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EXPLORING TRIBAL COLLEGE AND UNIVERSITY (TCU) FACULTY COLLEGIALITY

NORA ANTOINE

A DISSERTATION

Submitted to the Ph.D. in Leadership and Change Program
of Antioch University
in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

September, 2013

This is to certify that the Dissertation entitled:

EXPLORING TRIBAL COLLEGE AND UNIVERSITY (TCU)
FACULTY COLLEGIALITY

prepared by

Nora Antoine

is approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Leadership and Change.

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Abstract

This dissertation study explores Tribal College and University (TCU) faculty collegiality utilizing qualitative and indigenous research methodology approaches. Since collegiality is a multidimensional construct, a Rolling Survey process was developed to provide a vehicle for discussion. Within focus group settings, TCU faculty participants created a composite about their relationships, communications, and professional development. Dialogue affirmed important professional relationships and explored issues that contribute or detract from TCU faculty work experiences. The results of this study further suggest wider applications for leadership and businesses in general, affirming the importance of and the need to support professional working relationships. The electronic version of this Dissertation is at the Ohio Link ETD Center at http://ohiolink.edu/etd.

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Chapter I: Introduction

Situating the Researcher

As a person who has lived and worked predominantly on the Rosebud Sioux Reservation in South Dakota, my research benefits from a particular vantage point. My perspective emanates from my cultural heritage as an enrolled member of the Sicangu Lakota or Rosebud Sioux Tribe and more broadly from my tribal citizenship of the Oceti Sakowin or Seven Council Fires known as the Great Lakota Nation. (For this study, the use of "Native" or "Tribal" or "American Indian" or "Native American" are terms used interchangeably to reference people historically and presently, connected to lands predominately within the United States who have their own distinct languages, cultures, histories, etc.) My research outlook also stems from my upbringing in a Native home and community as well as from my position as a long-time faculty member at one of the oldest Tribal Colleges and Universities (TCUs) in the United States.

From a cultural perspective I am a person familiar with the high expectations stemming from Lakota (Sioux) culture and traditions. These manifestations are revealed, as one might expect, within spiritual or cultural-based ceremonies and activities, but ideally exercised throughout all aspects of personal and professional living. Lakota standards derive from a philosophy steeped in creation stories from *He Sapa* (the Black Hills) that communicate a *Lakol wicoun* (Lakota way of life) that attends to all living things from a relational and collective perspective (Howe, Whirlwind Soldier, & Lee, 2011, p. 3).

This way of life incorporates mindfulness for others, including family, community, and, last but not least, for self. In addition, Native culture encourages purposeful living that originates from Native values and though specific Native values may differ for individual tribal nations, most advocate living in harmony and humility while balancing seminal principles like

generosity, courage, wisdom, fortitude, and respect. As is customary, these early teachings were taught to me by my beloved, late grandparents Lawrence and Mildred as well as a host of other relatives who solidified these holistic cultural understandings. As an example of these values, my grandparents' house was open to all and their home served as focal point where activities were celebrated or convened and guests were treated with high regard and welcomed. I consider myself fortunate to have been raised in such a rich environment that modeled respect and generosity for others. These relatives and others who raised me were hardworking, passionate, and dedicated to service to the wider community. These teachings were also coupled with educational expectations. As such, my grandfather tenaciously championed educational attainment to the extent that I believe my first words were "I'm going to college." This type of advocacy too, resulted in numerous other relatives attaining advanced and specialized college degrees because of my grandparent's legacy and their encouragement.

Due to these cultural and family influences, my career as an educator has been focused, in part, on sharing and perpetuating Native values through higher education for many years though I am also mindful of other indigenous rights and beliefs and consequently find myself in alignment with other similar, under-represented groups. This somewhat protective stance may be a natural instinct given our collective tumultuous histories with dominant peoples and their impulses. As such, my current research efforts with other TCUs are another extension of my beliefs about doing good work with other Native people and organizations. In my current capacity as an instructor for my TCU's Business Management Department, I navigate between Lakota cultural and Western approaches. As one might expect of any college or university instructor, typical duties include teaching courses such as Management Theory and Practice, Organizational Behavior and Development, Conflict Management, and Community

Development, to name a few. Also, as department chair I develop semester schedules, oversee student advising, supervise a department of full-time faculty, recruit, and supervise adjunct faculty and support staff. Aside from teaching and department chair duties for my own academic department, I also convene a monthly department chairs committee and collaborate with other department chairs in providing academic leadership within our respective departments.

In addition, throughout this work, cultural understandings are woven and integrated into the fabric of my professional life by attending to important relational work and standards expected of all TCU employees. As an example, I actively seek ways to blend management principles and Lakota values to emphasize the relevancy of culture. As a TCU faculty member, I derive a great deal of personal satisfaction in creating learning environments that include both standard learning objectives and important cultural understandings. An additional benefit to my work is witnessing our TCU graduates, many of whom choose to live and work within their homelands, make their own contributions and work by enhancing our tribal community's capacity. With this short reference to TCUs, the next section now introduces TCUs and the work of TCU faculty in greater detail.

TCU Faculty and Contributions

Tribal College and University (TCU) faculty serve as educational guides, facilitators, and purveyors of specific types of knowledge for students to embrace, apply, and transform when fulfilling their own academic, professional, and personal goals. Equally important to TCU faculty is promoting and modeling Native epistemology. Beliefs about the importance of cultural attentiveness pertain to philosophical, moral, and cultural ideals of Native American people that TCUs promote. As such, TCUs have become quintessential institutions imbuing educational

opportunity that would not otherwise exist. As one of many TCU faculty and as an enrolled tribal member, I am consequently a very staunch advocate of TCUs.

In terms of specific details, there are fewer than forty Tribal Colleges and Universities within the United States. These institutions are fully accredited and offer a combination of degrees including vocational, associate's, bachelor's, and master's level programs primarily for Native American students. TCUs are geographically located on or near predominantly tribal lands and tribal communities. Though TCUs vary in terms of development, structure, size, and other characteristics they share some common features in that most TCUs are less than 25 years old and have open admissions policies. Predominantly located on remote reservations, TCUs are affiliated with one or more tribes, though generally they prefer to retain independence from tribal governments (AIHEC, 1999, p. 3).

One notable difference between TCUs and mainstream higher educational counterparts is the unique relationship to tribal people, tribal communities, and affiliate cultural worldviews; however, similarities to their mainstream counterparts exist as TCUs too are considered proverbial "bright spots" in the communities they are located. Also, TCUs, like mainstream universities and colleges, are comprised of faculty who together with their colleagues serve as important contributors to their institutions and ostensibly their faculty each has potential to constructively impact not only their own students but also benefit the communities where they work and teach. Altogether, these institutions of higher education symbolize a hopeful future in a myriad of ways.

With respect to TCU faculty specifically, TCU faculty work is multi-faceted both within classrooms and within Native communities due to a plethora of opportunities and challenges. Regarding opportunities, TCUs offer ample ways to network and associate with external

organizations, communities, and tribal and national programs/organizations whose interests often complement and support curriculum and learning for students as well as for faculty. Regarding challenges, these same opportunities might strain already busy faculty schedules on both personal and professional fronts. Of equal prominence are the positions of TCU faculty who provide direct services to students and who also serve their respective administrations in various functions. Working with these distinctly different factions result in TCU faculty effectively being sandwiched between these dual, albeit very dissimilar but equally important, constituencies.

Aside from some general administrative work in which most faculty engage, the hard work manifests throughout the TCU faculty experience. TCU faculty communicate and transmit knowledge of their respective disciplines while balancing Native values and traditions as they remain ever mindful about the role of history in terms of its impact on today's TCU students and tribal communities. Recently, a tribal college staff member from the Northeast prolifically captured the essence of TCU faculty work stating something to the affect that TCU faculty do not just work hard, they do hard work! Yet despite the abundance of challenges that proliferate in TCU learning environments, TCU faculty are some of the most committed and dedicated employees as evidenced by survey results from the American Indian College Fund in 2003 and also in my 2012 pilot study; as such, exploring TCU faculty relationships and in particular, TCU faculty collegiality is an important research endeavor.

Switching to the literature about faculty in general, Dickson (1999) refers to faculty as a cadre of human resources vital to higher learning organizations who directly contribute to the teaching-learning processes. As a construct, faculty collegiality is often articulated within the service-related components of retention, promotion, and tenure (RPT) and referenced in university faculty handbooks and/or faculty employment contracts. More implicitly, collegiality

relates to expectations regarding faculty attitude and behaviors of colleagues. These attitudes reflect expectations held by individual faculty members that their colleagues will each appropriately add to building a supportive work climate (for example, sharing time and resources, contributing to departmental functions such as assisting with informal or formal mentoring of newly hired faculty and participating equitably regarding teaching/committee assignments and student advising) while maintaining courteous and civil relations applicable to a professional, egalitarian setting.

