonstrates a more powerful effect size and indicates that 13% if the variance in WLB is accounted for by the two race groups.

To determine where the dependent variables differ on the specific independent variables, the researcher examined the tests of between-subjects effects with each test evaluated at an alpha level of .05. Table 14 displays the follow-up univariate F test conducted to examine the difference between groups and their effect on the dependent variables. According to the results, race groups (African Americans and non-African Americans) differ significantly on work interference with personal life, $F(1,59) = 7.126$, $p = .010$; partial $\eta^2 = .108$, with African Americans ($M = 3.45$) scoring a higher estimated marginal mean score than non-African Americans ($M = 2.77$). The larger partial eta squared indicates that 11% of the variance in work interference with personal life is accounted for by the two race groups. No significant difference was found between African Americans and non-African Americans on personal life interference with work ($F(1,59) = 1.77$, $p = .190$, partial $\eta^2 = .029$), or on work/personal life enhancement ($F(1,59) = .526$, $p = .471$, partial $\eta^2 = .009$).

Table 12

MANOVA Descriptive Statistics – Work/Life Balance

Scale	Discipline	Race African American Mean(SD)	Non-African American Mean(SD)
Work Interference with Personal Life	Counselor Education	3.80(.60)	2.82(1.10
	Non-Counselor Education	3.1(1.02)	2.72(.82)
Personal Life Interference with Work	Counselor Education	4.40(.44)	3.70(.90)
	Non-Counselor Education	3.94(.67)	4.1(.51)
Work/Personal Life Enhancement	Counselor Education	3.84(1.00)	3.20(1.12)
	Non-Counselor Education	3.12(1.00)	3.34(1.20)

Note. Counselor education $n = 21$. Non-Counselor Education $n = 42$. African American $n = 38$. Non-African American $n= 25$

Table 13

Summary of MANOVA Analysis – Work/Life Balance

Effect	df	Wilks Lambda	F	p	Effect Size (Partial Eta Squared)
Discipline	3	.960	.812	.493	.041
Race	3	.873	2.76	.050*	.127
Discipline * Race	3	.891	2.32	.085	.109
Error	57				

Note. $*p \leq .05$.

Table 14

Summary of Follow-up Univariate F Tests – Work/Life Balance

	Discipline	Race	Discipline X Race
Dependent Variable	F	F	F
Work Interference with Personal Life	2.158	7.126**	1.188
Personal Life Interference with Work	0.001	1.766	5.784*
Work/Personal Life Enhancement	1.005	0.526	2.227

Note. * $p < .05$. ** $p < .01$.

Table 15

MANOVA Descriptive Statistics – Job Satisfaction

Scale	Discipline	Race	
		African American Mean (SD)	Non-African American Mean (SD)
Perceived Power and Support	Counselor Education	3.59(1.04)	3.38(0.87)
	Non-Counselor Education	3.39(0.84)	3.30(0.67)
Intrinsic Rewards	Counselor Education	4.24(0.63)	3.78(0.81)
	Non-Counselor Education	4.14(0.45)	4.00(0.48)
Role Overload	Counselor Education	3.43(0.69)	2.51(1.05)
	Non-Counselor Education	2.80(0.91)	2.58(0.96)
Access to Resources	Counselor Education	3.36(0.98)	2.8 (1.19)
	Non-Counselor Education	3.00(1.13)	2.77(0.78)
Perceived Relevance of Work Task	Counselor Education	3.93(1.01)	3.77(0.71)
	Non-Counselor Education	3.80(0.84)	3.57(0.70)
Promotion and Tenure Expectations	Counselor Education	2.90(1.23)	3.15(0.74)
	Non-Counselor Education	3.46(0.95)	3.30(0.76)

Note. Counselor education $n = 21$. Non-Counselor Education $n = 42$. African American $n = 38$. Non-African American $n = 25$

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Table 16

Summary of MANOVA Analysis – Job Satisfaction

Effect	df	Wilks Lambda	F	p	Effect Size (Partial Eta Squared)
Discipline	6	.883	1.19	.325	.117
Race	6	.843	1.68	.144	.157
Discipline * Race	6	.926	.721	.634	.074
Error	54				

RQ4. What are the experiences of racial minority CED and (RQ5.) racial minority non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

Several factors influence racial minority faculty satisfaction and work/life balance, including the presence of mentors, collegiality, and the tenure and promotion process. Racial minority faculty offered various comments detailing their experiences in academia. Their responses resulted from five descriptive questions displayed at the beginning of the electronic Qualtrics survey. To explore the experiences of the participants, the researcher included the following questions: What are the least satisfying aspects of your job? What are the most satisfying aspects of your job? What are your experiences related to being mentored by a senior faculty member? What are your experiences related to collaboration with colleagues as a faculty member? Describe your experiences related to the tenure and promotion process as a faculty member. Despite the desire to observe differences in racial minority faculty experiences based on discipline (CED and non-CED), the qualitative results show that racial minority faculty have similar experiences no matter the discipline. Due to the similarity in responses for

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racial minority CED faculty and racial minority non-CED faculty, the researcher will discuss questions four and five together.

Several themes presented in the participant responses to the descriptive questions. For the questions concerning racial minority faculty (CED and non-CED) experiences, the researcher discussed the themes under the corresponding work/education support item (i.e. mentorship, collaboration, and tenure/promotion). The researcher discovered that many of the factors that racial minority faculty find most satisfying also create a sense of dissatisfaction. The contradicting themes included teaching (load and class size), research, student engagement and interaction, support (equipment, funds, and resources), and collaboration and collegiality.

Based on the responses, racial minority faculty members obtain satisfaction in "seeing students learn and grow" and "developing future counselors" as well as teaching, advising, mentoring, and supervising. Racial minority faculty reported enjoyment in teaching and working with "eager," "advanced," "talented," "engage," "competent," and "diverse" students. On the opposite end, "combative," "racist," "annoying," and "whining" students decreased racial minority faculty satisfaction. Student engagement and interaction offered a sense of satisfaction for many faculty members but a source of dissatisfaction for others.

Teaching may also be a burden regarding the teaching requirements and other faculty duties such as paperwork and research. While teaching creates a sense of fulfillment for many racial minority faculty, certain tasks attached to the teacher role promote dissatisfaction for some racial minority faculty. One participant reported, "grading poorly written papers," and another participant added, "teaching loads that

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conflict with their time for research." For racial minority faculty pursuing tenure and promotion, time constraints and conflicts are the brunt of their discontent.

Despite time constraints, participants found fulfillment in research. Racial minority faculty recounted satisfaction in "conducting and developing research" and "finding answers to research questions" but reported that their teaching and service loads and committee assignments/obligations served as barriers to research productivity. Faculty felt that time dedicated to service and teaching conflicted with their time for research. A few participants also recorded the inability to balance demands due to "increasing work and consuming tasks" and "endless and unproductive" meetings. Racial minority faculty, already given the tasks of teaching, mentoring, advising, and supervising, discuss their need for support to aid in the balance and maintenance of their roles.

Racial minority faculty members hold many responsibilities and having access to resources aids them in fulfilling their job duties. Support in terms of funding and equipment produce both satisfaction and dissatisfaction for racial minority faculty. Some faculty feel supported regarding funding and the availability of resources like "grant and travel funding." Another participant described her satisfaction with resources and support as "perks of being a faculty member." Support also includes physical and emotional assistance and the ability to "work from home, as well as the "mentorship and sponsorship of colleagues." Participants described the flexibility and autonomy that accompanies their job as satisfying and an aspect that offers a higher level of work/life balance.

One participant reported faculty support and recognition as "poor" and "lacking," thus, a source of dissatisfaction. While a few participants documented satisfaction with the diversity at their university (mostly related to their students), many racial minority faculty noted the lack of diversity and/or a dissatisfaction with their university climate which includes "occasional racial insensitivity," power imbalances, and privilege. One non-CED faculty member noted the pressure to "conform to others' values" and another non-CED faculty recounted her experience being "constantly treated as inferior."

Further examination of responses related to collegiality and collaboration display additional contradictions related to racial minority faculty satisfaction with their jobs. For the purposes of the analysis, discussion of collaboration and collegiality includes interactions with colleagues, deans, administrators, and others in leadership positions in various capacities such as research, writing, teaching, and committee work. Many participants find "collegiality of faculty and colleagues," and "interaction with colleagues" satisfying; and their responses give light to their value of "great" and "supportive" faculty. Other participants noted the presence of "racist," whining," "difficult," "apathetic," "incompetent, "and "uncommitted" faculty and colleagues. Some participants also recorded responses regarding poor leadership and racial insensitivity, describing the disrespect and unprofessionalism that occurs among faculty and towards leadership. In addition, more participants in both CED and non-CED found salary and advancement opportunities deficient, two participants specifically reported, "no raises in 5 years" and "salary freezes." Participants also described the "pressure to produce and publish" and "secure grant funding" as dissatisfying aspects of their job. These responses remained one-sided unlike the categories previously discussed (i.e. teaching, equipment

and resources, student interaction and collaboration). No participants noted satisfaction with either their salary or advancement opportunities. Flexibility, funding, and support appear to be beneficial, but not enough to compensate for the lack of opportunities for advancement and growth.

The researcher encountered a few differences between disciplines when examining the occupational /job characteristics that both racial minority CED faculty and non-CED faculty members reported. Examining group differences, racial minority non-CED faculty reported satisfaction with their general work/life balance, a sense of self-efficacy, and the ability to be creative. Interestingly, one racial minority non-CED participant reported dissatisfaction in being the only female faculty member.

Tenure/Promotion

Two themes presented from the data regarding racial minority faculty (CED and non-CED) faculty experiences related to tenure and promotion. Based on the responses of the participants, the researcher created the themes "unclear/challenging" and "requires support."

Unclear/Challenging

12.5% of CED faculty and 39.1% of non-CED faculty shared responses that matched this theme. Many of the respondents, in both CED and non-CED, used negative terms to describe the tenure and promotion process. Several of the words included the following: "stressful," "subjective," "unclear," "intense," "unorganized," and "frustrating." A few participants illustrated their experiences related to tenure and promotion as "…a cloud of uncertainty," "a moving target," and "been there, done that.

Survived it." Seemingly racial minority faculty see tenure and promotion as a tormenting process that must be outlasted and or endured.

Many participants remarked on the vagueness in the tenure and promotion criteria and the lack of guidance other faculty willingly provide. One participant responded, "So much of it is too vague. People are unwilling to give you insight into the process by sharing their experiences." Another participant stated, "It was a sink or swim process when I went up..." The tenure and promotion process is challenging due the mixed information, uncertainty, and stress that occurs." While the intensity and stress of the process seems normal or inevitable, some racial minority faculty members have found that the support of others makes the promotion process a little smoother and more attainable.

Requires Support

One participant remarked about how much easier the process became with a new institution and support: "In my previous institution, tenure/promotion felt like hazing. In my current position, I felt wonderfully supported…" One participant defined their senior faculty support system as "invested, invaluable, and ongoing." Two other participants attributed their ability to endure the tenure and promotion process due to mentorship: "…I have been fortunate thus far and I credit that to being surrounded by supportive colleagues," and "I had to seek out mentorship and guidance, otherwise, [I] would not have been promoted." Even racial minority who potentially lacked mentorship understand the importance of support. The benefit of support included the attainment of promotion and a less grueling process. 4.7% of CED faculty and 6.1 % of non-CED faculty offered responses that provide the foundation for this theme.

Mentorship

Participants (CED and non-CED) provided a plethora of responses regarding their experiences related to being mentored by a senior faculty member. Participants expressed contradicting ideas regarding the support and mentorship received from senior faculty. The researcher created three themes based on participant experiences regarding mentorship from senior faculty members: inadequate, non-existent, and supportive.