Collegiality is thus a term that is seemingly synonymous with mainstream higher educational institutions and references a set of multidimensional constructs tied to relational interactions between faculty. According to a plethora of scholars, collegiality promotes faculty well-being with the potential to enhance job satisfaction, foster innovation and collaboration, and increase vitality and overall faculty involvement in developing learning communities (Ambrose, Huston & Norman, 2005; Johnston, Schimmel, & O'Hara, 2010; Lane, Esser, Holte, & McCusker., 2010; Marston & Brunetti, 2009; Norman, Ambrose, & Huston, 2006; Ortlieb, Biddix, & Doepker, 2010; and Ponjuan, Conley, & Trower, 2011). Other authors like Balsmeyer, Haubrich, and Quinn (1996); and Sharpe, Lounsbery, and Templin (1997) expanded these notions by articulating the values of faculty interpersonal relations, collaborative equity, and reciprocity. Austin, Sorcinelli, and McDaniels (2007) elaborated on collegiality by naming strategies that enhance collegiality, including: mentoring, encouragement by senior faculty, a welcoming attitude, enacting an interdisciplinary research team concept, involving new faculty, and encouraging leadership to be explicit by prompting new faculty to ask questions and be proactive. Hower (2012) stated:

> The historical context has changed in significant ways, of course, but collegiality still evokes a kind of community represented by a loose camaraderie and mutual respect, extended to others who are members of a shared professional body and tradition. (p. 6)

Johnston et al. (2010) provided behavioral indicators of collegiality to ascertain the validity of certain collegial indicators. This study resulted in a list of 27 collegial-specific behaviors:

> 1) Assists co-workers with job related problems 2) Assists co-workers with personal problems when needed 3) Shares materials when needed 4) Consults with others on work related problems when needed 5) Puts forth extra effort on the job 6) Serves on university side committees 7) Volunteers for appropriate share of extra jobs or assignments 8) Agrees to teach an appropriate share of undesirable courses 9) Displays a generally positive attitude 10) Has positive contact with co-workers within own department 11) Has positive contact with co-workers outside of own department 12) Encourages faculty 13) Supports faculty sportsmanship 14) Avoids excessive complaining 15) Avoids petty grievances 16) Is not disruptive in meetings 17) Negotiates respectfully with co-workers 18) Praises achievements or awards of co-workers 19) Does not gossip negatively about co-workers 20) Challenges perceived injustices in a respectful manner 21) Demonstrates respect towards co-workers 22) Touches base with relevant persons 23) Regularly attends meetings important to departmental functioning 24) Promptly keeps appointments with co-workers 25) Completes committee responsibilities and assignments on time 26) Suggests improvements to the department or college 27) Contributes to joint efforts. (p. 13)

As delineated by numerous authors above, more efforts to deconstruct collegiality and to examine both positive and negative outcomes (regarding the lack of collegiality) have begun to shed light on the importance of the resultant outcomes of collegiality as a means to achieve these desired expressions in a more substantive way. In concluding this section about collegiality, I offer my own interpretation of collegiality as an extension of collaborative efforts by faculty who on various levels, seek support of their colleagues and who hope in return that they will be supported either through formal mentoring processes or informal courtesies. When present, collegiality is often an overlooked and underappreciated construct whereas its absence can be menacingly apparent and potentially wreak havoc not just on individual faculty, but on entire departments and their respective institutions. These and other types of characterizations of

collegiality are instructive but efforts to ascertain specific constructs and their relevance to the TCU context need further consideration. As such, the primary constructs of collegiality for this study include 1) job satisfaction, 2) collaboration/relationship-making, and 3) mentoring. These constructs were derived from a prior critical review of the literature but a cautionary note is warranted that my approach examined the interplay of collegiality elements, rather than a prescriptive approach. A brief overview of these constructs follows beginning first with job satisfaction.

A number of authors such as Cohen (1974), Hagedorn (1996), Iiacqua and Schumacher (2001), and Marston and Brunetti (2009) and have suggested that collegiality is a strong indicator of job satisfaction. Job satisfaction is often articulated in the extant literature in terms of Herzberg's Motivational Theory, which differentiates between intrinsic motivational factors, including those factors that "involve a direct link between faculty and their day to day routine, the actual performance of the job itself" (Iiacqua & Schumacher, 2001, p. 51), and extrinsic motivational factors such as "organizational policy, status, pay, benefits, and overall work conditions" (p. 51). Paradoxically, from this perspective, it would first appear that because TCU faculty members indicate such high levels of job satisfaction, perhaps further examination is unwarranted; however, there are some indicators to the contrary, such as the results from the Voorhees (2003) study:

> American Indian faculty at TCUs apparently face twin competing pressures. First, the commitment to teach at TCUs runs high…. At the same time, they also report that the likelihood that they would take other jobs within three years either in other postsecondary institutions or outside of education to be relatively high. (p. 8)

This contradiction between seemingly high levels of satisfaction coupled with Native faculty's tendency to look to other employment opportunities is perplexing, at best.

Moving now to the adverse side of faculty relations, Ambrose et al. (2005) proposed that collegiality is one of the five sources of both satisfaction as well as dissatisfaction with one's academic job (the other categories include: salaries, mentoring, reappointment, promotion and tenure processes, and department leadership). Though these authors did not explain the causality between collegiality and faculty retention, their research explored a lack of collegiality with a particular focus on the consequences of a lack of investment regarding sharing time and interest in others' work, intradepartmental tensions, and incivility.

With specific reference to incivility, a final puzzling note about TCU faculty and job satisfaction was recently discovered in the aforementioned 2012 pilot study in which a majority of faculty surveyed expressed concern about the management of conflict. Certainly conflict does not cause incivility but both can become problematic if left unmanaged. As a cautionary note, these particular piloted results may not be generalizable to other TCUs; however, it does seem to suggest that addressing a myriad of job satisfaction factors within this continuum is advisable and perhaps may reveal why so many Native faculty indicated their desire to leave their respective TCU campuses.

The second category of collegiality consists of a combination of terms, including collaboration and relationship-making elements. Gersick, Bartunek, and Dutton (2000) pointed to the importance of collaboration, stating "the most prevalent reason for a relationship's importance ... was collegiality… and that good colleagues, in and of themselves, represent a central reward of professional life" (p. 1041). Admittedly, faculty collaborating actions do not in and of themselves guarantee collegiality, yet studies by Ambrose et al. (2005), Graham, West, and Schaller (1992), Lane et al., (2010), Lund, Boyce, Oates, and Florentino (2010), and Umberson, Chen, House, Hopkins, and Slaten (1996), hailed the importance of collaboration

and enhanced work relationships as positive and healthy, echoing Dutton and Dukerich's (2006) conclusions that "high quality connection—high emotional carrying capacity, great tensility and strong connectivity—help to explain why human ties are useful as the relational foundation" (p. 25). In this regard and recognizing that some may "de-value the nurturing elements of relational practice" in general, Edwards and Richards (2002) "warn that this demarcation is a form of sexism where qualities associated with the feminine in patriarchal culture are devalued...and like all isms, must be recognized and confronted" (p. 45). Noted Lakota scholar and longtime TCU faculty Dr. Victor Douville defines the concept of *Wolakota* (in writing about how it applies to the faculty senate or *Waonspekiya Omniciye*) but certainly has applications to faculty collaborative and relationship-making components as well:

> The term ""Wolakota"" means the power of peace or lifestyle. Thus [it] means that the power is in the hands of the people…. One way to attain this is to respect your fellow human beings and other life forms. Everyone who joins in this lifestyle of ""Wolakota"" feels the growth of harmony and unity from deep within….By implanting this concept . . . we can achieve a sense of fairness, credibility and support…. Moreover, accepting "Wolakota" into the system this can boost or strengthen our group unity because the concept of "Wolakota" entails group cooperation and participation. Ultimately, "Wolakota" protects the individual within the group and offers group support for individuals who need it…. It is important to understand that "Wolakota" promotes mutuality that is why everyone, the faculty specifically, must contribute one way or the other. Without this, the group and the individual will be unable to contribute effectively. (Victor Douville, personal communication, September 15, 2004)

As such, living cooperatively, working collaboratively, and forming and maintaining healthy relationships are familiar concepts in most tribal societies. There is thus a cultural precedence among TCU faculty for affirming collegial constructs. In referencing the prevalence of interconnectedness of all things as well as connectedness as a vital axiological and ontological understanding, Kenny and Ngaroimata Fraser (2012) stated:

> This principle is important in most Indigenous societies and contained in Indigenous religious and spiritual belief systems…. Native peoples are reminded of the significance

> of the principle of interconnectivity throughout their lifelong learning, including contexts in higher education. (p. 6)

The third and final category of collegiality for this introduction centers on the importance of mentoring. Kram (1983) postulated that both career and psychosocial functions of mentoring include sponsorship/role modeling; exposure and visibility/acceptance and confirmation; coaching/counseling; protection/friendship; as well as offering/proposing challenging assignments (p. 614). Numerous other authors affirm the prodigiousness of highly functioning mentorship programs that buttress robust environments thereby stimulating enthusiasm, synergy, pride, scholarship, and co-construction serve equally as both expectations and as platforms for successful higher education environments (Cipriano & Buller, 2012; Fletcher & Ragins, 2007; Kalin, Barney, & Irwin, 2009; Morzinski, 2005, and Waldron, 2007).

Within the TCU environment where formal mentoring structures may not be readily available for all, some individuals (especially female administrative leaders) may be left to their own devices in capturing their own learning via informal avenues in absentia of formal mentoring opportunities, according to Manuelito-Kerkvliet (2005); however, referencing once again the aforementioned pilot study at one TCU, 86% of faculty indicated they would willingly mentor other (new) incoming faculty. Overwhelmingly, 96% of faculty respondents indicated they would help others, when asked. These two responses suggest that TCU faculty may be more receptive to mentoring and helping other faculty. This apparent willingness to help and mentor is both admirable and reflective of a quality department argued by Wergin (2003) as "what actually happens in the department" referring to "a shared purpose, strong leadership, interaction among faculty and students, flexibility to change, and a sense of energy and commitment" (p. 9).

I have thus far introduced important constructs consisting of job satisfaction, collaboration/relational practice, and mentoring to provide a window into the collegiality

literature. I will now describe the purpose of this dissertation study, which seeks to explore TCU faculty collegiality.

The rationale and purpose for investigating the topic of TCU faculty collegiality is founded on the importance of relationships between employees, an important element of all organizations. According to a number of authors such as Huston, Norman, and Ambrose (2007), Johnston et al. (2010), Lane et al. (2010), and Marston and Brunetti (2009), productivity and job satisfaction are enhanced when collegiality is present. Examining the significance of faculty and their peer relationships is an important research endeavor as it is "college and university faculty [who] are entrusted with two key tasks by society: the development of minds through teaching and the discovery and dissemination of knowledge through research and scholarship" (Pollicino, 1995, p. 18). As such, the purpose of this dissertation study was to promote dialogue among TCU faculty and to understand how TCU faculty articulate collegiality.

Developing the Rolling Survey Process

Initially, I pondered a range of questions about how to approach collegiality as a research endeavor. After months of reading various qualitative research approaches and not finding what I considered a good match for my research interests, the Antioch director organized a meeting between me and Dr. Jon Wergin of the Antioch Ph.D. in Leadership and Change program. Dr. Wergin (2003) then shared a survey instrument developed by the IDEA Center based upon his book *Departments That Work (DTW)* that provided timely guidance for my research. For the next several months, I collaborated with a representative from the IDEA Center from Manhattan, Kansas, who ultimately granted their official permission to modify their copyrighted instrument. Simultaneously, I also consulted with TCU colleagues for their input in modifying the instrument. This modified DTW survey instrument and subsequent research process came to be

known as a Rolling Survey. At this point, the vehicle for dialogue about collegiality was created to initiate conversations with TCU faculty.

Specifically, the DTW survey instrument was modified for the TCU environment where questions less relevant to TCUs were disregarded as were numerous essay questions to shorten the required time for survey completion. After which, the survey was piloted at one TCU, followed by a convening of those same faculty members to provide feedback about survey results. Also, within this context, permission was granted by this faculty group to use their results in rolling out survey results to other TCUs. (This was a surprising turn of events especially given that there were numerous results indicating "problem areas," however, the academic dean, who is herself a long-time faculty member, offered on behalf of the group that if other TCU faculty could learn and benefit from the survey results, then it was prudent to share them with other TCUs.) The results from this survey were then used as the basis for the Rolling Survey process that was later used to promote further dialogue at other TCUs. I coined the term Rolling Survey to refer to my own approach, which can be likened to other qualitative approaches that affords participants the freedom to address sensitive issues. To foster communication about the survey results, focus groups were organized and facilitated.

Part of facilitating this process entailed establishing general guidelines and encouraging respectful discourse to establish a positive approach which too, is in-keeping with cultural protocols in Native communities. This proactive approach to begin the research process within the tribal communities helps to build on cultural strengths but does not prevent airing concerns or challenges as in the case of this research process which brought to the surface various challenging issues of major concern to TCU faculty (discussed later).

Conceptually, the Rolling Survey serves a dual concept. First, it incorporates the use of a survey instrument and its subsequent results with an intentional process for sharing or rolling out those survey results to other groups. The selection of a survey instrument is wide-ranging and therefore, selecting or designing the survey is a matter of individual choice based on researcher questions, goals, and criteria. The survey instrument then provides initial results derived from one primary group that is shared as part of an ongoing research study with similar or secondary groups. This type of process itself allows the researcher to roll out the initial results to other secondary groups of similar composition and structure (it is important to note that this process is under development, which is also an aspect of this study).

As one of many qualitative strategies and as previously stated, the Rolling Survey approach can offer enhanced understandings of different groups whose structures share similar features and aspirations. At a rudimentary research level, the development and administration of a survey instrument to one group is expeditious. Utilizing these results on an expanded level by rolling out these same survey results to other secondary groups helps to promote a sense of realism, as in this case, where the results served as a vehicle for dialogue about complex or novel issues.

In selecting a primary group, various issues must be considered such as membership access, the level of representation of other organizations or groups being researched, and the willingness of the primary group to share their results with others. Response rates for any survey are important for ascertaining validity. Achieving appropriate response rates is extremely important given its application of use in extending those results out to secondary contexts. Some advantages of using a Rolling Survey strategy include:

- Development and administration of one survey instrument;

- Presentation of authentic data to secondary groups;
- Enhanced sense of safety in discussing provocative findings;
- Providing structure for generating ideas or issues;
- Opportunities for dynamic generation of ideas across groups.

A primary advantage in the Rolling Survey approach is the intentional creation of discursive space. This type of structure allows important themes, opinions, and ideas to surface for secondary results without expending valuable resources administering survey instruments. This depth of research offers an alternative to investing time in cajoling adequate response rates from every research group as adequately managing response rates for survey instruments can be both time consuming and expensive. Some limitations of using a Rolling Survey strategy may include:

- Difficulty in securing primary group;
- Issues of confidentiality and/or anonymity of primary group;
- Generalizability as opposed to transferability is an issue (as with all qualitative approaches);
- Reporting and analyzing combined results;
- Expertise in facilitation skills of focus groups.

Ascertaining congruity between a primary group and subsequent secondary groups may be determined by examining organizational features such as similarities in constituency demographics, mission statements, and size of organizations or group, as well as organizational or group goals, culture, or other characteristics. The researcher should be able to subsequently identify ties between primary and secondary groups; however, missing the mark in aligning

primary groups with secondary groups may inhibit acceptance of survey results by secondary group members which potentially defeats the purpose of the Rolling Survey concept.

Despite willingness and approval by the primary group to extend their results to secondary groups, there may also be issues concerning confidentiality, anonymity, or simple protections of the primary group, especially when difficult or controversial issues emerge. This is a particularly salient point if survey results are sensitive or reveal disparaging information within these groups. Confidentiality and anonymity can be more easily protected if there are numerous types of primary and affiliate secondary groups where identification of a primary group is less discernible. In cases where primary and secondary groups are limited, engaging context-appropriate approaches helps to establish respectful dialogue guidelines and boundaries.

In addition, administering this process requires adept facilitation skills to embrace difficult topics while at the same time appropriately modeling courtesy in promoting dialogue while recognizing both the courage and vulnerabilities of the primary group.

The following is a sample protocol outline for the Rolling Survey approach that was utilized for this study in a focus group format:

1) Welcome of secondary group participants to dialogue
   a) Introduction by facilitator and participants
   b) Dialogue protocols
   c) Dialogue expectations

2) Research requirements
   a) Informed consent forms discussed and collected
   b) Time frame and restrictions
   c) Data collection process

3) Concluding dialogue
   a) Summarizing dialogue
   b) Faculty review of notes for use as data

c) Final questions/comments by participants

As stated, the purpose of the Rolling Survey was to create a structure for dialogue about collegiality. This was an important step as the collegiality construct is multi-dimensional and is (and remains) a somewhat elusive construct.

In initiating this research study, contact with TCUs was initiated to attain information about their respective Institutional Review Board (IRB) processes. Ultimately, those TCUs whose ethics applications were successfully completed in accordance with researcher timelines were asked to participate. Initial introductions and permissions were sought from TCU leadership. Once preliminary approval was granted and a contact was solidified, it was communicated to TCU leadership that faculty who represented diverse backgrounds in terms of academic department, gender, race, and longevity of service would be asked to participate in a scheduled focus group.

For this research study, focus groups comprised of 8-12 full-time TCU faculty members who were then invited to dialogue about the Rolling Survey results. Designing this study within a focus group structure was a sound fit in both in terms of research methodology and research congruency. Generally speaking, it was thought that by asking TCU faculty to discuss issues related to collegiality, that these discussions would then also promote an awareness of collegiality.

As stated, the purpose of utilizing this approach was to create a vehicle to encourage dialogue about elements of collegiality that would most resonate with TCU faculty based on the premise that dialogue among faculty could potentially open up opportunities to share and widen group understandings. This dissertation research process sought to specifically invite TCU faculty to engage in conversations to ascertain which areas might apply to them, which

similarities might exist, which issues might most resonate, and how these results might reflect their own circumstances with reference to collegiality. TCU faculty members were then invited to contribute additional topics that were not addressed on the Rolling Survey. This format was selected to enable TCU faculty to engage in conversations and to make meaning of what was most relevant to TCU faculty. Utilizing a focus group structure also served to highlight the importance of faculty voice and faculty perspectives through narrative.

Communicating the strength and appropriateness of this form of critical inquiry is supported by Norman et al. (2006), who stated:

> Personal narratives situate thought and behavior within the complexity interwoven fabric of real lives, establishing a context in which actions and perceptions can be interpreted and understood. Reflecting on these narratives helps to foster greater consciousness, increased empathy, and more creative approaches to problem solving. (p. 349)

Creating dialogue among colleagues in and of itself aids in promoting collegiality, and learning in a group setting is also culturally appropriate within the TCU framework. Miller (2008) offered poignant and revelatory conclusions about the value of connection-making:

> [T]he more important work on both the personal and the global scene today is not the concentration on how the individual develops a sense of an individuated, separate self, but on how people can build empowering relationships, which, in turn, empower all of the people in those relationships. (p. 379)

In terms of scope, TCUs with the largest full-time faculty numbers were initially selected to participate in this study.