Inadequate

Racial minority faculty expressed a great concern for the lack of mentorship they received and expressed the need for more time and availability to establish and grow those relationships. Many participants described a limitation in mentorship as an issue related to time and busy schedules stating that "time constraints prevent much interaction with their mentor." Another participant described her mentorship experience in the following manner: "fairly positive, but time is a barrier for everyone, juniors, mid-career, and senior [faculty] are so busy all the time." Other participants remarked about the presence of potential mentors and/or senior faculty members and the absence of interaction with them. The participants used words like "limited" and minimal" denoting that mentorship is present, but lacking. "I have minimal mentorship provided by a senior faculty member. The senior faculty in the program tend to isolate themselves from the new faculty." Another participant suggested that mentorship is available but is not a proactive relationship on the mentor's part. The presence of mentors (senior faculty) who neglect to share their knowledge and expertise creates an issue as new racial minority faculty do not receive adequate orientation into or guidance throughout the rigorous world of academia.

Some participants noted the limited time for mentoring and with mentors, which supported the response of participants who reported the lack of a formal, ongoing, secure, and consistent mentor relationship. One participant described her mentor experience as "very casual and not official." Another participant concurred with them stating, "Mentorship was loose and inconsistent…" To these participants, mentorship with senior faculty is insufficient and lacking the intentionality, consistency, and security needed. 12.5% of CED faculty and 31.3% of non-CED responses shared thoughts related to inadequate mentorship from senior faculty.

Non-existent

Whereas some participants described their experiences related to mentorship from senior faculty members as inadequate, other participants found that the opportunity for mentoring failed to occur at all. Two participants stated that they did not have a mentor and failed to experience mentorship. "I have never been mentored by a senior faculty member –senior faculty couldn't be bothered, stated one participant." Two participants responded, seemingly shocked that anyone would expect mentoring. One participant described mentorship from senior faculty in the following manner: "There was none. Sink or swim." Another participant added: "What mentoring by senior faculty? You just gotta do the work, son. Learn as you go, ask questions, and quit begging for people to chew your food." Racial minority faculty may feel as if mentorship is nonexistent and, in a sense, that it should not be expected, encouraging other racial minority faculty to persevere and not allow the absence of support and mentorship to discourage them. 3.13% of CED faculty and 9.4% of non-CED faculty responses combined to highlight the lack of mentorship from senior faculty.

Supportive

Despite impressions that mentorship is deficient and absent, some participants viewed mentorship from senior faculty as supportive and helpful. Participants who had mentorship experiences with senior faculty expressed an appreciation for support and manner in which their mentors helped them develop. For example, one participant reported, "there are many opportunities for formal mentorship and faculty [members] have been very helpful." Another participant remarked saying, "she challenges me and encourages me in ways that help me flourish." The statements from participants support the presence of mentoring and, in a sense, display the significance of having that present and consistent relationship. One participant spoke to the necessity of the mentor relationship during the tenure and promotion process: "I was recruited by three senior female colleagues who offered to mentor me… I think it would have been tough to make tenure without that kind of support, and I might have left my institution without it." For that participant, mentorship from a senior faculty member proved secure and attentive enough to aid her in the challenging and pressure-filled moments, tough moments that might have caused her to quit her job. 9.4% of CED faculty and 17.2% of non-CED responses combined to aid in the development of this theme.

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Collaboration

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Examining racial minority experiences related to collaboration helps illustrate collegiality and provides insight into collaboration in higher education. The researcher created four themes based on participant responses regarding collaboration with their colleagues. The four themes are: (a) limited opportunity, (b) selection and fit, (c) exploitation, and (d) rewarding.

Limited Opportunity

Participants' perceptions of collaboration among colleagues are like the responses regarding mentorship from senior faculty; however, the responses directly pertain to collaboration. Again, participants have noted limited opportunity to collaborate based on time and available personnel. Time presents a barrier to collaboration for the same reasons it creates a barrier to mentorship –few faculty have the time to engage in collaboration due to work overload. "Many opportunities and support to collaborate exist; however, time constraints present the biggest challenge," stated one participant. Another participant supported the previous statement remarking that, "research collaboration feels challenging due to the overload of other demands." While some faculty fail to find the time and opportunity to collaborate, other faculty discover that collaboration does not happen unless there is an open invitation from the other party.

Participants also acknowledged that some groups and people welcome their collaboration while others do not. Two participants reported few to no invitations to collaborate with colleagues at their institution. One participant stated, "Collaboration has been with others outside of my department. Senior faculty in my department have not invited me to collaborate on any projects." Another participant reported, "the other colleagues who are Black females frequently invite me to collaborate. The other faculty don't." Some invitations never occur and others result in rejection. "I've collaborated with other faculty at other institutions –they have been helpful; collaboration with people at my institution has been lacking and I tried." 6.3% of CED faculty and 9.4% of non-CED responses combined to inspire this theme. Collaboration may not offer rewards for

all parties involved and much of that can depend on the complexity of those relationships. Racial minority faculty members learn which colleagues to seek for collaboration.

Selection and Fit

Group work presents a range of complexities and unknowns for racial minority faculty seeking to produce meaningful work. Many racial minority faculty found that successful collaboration involves being selective and finding faculty who they work well with. Some collaborations work and some do not. Not everyone will mesh. "It depends," reported one participant. Sometimes successful collaboration is a matter of fit and mutual interest in the topic or activity. "There are a few colleagues with whom I have collaborated on manuscripts. However, most of my research is unique and done without faculty collaboration. I work more with community partners and stakeholders." Another participant concurred stating that "this [collaboration] has been most positive when I'm working with more senior scholars who understand the 'how to get tenure game.' What is less helpful is working with other tenured faculty who may not have the skill…" 3.12% of CED faculty and 10.9% of non-CED responses combined to inspire this theme.

Exploitation

A few respondents remarked about the racism and inequality that may occur in group work and collaborations. Responses show that not all faculty members collaborate for the same reasons and not all collaborative relationships are beneficial. One participant described her experiences collaborating with other faculty in the following manner: "…feel like [I'm] being somewhat taken advantage of." Another participant stated, "with some colleagues, collaboration has been great, others simply want their names added to publications." An additional participant described her experiences related to collaboration

as "second guessed, publically called inferior on many occasions." The struggle for power manifests and creates barriers to success and productivity for many racial minority faculty members. Racial minority CED and non-CED faculty provided the same amount of responses (4.7% of CED and 4.7% of non-CED) concerning the exploitation that presents in collaborative relationships. Whereas some participants felt misused or overworked, other participants found their experiences gratifying.

Rewarding

Despite the lack of time, personnel, fit and balance, some faculty find collaboration to be successful and rewarding. One participant said, "Collaborations have helped me to be productive." Another participant remarked about the ability to be fruitful as well: "I've collaborated with a few faculty members in my department and across the university. These have been rewarding experiences because I learned more about myself and how to work with others to accomplish a goal." For faculty desiring to collaborate, finding the time, the people, the invitation, and the right fit are essential. In the end, time, opportunity, and the best fitting collaborators prove most beneficial as they have resulted in professional scholarship and aided in faculty development. 12.5% of CED faculty and 21.9% of non-CED responses combined to inspire this theme.

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Summary

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Chapter 3 focused on data analysis. The researcher used five research questions to guide the analysis. Research questions one through three required quantitative analysis which the researcher conducted using SPSS, and the remaining two questions employed qualitative procedures. The focus of chapter three included a description of the participants based on the descriptive statistics and frequencies, a brief description of the

measures, and the analysis and interpretation of the quantitative research questions using a linear regression to determine the relationship between the variables and a MANAVO to examine the effect of the independent variables on the dependent variables. Overall, job satisfaction and work/life balance engage in a significant positive relationship. While most of the variables display significance, role overload, intrinsic rewards, and perceived power and support demonstrated the greatest effects on JS and WLB. The participants reported similar results on the descriptive questions, noting experiences related to role overload and limited access to support and resources.

Chapter 4

Discussion

This chapter focuses on the discussion of the results, as well as the limitations, implications, and future research. This study aimed to examine the job satisfaction and work/life balance among racial minority faculty. In order to do so the researcher created the following research questions (RQ):

RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

RQ2. What is the relationship between job satisfaction and work/life balance?

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on discipline (CED and non-CED)?

RQ4. What are the experiences of racial minority CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

RQ5. What are the experiences of racial minority non-CED faculty related to tenure/promotion, being mentored as a faculty member, and collaboration with colleagues?

The researcher based the study on previous literature addressing racial minority faculty experiences in academia. According to Cartwright et al. (2009), faculty of color hold fewer tenure or full-time faculty positions, lack mentorship and collegial support, and encounter discrimination and bias which leads to feelings of loneliness and frustration. While this study addressed the lack of racial diversity in higher education and the factors that influence faculty of color recruitment and retention, the study aimed to determine the relationship between job satisfaction and work/life balance and to observe

the differences in job satisfaction and work/life balance among racial minority faculty according to race and discipline (CED vs. non-CED). A paucity of research examining job satisfaction and work/life balance among racial minority faculty exists. A limited amount of research that explores job satisfaction and work/life balance among racial minority faculty across disciplines exists as well. Consequently, higher education needs more literature to explore the experiences of racial minority faculty, develop an awareness of the issues affecting racial minority faculty in academia, and provide implications for educators, administrators, and policy makers.

Methods

The study participants completed a survey comprised of three measures, a Demographic and Work Experiences Questionnaire, the Occupational Satisfaction in Higher Education Scale, Revised (Hill, 2005), and a Work/Life Balance scale (Fisher, 2001). Data analysis of the results included descriptive statistics and frequencies to examine the demographics of the sample population, a bivariate correlational analysis and series of linear regressions to determine the relationship between job satisfaction and work/life balance, and a MANOVA to explore the differences that exist in job satisfaction and work/life balance for race and discipline groups. The researcher included five descriptive questions to gather more information about racial minority faculty experiences in academia. Discussion of the results proceed the research questions to aid in thorough and clear elaboration and interpretation. The researcher also connected the findings to prior research.

Overview of Sample Population

Most participants identified as African American (59.4%), non-counselor educators (65.6%) who held assistant professor positions (50.0%) at PWIs (76.6%). The ages of most of the participants fell between 35 and 54 years old. Most of the participants have occupied their positions 0 to 5 years and served in their profession no more than 10 years. Most of the participants who identified as non-CED held faculty positions in Social and Behavioral Sciences (37.5%). The results of the study do fit previous research suggesting that African Americans/racial minorities hold more assistant professor positions (Fitch, 2015). Promotion and tenure present challenges within academia because racial minority faculty members remain overrepresented in entry-level positions (Hill, 2009). Racial minority faculty members enter academic positions only to find advancement to be slow or non-existent (Trower, 2009). However, due to limited research on specific racial minority groups, the reason for the overwhelmingly large amount of African American faculty members remains unknown. The researcher attributes the racial discrepancies to several factors, one potential reason being the low number of racial minority students enrolling in higher education and completing degrees. The National Center for Education statistics (2016) shows that more African Americans enroll in post baccalaureate institutions at higher rates than other racial minorities, which may speak to the large presence of African Americans in faculty positions. Another potential reason for a higher percentage of African Americans respondents may relate to the research design. Snowball sampling may have led to the larger number of African Americans and more faculty members in the social/behavioral field. A

disadvantage of snowball sampling involves the potential for respondents to share the survey with others like themselves limiting the diversity of the study results.

Time constraints may have also limited racial minority participation due to racial minority faculty academic duties and restricted time for additional task outside of their normal workload. As difficult as it may be, due to the low number of racial minorities in higher education, additional research on specific racial minorities may help to uncover the underlying causes of the demographic results obtained.