Research limitations for this study are tied to qualitative approaches in general such as the lack of generalizability, level and quality of participant self-disclosure, and the potential for researcher bias. These aforementioned limitations underscore the imperfection of qualitative research inquiry in general, yet illuminate possibilities for future scholarly inquiry about TCU faculty. Instead of generalizability, qualitative research allows for “transferability,” which is

generally considered a prominent feature. Also, qualitative research provides an opportunity to focus on more issues through in-depth treatment instead of generalizing data via number crunching.

In order to minimize limitations for this qualitative research study, various approaches were incorporated to ensure transparent and authentic outcomes (in a quantitative study, this is tantamount to triangulating the data) such as participant oversight and self-checking via dissertation journal entries. In reference to participant oversight, TCU faculty reviewed notes that were written on visibly located easel paper to verify written comments for accuracy. At the conclusion of each focus group, TCU faculty were also asked to provide responses reflecting on their experience by first indicating what they thought they might think/feel/believe about collegiality and then compare those perceptions to what they ultimately think/feel/believe about collegiality. This information was collected on Pre then Post (PTP) reflection forms.

The final step in ensuring respect, transparency, and authenticity for this research process resulted in organizing a final focus group consisting of a subset of the originating TCU faculty members of the primary group. Convening this group was also constructive in providing feedback from secondary groups, back around to faculty members of the primary group (in assessment processes, this is tantamount to "closing the feedback loop"). These primary group members were comprised of faculty who were department chairs and most were full-time faculty. This meeting was also structured in a focus group format and faculty participants were provided with a verbal summary of the data that was collected. This final convening afforded an opportunity for primary group members to share their reflections and when asked for final thoughts, their main request focused on sharing research outcomes beyond the dissertation process.

A brief road map now describes remaining chapters beginning with Chapter II that offers a literature review of research related to collegiality including its barriers and benefits. Chapter III addresses the methodology of focus group inquiry and the importance of narrative. Information about facilitation skills as necessary for successful group dialogue, structure, and processes will also be included in this chapter. Chapter IV conveys the results of this study while Chapter V provides an analysis and interpretation of those results. Finally, Chapter VI addresses implications for leadership and change.

Chapter II: Literature Review

Most faculty have come to expect academic freedom when designing and delivering their courses in order to explore and enhance their individual academic and intellectual curiosities. Likewise, faculty expect their academic colleagues to promote an amiable work environment that is collegial. This set of expectations, commonly referred to as a psychological contract, suggests that most employees have ideas about their work and how they will be treated by others while at work. In addition, most professions lend some amount of credence to advancing collegiality within the workplace. In reference to the teaching profession, Balsmeyer et al. (1996) defined collegiality as an expectation or "an attitude about professional relationships that leads to genuine collaboration, potentiated individual endeavors and mutual respect" (p. 264). Over time, faculty hopes for greater collegiality formally evolved during the 1940s into the formation of the American Association of University Professors (AAUP) by a small group of academics who developed the Declaration of Principles, which later morphed into the Statement of Principles on Academic Freedom and Tenure. Though tenure is not the focus of this literature review and generally not applicable to TCU faculty (most TCU faculty have year-to-year employment contracts), tenure is connected to the issue of collegiality as it not only refers to a type of merit system based on the quality of teaching/scholarly productivity and service-related expectations, but also on faculty relations as well. Exploring collegiality is thus a relevant topic given that historically, university faculty singularly had few protections when they "proposed, announced or published views that were not consistent with those . . . in power . . . whether that faculty was Galileo or Charles Darwin" (DeFleur, 2007, p. 107). The work of faculty is important to higher

educational systems, asserts Dickson (1999), who refers to its faculty as the "technical core" (p. 31).

Stated previously, some TCU structures and processes are similar to their U.S. educational counterparts. As such, this dissertation study explores how and if TCU faculty articulate similar collegiality expectations noted in the extant literature. This chapter of the dissertation provides historical and geographical information about TCUs and presents a literature review of research on collegiality that includes consideration of history, trajectory, and other relevant issues. The next section explores benefits and strategies to enhance collegiality and examines the consequences when collegiality is lacking. The subsequent section explains in more detail, the primary constructs of collegiality: job satisfaction, collaboration and relational practice, and mentoring. Concluding remarks address both the importance of qualitative approaches relevant to the topic of collegiality as segue into the next chapter focusing on methodology.

Introduction to Tribal Colleges and Universities (TCUs)

Tribal Colleges and Universities (TCUs) are important to many Native American communities. Most have relatively small student bodies that are predominantly American Indian, and:

- most are located on remote reservations, with limited access to other colleges;
- most were chartered by one or more tribes, but maintain their distance from tribal governments;
- all have open admissions policies; and
- all began as two-year institutions. (AIHEC, 1999, p. 3)

Currently, there are 36 Tribal Colleges and Universities within the United States, the majority of which are affiliated with each other through the American Indian Higher Education Consortium (AIHEC). AIHEC was conceived in the early 1970s as an entity to serve and promote TCUs in policy, fiscal, and legislative development. According to their website, AIHEC provides:

> [L]eadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures and communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs. . .and is supported by member dues, grants and contracts. (AIHEC, 2013, p. 1)

Information for all affiliated TCUs by name, tribal affiliation, and location is indicated in the following table. For the purposes of this study, additional information within the table indicates the number of (approximate) full-time faculty at each TCU derived from either individual TCU websites or from direct phone inquiries to individual TCU administrative offices.

Table 2.1

AIHEC Affiliated TCUs

Tribal College Name	**Tribal Affiliation/Location/Number of Faculty**
Aaniiih Nakoda College Formerly called Ft. Berthold Community College	Three Affiliated (Mandan, Hidatsa and Arikara), New Town, ND; 24
Bay Mills Community College	Bay Mills Indian Community/ Brimley, MI; 19 Faculty (not stated whether full or part-time)
Blackfeet Community College	Blackfeet, Browning, MT; 26
Cankdeska Cikana Community College	Spirit Lake Sioux, Fort Totten, ND; 22

Chief Dull Knife College	Northern Cheyenne, Lame Deer, MT; 14
College of Menominee Nation	Menominee Nation, Keshena, WI; 33
Diné College	Navajo, Tsaile, AZ ; 63
Fond du Lac Tribal and Community College	Fond du Lac Band of Lake Superior Chippewa, Cloquet, MN; 64
Fort Peck Community College	Assiniboine and Sioux, Poplar, MT; 24
Haskell Indian Nations University	Federally chartered serving Tribal Nations across U.S., Lawrence, KS; 44
Ilisagvik College	Inupiaq Nation, Barrow, AK; 12
Institute of American Indian Arts	Congressionally chartered serving 112 different tribes, Santa Fe, NM; 20
Keweenaw Bay Ojibwa Community College	Ojibwa, Baraga, MI; 5
Lac Courte Oreilles Ojibwa Community College	Lac Courte Oreilles Band of Lake Superior Band of Chippewa, Hayward, WI; 15
Leech Lake Tribal College	Leech Lake Band of Ojibwe; Cass Lake, MN; 12
Little Big Horn College	Crow; Crow Agency, MT; 16
Little Priest Tribal College	Winnebago Tribe of NE; Winnebago, NE; 9
Navajo Technical College	Navajo; Crown Point, NM; 21
Nebraska Indian Community College	Umoho and Santee Sioux; Macy, NE; 13
Northwest Indian College	Lummi; Bellingham, WA; 14
Oglala Lakota College	Oglala Lakota; Kyle, SD; 48

Saginaw Chippewa Tribal College	Saginaw Chippewa Tribal Nation; Mount Pleasant, MI; 17
Salish Kootenai College	Salish, Pend d 'Oreille and Kootenai; Pablo, MT; 67
Sinte Gleska University	Sicangu Lakota; Mission, SD; 40
Sisseton Wahpeton College	Dakota; Sisseton, SD; 11
Sitting Bull College	Hunkpapa Lakota; Fort Yates, ND; 22
Southwestern Indian Polytechnic Institute (SIPI)	Multiple Tribes across U.S and Canada; Albuquerque, NM; 15
Stone Child College	Chippewa-Cree; Box Elder, MT; 9
Tohono O'odham Community College	Tohono O'odham; Sells, AZ; 16
Turtle Mountain Community College	Turtle Mountain Band of Chippewa Nation; Belcourt, ND; 40
United Tribes Technical College	Various tribes; Bismarck, ND; 47
White Earth Tribal and Community College	Anishinaabe; Mahnomen, MN; 6
Associate Members:	
College of the Muscogee Nation	Muscogee; Okmulgee, OK; 6
Comanche Nation College	Comanche; Lawton, OK; 4
Red Lake Nation College	Ojibwe; Red Lake, MN; 11
Wind River Tribal College	Arapaho and Shoshone; Fort Washakie; 3

Note. From www.AIHEC.com. Copyright 2013 by AIHEC. Reprinted with permission.

Notably, most TCUs are located on or near federally recognized Indian lands and/or in close proximity to Native populations. Appendix A contains a map indicating specific locations

of the TCUs within the United States. Approximately 770 full-time TCU faculty teach courses similar to faculty from most other college and university courses within the United States. Generally, TCU faculty are not evaluated on the same level as their non-TCU peers with respect to the "publish or perish" dichotomy. Additionally, TCUs are categorized as teaching institutions, not research institutions.

The little information available about TCU faculty was generated for a 2003 survey contracted by AIHEC and the American Indian College Fund (AICF) to the Voorhees Consulting Group. Some interesting results from this study revealed that most TCU faculty members are non-Native (and mostly White), possess master's degrees, and are profoundly committed to teaching. Native TCU faculty are equally qualified in terms of their credentials (and those that are less academically prepared and very interested in advancing their education) and are equally committed to teaching but unlike their non-Native colleagues, Native faculty reveal that if provided an opportunity they would consider leaving their TCUs within the next three years (Voorhees, 2003) . Though this study did not explore Native faculty's planned mobility, it does provide plenty of speculation for further study.

Context of Collegiality

From an indigenous perspective, cultivating harmonious relationships is an embedded cultural expectation but prior to delving into this, an overview of the context of collegiality follows. The state of the extant literature indicates that the process of coming to terms with collegiality has been an arduous one, prompting Tillman (2006) to track the progress of prior scholars who had attempted to define and characterize collegiality. Tillman begins with a reference to Lorenzen's definition of collegiality as "the state where co-workers in an organization treat each other equally and fairly" within an environment that values "equal power

and authority" (p. 92). Tillman (2006) goes on to cite Schrodt, Cawyer, and Sanders' statement that collegiality is "frequent socialization together outside of the work environment and during work hours" (p. 93). Diamantes, Roby, and Hambright (as cited in Tillman, 2006) defined collegiality as "working collaboratively and effectively with colleagues" (p. 94), while Horn, Dallas, and Strahan (as cited in Tillman, 2006) maintained that collegiality involves "productive relationships with peers—colleagues" that demonstrate "respect" (p. 94). Tillman also cited Hertzog, Pensavalle, and Lemlech's assertion that collegiality is the "establishment of a professional relationship for the purpose of service and accommodation through a mutual exchange of perceptions and expertise" (p. 94). Finally, she noted Sands, Parson, and Duane comment that collegiality consists of an "exchange between peers" (p. 95).

Tillman (2006) went on to note that most studies she reviewed lacked a precise definition of collegiality, although she recognized that perhaps this deficiency was not a deliberate oversight but rather more of an axiomatic faculty expectation. As such, Tillman's study spanned a 15-year timeframe and revealed that although there was a prevalence of research alluding to collegiality, these studies failed to fully articulate a definition of the concept. Tillman (2006), in her acknowledgement of this minor, albeit important, point, ultimately developed her own definition of collegiality as "A mostly unwritten and embedded collaborative process that unfolds at different levels (individual, departmental, institutional, and disciplinary) around research, teaching, mentoring, and service" (p. 92).

Other writers have also grappled with the concept of collegiality such as Goodman (1962) who referred to faculty as a "community of scholars" (p. 74). Likewise, Clark (1979) referred to this faculty community as one whose strength has the "bonding power…of a family benediction, fraternal handshake, guild oath, and a military salute all rolled into one" (p. 254).

From a human relations perspective, Millett (1962) expanded this notion of faculty as a distinct community, noting "this process of bringing together … is achieved not through a structure of superordination and subordination of persons and groups but through a dynamic consensus" (p. 235). Millett went on to describe the academic community as a profession that has "a high degree of knowledge and technical skill utilized by the individual in the service of others" (p. 235) and an acquired and articulated code of ethics as scholars who gain understanding:

> First, the scholar seeks the truth and accepts any existing concept of truth only tentatively, recognizing that new concepts may develop from further examination, fact gathering, or insight.
> Second, the scholar is tolerant of opposing points of view, even though he may reject the reasoning which is used to uphold them.
> In the third place, the scholar has a high standard of integrity, believing that the individual must perform his work honestly and to the best of his skill and ability and must clearly acknowledge his intellectual debt to others.
> In the fourth place, the scholar recognizes limits of his scholarship. He is a specialist in his particular field of study, but the authority of his knowledge does not necessarily extend to other fields of knowledge and does not necessarily provide answers to a variety of practical problems of the everyday world.
> Finally, the scholar respects the dignity and worth of each individual, whether he be a colleague, fellow worker in a particular academic community, student or someone beyond the academic community itself. (p. 72)

Hoyle (1989), too, was less concerned about defining terms as hallmarking important elements of a collegial model, noting that an important component is communication.

> Whereas the bureaucratic model maintained a rigid hierarch characterized by primarily downward communication, the collegial model was characterized by the need for faculty to be free from organizational constraints and augmented much more open communication and group consensus. (p. 15)

Bess (1988) offered that "collegiality despite its frequent use … is a relatively unexplored concept … since the claim is frequently made that collegiality is critical to organizational effectiveness in higher education" (p. 86). Bess (1992) strove for "ordinary language" when providing a definition such that "informal and unobtrusive measures of collegiality ... can be obtained by knowledgeable persons in the field" (p. 4), arguing for improved articulation as a

social construct based on collegiality as culture (norms that dictate professional workings and expectations, politics, and reciprocity expectations), collegiality as structure (decision-making avenues, hierarchy, intellectual skill sets, supervision, mutuality), and collegiality as behavior (altruism and pro-social propensities). Bess (1992) further added that the "meaning of collegiality as interpreted through the functions it serves thus reveals still more multidimensionality in the concept that are unique to the academy and meets organizational needs" (p. 32) such as:

> Latency – the need of all organizations to maintain patterns and reduce tensions;
> Integration – the need to establish collaborative arrangements so that different parts of the system work together smoothly;
> Adaptation – the need of the organization efficiently to secure resources from outside and distribute them inside;
> Goal Attainment – the need of the organization to make salient the goals and objectives of the organization and to permit members the opportunity to find satisfaction in their achievement. (p. 32)

As demonstrated above, early references to collegiality cited in the literature were often high in expectation but lax in definition. This was followed by more conscious efforts to provide concrete definitions and to examine the impact of collegiality both in terms of positive and negative outcomes by articulating observable behaviors both on paper and in practice. In recent years, more attention to the subject has shed light on the importance of collegiality and provided a means to these desired expressions in a more substantive manner. Cipriano and Buller (2012) were emphatic about the relevance of collegiality:

> Collegiality is instantiated in the relationships that emerge within departments and in the manner in which members of the department interact with and show respect for one another, work collaboratively in order to achieve common purposes, and assume equitable responsibilities for the good of the unit as a whole. It is not an exaggeration to say that in higher education, with its emphasis on consensus-based decision-making, collegiality is the cornerstone of professional work. (p. 46)

Reynolds (1992) found that in order for collegiality to exist, faculty efforts must be deliberate and faculty too, must practice collegiality. Tillman (2006) encouraged finesse:

> Like gift giving or joke making in an unfamiliar cultural setting, one may see others doing it without being able to ascertain how to go about it, while those who perform [collegiality]" are unable to adequately describe their actions further underscoring the seemingly nebulous nature of collegiality. (p. 101)

Expanding upon the above definitions, Lund et al. (2010) developed a rubric about faculty dispositions. Specific to collegial-related behaviors, these authors cited informal interactions with other members of faculty, positive attitudes at work, agreeable disagrees, mentoring new and clinical faculty, being respectful of other's ideas, support of open dialogue and cordial behavior, attentiveness to others, and treating staff as part of a team. Austin et al. (2007) elaborated on collegiality by naming strategies that enhance collegiality, including: mentoring, encouragement by senior faculty, a welcoming attitude, enacting an interdisciplinary research team concept, involving new faculty, and propelling leadership to be explicit in encouraging new faculty to ask questions and to be proactive. Meanwhile Lund et al. (2010) acknowledged *"non-verbal* behaviors…as those intangible items that make a department or college a pleasant place to work (the ethos of a department) and where everyone pulls a fair share of the load" (p. 269).

In reality though, establishing and maintaining a collegial work environment in higher education is truly the work of an entire system. Reaching beyond the faculty base, Fischer (2009) reached out to department chairs because of his assertion that they share responsibility for fostering collegial relationships by:

> modeling respectful discourse, expressing appreciation, hosting social events and lunch meetings, sharing information, informally consulting with and involving colleagues, distributing responsibility, supporting reading groups organized around certain topics, setting up forums where faculty members can discuss teaching or present their research – in short, creating a vibrant social context for decision-making and debate. (p. 24)

According to Wergin (2003), department chairs and other key faculty play a key role as those who "understand the unique dynamics of an academic culture" so they may assist faculty to "know themselves well and have a clear sense of niche within their departments" allowing them to "transcend comfortable collaboration" (pp. 129-130). Wergin went on to suggest self-knowledge is accomplished by offering space to promote respect in an atmosphere of robust dialogue as well as by creating opportunities for constructive criticism.

Cipriano (2011) also suggested a systems approach to building collegiality with special emphasis on the actions of department chairs in building institutions, departments, and relationships. Cognizant of the important role of department chair leadership, Cipriano acknowledged that most department chairs have not been trained for the many types of administrative duties they engage in, though they appear to be interested in promoting collegial environments. Nonetheless, faculty have "professional" expectations of their chairs and expect them to be visible, available, humble, positive, transparent, consistent, appreciative, objective, and good listeners who have both vision and integrity and who support meaningful work (Cipriano, 2011). Now having covered the context of collegiality, the next section will review strategies proposed in the literature to enhance collegiality as well as the subsequent consequences of those strategies.