Regarding the participants' demographics, the most interesting finding involved the participants' perception of their racial identity. Three participants reported identities such as "South Asian," "Black Filipino," and "Mexican American" on the demographic portion of the survey. As the U.S. population continues to increase and the American culture evolves, individuals may have an increased desire to identify with their roots and take pride in their ethnicity, both verbally and non-verbally. Multicultural or bi-racial individuals may no longer desire to choose between their multiple identities, but incorporate each identity into how they classify and express themselves. Even though the specified racial identities may have fit into one of the provided ethnic categories, the researcher did not want to restrict or limit the participants or their perceptions of themselves.

Interpretation of results

RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

The study produced several significant findings. Most of the participants scored in the average range on job satisfaction and work/life balance. Regarding the participants'

OSHE_R scores, racial minority counselor education (CED) participants scored higher than racial minority non-counselor education (non-CED) faculty and African American participants scored higher than non-African American participants did. Racial minority CED faculty scored higher than non-CED faculty across all variables except intrinsic rewards and promotion and tenure expectations. However, African American participants scored higher than non-African Americans did across all variables including intrinsic rewards, access to resources, role overload, and personal life interference with work. African Americans report higher levels of job satisfaction and work/life balance. Based on the scores, one may also assume that racial minority CED faculty experience higher levels of job satisfaction and work/life balance than their racial minority colleagues in other disciplines.

Based on Johnsrud and Edwards (2001) definition of job satisfaction, job satisfaction is subjective and relies solely on an individual's perception, which increases the variability in participant responses. Jayakumar et al. (2009) conducted a study on job satisfaction and found that Black faculty at more selective institutions have higher levels of satisfaction. Despite being overextended, African American faculty are still productive and able to find satisfaction. The dissatisfying and satisfying aspects of academic may balance each other. Jayakumar et al. assert that Black faculty may encounter more scrutiny and feel devalued, but they are able to thrive and persist if they have the freedom and autonomy to do the work they value. For example, an employee may feel a sense of dissatisfaction with the work environment, but express satisfaction with teaching and work with students (Ali, 2009). African American faculty may also perceive their experiences or feelings as insignificant due to previous oppressive encounters or

environments that have thickened their skin, and increased their grit, and resiliency. According to Harley (2008) resiliency theory speaks to the ability of individuals with multiple risk factors to overcome barriers and do well despite their circumstances. Harley (2008) states that resiliency in African American women means multi-tasking and problem-solving and feeling a responsibility and need to make a difference, and rely on spirituality for support.

RQ2. What is the relationship between job satisfaction and work/life balance?

To determine the relationship between job satisfaction and work/life balance, the researcher conducted a bivariate correlational analysis and three linear regressions using the backwards method. The bivariate correlation showed a significant positive relationship between job satisfaction and work/life balance—as one variable increase, the other variable increases. The knowledge of which variable proceeds the other is unknown and difficult to decipher based on the complexity of both variables.

The regression analysis presents several significant relationships between the subscales. In the first regression analysis, all the job satisfaction subscales except for promotion and tenure promotion showed significant relationships with work/life balance. In the final regression model, role overload made a more significant contribution to work/life balance when examining work interference with personal life. Essentially, as role overload increases, work interference with personal life increases. The more work duties and responsibilities and demands racial minority faculty members encounter, the more likely their work will spill into their personal lives. This is supported in research that discusses the amount of work racial minority faculty assume. Faculty of color experience a large amount of pressure and strain as they strive to fulfill their roles as

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teacher, mentor, advisor, supervisor, and researcher, while also working to fulfill

committee, service, and outreach duties, and uphold the tenure and promotion

requirements (Magaldi-Dopman, Marshall, Rivera-McCutchen, & Roberts, 2015).Harley

(2008) states that African American faculty may work longer hours and more days which

flows from their passion for teaching and university and community service. African

American faculty reflect a cultural responsibility to achieve on behalf of themselves and

their community. Not only do they perform the expected task and professional

responsibilities of the professoriate, but African American faculty serve as advocates for

Black issues and as the healer of the Black campus community (Harley, 2008). Their

personal obligation to their family and extended community increases their desire to

achieve.

In the second regression model all the job satisfaction subscales except for

promotion and tenure promotion, demonstrated significant relationships with work/life

balance. However, the final model showed that intrinsic rewards remained a predictor of

work/life balance. Essentially, as intrinsic rewards increase one may experience higher

work/life balance. According to the results, participants who reported higher intrinsic

rewards which included feelings of personal growth and value, and stimulating work,

encountered an increase in work/life balance. The results may differ based on the

individual's personal roles and the intrinsic rewards that stem from them (i.e. being

single, a mom, a wife, a caretaker, a member of community groups or committee, etc.).

However, some racial minority faculty may find that the presence of intrinsic rewards

decreases their need to work as hard and exceed expectations thus decreasing the level of

interference of their work with their personal lives.

In the third regression analysis, 5 of the 6 job satisfaction subscales, except perceived relevance of work tasks showed significant relationships with work/life balance. In the final model, perceived power and support and role overload remained as predictors of work/life balance, particularly work/personal life enhancement. Ultimately participants who report higher levels of perceived power and support (i.e. feeling supported and appreciated), enhance both their work and personal lives. In the same manner, participant who reported higher levels of role overload, reported higher work/personal life enhancement. This finding, too, seems surprising and may speak to the assumption that despite the amount of work, faculty may still feel valued in their work and feel as if they are making a difference, which enhances their work and personal lives. In the same manner, the opposite may be true—an role overload and more work demands may result in less work/personal life enhancement.

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on discipline (CED and non-CED)?

The study aimed to examine whether there was difference in job satisfaction and work/life balance based on race and discipline. According to the multivariate analysis of variance tests, African Americans and non-African Americans differ when considered jointly on the dependent variables work/life balance and job satisfaction. Race demonstrated the most significant influence in relation to work/life balance, particularly on the variable work interference with personal life. The findings demonstrate that African Americans scored higher than non-African Americans. These results parallel previous research. Faculty of color experience a large amount of pressure and strain as they strive to fulfill their roles as teacher, mentor, advisor, supervisor, and researcher,

while also working to fulfill committee, service, and outreach duties, and uphold the tenure and promotion requirements (Magaldi-Dopman, Marshall, Rivera-McCutchen, & Roberts, 2015).

The second multivariate test did not show any significant difference between race or discipline or the interaction between race and discipline regarding job satisfaction and; therefore, one may assume that racial minority faculty do not differ significantly in their reported levels of job satisfaction; but do so in terms of their work/life balance. Essentially African Americans have higher workloads and are overextended which impacts their work/life balance and cause their work/life to spill into their personal lives. In fact, African American females at PWIs face discrimination issues related to both gender and race; they may also suffer from race fatigue which involves being overextended, undervalued, unappreciated, and known as the representative for the Black race (Harley, 2008).

RQ4. What are the experiences of racial minority CED faculty and (RQ5) non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

This research study aimed to examine job satisfaction and work/life balance among racial minorities in counselor education (CED) and non-counselor education (non-CED). The researcher split the academic disciplines and racial groups in the demographic survey in hopes to examine the experiences for each distinct racial group and discipline. However, due to the lack of diversity in participants, the researcher completed most of the analysis using more operational and functional groups, CED and non-CED and African American and non-African American. The researcher failed to find a larger

amount of significance related to discipline groups except when considering the interaction between race and discipline on work interference with personal life.

Qualitative results from the participants offered additional information regarding racial minority faculty experiences. The influential or significant variables discussed in the quantitative data such as role overload and perceived power and support present in the qualitative data and offer rich supporting narratives detailing racial minority faculty lived experiences in higher education. Neither race nor discipline significantly influenced job satisfaction in the MANOVA; however, in the descriptive results, participants note the lack of time, support, and clearer guidelines as influential barriers to tenure and promotion. Writing, researching, and publishing serve as a major part of the tenure and promotion process; however, faculty report time constraints and unsupportive colleagues and faculty as barriers to tenure and promotion (Jayakumar et al., 2009). Participants who received adequate support acknowledged the significance of that care in their success, productivity, and retention.

Descriptive results related to mentorship and collaboration, factors that impact access to or attainment of tenure and promotion, provided further insight into the experiences of racial minority faculty. Several participants noted the lack of formal mentorship, while others felt mentorship simply did not exist, and that it did not need to be expected. However, like support required in the tenure and promotion process, the racial minority faculty who received mentorship found their experience more fulfilling. Overall, time constraints, faculty support, collegiality, and role overload presented as the most prevalent and influential factors when exploring racial minority faculty experiences related to tenure and promotion, mentorship, and collaboration. Racial minority faculty

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encounter heavy workloads that lead to lower satisfaction and work/life balance as the work demands spills into their personal lives limiting their time to themselves and their families. Faculty with lower levels of interference experience higher levels of work/life balance. Higher levels of job satisfaction and work/life balance work synonymously to provide a rich and fulfilling experience for racial minority faculty, resulting in higher levels of retention and work/life balance.

Discussion of Findings

The purpose of this study was to examine the relationship between job satisfaction and work/life balance among racial minority faculty in higher education. To examine the level of and the relationship between job satisfaction and work/life balance based on race and discipline, the researcher utilized a Demographic and Work Experiences Questionnaire, the Occupational Satisfaction in Higher Education Scale Revised, and the Work/life Balance scale. The scale scores revealed that participants reported average/mid-range levels of work/life balance and job satisfaction. The results displayed a significant positive relationship between job satisfaction and work/life balance and showed that differences in work/life balance existed based on racial groups, but the researcher did not find significant differences in job satisfaction based on race or discipline or the interaction between race and discipline. African American faculty reported higher levels of role overload which increased their levels of work interference on their personal lives. Ultimately role overload, intrinsic rewards, and perceived power and support presented as significant predictors of work/life balance.

Racial minorities also shared rich descriptive responses related to their experiences in academia. Many of the variables such as teaching, tenure and promotion,

collaboration with colleagues, advancements, diversity, etc. that increased satisfaction

also decreased satisfaction in both racial minority CED and non-CED faculty. Several of

the themes included phrases such as limited, inadequate, challenging, requires support,

and rewarding when describing racial minority faculty experiences related to tenure and

promotion, mentorship and collaboration. Faculty of color often lack senior and peer

faculty support or agreement with their chosen topics or agenda suggesting that their

research does not conform to the more traditional and valued research topics (Jayakumar

et al., 2009). Faculty members of color also have less knowledge regarding the criteria

for tenure and promotion and lack collegial support (Cartwright et al., 2009). Ultimately

participants felt that time constraints and the scarcity of willing active mentors and

colleagues negatively influenced their experiences in higher education.

Implications for Higher Education

The U.S. population continues to increase and become more diverse. The

demographics of the students enrolling in college also become more diverse. For this

reason, higher education must be ready and willing to provide an educational

environment that meets the needs of all students. Increasing the means to educate a

diverse student body includes recruiting and retaining diverse faculty. Higher education

institutions may find it beneficial to re-examine and alter the recruitment strategies and

recruit racial minority faculty from groups and organizations that include a wider range

of racial minority faculty.

Mentoring remains one of the most popular methods for increasing the retention

of racial minority faculty. Discussions regarding the significance of mentorship and

support present throughout the job satisfaction and work/life balance literature. The study

results also emphasize the need for more active and adequate mentoring relationships. According to Fischer (2007), effective mentoring includes a reciprocal, empathetic, mutual, and committed relationship where both individuals share responsibilities and a commitment to a successful relationship. Higher education institutions should hold faculty accountable to mentorship relationships and ensure new faculty members are matched with a mentor when they are hired. Mentor programs in higher education should increase access to mentors and ensure racial minority faculty members have the support they need regarding teaching, advising, research, and promotion and tenure policies. Faculty who find mentorship and collaboration to be inadequate and non-existent should also seek mentorship outside of their department. Networking and participating in local, regional, and national committees and professional groups increases access to potential mentors and professionals with whom racial minority faculty may collaborate.

Higher education should also promote and host annual diversity and multicultural trainings, workshops, or seminars to increase conversations about diversity, social justice and multiculturalism, and to educate students, staff, and faculty on the best practices for developing a diverse and inclusive environment. Hosting such activities may also create a more open campus climate and help racial minority faculty feel more safe, secure, and included. Higher education institutions and their departments may also create groups, centers, or programs for racial minority faculty to connect with racial minority faculty easier and faster. The group could also serve as a resource for information about the school and surrounding community related to nightlife, entertainment, churches and hair salons. Institutions should also consider the needs of racial minority students when preparing to create more diverse and inclusive campus and departmental environments.

Several institutions incorporate programs that aim to prepare racial minority doctoral student for jobs in the academy such as the Holmes Scholars Network (HSN) and the Preparing Future Faculty Program (PFFP). Participation in the HSN helps to increase job satisfaction and retention as a faculty member (Fischer, 2007). Higher Education should support the advancement and preparation of their students and ensure programs like HSN and PFFP exist. Institutions should also ensure students are aware of these and other opportunities to develop professionally and obtain mentorship as they prepare for careers in academia.

Most of the recommendations listed above seem may easy and effortless. However, higher education institutions should also examine and assess their policies that hinder or support racial minority faculty recruitment and retention. Language (verbal and non-verbal) should support recruitment and retention of diverse faculty and include ways to ensure the new racial minority faculty members feel welcomed, secure, involved, and valued. This goes beyond a "no discrimination statement" or a diversity committee and includes direct actions and policies attentive to and inclusive of the needs of racial minority faculty.

Ultimately, higher education institutions must work to alter the campus culture. Sallee (2012) and Lester (2013) speak about organizational structures and cultural change when discussing work/life balance. Sallee states that structural support remains inadequate if cultural support does not exist—there must be a cultural transformation for organizational or structural changes to be effective.

Implications for Counselor Education

This study highlighted the importance of support, collegiality, and work/life balance to achieve higher levels of job satisfaction. CED faculty must continue to promote diversity and encourage staff, faculty, and students to immerse themselves in environments and situations that decrease their comfort levels. CED faculty should offer supports for both the racial minority students and faculty whether through formal or informal mentor relationships and hold all personnel accountable to those relationships. Counseling programs should continue to promote courses, workshops and seminars on social justice, diversity, and multicultural issues. The program may also examine their polices and create restrictions on the number of committees or boards on which a faculty member may serve to decrease role overload, and ensure the diversity courses are shared rather than continuously assigned to the racial minority faculty members each semester.

Counselor education programs should also continue to promote self-care and demonstrate their support of this in offering mini retreats, trips, or "family and friends" functions at various points in the semester. This might also provide racial minority the ability to meet others, collaborate, and gain information about the program and/or institution. Borders et al. (2011) suggest ten principles to good practices within a CED program: good communication, feedback on performance, enhances collegial processes, creates flexible timelines for tenure, encourages mentoring, extends mentoring and feedback to students, supports teaching, scholarly development, and professional and personal balance. This study alludes to the need for more research on the experience of racial minority faculty in counselor education to increase knowledge of the experiences of racial minority CED faculty.

Limitations

One limitation for this study included the limited access to organizations and listservs for racial minority faculty members. Numerous educational organizations exist; yet, few of them permit research distribution to their members. Snowball sampling may have also resulted in the limited diversity across participants. An additional limitation of the study involves the researcher's neglect to examine other variables that may also influence faculty job satisfaction and work/life balance such as marital status, number of children, salary, etc. The demographic survey did not include the variables, but the presence of other variables may have influenced participants' level of job satisfaction and work/life balance.

Future Research

Future studies on job satisfaction and work/life balance should include both quantitative and qualitative studies that more thoroughly examine identities, perceptions, professional roles, and institutions. Examining the experiences of adjunct instructors and online instructors through both quantitative and qualitative measures would provide more insight into their experiences and examine their job satisfaction and work/life balance as they are less likely to encounter work and education supports like mentorship and collaboration due to the their less formal, part-time schedules. Further research might also expand to include the perceptions and experiences of other unrepresented or marginalized populations like LGBTQ and persons with physical disabilities, including a discussion of the role intersectionality plays in their daily experiences.

A future research study that includes a quantitative analysis and a more detailed examination of institutions (i.e. Research I, II, III; liberal arts, private, public, etc.) might

be beneficial in understanding the experiences of racial minority faculty in higher education at various institutions as racial minority faculty members' duties and allotment of their time changes based on the type and research level of the institution. Although the study demographic questionnaire included a question about the allotment of faculty time (i.e. service, research, teaching, outreach, etc.) and type of university (PWI, HBCU, or HSI), more specific questions pertaining to the institution might have provided additional information about the racial minority faculty experience.

A future study examining pre-existing organizational structures, culture, and policies related to the recruitment and retention of racial minority faculty would be beneficial. The researcher may examine departmental policies related to women and men maternity and/or paternity leave, allotment of time (i.e. teaching, outreach, service), permitted number of committee assignments, and the rotation of courses, especially the diversity course via qualitative inquiry. A portion of this examination could also include a qualitative study that explores preparation for assistant professor positions and the delay in promotion between associate and full professorship.

Summary

This chapter focused on the discussion and interpretation of the results. The researcher discusses the results of according to each research question, while providing an explanation or rational for the results and connects the findings to previous research. The quantitative results provided information related to the level of job satisfaction and work/life balance among racial minority faculty, the relationship between job satisfaction and work/life balance and difference that exist in the relationship between job satisfaction and work/life balance based on race and discipline. Results demonstrated that African

American have higher levels of job satisfaction and work/life balance than other races, and that role overload, intrinsic rewards and perceived power and suppose significantly influence job satisfaction and work/life balance. The qualitative questions included in the survey aimed to provide insight into faculty of color experiences in academia. Similar results for both CED and non-CED found that many of the factors racial minority faculty perceived to be most satisfying could also be least satisfying gratifying.

Chapter 5

Introduction

According to Jayakumar, Howard, Allen, and Han (2009), faculty of color remain underrepresented in graduate and professional schools across the country. Concerns related to the scarcity of racial minority faculty in academia increase as a larger proportion of Americans chose to attend college (Diggs, Garrison-Wade, Estrada, & Galindo, 2009). As more racially diverse students pursue a range of degrees, the presence of racial minority faculty across disciplines becomes more critical. Faculty diversity is necessary to ensure advocacy, equity, and adequate and effective cultural diversity of a diverse student body (Abdul-Raheem, 2016). Abdul-Raheem suggests that increasing the presence of racial minority faculty brings a wealth of personal, social, and professional experiences that, together, fortify education. Abdul-Raheem further asserts that faculty members of color provide a supportive environment for students of color and contribute to diverse scholarship and instructional styles that aid in student success and development (Turner, Gonzalez, & Wood, 2008). Faculty members of color also serve as mentors and role models for racial minority students (Jayakumar, Howard, Allen, and Han, 2009; Trower, 2009). Despite efforts to promote diverse and inclusive academic environments through events, committees, trainings and workshops, racially minority students and faculty continue to experience inequalities (Abdul-Raheem, 2016) and remain underrepresented (Jayakumar et al., 2009).

Trower (2009) describes academia as a revolving door for underrepresented faculty of color, suggesting that racial minorities leave their faculty positions at a higher rate than White faculty. Trower asserts that racial minority faculty absence and/or their

decision to leave their positions does not occur because racial minority faculty members lack clarity about what it takes to be successful in academia but that other barriers to their retention exists. Undoubtedly, the transition into a higher education faculty position presents as one of the most stressful periods in a professor's career as they attempt to adjust to a new campus, a new position, and become acclimated to the university and department policies (Magnuson, Norem, & Lonneman-Doroff, 2009). However, faculty of color report an increased amount of pressure as they strive to fulfill their professional and work roles (Magaldi-Dopman, Marshall, Rivera-McCutchen, & Roberts, 2015). Not only are racial minority faculty expected to perform the required tasks and responsibilities of other faculty, but their also bear additional burdens.

The stressful experiences in academia may be more pronounced for female faculty of color. According to Harley (2008) African American female faculty also stand as advocates for Black issues, community liaisons, translators of the Black culture, and conduits for others' problems. Harley asserts that African American women are generally over-extended in community and service work; thus, assuming the title maids of academe and the work mules. Harley addresses the dichotomy that exist as African American faculty at PWIs experience both value and stigmatism – viewed as the "black" faculty member fulfilling the special hire or the affirmative action quota. Harley defines being overextended, undervalued, unappreciated and overlooked as a phenomenon called "race fatigue" a syndrome which many racial minority faculty members experience in higher education.

Without racial diversity in higher education, both students and faculty lack a rich and fulfilling experience (Abdul-Raheem, 2016); existence and vitality in higher

education becomes more challenging. Racial minority faculty experiences in academia must be uncovered and addressed in order increase the recruitment and retention of faculty of color, ultimately promoting the success and productivity of faculty, students, and administrators in higher education.

Diversity in Higher Education

According to the Chronicle for Higher Education Almanac 2005-2008, in 2005 faculty of color included a small percentage of full-time faculty (17%). Asians accounted for 7.5%, Blacks for 5.5%, Hispanics for 3.5%, and American Indians for 0.5%. The percentage of faculty of color holding full professor positions displayed more daunting results. In 2005, 3% Black, 6.5% Asian, 2% Hispanic, and 0.3% American Indians held full professor positions (Turner et al., 2008). In fall 2013, there were 1.5 million faculty members in degree-granting postsecondary institutions: 51 percent were full-time and 49 percent were part-time. Of the 51 percent full-time faculty, 79% were White and 6% were Black (NCES, 2015). The numbers, although increasing, demonstrate the need to recruit and retain racial minority faculty.

Brooks and Steen (2010) speak to the low number of Black males in the academy, particularly, the presence of Black males in counselor education. Brooks and Steen assert that the most immediate reason for the lack of Black males in counselor education is the low number of graduation rates for African Americans in high schools. Johnson Bradley, Knight, and Bradshaw (2007) support Brooks and Steen's statement attributing the low number of African American high school graduates to the lack of mentors and adequate recruitment and retention. Students may not receive the support, encouragement, and exposure necessary to guide them into post-secondary education.

Attending a PWI often requires a skill set and level of exposure that some racial minority students may not have. According to Cushman (2007), many students of color are first-generation college students whose parents may be unable to provide assistance in navigating the college application and enrollment process, choosing a major, studying for and taking test, negotiating and understanding the campus culture and networking in a global community. In addition, some of the high schools that teach low-income and minority populations are less likely to provide a college preparatory curriculum and lack certified personnel to teach certain courses, thus making it more difficult for racial minority students to thrive at a more competitive college or university (Toldson & Lewis, 2012). The lack of effective or quality secondary education promotes poor college readiness and results in racial minority student underrepresentation at competitive universities and overrepresentation at community colleges and online universities (Iloh & Toldson, 2013). Also, once in academia, Brooks and Steen assert that the stress, barriers, and limited financial, personal, and professional support delay promotion and tenure. Unwelcoming environments discourage Black counselor educators from pursing faculty positions, thus contributing to the lower number of racial minorities in academia.

The climate and environment plays a huge role in racial minority faculty recruitment and retention. Despite nearly three decades of affirmative action efforts and anti-discrimination legislation, counseling and psychology programs struggle to recruit and retain African American faculty (Fischer, 2007; Jayakumar et al., 2009). The discrepancies related to pay, achievement, support, discrimination, and lack of recognition infiltrate higher education institutions and their departments—even programs like counselor education that stand on diversity and multicultural and social justice

principles outlined in the 2014 American Counseling Association (ACA) Code of Ethics

proclaiming the need for counseling programs to recruit and retain diverse faculty and

students. The ACA (2014) codes add that counselor education faculty must also have an

appreciation, a general knowledge, and a willingness to work with students of diverse

ages, genders, ethnicities, interest, capabilities, backgrounds, and needs. Nevertheless,

institutional, departmental, and cultural barriers exist that further limit and oppress

minority students and faculty, especially at PWIs (Fischer, 2007).