Benefits and Strategies Enhancing Collegiality:

Gappa, Austin, and Trice's (2007) *Rethinking Faculty Work* indicated collegiality is one of five essential elements of an academic workplace and stated that "faculty members have a right to expect collegiality and a responsibility to demonstrate it" (p. 319). Thus, they offered the following strategies to "nurture" and grow collegiality: first they suggested simply that colleges and universities design campuses and/or campus space to encourage faculty to be

physically located near each other. They also suggested faculty lounges provide meaningful, informal interactions to occur (though they also realize such places are declining but counter that accessible coffee spots are feasible and cost-effective alternatives). In addition, they suggested the creation of planned opportunities. By this, they stressed the importance of missioned-events or occasions packaged as opportunities where dialogue of both academic and social conversation can occur to enhance collegial interaction. Finally, they suggested the importance of creating group-focused or learning communities where faculty co-construct, co-teach, co-facilitate, and manage courses crossing disciplines and departments. Thus, attention to the value of proximal physical structures and amenities are considered valid considerations in furthering collegiality, as is mindfulness regarding faculty proximity to each other (accomplished more readily by mentoring as well as other forms of collaborative programming, which will be discussed later). Other collegial-enhancing strategies were offered by Massy and Wilger (1994) who pointed to:

> collegial organizations that emphasize consensus, shared power, consultation, and collective responsibilities coincidentally share characteristics of departments that support good teaching, described as having a supportive culture, frequent interaction, tolerance of differences, generational and workload equity, balanced incentives, consensual decision-making, and effective department chairs. (p. 12)

They further indicated characteristics of exemplary departments that emphasize teaching whose faculty have regular interaction and who accept differences, who share equitably in their department's work, and who are involved in peer evaluation making decisions utilizing consensus models. When taken all together these actions manifests a "pattern widely recognized in higher education: collegiality" (p. 11). Silverman (2004) viewed collegiality as dependent upon faculty perceptions and provided an instructive list in developing collegial relationships:

> Do your fair share of department work; Treat your department colleagues with respect; Maintain a low profile about your accomplishment and honors; Be helpful to colleagues when they make reasonable requests; Conduct yourself in a professional manner; Conduct yourself in a manner that minimizes risks to sexual harassment and cultural

> insensitivity or discrimination; Be yourself-not a stereotype of how you believe a professor should appear/behave; Apply for extramural funding that isn't entirely self-serving; Conduct yourself in ways that will cause you to be approachable by colleagues; Mentor junior faculty, particularly new hires if they seek such help from you; Be willing to negotiate, compromise, and be a good listener; Demonstrate tolerance and thoughtfulness; Foster a sense of community. (p. 116)

Like their predecessors, Cipriano and Buller (2012) endorsed specificities and built upon these notions by documenting observable and laudable expectations with a Collegiality Assessment Matrix (CAM) that promulgates observable activities such as:

- Collaborating with other members of the faculty and administration.
- "Stepping up" when needed, such as agreeing to serve on committees or performing a task for the good of the group.
- Following through on professional tasks, meeting deadlines, and carrying out all relevant responsibilities.
- Respecting the decision-making processes of the unit.
- Communicating with others respectfully.
- Relating to others in ways that are constructive, supportive and professional. (p. 47)

Hagedorn (2012) implored a much more introspective look at the importance of inner health, beginning with a reference to Aristotle, who was purportedly "the first to have reported a direct relationship between happiness and finding meaning and purpose in life" (p. 490), and then by referencing Michael Argyle, considered the contemporary father of happiness, whose study synthesized the root of happiness as culminating from positive social relationships. Hagedorn (2012) presented these examples to ultimately signify the importance of self through self-awareness. She went on to incorporate studies from the Oxford Happiness Questionnaire in addition to results from her own Purpose in Life (PIL) instrument (derived from input of 700 members of the Association for the Study of Higher Education or ASHE), and suggested that

"introspection is important because we cannot withstand the challenges of a changing future unless we prepare ourselves and understand ourselves" (p. 505). These conclusions mirror prior studies (though Hagedorn confesses some may smirk at her audacity to contemplate such musings as "the meaning of academic life") that indicated the power of connection. Hagedorn (2012) closes this section with quotes by renowned people who accentuated her views:

> "Singleness of purpose is on the chief essentials for success in life, no matter what may be one's aim."– John D. Rockefeller (1837-1927)
> "True happiness… is not attained through self-gratification, but through fidelity to a worthy purpose." – Helen Keller (1880 – 1968)
> "The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace, and brotherhood." Martin Luther King Jr. (1929-1968). (p. 506)

Lack of Collegiality and Its Consequences:

This section begins by identifying consequences regarding a lack of collegiality beginning with Fischer (2009) who alluded to the "importance" of collegiality as well as its "endangerment" (p. 24). In a related manner, Shoho (2006) lamented "the contradictions and inconsistencies that belie the profession of scholars in universities" who "are often viewed as models for effective leadership and practice" but who ironically "lack the collegiality among colleagues (i.e., cultural dysfunction) and the dissonance between espoused beliefs and behavioral practices" (p. 32). Reasons for the lack of collegiality abound. Beatty (2011) pointed to emotional naiveté:

> [P]rofessional silence on matters of emotion ensures that the iron cage of bureaucratic hierarchy remains impersonal and resistance to change… as well as *presentism* exacerbated by this pressure that keeps people focused on quick fixes, immediate results, and technical interventions to improve test scores that have little or nothing to do with a deep understanding of teaching and learning for a sustainable world. (pp. 262-263)

Macfarlane (2005) wrote of his concerns about the lack of collegiality, and described this type of faculty as "less communal and more isolated contrary to the collegium that is central to a

sense of collective, academic identity" (p. 309). Johnston (2013) discussed the malady of a "non-functioning professor" [whose] "personal decline distresses the profession as a whole" (p. 58). Compounding the situation is the quagmire of service activities faculty are responsible for, including:

> counseling students, mentoring junior and less experienced colleagues, developing links with employers or community groups, interacting with professional groups" since these service-related functions "are the 'glue' that supports teaching" – though they are simultaneously 'trivialized' "further marring overall participation and negatively impacting collegial networks. (p. 299)

Collegiality was one of the five sources of satisfaction and dissatisfaction in the workplace, according to Ambrose et al. (2005). Though their research did not explain the causality between collegiality and faculty retention, their research explored specificities about collegiality inclusive of the following three categories: 1) time and interest; 2) intradepartmental tensions, and the presence of 3) incivility. Faculty who felt their colleagues' support (as expressed through time and interest) were more likely to convey sentiments of collegiality. Intradepartmental tensions (competition, conflict between traditional and emerging areas, committee assignments, etc.) that created an atmosphere of mistrust, rancor, and incivility was a final concern where inappropriate behavior ran the gamut from verbal slights to outright hostile actions. From Allen's (2012) perspective, "Collegiality is not likability or socialability;" rather it is a "professional, not personal, criterion relating to the performance of faculty member's duties within a department" (p. 5). Allen thus observed that when some work-related relationships become strained, there was a greater tendency for affected faculty to withdraw from their colleagues and, consequently, to withdraw from departmental activities.

Huston et al. (2007) explored a different concern in their research on the consequences of disengaged but productive senior faculty. First, they defined "disengagement" by the following criteria based on faculty behaviors:

> a)withdrawal from intellectual exchange and collaboration with colleagues; b) disengagement from decision-making processes, c) deliberate withdrawal from departmental social activity, and d) disengagement from mentoring relationships (or giving advice to junior faculty). (p. 496)

In essence, when senior faculty removed themselves from institutional and collaborative efforts, the ripple effect resulted in a myriad of consequences that limited the potential of meaningful relationships, and, according to research respondents, undermines what they most value—meaningful working environments and collegial support systems. In addition, withdrawal behaviors were particularly strong when perceptions of mistreatment felt personal (Allen, 2012, p. 132). An additional striking conclusion to Allen's study noted that "participants who experienced mistreatment had subsequently lower job performance and higher intent to quit than participants who did not experience mistreatment" (p. 130).

Norman et al. (2006) listed the negative impacts of collegiality as "1) incivility, 2) lack of intellectual community, and 3) preoccupied or disinterested senior faculty" (p. 352). A lack of collegiality in the literature is multifaceted but is most often referred to as incivility. Stronger language, according to these same authors, referenced their respondent's descriptive language: "factionalism," "balkanization," and "back-stabbing" also describe their lack of collegiality experiences (p. 352). Ambrose et al. (2005) described uncivil behavior ranging from "thoughtlessness to outright hostility" and the study's respondents recalled their uncivil experiences with a "palpable sense of disillusionment" (p. 815). This general (and sometimes explicit) disregard for others was deemed uncivil behavior and according to Kusy and Holloway

(2009), these negative interactions affect moods “five times more strongly than positive ones” (p. 5). Silverman (2004) provided an explicit list of behaviors to avoid:

> Don’t refuse to attend or prepare for faculty or committee meetings; Don’t be a chronic complainer; Don’t be enmeshed in departmental politics; Don’t gossip or be territorial; Don’t be insensitive to the feelings of colleagues when commenting on scholarship; Don’t proselytize colleagues for your religion or other deeply held moral or ethical standards; Don’t refuse to come on campus on days you don’t each to avoid committee meetings; Don’t develop the reputation of being somebody who once his/her mind is made up ‘Doesn’t want to be confused with facts.’ Don’t make negative comments to students about colleagues. (p. 116)

Differences of another ilk were noted by Bray (2008), who examined various “crimes” committed by faculty leadership, and these crimes “share close tie[s] to collegial behavior” (p. 714). Misdemeanors include visionary incoherence or devaluing faculty input, for example, in the form of unconveyed expectations or leadership being publically critical, while high crimes includes inept evaluation or representation and failure to communicate. Baron and Neuman (1998), too, contended that organizational change compounded the lack of collegiality issue, noting that as change increases, so does the potential for various types of aggression within the workplace (p. 459). The main point of the aforementioned manifestations of a lack of collegiality is that left unmanaged, the tide of “toxicity” can leave behind deflated faculty potentially adversely impacting both single departments and institutions alike. A lack of collegiality within higher education is not a recent phenomenon. According to Cipriano and Buller (2012), documented cases of a lack of collegiality go as far as back as 1636 at Harvard College, leaving ample time one would think, for scholars, practioners, and their institutions to address collegiality deficiencies.