Job Satisfaction Defined

Johnsrud and Edwards (2001) define job satisfaction as an individual's feeling

about her or his job. Job satisfaction includes subjective measures, which involves an

individual's perspective. Ali (2009) introduces a theory known as the two-factor theory

of job satisfaction based on Herzberg's motivation versus hygiene theory. The two-factor

theory include motivators and hygienes that increase and decrease job satisfaction.

Motivators (i.e. achievement, recognition, responsibility, growth, and advancement)

increase satisfaction whereas hygienes (i.e. environmental issues, company policies,

relationship with colleagues and supervisors, and working conditions) decrease

satisfaction (Ali, 2009). Herzberg's theory outlines the purpose of hygienes or extrinsic

factors stating that they do not directly influence job satisfaction, but upon deterioration,

create negative attitudes that foster dissatisfaction.

Faculty job satisfaction includes the examination of recruitment and retention as

well as the barriers that influence faculty intent to leave (McCoy, Newell, & Gardner,

2013). McCoy, Newell, and Gardner (2013) discuss Hagedorn's (2000) model of faculty

job satisfaction, introducing the concept of triggers and mediators. McCoy et al. state that

triggers present as indirect yet influential life events or changes. The institution may not alter these triggers but the impact of the triggers may change based on the institution. Mediators include both motivators and hygienes as one category. Like Herzberg's theory, motivators and hygienes (i.e. achievement, recognition, responsibility, salary, etc.) act as contextual factors that directly moderate faculty job satisfaction and increase or decrease job satisfaction (McCoy et al., 2013). Mediators also include demographics (i.e. gender, ethnicity, institutional type, etc.), and environmental conditions (i.e. working conditions and relationships with coworkers, students, administration, etc.).

In Hagedorn's model, the mediators under environmental conditions are alterable and serve as viable content for understanding disparities in faculty well-being (McCoy et al., 2013). Healthy support and collaboration may foster feelings of contentment, achievement, and status, thus contributing positively to job satisfaction. In the same manner, the campus climate may lead a faculty member to feel excluded, unwelcomed, and frustrated which ultimately results in dissatisfaction.

To examine the generalizability of Hagedorn's model across multiple markers of faculty well-being and to identify the most robust predictors from the environmental conditions in Hagedorn's model, McCoy et al. (2013) conducted a survey of all full-time faculty at a midsize research university in the United States. McCoy et al. found their results to be consistent with the previous literature: men and women faculty were more satisfied when they received more respect. Regarding the institutional climate, the more positive the climate and the more flexibility in the work/life integration, the higher the faculty member's level of satisfaction.

The Collaborative on Academic Careers in Higher Education (COACHE) conducts an annual survey of tenure track faculty workplace satisfaction and success that measure aspects of the institutional climate that affect faculty job satisfaction such as fairness of supervision, professional and personal interaction with tenured colleagues, a sense of fit with the department, personal interaction with peers, and fair and equitable treatment of pre-tenured faculty. The COACHE survey found that all racial minority groups except Hispanics noted less satisfactory personal relationships and found themselves not meshing well with the department. Of the faculty of color, Native Americans and Blacks documented more unfair treatment and fewer opportunities to collaborate with tenured faculty (Trower, 2009). Despite efforts to increase racial diversity and multicultural education and training in higher education, racial minority faculty continue to experience inequalities (Abdul-Raheem, 2016), remain underrepresented, and their achievements nearly imperceptible (Turner et al., 2008).

Job Satisfaction in Counselor Education

Shillingford, Trice-Black, and Bulter (2013) explored racial minority counselor education (CED) female faculty wellness and the factors that influence their professional and personal experiences through a qualitative study. Shillingford et al. (2013) assert that racial minority female CED faculty members encounter various stressors related to racial stereotypes and stigmatizations. They found challenges with students, an overwhelming workload, high expectations, and feelings of alienation (Shillingford, Trice-Black & Bulter, 2013). Racial minority female CED faculty felt that the students questioned their credibility and knowledge and held negative attitudes about the racial minority faculty's member presentation or delivery of material. Racial minority female CED faculty spoke

to the increasing amount of work and an unease over the unexpected involvement in activities that the department deemed relevant but consume time for research and jeopardize the tenure process. Along with feeling alienated, they also felt invisible and encountered the need to work harder and longer hours to prove themselves credible (Harley, 208; Shillingford et al., 2013). Due to the paucity of research and scholarship regarding the job satisfaction of CED faculty, scholars should further explore the barriers that exists and incorporate racial minority CED faculty perceptions and their experiences.

Work/Life Balance Defined

Numerous researchers have attempted to define work/life balance, most of them focusing on the balance between one's career and personal lives (Evans, Carney, & Wilkinson, 2013). Evans, Carney, and Wilkinson (2013) assert that work/life balance represents a balance of time, engagement, and satisfaction across multiple roles. Characteristics related to race, gender, rank, institution type, and family status have presented as possible variables that affect racial minority member's ability to balance work and family (Balancing work-and-life, 2013). According to the role commitment approach to work/life balance, individuals who are engaged and committed to their roles and have a good balance have a higher likelihood of experiencing work/life balance and subjective well-being (Sirgy & Lee, 2015). The distinct division between work and academic life appears to be non-existent as work has become ubiquitous in the lives of many faculty members (Balancing work-and-life, 2013). Higher work demands become detrimental to families as work overflows into the home/personal lives of many racial minority faculty members (Balancing work-and-life, 2013).

Areas of stress include promotion, time constraints, home responsibilities, and governance activities (Harley, 2008). Racial minority faculty members in higher education wear many hats, often taking on the role of teacher, mentor, advisor, supervisor, and researcher. Service is also an aspect of a faculty member's job that can consume much time and energy. Internal service (advising, committees, advisory board, task forces, and other functions) resides as the most significant time commitment for faculty in higher education (Balancing work-and-life, 2013). Faculty members of color strive to fulfill their professional roles as well as their personal roles, whether that title includes wife, husband, mother, or caretaker. Thus, equilibrium between the professional and personal realm appears to be a difficult task universally (Evans et al., 2013).

Work/Life Balance in Counselor Education

Counselor educators are ethically bound to promote self-care, provide opportunities for professional growth and model wellness according to (CACREP) and the Association for Counselor Education and Supervision (ACES) (Wester, Trepal, & Myers, 2009). (Wester. Trepal, & Myers, 2009). ACES (2005) states that their purpose is to advance the profession and to improve the provision of counseling services in all settings of society. While promoting wellness in the classroom, counselor educators must also ensure they practice wellness. The researchers suggest that counselor educators be aware of burnout on the job as well as realizing the importance of balance across their lives to better model and assist their students (Wester et al., 2009). This study emphasizes the barriers faculty of color encounter in higher education. Whether these barriers are particular to racial minority faculty in counselor education is unknown and; therefore, reason to conduct more research related to work/life balance among counselor educators.

According to Haskins et al. (2016), African American mothers experience increased stress and decreased work/life balance in comparison to their White counterparts. Researchers employed phenomenological inquiry to explore the intersectionality of African American mothers in tenured track positions in counselor educator programs. The researchers interviewed eight participants, three single mothers, all untenured, at various master's-and doctoral-level institutions to obtain information regarding their identity as an African American mother in academia, the challenges and successes they experience as an African American mother in academia. The researchers developed six themes. The themes included the following: racialized marginalization, professional strain and neglect, internalized success, and difficulty maintaining balance. Overall, the participants stated that their role as both a mother and counselor educator left them feeling unbalanced and stressed but also feeling a sense of achievement considering their ability to thrive despite their circumstances (Haskins et al., 2016).

Significance

Diversity in academia is almost nonexistent. In addition, the number of racial minority faculty in academia does not adequately represent the diverse demographics of the U.S. population. Faculty members of color in higher education encounter numerous barriers that influence their recruitment and retention. The search for answers concerning the lack of racial diversity in postsecondary education continues and both students and faculty suffer greatly. Considering the benefits racial minority faculty members provide the academy, there is a need for greater concern surrounding their absence. While a great deal of scholarship examines the challenges minority faculty encounter in higher education, there is a paucity of research examining these challenges across disciplines.

Purpose

The purpose of this study was to examine the relationship between job satisfaction and work/life balance among faculty in higher education and to explore the relationship between job satisfaction and work/life balance across race and discipline.

Research Questions

To examine the job satisfaction and work/life balance among racial minority faculty in higher education, the researcher investigated the following research questions:

RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

RQ2. What is the relationship between job satisfaction and work/life balance for racial minority faculty in higher education (CED and non-CED)?

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on race and discipline (CED and non-CED)? Q4. What are the experiences of racial minority CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

RQ5. What are the experiences of racial minority non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

Participants

Participants had to meet the following criteria to participate in the study: (1) 19 years of age or older, (2) a faculty member in tenure, tenure-seeking or non-tenure seeking positions at a graduate program within the United States. In order to ensure statistical power based on the number of variables in the study, the researcher aimed to recruit approximately 55 participants.

Procedures

The researcher recruited participants via various educational organizations and social media platforms such as the American Counselor Education Association ACES, Southern Association for Counselor Education and Supervision (SACES), American Educational Research Association (AERA), the Association for Multicultural Counseling and Development (AMCD), the Counselor Education and Supervision Network (CESNET) and additional educational and social media platforms. The respondents completed a 33-item questionnaire that included a Demographic and Work Experiences Questionnaire, the Occupational Satisfaction in Higher Education Scale, Revised, and a Work/life Balance Scale.

Data Analysis

The analysis included a bivariate correlational analysis and a series of linear regressions to determine the level of job satisfaction and work/life balance among racial minority faculty (both CED and non-CED), and a MANOVA to examine the relationships between job satisfaction and work/life balance among racial minority faculty (both CED and non-CED). Descriptive statistics allowed the researcher to determine the frequency of responses and analyze the differences between respondents based on race and discipline. The researcher synthesized and coded the descriptive data to determine themes. After a second and third review, the researcher transformed the descriptive data into narratives.

Measures

The Occupational Satisfaction in Higher Education Scale, Revised (OSHE_R) includes 58-items measured on 5-point Likert scale with responses including the

following: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly

Agree (5). Scores range from 58 to 290 with the scores above 232 representing higher

levels of occupational satisfaction and scores below 116 representing low levels of

occupational satisfaction. The scale consisted of the following seven subscales: 1)

Perceived power and support, 2) Intrinsic rewards, 3) Role overload, 4) Access to

resources, 5) Perceived relevance of work tasks, 6) Promotion and tenure expectations,

and 7) Striving for success (Hill, 2005). After examining the internal consistency of the

subscales, the researcher omitted the last OSHE_R subscale, "striving for success," from

further analysis due to low reliability (5 items; $\alpha = .460$). In addition, the researcher

removed item #6 in the proceeding subscale, "promotion and tenure expectations."

The Work/life Balance Scale indicated the frequency in which participants have

felt a certain way during the past three months using a five-point scale including the

following: Not at all (1), Rarely (2), Sometimes (3), Often (4), and Almost All of the

Time (5) or Not applicable if the option is unrelated or does not apply to them. The

researcher coded "Not applicable" responses a "missing" value as directed in the scale

scoring instructions. The WLB subscales included the following: work interference with

personal life (WIPL), personal life interference with work (PLIW), and work/personal

life enhancement (WPLE).

Demographics

A total of 64 participants completed the survey and met full criteria. The

participants were analyzed according to discipline group: CED and non-CED. Of the 21

CED participants, the majority identified as female (85.7%), African American (47.6%),

35 to 44 years old, (52.4%), assistant professors (57.1) and serving at PWIs (71.4%). The

results also showed that the majority of CED participants had served in their current position 0 to 5 years (76.2%). The number of non-CED participants reported similar characteristics. Of the 42 non-CED participants, the majority identified as female (85.7%), African American (66.7%), between 35 and 54 (57.2%) years old, assistant professors (45.2%), at PWIs, and reported serving in their current position 0 to 5 years (76.2%). Due to the lower number of diverse races, the researcher split the race group in half to create an African American (59%) and non-African American group (41%).

Results

In regard to job satisfaction, 15.6% of the respondents scored in the high range (232 to 260 or $M = 4$ to 5), and 3.1% scored in the low range (58 to 116 or $M = 1$ to 2). The majority of the respondent's scores (81.3%) fell within the average range. Participants scored the highest on Intrinsic rewards ($M = 4.0$) when examining job satisfaction and highest on Personal life interference with work when examining job satisfaction. Of the 64 participants, the majority scored between 70 and 80 on the WLB scale, which indicated higher levels of work/life balance. A Pearson's r data analysis revealed a significant positive relationship between job satisfaction and work/life balance, $r(62) = .700$, $p = .01$.

Results of the first multiple linear regression to test the relationship between "work interference with personal life" (WIPL) and the six job satisfaction scales indicated that one predictor, Role overload (RO), was statistically significant. Overall, the full model consisting of all 6 job satisfaction scales shared 64.3% of the variance in WIPL, $F(6,57) = 19.875$, p < .001. After examining the results of the backwards elimination regression, RO remained as the sole predictor. The final restricted model

explained 66.7% of the variance in WIPL and demonstrated statistical significance, $F(1,62) = 124.105$, p < .001).

Results of the second multiple linear regression to test the relationship between "personal life interference with work" (PLIW) and the six job satisfaction scales indicated that one predictor, intrinsic rewards (IR) was statistically significant. Overall, the full model consisting of all 6 job satisfaction scales shared 30.5% of the variance in PLIW, $F(6,57) = 4.164$, $p < .01$. After examining the results of the backward elimination regression, IR remained as the sole predictor. The final restricted model explained 25.4% of the variance in PLIW and demonstrated statistical significance ($F(2,61) = 10.364$, $p <$ .001). A Pearson's r data analysis revealed significant positive relationships between PLIW and 5 of the 6 job satisfaction variables. IR yielded the most significant positive relationship, $r(62) = .463$, $p = .001$. As intrinsic rewards related to work increase, personal life interference with work increases.

Results of the third multiple linear regression, backward elimination to test the relationship between "work/personal life enhancement" (WPLE) and the six job satisfaction scales indicated that two predictors, perceived power and support (PPS) and role overload (RO), were statistically significant. Overall, the full model consisting of all 6 job satisfaction scales shared 44.5% of the variance in WPLE, $F(6,57) = 7.629$, $p <$ .001. After examining the results of the backwards elimination regression, PPS and RO remained as significant predictors of WPLE. The final restricted model explained 42.8% of the variance in WPLE and demonstrated statistical significance ($F(2,61) = 22.852$, $p <$ .001).

According to the multivariate tests, African Americans and non-African Americans differ when considered jointly on the dependent variables (WLB), Wilk's Λ = .873, $F(3,57)$ = 2.76, $p \leq$ .05; partial η^2 = .127). Race had a significant effect on WIPL and African Americans and non-African Americans differ significantly on WIPL ($F(1,62)$ = 7.126, p = .010; partial η^2 = .108, with African Americans (M = 3.45) scoring higher than non-African Americans (M = 2.77). No significant difference existed between African Americans and non-African Americans on PLIW ($F(1,59)$ = 1.77, p = .190, partial η^2 = .029), or on WPLE ($F(1,59)$ = .526, p = .471, partial η^2 = .009). The follow-up univariate F test results showed the interaction effect between discipline and race on PLIW to be significant ($F(1,62)$ = 5.784, p = .019, partial η^2 = .089, with CED African Americans (M = 4.40) scoring higher than CED non-African Americans (M = 3.70) on PLIW. Non-CED non-African Americans (M = 4.13) scored higher than non-CED African Americans (M = 3.93) on PLIW.

The second general linear model, backward regression test to examine the independent variables effects on the dependent variables. The multivariate tests revealed that neither race or discipline or the interaction between race and discipline significantly influenced job satisfaction. Examining the tests of between subjects, two dependent variables demonstrated statistical significance: intrinsic rewards (IR) and role overload (RO), indicating that job satisfaction changes based on race and that differences exist between race groups on IR and RO. Race was statistically significant on IR, $F(1,63)$ = 4.160, p = .046; partial η^2 = .066, and RO, $F(1,63)$ = 5.005, p = .029, partial η^2 = .078, with African Americans scoring higher than non-African American on IR (M = 4.20 vs. M = 3.88) and on RO (M = 3.11 vs M = 2.55).

Several themes presented in the participant responses to the descriptive questions. For the questions concerning racial minority faculty (CED and non-CED) experiences, the researcher discusses the themes under the corresponding work/education support item (i.e. mentorship, collaboration, and tenure/promotion). The researcher discovered that many of the factors that racial minority faculty find most satisfying also create a sense of dissatisfaction. The contradicting categories included teaching (load and class size), research, student engagement and interaction, support (equipment, funds, and resources), and collaboration and collegiality. Many participants reported similar feelings when discussing their experiences related to tenure and promotion, mentorship, and collaboration.

Tenure and Promotion

Regarding the tenure and promotion process, racial minority faculty noted the process to be unclear/challenging and requiring support. Many participants remarked on the vagueness in the tenure and promotion criteria and the lack of guidance other faculty willingly provide. "So much of it is too vague. People are unwilling to give you insight into the process by sharing their experiences." Another participant stated, "It was a sink or swim process when I went up..." Two other participants attributed their ability to endure the tenure and promotion process to mentorship: "…I have been fortunate thus far and I credit that to being surrounded by supportive colleagues," and "I had to seek out mentorship and guidance, otherwise, [I] would not have been promoted."

Mentorship

Participants expressed a great concern for the lack of mentorship they receive and expressed the need for more time and availability to establish and grow those

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relationships. Other participants address the absence of mentorship from senior faculty: "There was none. Sink or swim." Another participant added: "What mentoring by senior faculty? You just gotta do the work, son. Learn as you go, ask questions, and quit begging for people to chew your food." Racial minority may feel as if mentorship is nonexistent and, in a sense, that it should not be expected, encouraging other racial minority faculty to survive and thrive in the waves alone or complain do nothing and allow the waves to overwhelm them. Another participant who found mentorship from senior faculty as supportive remarked saying, "she challenges me and encourages me in ways that help me flourish."

Collaboration

Perceptions of collaboration among colleagues display similar concern as one recorded for mentorship from senior faculty; however, the responses directly pertain to collaboration. Again, participants have noted limited opportunity to collaborate based on time and personnel. Time presents a barrier to collaboration for the same reasons it creates a barrier to mentorship –few faculty have the time to engage in coloration due to work overload. Many racial minority faculty found that successful collaboration involves being selective and finding faculty who they work well with. Some collaborations work and some do not. "It depends," reported one participant. Two participants described their experiences related to collaboration among colleagues with feelings of inferiority: "…feel like [I'm] being somewhat take advantage of," and "with some colleagues, collaboration has been great, others simply want their names added to publications."

Despite the lack of time, personnel, fit and balance, some faculty find collaboration to be successful and rewarding. One participant said, "Collaborations have

helped me to be productive." Another participant remarked about the ability to be productive as well: "I've collaborated with a few faculty members in my department and across the university. These have been rewarding experiences because I learned more about myself and how to work with others to accomplish a goal."

Discussion of Findings

RQ1. What is the level of job satisfaction (JS) and work/life balance (WLB) among racial minority faculty in higher education (CED and non-CED)?

The result of the study produced several significant findings. Many of the participants scored in the average range on job satisfaction and scored in the middle to upper level on work/life balance. Regarding the participants' OSHE_R scores, racial minority counselor education (CED) participants scored higher than racial minority non-counselor education (non-CED) faculty and African American participants scored higher than non-African American participants did. Racial minority CED faculty scored higher than non-CED faculty across all variables except intrinsic rewards and promotion and tenure expectations. However, African American participants scored higher than non-African Americans did across all variables including intrinsic rewards, access to resources, role overload, and personal life interference with work.

Based on the scores, it can be assumed that racial minority CED faculty experience higher levels of job satisfaction and work/life balance than their racial minority colleagues in other disciplines.

Based on Johnsrud and Edwards (2001) definition of job satisfaction, job satisfaction is subjective and relies solely on an individual's perception, which increases the variability in participant responses. Jayakumar et al. (2009) conducted a study on job

satisfaction and found Black faculty at more selective institutions to have higher levels of

satisfaction. Jayakumar et al. assert that Black faculty may encounter more scrutiny and

feel devalued, but they are able to thrive and persist if they have the freedom and

autonomy to do the work they value. For example, an employee may feel a sense of

dissatisfaction with the work environment, but express satisfaction with teaching and

work with students (Ali, 2009). African American faculty may also perceive their

experiences or feelings as insignificant due to previous oppressive encounters or

environments that have thickened their skin, increased their grit, and resiliency.

RQ2. What is the relationship between job satisfaction and work/life balance?

To determine the relationship between job satisfaction and work/life balance, the

researcher conducted a bivariate correlation analysis and three linear regressions using

the backwards method. The bivariate correlation showed a significant positive

relationship between job satisfaction and work/life balance—as one variable increase, the

other variable increases. Despite knowledge of which variable proceeds the other, one

may assume that job satisfaction leads, especially when examining the relationship

between the job satisfaction and work/life balance subscale.

The regression analysis presents several significant relationships between the

subscales. In the first regression analysis, all of the job satisfaction subscales except for

promotion and tenure promotion showed significant relationships with work/life balance.

In the final regression model, role overload made a more significant contribution to

work/life balance when examining work interference with personal life. Essentially, as

role overload increases, work interference with personal life increases. The more duties

and responsibilities racial minority faculty members manage, the more likely their work

will spill into their personal lives. This is supported in research that discusses the amount of work racial minority faculty assume, especially due to their race and ethnicity.

In the second regression model all of the job satisfaction subscales except for promotion and tenure promotion, demonstrated significant relationships with work/life balance. However, the final model showed intrinsic rewards remain a predictor of work/life balance. Essentially, as intrinsic rewards increase one may experience higher work/life balance. However, a surprising finding related to work/life balance involved the role of intrinsic. According to the results, participants who reported higher intrinsic rewards, experiencing personal growth and feel valued, stimulated, report more difficulty with work/life balance. The results may differ based on the individual's role and the intrinsic rewards that stem from them (i.e. being single, a mom, a wife, a caretaker, a member of community groups or committee, etc.).

In the third regression analysis, 5 of the 6 job satisfaction subscales, except perceived relevance of work task showed significant relationships with work/life balance. In the final model, Perceived power and support and role overload remained as predictors of work/life balance, particularly work/personal life enhancement. Ultimately participants who report higher levels of perceived power and support (i.e. feeling supported and appreciated), enhance both their work and personal lives. In the same manner, participant who reported higher levels of role overload, reported higher work/personal life enhancement. This finding, too, seems surprising and may speak to the assumption that despite the amount of work, faculty may still feel valued in their work and as if they are making a difference, and that in itself enhances their work and personal lives.

RQ3. Are there differences in job satisfaction and work/life balance among racial minority faculty in higher education based on discipline (CED and non-CED)?