References to toxicity are not exclusive to people as process too matters as affirmed by Holloway and Alexandre’s (2012) notion of “intentional structures that value, require and reward faculty for collaboration” (p. 90) that establish a platform for collegiality to thrive in a trusting

and transparent atmosphere are important considerations. Monk-Turner and Fogerty (2010) sought to capture how a chilly climate shapes productivity differences among faculty and conveyed that certain variables contribute to differences in productivity. Their conclusions surmised that "feeling welcomed in one's academic department is a critical variable in understanding productivity differences among faculty" (p. 13). They further elaborated that when

> faculty feel welcomed there are most likely opportunities to work with others in the department as well as feeling supported and encouraged. However, if one does not feel welcomed their energy may well shift from focusing on publishing (for example) to dealing with issues that shaping their feelings of "unwelcomeness. (p. 14)

Ruppel and Harrington (2000) expanded on the concept of climate:

> [o]n one hand, trust is seen as evolving from social relationships, indexed by frequency and duration of contact: i.e., communication. Such social relationships tend to build reputation and confidence in trusting parties. On the other hand, trust is seen as evolving from organizational forms and management philosophies: i.e., climate. (p. 315)

In opposition to aversive climates, work environments that promote positive relationships with colleagues are highly valuable and were considered to be "desirable workplaces" according to Gormley and Kennerly (2010, p. 108). They categorized organizational climates as consisting of "four core elements that represent working relationships, social relationships, fractionalization among faculty, and behaviors that maintain organizational welfare." (p. 110). In reference to desirable workplaces, the next section addresses the first primary construct of collegiality, job satisfaction.

Job Satisfaction

Marston and Brunetti (2009) surmised that collegiality is a strong indicator of job satisfaction in terms of social satisfaction factors more so than practical factors (salary and benefits). A number of authors (Castillo & Cano, 2004; Lane et al., 2010) suggested the primary

outcome of collegiality is increased job satisfaction, while several others referred to Herzberg's Two-Factor Motivational Theory designating intrinsic factors (the work itself, responsibility, and growth) and extrinsic factors (organizational policy, status, pay, and tenure process) as the primary variables that influence job satisfaction (Iiacqua & Schumacher, 2001, p. 51). Cohen (1974) likewise referenced Herzberg's work and suggested satisfaction from work is intrinsically meaningful and that "personally satisfied staff is more likely to further student development than one with an apathetic staff group of time servers" (p. 370).

Viewed again under the lens of Herzberg and others, Hagedorn's (2000) research involved looking at various triggers tied to specific mediators (motivators and hygiene, demographics, and environmental conditions) and concluded that "on the average, job satisfaction increases with advanced life stages…and can be affected by family-related circumstances with married faculty reporting higher levels of job satisfaction than either their single or divorced counterpart" (p. 14). In addition, changes in rank and faculty perceptions of institutional justice were more inclined to increase overall satisfaction. Nevertheless, Hagedorn (2000) noted:

> Although no appropriate metric capable of precisely categorizing or gauging levels of job satisfaction exists; any worker can attest that its presence can be felt and its consequences observed . . . like most of life's expressions and emotional responses, job satisfaction is better represented by a continuum than by discrete categories. (p. 9)

Gersick et al. (2000) stated the "most prevalent reason for a relationship's importance…was collegiality…and that good colleagues, in and of themselves, represent a central reward of professional life" (p. 1031). They made this claim in part by reiterating "relationships compose the everyday experiences of work and their cumulative impact," and indeed highlight the "constellations of relationships" (p. 1041).

Iiacqua and Schumacher (2001) found that job satisfaction is "best correlated with the intrinsic variables [job challenge, student impact, freedom, etc., while] job dissatisfaction is best correlated with…clearly extrinsic variables" (p. 60). Castillo and Cano (2004) shifted some of the focus to college administrators and noted "recognition improves supervision and interpersonal relational aspects of faculty member's jobs…by removing the barriers between inter and intra-departmental relationships" (p. 72). Rosser (2004) examined the relationship between satisfaction and intent to leave and suggested "faculty members with high levels of satisfaction are less likely to leave their institutions or their career" (p. 305). The next section addresses faculty collaboration and the value of those relationships.

Collaboration and the Value of Relationships

Fletcher (1998) proposed four categories of practice to examine relationship models:

1) Preserving: These are relational activities associated with task. This category includes activities intended to preserve the life and well-being of the project.
2) Mutual empowering: These are relational activities associated with an *other*. This category includes activities intended to enable or empower others to achieve and contribute to the project.
3) Achieving: These are activities associated with *self*. This category includes relational activities intended to empower oneself to achieve goals and contribute to the program.
4) Creating team: These are activities associated with building a collective. This category includes activities intended to construct the social reality of team by creating an environment where positive outcomes of relational interactions can be realized. (p. 169)

These categories gave notice to "a new language of relational competence" by identifying and naming ways of contributing that were previously unnoticed (p. 180). According to Frost (1999):

> Relational practice is an emerging stream of theorizing, and it emphasizes activities intended in concert with others to do tasks so that the life and well-being of a project are preserved, enable or empower others as well as oneself to achieve and contribute to the project, and build a collective. (p. 130)

Relating to others in a more humanistic manner began to bear fruit in ways that are evident in organizational theory filling gaps and highlighting differences between public and private domains. According to Fletcher (1998), it is possible to differentiate between these separate spheres what could be deemed acceptable/routine versus inappropriate/ill-placed. Fletcher provided the following examples of those differences:

Table 2.2

Public and Private Spheres

Public Sphere	**Private Sphere**
Work is something you have to do	Work is something you want to do
Money is the motivator	Love is the motivator
Work is paid	Work is unpaid
Rationality is reified	Emotionality reified
Abstract	Concrete, situated
Time span defined	Time span ambiguous
Output: marketable goods, services, money	Output: people, social relations, creation of community, attitudes, values, management of tension
Context is differential reward leads to focus on individuality	Context of creating a collective leads to focus on community
Skills needed are taught; work is considered complex	Skills needed are thought to be innate; work is considered not complex

Note. From "Relational Practice: A Feminist Reconstruction of Work," by J. K. Fletcher, 1998, *Journal of Management Inquiry,* 7(2), p. 166. Copyright 1998 by SAGE Publications. Reprinted with permission.

Recognizing that some may "de-value the nurturing elements of relational practice" (p. 45), in general, Edwards and Richards (2002) "warn that this demarcation is a form of sexism where qualities associated with the feminine in patriarchal culture are devalued…and like all

isms, must be recognized and confronted" (p. 45). They added further that "experiencing mutual empathy in relationships results in mutual empowerment" and is inclusive of "zest (described as an increase in energy, which can lead to action or change), action, knowledge, worth and desire for more connection" (p. 38). Deloria (1999) echoed this sentiment, "[S]eparation of knowledge into professional expertise and personal growth is an insurmountable barrier…as [people] seek to sort out the proper principles from…isolated parts of human experiences" (p. 139). Offering more thoughts about relational practice, Miller (2008) shared poignant and revelatory conclusions about the value of connection-making, observing:

> [T]he more important work on both the personal and the global scene today, is not the concentration on how the individual develops a sense of an individuated, separate self, but on how people can build empowering relationships, which, in turn, empower all of the people in those relationships. (p. 379)

Hower stated:

> The academy should be almost uniquely situated to discover and address significant, adaptive challenges. But adaptive challenges inherently require some form of collaborative and collective dialogue to explore the challenges and to find solutions or responses–together. (p. 81)

In reference to collaboration and the importance of relationships within faculty contexts too, Ortlieb et al. (2010) affirmed the value of faculty collaboration in "maximizing the benefits and minimizing the limitations of teaching, researching and fulfilling other service-related duties within higher education" (p. 109). Ortlieb et al. indicated that participants' needs were addressed through informal group settings that served a sense of internal longing for shared space by creating a positive sense of self and community. For example, one of their participants stated,

> What I (and my peers) needed was just a space for us. We needed to vent. Sure we talked about our research interests and teaching strategies and other discussion topics the institution created for us in sponsored programs, but we needed a space of our own. (p. 114)

Hatfield (2012) defined collegiality as a combination of "relationship" and "shared power" (p. 12), pointing to the function of "social constructs of collegiality such as culture, congeniality, and connection" (p.13). Gehart (2007) suggested that "relational responsibility involves taking responsibility for how we story and construct ourselves; these constructions are revealed in how we enact our relationships with each other" (p. 17). While Quinlan and Akerlind (2000) addressed factors influencing collaborative activities and found that collaboration is not only contextual but that hierarchy and departmental culture also plays an important role. They were especially attentive in differentiating between departments, comparing "hard" disciplines that are more inclined to have experiences with collaborative research and design efforts as opposed to history faculty, for example, who tend to operate more on an individualistic level regarding their research approaches. The study's conclusions reinforced a systems approach (academic disciplines and departments as well as the overall university) that created processes to encourage collaborative work and identify "features in good practice in introducing teaching collaboration" (p. 48).