The study aimed to examine whether there was difference in job satisfaction and work/life balance based on race and discipline. According to the multivariate tests, African Americans and non-African Americans differ when considered jointly on the dependent variables work/life balance and job satisfaction. Race demonstrated the most significant influence when considered on work/life balance, particularly on the variable work interference with personal life. The findings suggest that African Americans scored higher than non-African Americans did. This result parallels previous research. According to Diggs et al. (2009), African American faculty members at PWIs report more reaching, advising, and committee work than their white counterparts.

The second multivariate test did not show any significant difference between race or discipline or the interaction between race and discipline regarding job satisfaction and; therefore, one may assume that racial minority faculty have do not differ significantly in their reported levels of job satisfaction; but do so in terms of their work/life balance. Essentially African Americans have higher workloads and are overextended which impacts their work/life balance and cause their work/life to spill into their personal lives. In fact, African American females at PWIs face discrimination issues related to both gender and race; they may also suffer from race fatigue which involves being overextended, undervalued, unappreciated, and known as the representative for the Black race (Harley, 2008).

RQ4. What are the experiences of racial minority CED faculty and (RQ5) non-CED faculty related to tenure, being mentored as a faculty member, and collaboration with colleagues?

This research study aimed to examine job satisfaction and work/life balance among racial minorities in counselor education and non-counselor education. The researcher split the academic disciplines and racial groups in the demographic survey in hopes to examine the experiences for each distinct racial group and discipline. However, due to the lack of diversity in participants, the researcher completed most of the analysis using more operational and functional groups, CED and non-CED and African American and non-African American. The researcher failed to find a larger amount of significance related to discipline groups except when considering the interaction between race and discipline on work interference with personal life.

Qualitative results from the participants offered additional information regarding racial minority faculty experiences. Many of the influential or significant variables discussed in the quantitative data present in the qualitative data and offer supporting information regarding racial minority faculty experiences in higher education. Neither race nor discipline significantly influenced job satisfaction in the regression and MANOVA; however, in the descriptive results, participants note the lack of time, support, and clearer guidelines as influential barriers to tenure and promotion. Writing, researching, and publishing serve as a major part of the tenure and promotion process; however, faculty report time constraints and unsupportive colleagues and faculty as barriers to tenure and promotion (Jayakumar et al., 2009). Participants who received

adequate support acknowledged the significance of that care in their success, productivity, and retention.

Descriptive results related to mentorship and collaboration, factors that impact access to or attainment of tenure and promotion, provided further insight into the experiences of racial minority faculty. Several faculty noted the lack of formal mentorship, while others felt mentorship simply did not exist, and that it did not need to be expected. However, similar to support required in the tenure and promotion process, the racial minority faculty who received mentorship found their experience more fulfilling. Overall, time constraints, faculty support, collegiality, and role overload presented as the most prevalent and influential factors when exploring racial minority faculty experiences related to tenure and promotion, mentorship, and collaboration. Racial minority faculty encounter heavy workloads that lead to lower satisfaction and work/life balance as the work demands spills into their personal lives limiting their time to themselves and their families. Faculty with lower levels of interference experience higher levels of work/life balance. Higher levels of job satisfaction and work/life balance work synonymously to provide a rich and fulfilling experience for racial minority faculty, resulting in higher levels of retention and work/life balance.

Discussion

The purpose of this study was to examine the relationship between job satisfaction and work/life balance among racial minority faculty in higher education. In order to examine the level of and the relationship between job satisfaction and work/life balance based on race and discipline, the researcher utilized a Demographic and Work Experiences Questionnaire, the Occupational Satisfaction in Higher Education Scale,

Revised, and the Work/life Balance Scale. The scale scores revealed that African Americans reported higher levels of work/life balance and job satisfaction. The results displayed a significant positive relationship between job satisfaction and work/life balance and showed that differences in work/life balance existed based on racial groups, but the researcher did not find significant differences in job satisfaction based on race or discipline or the interaction between race and discipline. African American faculty reported higher levels of role overload which increased their levels of work interference on their personal lives. Racial minorities also shared rich descriptive responses related to their experiences in academia. Many of the variables such as teaching, tenure and promotion, collaboration with colleagues, advancements, diversity, etc. that increased satisfaction also decreased satisfaction in both racial minority counselor education and racial minority non-counselor education. Several of the themes included phrases such as requires support, inadequate and rewarding when describing racial minority faculty experiences related to tenure and promotion, mentorship and collaboration. Higher education must increase mentoring and support for racial minority faculty and be willing to examine their culture and policies that promote the negative experiences of racial minority faculty in higher education.

Implications for Higher Education

The U.S. population continues to increase and become more diverse. The demographics of the students enrolling in college also become more diverse. For this reason, higher education must be ready and willing to provide an educational environment that meets the needs of all students. Increasing the means to educate a diverse student body includes recruiting diverse faculty. Higher education institutions

may find it beneficial to re-examine, alter the recruitment strategies, and recruit racial minority faculty from groups and organizations that include a wider range of racial minority faculty. Recruiting faculty exist as one endeavor. The next goal involves retaining racial minority faculty.

Mentoring remains one of the most popular or evident methods for increasing the retention of racial minority faculty. Discussions regarding the significance of mentorship and support present throughout the job satisfaction and work/life balance literature. The study results also speak to the need for more active and adequate mentoring relationships. According to Fischer (2007), effective mentoring includes a reciprocal, empathetic, mutual, and committed relationship where both individuals share responsibilities and a commitment to a successful relationship. Higher education institutions should hold faculty accountable to mentorship relationships and ensure new faculty have a person that can connect with when necessary.

Mentoring may take the form of an extended orientation, partner matching or a mentor may be assigned based on a rank, level, or years in the program. Nevertheless, programs in higher education should increase access to mentors and ensure faculty members have the support they need in reference to teaching, advising, research, and promotion and tenure policies. Faculty who find mentorship and collaboration to be inadequate and non-existent should also seek mentorship outside of their department. Networking and participating in local regional and national committees and professional groups also increases access to potential mentors and professionals with whom faculty may collaborate.

Higher education should also promote and host annual diversity and multicultural trainings, workshops or seminars to both increase conversations about racial diversity, social justice and multiculturalism, and to educate students, staff and faculty on the best practice to a diverse and inclusive environment. Hosting such activities may also create more open campus climates and help racial minority faculty feel safer and included. Higher education institutions and their departments may also create groups, centers, or programs for racial minority faculty to make finding other racial minority faculty easier and faster and offers information about the school and surrounding community. Support remains inadequate if cultural support does not exist—there must be a cultural transformation for organizational or structural changes to be effective.

Several institutions incorporate programs that aim to prepare racial minority doctoral student for jobs in the academy such as the Holmes Scholars Network (HSN) and the Preparing Future Faculty Program (PFFP). Participation in the HSN helps to increase job satisfaction and retention as a faculty member (Fischer, 2007). Higher Education should support the advancement and preparation of their students and ensure programs like HSN and PFFP exist. Institutions should also ensure students are aware of these and other opportunities to develop professional and obtain mentorship as they prepare for careers in academia.

Most of the recommendations listed above seem easy and effortless and they may be. However, higher education institutions should also examine and assess their policies that hinder or support racial minority faculty recruitment and retention. Language should support recruitment and retention of diverse faculty and include ways to ensure the new racial minority faculty members feel welcomed, secure, involved, and valued. This goes

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beyond "no discrimination statement" and includes direct actions and policies with what is best for racial minority faculty in mind. Ultimately, higher education institutions must work to alter the campus culture. Sallee (2012) and Lester (2013) speak about organizational structures and cultural change when discussing work/life balance. Sallee (2012) proceeds to state that structural support remains inadequate if cultural support does not exist—there must be a cultural transformation for organizational or structural changes to be effective.

Implications for Counselor Education

This study highlighted the importance of support, collegiality, and work/life balance in achieving higher levels of job satisfaction. CED faculty must continue to promote diversity and encourage staff, faculty, and students to immerse themselves in environments and situations that decrease their levels of comfort. CED faculty should offer supports for both the racial minority students and faculty whether through formal or informal relationships or courses, workshops and seminars on social justice, diversity, and multicultural issues. Barriers related to lower job satisfaction and work/life balance exist and educators confront the barriers in order to increase racial diversity in counselor education, especially considering the ethical codes and principles that the counseling profession stands on.

Counselor education programs should also continue to promote self-care and demonstrate their support of this in offering mini retreats, trips, or "family and friends" functions at various points in the semester. This might also provide racial minority the ability to meet others, collaborate, and gain information about the program and/or institution. Borders et al. (2011) suggest ten principles to good practices within a CED

program: good communication, feedback on performance, enhances collegial processes, creates flexible timelines for tenure, encourages mentoring, extends mentoring and feedback to students recognizes chair as career sponsor, supports teaching, scholarly development, and professional and personal balance. This study alludes to the need for more research on the experience of racial minority faculty in counselor education to increase knowledge of the experiences of racial minority CED faculty.

Limitations

One limitation for this study included the limited access to organizations and listservs for racial minority faculty members. Numerous educational organizations exist; yet, few of them permit research distribution to their members, especially if the membership is very large.

An additional limitation of the study involves the researcher's neglect to examine other variables that may also influence faculty job satisfaction and work/life balance such as marital status, number of children, salary, etc. The demographic survey did not include the variables mentioned, but the presence of other variables may have influenced participants' level of job satisfaction and work/life balance.

Future Research

Future studies on job satisfaction and work/life balance should both quantitative and qualitative studies that include a wider examination of identities, perceptions, professional roles, and institutions, as well research more specific to counselor education. Further research should explore racial minority faculty perceptions of work interference with personal life and personal life interference with work. Examining the experiences of adjunct instructors and online instructors through both quantitative and qualitative

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measures would also provide more insight into their experiences and examine their job satisfaction and work/life balance as they are less likely to encounter work and education supports like mentorship and collaboration due to the their less formal, part-time schedules.

A future research study that includes a quantitative analysis and a more detailed examination of the type of institution by which the faculty member is employed (i.e. Research I, II, III) might also be beneficial in understanding the experiences of racial minority faculty in higher education. Comprising data on community/2-year colleges, 4-year institutions and liberal arts colleges might have added depth to the results as well. Faculty member's workday and allotment of their time changes based on the type and research level of institution. Although the study demographic questionnaire included a question about the allotment of faculty time (i.e. service, research, teaching, outreach, etc.) and type of university (PWI, HBCU, or HSI), more specific questions pertaining to the institution might have provided additional information about faculty experience.

Further research might also expand to include the perceptions and experiences of other unrepresented or marginalized populations like LGBTQ and persons with physical disabilities, including a discussion of the role intersectionality plays in their daily experiences. LGBTQ populations and persons with physical disabilities might encounter more adversity and negative experiences, especially considering their complex identities. Such dynamics alter the academic experience and would be interesting to explore.

Lastly, a future study examining pre-existing organizational structures and policies related to the recruitment and retention of racial minority faculty would be beneficial to explore and potentially lead to some resolve in the inequalities existing at

the institutional and departmental levels. The researcher may examine departmental policies related to women and men maternity and/or paternity leave, allotment of time (i.e. teaching, outreach, service), permitted number of committee assignments, and the rotation of courses, especially the diversity course via qualitative inquiry. A portion of this examination could also include a qualitative study that explores preparation for assistant professor positions and the delay between associate and full professorship. Because policy and law do not always directly correspond with the heart, even with a change in policy, issues might still arise; however, it would be advantageous to examine the policies and activities that universities or departments might offer to help decrease the negatives experiences racial minority faculty members encounter. The researcher could also examine the experiences of graduate teaching assistants (GTAs) as their roles may be like part-time faculty, lecturers, and adjunct instructors and may provide insight into their preparation for the professoriate.

Summary

Overall, time constraints, faculty support, collegiality, and role overload presented as the most prevalent and influential factors when exploring racial minority faculty experiences related to tenure and promotion, mentorship, and collaboration. Racial minority faculty encounter heavy workloads that lead to lower satisfaction and work/life balance as the work demands spills into their personal lives. Faculty with lower levels of interference experience higher levels of work/life balance. Higher levels of job satisfaction and work/life balance work synonymously to provide a rich and fulfilling experience for racial minority faculty, resulting in higher levels of retention and work/life balance.

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Appendix A

Demographic and Work Experiences Questionnaire

There are several aspects of your job that impact your level of satisfaction or dissatisfaction. Examples include your teaching load, class size, funds, equipment, support, the time allotted for research, the criteria for promotion, and the congeniality of your colleagues. Use the following 5 questions to describe the most and least satisfying aspects of your job.

Q1 Indicate the factors, considerations, or aspects of your job that are most satisfying.

Q2 Indicate the factors, considerations, or aspects of your job that are least satisfying.

Q3 Describe your experiences related to being mentored by a senior faculty member.

Q4 Describe your experiences related to collaboration with colleagues as a faculty member.

Q5 Describe your experiences related to the tenure/promotion process as a faculty member.

This section contains 8 demographic questions. Please choose the answer choice that best fits you.

Q18 Indicate your gender.
○ Male
○ Female
○ Other (Please specify): _____

Q19 Indicate your race.
○ Black or African American
○ American Indian or Alaskan Native
○ Asian Native Hawaiian or Pacific Islander
○ Hispanic
○ Bi-racial/Multiracial
○ White
○ Other (Please specify): _____

Q20 Indicate your age.
- ❍ 19-24 years old
- ❍ 25-34 years old
- ❍ 35-44 years old
- ❍ 45-54 years old
- ❍ 55+ years old

Q21 Select your current rank/position.
- ❍ Full Professor
- ❍ Associate Professor
- ❍ Assistant Professor
- ❍ Adjunct/Instructor
- ❍ Clinical Professor
- ❍ Lecturer
- ❍ Other (Please specify): _____

Q22 Indicate your discipline.
- ❍ Counselor Education
- ❍ Non-Counselor Education

Q22b In the following grouping, please indicate where your academic discipline belongs.
- ❍ Life Sciences (i.e. Biochemistry, Ecology, Public Health, Genetics, Biology, Nursing, Forestry, Nutrition, etc.)
- ❍ Physical Sciences and Mathematics (i.e. Applied Mathematics, Chemistry, Computer Sciences, Physics, etc.)
- ❍ Engineering (i.e. Aerospace, Mechanical, Electric, Biomedical, Civil, etc.)
- ❍ Social and Behavioral Sciences (Communication, Economics, Geography, Psychology, Sociology, etc.)
- ❍ Arts and Humanities (i.e. Literature, Language, History, Music, Philosophy, Religion, etc.)
- ❍ Other (Please specify): _____

Q23 Specify the number of years you have worked in your current position.

Q23b Specify the number of years you have worked in your current profession.

Q24 Indicate the type of institution by which you are currently employed.
- ❍ Primarily White Institution (PWI)
- ❍ Historically Black Institution (HBCU)
- ❍ Hispanic Serving Institution (HSI)
- ❍ Other (Please specify): _____

Q25 Provide your allocation of time to the following academic areas (out of 100 percent):
Research
Teaching
Service
Outreach
Other (Please specify): _____

Appendix B

Occupational Satisfaction in Higher Education Revised

This survey explores some of the factors related to occupational satisfaction in higher education.
Instruction: Please circle the response that fits you the best.

Strongly Disagree   Disagree   Neutral   Agree Strongly   Agree

1.   The overall climate of my department seems supportive.
            SD   D   N   A   SA

2.   I have the opportunity to work to use my skills and knowledge.
            SD   D   N   A   SA

3.   In my faculty role, I experience a high level of autonomy.
            SD   D   N   A   SA

4.   I receive the amount of mentoring that I would like.
            SD   D   N   A   SA

5.   There is not enough resources in my department to support my professional
        development.
            SD   D   N   A   SA

6.   I worry about meeting the expectations of my role as a faculty member.
            SD   D   N   A   SA

7.   My values are consistent with the values espoused by higher education.
            SD   D   N   A   SA

8.   The policies for promotion at my institution are clear.
            SD   D   N   A   SA

9.   I am accomplishing the types of things I would like to at work.
            SD   D   N   A   SA

10.   My work responsibilities conflict with my responsibilities at home.
            SD   D   N   A   S

11.   I influence the direction of my program.
            SD   D   N   A   SA

12.   My relationships with students are good.
            SD   D   N   A   SA

13.   I have opportunities to build social supports at work.

SD   D   N   A   SA

14.   I feel proud of the work that I do.
        SD   D   N   A   SA

15.   I frequently feel overwhelmed in my faculty role.
        SD   D   N   A   SA

16.   I have opportunities to mentor others in the ways I would like.
        SD   D   N   A   SA

17.   I receive clear feedback about my performance.
        SD   D   N   A   SA

18.   I am bored with my responsibilities as a faculty member.
        SD   D   N   A   SA

19.   My department's emphasis on service is congruent with my perception of its importance.
SD   D   N   A   SA

20.   I am proud to work at my institution.
        SD   D   N   A   SA

21.   My work permits me to use the skills and knowledge that I have acquired in my experiences and training.
        SD   D   N   A   SA

22.   I have the resources I need to be successful.
        SD   D   N   A   SA

23.   The students with whom I work possess the qualities that I deem most important.
        SD   D   N   A   SA

24.   I engage in work that I believe is worthwhile.
        SD   D   N   A   SA

25.   My ideas related to curriculum and training are valued by my colleagues.
        SD   D   N   A   SA

26.   I question whether I have chosen the right institution at which to work.
        SD   D   N   A   SA

27.   The requirements of scholarship productivity at my institution fit with my preferences for engaging in scholarship.
        SD   D   N   A   SA

28.   There is discrimination based on sexual orientation at my institution.
        SD   D   N   A   SA

29. My work is appreciated by my colleagues.
    SD   D   N   A   SA

30. My department has adequate resources to support my scholarly interests.
    SD   D   N   A   SA

31. I can manage all the demands on my time and attention.
    SD   D   N   A   SA

32 My professional development needs are being met.
    SD   D   N   A   SA

33. The tenure process seems fair and equitable.
    SD   D   N   A   SA

34. I struggle with balancing multiple demands simultaneously.
    SD   D   N   A   SA

35. I feel satisfied with my ability at work to meet my need for success and
    accomplishment.
    SD   D   N   A   SA

36. I am experiencing personal growth through my work role.
    SD   D   N   A   SA

37. I am not aware of any discriminatory practices at my institution.
    SD   D   N   A   SA

38. I find my work to be stimulating.
    SD   D   N   A   SA

39. I have too much work to do in too little time.
    SD   D   N   A   SA

40. I believe in the philosophy promoted by my discipline.
    SD   D   N   A   SA

41. My expectations of my responsibilities match the realities of my position.
    SD   D   N   A   SA

42. I am recognized for my accomplishments.
    SD   D   N   A   SA

43. Time management seems to be an ongoing concern for me.
    SD   D   N   A   SA

44. I would recommend my current position to others.
    SD   D   N   A   SA

45. The emphasis on teaching at my institution matches my emphasis on the role of teaching.
    SD   D   N   A   SA

46. I do not receive sufficient feedback about my performance.
    SD   D   N   A   SA

47. I spend time in work activities that I do not think are consistent with the mission of higher education.
    SD   D   N   A   SA

48. I invest my energies in tasks that I consider to be valuable.
    SD   D   N   A   SA

49. I am not cognizant of inequities in salary and promotion based on ethnicity.
    SD   D   N   A   SA

50. I am not challenged at work the way I would like to be.
    SD   D   N   A   SA

51. I would choose the same profession again.
    SD   D   N   A   SA

52. I am frustrated with the presence of gender-based obstacles to success within my institution.
    SD   D   N   A   SA

53. I have to compromise my personal values to work at my institution.
    SD   D   N   A   SA

54. I am constantly striving to achieve.
    SD   D   N   A   SA

55. I believe that I am a valuable asset to my department.
    SD   D   N   A   SA

56. I am under lots of time pressure at work.
    SD   D   N   A   SA

57. I wish the level of support that I receive from colleagues would be higher.
    SD   D   N   A   SA

58. I am cognizant of the requirements necessary for tenure at my institution.
    SD   D   N   A   SA

Appendix C

OSHE_R Scoring Instructions

The OSHE_R measures factors related to occupational satisfaction in higher education. All items are scored on a 5-point Likert scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Aagree"). A score of 2 equates to "Disagree," while a score of 4 indicates "Agree."
A score of 3 correlates with "Neutral."
Please note that there are seventeen (17) items that need to be reversed in this scoring procedure. The items that need to be reversed score are: #5, #6, #10, #15, #18, #26, #28, #34, #39, #43, #46, #47, #50, #52, #53, #56, and #57.
Higher scores on the OSHE_R correlate with higher levels of occupational satisfaction. Scores ranging from 232 to 290 suggest high levels of occupational satisfaction, while scores ranging from 116 to 58 suggest low levels of occupational satisfaction.
The overall reliability for the OSHE_R is .949. Validity was assessed by correlating the OSHE to the Job Stress Survey. The reliability coefficient was (-.722) which was significant at the .000 alpha level.

OSHE_R Subscales:
Based on an initial factor analysis, there are seven subscales for the OSHE_R.
Perceived Power and Support
- Reliability = .927
- Fourteen Items (#25, #11, #29, #1, #53, #44, #26, #4, #46, #19, #18, #20, #13, and #57)

Intrinsic Rewards
- Reliability = .899
- Nine Items (#14, #23, #38, #7, #36, #12, #51, #24, and #16)

Role Overload
- Reliability = .874
- Eight Items (#39, #43, 34, #56, #31, #10, #15, and #41)

Access to Resources
- Reliability = .862
- Five Items (#5, #30, #22, #32, and #9)

Perceived Relevance of Work Tasks
- Reliability = .773
- Four Items (#18, #50, #48, and #47)

Promotion and Tenure Expectations
- Reliability = .736
- Four Items (#58, #8, #6, and #33)

Striving for Success

145

- Reliability = .344
- Five Items (#55, #35, #42, #54, and #49)

Appendix D

Work/Life Balance Scale

<u>Work/Life Balance Scale Items Retained after Content Validation Study</u>

<u>Item</u>

1. I struggle with trying to juggle both my work and non-work responsibilities.
2. My personal life drains me of the energy I need to do my job.
3. I feel overwhelmed when I try to balance my work and personal life.
4. My work suffers because of everything going on in my personal life.
5. I am too tired to be effective at work because of things I have going on in my personal life.
6. My job gives me energy to pursue activities outside of work that are important to me.
7. I have difficulty scheduling vacation time because of my workload.
8. I am unable to relax at home because I am preoccupied with my work.
9. I am happy with the amount of time I spend doing activities not related to work.
10. Because of my job, I am in a better mood at home.
11. I often have to make difficult choices between my work and my personal life
12. I have to put aspects of my personal life "on hold" because of my work.
13. I am able to accomplish what I would like in both my personal and work lives.
14. I am in a better mood at work because of everything I have going for me in my personal life.
15. I often neglect my personal needs because of the demands of my work.
16. When I am at work, I worry about things I need to do outside of work.
17. I have difficulty getting my work done because I am preoccupied with personal matters at work.
18. My personal life suffers because of my work.
19. I have to miss out on important personal activities due to the amount of time I spend doing work.
20. My personal life gives me the energy to do my job.
21. I feel that I allocate appropriate amounts of time to both work and non-work activities.
22. I make personal sacrifices to get work done.
23. I come home from work too tired to do things I would like to do.
24. My job makes it difficult to maintain the kind of personal life I would like.