According to O'Meara (2004), a pattern of beliefs and influences about post-tenure review, though less relevant to TCU faculty, still holds value for most faculty in the promotion for more "cultural work" by:

> a) Repairing and/or transforming divisive relationships between faculty and their administration/board that were further agitated by post-tenure review,
> b) Engaging a more expansive view of the potential benefits of performance feedback and professional development for tenured faculty,
> c) Minimizing stereotyping of late-career faculty, and
> d) Nurturing a post-tenure process that causes faculty to feel more loyal to, and appreciated by, their institution, as opposed to offended or violated. (p. 198)

Rakes and Rakes (1997) also, made clear distinctions between closed and collaborative organizations with special emphasis on addressing hierarchy, control, and relational issues. Table 2.3 below indicates various dimensions and their characteristics:

Table 2.3

Characteristics of Closed and Collaborative Organizations

Dimensions	Characteristics	
	Closed Organizations	Collaborative Organizations
Organization	• Rigid-much energy devoted to maintaining permanent departments, committees. • Adherence to tradition, reluctance to change.	• Flexible-much use of temporary committees; easy shifting of departmental lines. • Readiness to change and depart from tradition.
Communication Climate	• Task-centered. • Impersonal, cold, formal, reserved; suspicious. • Restricted flow. • One-way; downward. • Emotions repressed, hidden. • Isolation. • Generational inequity. • Defensive.	• People-centered. • Caring, warm, informal; trusting. • Open flow; easy access. • Multidirectional. • Feelings expressed. • Frequent interaction. • Generational equity. • Supportive.
Leadership	• Control of faculty through coercive. • Cautious-low risk taking in order to avoid errors. • Emphasis on personnel selection. • Self-sufficient; closed system regarding sharing resources; emphasis on conserving resources. • Low tolerance for ambiguity.	• Encouraging faculty creativity and productivity through supportive use of power. • Experimental-risk taking; errors are learning experiences. • Emphasis on faculty development. • Interdependency; open system regarding sharing resources. • High tolerance for ambiguity.
Decision/ Policy-making	• High participation at the top; low participation at the bottom. • Clear distinction made between policy making and	• Relevant participation by all affected. • Collaborative policy making and policy execution. • Decision making by

	policy execution. • Decision making by legalistic mechanisms. • Decisions viewed as final.	problem solving. • Decisions viewed as hypotheses to be tested.

Note. From "Encouraging Faculty Collegiality," by G. C. Rakes and T. A. Rakes, 1997, *National Forum of Educational Administration and Supervision Journal,* 14, p. 4. Copyright 1997 by National Forum Journals. Reprinted with permission.

Bensimon and O'Neil (1998) have the last word in this section about relational importance and collaboration before moving on to the subject of mentoring:

> "Collaboration" doesn't always have to mean "teamwork" and that there are two different types of collaboration: 'group-organization collaboration' is what we normally think of as collaboration, namely having groups of people work together for a common purpose . . . however that 'individual-organization collaboration,' people working *individually* toward a mutually-understood goal, is equally valuable and in some ways a better fit to the culture of the academy. (p. 22)

Mentoring

The final collegiality construct for this section is about mentorship. Mentoring is a formal type of collaborative effort. The word mentor "has come to be equated with a prudent advisor who serves as a teacher or coach" and is said to have originated from Greek mythology when *Mentor* became the entrusted advisor to Odysseus and then a teacher to his son (Rustgi & Hecht, 2011, p. 789). Within the field of higher education, a mentor is usually a senior faculty (who has attained tenure) and is therefore considered a reputable scholar who exudes institutional or departmental adeptness and who is likely politically perceptive. Kram (1983) postulated that mentors promote "those aspects of relationships that primarily enhance career advancement" as well as, psychosocial functions "those aspects of the relationship that primarily enhance sense of competence, clarity of identity, and effectiveness in the managerial role" are important (p. 614).

However, in academia as well as other organizational environments, mentoring can be beguilingly couched in a hierarchical framework yet ironically positioned to occur relatively on its own as an informal process with hopes of garnering virtuous results. In these situations,

mentors or mentees are often provided with little information as to how to perform their tasks. Mentees in particular, bear the weight of a questionable mentoring relationship by finding themselves in the precarious position of not wanting to ask for clarity much less asking for assistance for fear of being perceived as dependent or needy. As such, almost to the point of sounding germane, mentoring has come to be something that most people are familiar such that everyone should instinctively know how to be a mentor and likewise, how to be mentored. However, a quality mentorship entails a devotion to a plethora of skills as well as an expectation of mutuality, hopes for some mutual chemistry and initially at least, a willingness to see past potentially minor differences.

Kalin et al. (2009) explored mentorship as an exploration “emerging pedagogy” underscoring the value of diversity of thought/practice, egalitarianism, and flexibility promoting collegiality (p. 364). Waldron (2007) cautioned that “relationships entered for merely utilitarian ends (e.g., publications) or short-term pleasures (e.g., a temporary increase in external funds) are surely imperfect and likely to leave the partners [mentees] feeling exploited” (p. 121). To counter this supposition of questionable intention, Rustgi and Hecht (2011) advocated for “concrete” measures that include established meeting times, direct instruction in various writing tasks and regulatory affairs, building pathways to promote efficiency as well as adherence to the more mundane mentoring activities such as preparedness for mentor meetings and initiative in approaching the mentor (p. 791). Further, Fletcher and Ragins (2007) presented criteria concerning the possibilities of reward for sound mentoring activities for both individuals and organizations on the following page:

Table 2.4

The Five "Good" Things - Outcomes of Growth-Fostering Interactions

Criteria	Definition
1) Zest:	Connection with the other that gives both members a sense of increased energy and vitality.
2) Empowered Action:	Motivation and ability to put into action some of what was learned or experienced in the relational interaction.
3) Increased sense of worth (self-in-relation esteem):	Increased feelings of worth that come from the experience of having used one's "self-in-relation" to achieve mutual growth in connection.
4) New Knowledge:	Learning that comes from the ability to engage in "fluid expertise" fully contributing one's own thoughts and perspective while at the same time being open to others.
5) Desire for more connection:	A desire to continue this particular connection and/or establish other growth-fostering connections, leading to a spiral of growth that extends outward, beyond the initial participants.

Note. From *The Handbook of Mentoring at Work,* by J. K. Fletcher and B. R. Ragins, 2007, Thousand Oaks, CA: SAGE. Copyright 2007 by SAGE Publications. Reprinted with permission.

These five good things addressed important relational practices between faculty, further reiterating the value of professional growth and development within learning environments. Robust environments that catapult enthusiasm, synergy, pride, scholarship, and co-construction serve equally as an expectation as well as a platform for which higher educational arenas are intended.

Specific to mentorship and collegiality, Morzinski (2005) examined the broad world of "faculty development as an umbrella term covering informal and formal experiences designed to energize and guide faculty to better perform their educational and leadership goals" (p. 5). Morzinski identified the "psychosocial benefits" of mentors who provide the following lessons for their mentees. First, though a faculty member may not feel like they are ready to assume a

role of mentor, one respondent stated, "[B]ut I guess if I'd wait until I feel ready, I may never answer the call to mentor someone" (p. 10). Second, mentors should be more active early on in the mentoring process and feel comfortable with "checking in." Third, mentors were encouraged to balance challenge with support by "critiquing mentee's projects, challenging assumptions and making the mentee self-evaluative" (p. 10). Last, mentors should have a proactive and hands-on style by advising their mentees to "role play" and edit their curriculum vitas.

Finally, Tierney and Rhoads (1994) examined the broader elements of mentoring through the overall socialization process of primarily new faculty. In doing so, they created a glimpse into how faculty come to know and learn about their work. These processes underscored the relevance of socialization as a process of learning and inculcating the values, beliefs, and attitudes of those around them, as Tierney and Rhoads stated, "Organizational socialization is a cultural process that involves the exchange of patterns of thought and action" (p. 21). Expanding this point, Tierney (1997) elaborated upon the value of faculty autonomy, noting, "People are not alike, and their joining together in an organization suggests that they are involved in the creation—not the discovery, not the duplication—of culture." (p.14). Though not specifically about collegiality, Tierney's (2012) later writings addressed the need for faculty to combine their strengths for the greater good:

> As academics we have the opportunity—the responsibility—to temper the divisive, thoughtlessness, destructive exchanges of the public arena. Our experience with academic service is not just a source of personal inspiration. It is a model for public service. . . . I am hopeful because of the people with whom I study and work. How fortunate we are to do what we do, and how fortunate to work together. (p. 1)

Combining the issue of mentoring and simply doing good work, the conclusion of the literature review draws attention to the work of faculty as having "a shared purpose, strong leadership, interaction among faculty and students, flexibility to change, a sense of energy and

commitment" (Wergin, 2003, p. 9). In his focus on faculty and its relevance to collegiality, Wergin (2003) emphasized "collective responsibility" through "meaningful faculty collaboration: work engaged by people with complementary skills who are committed to a common purpose and who feel responsible for the collective product" (p. 57) without losing academic freedom and autonomy which are necessary for a quality department, overall.

In conclusion, this chapter established collegiality and its primary constructs as a framework for this dissertation. It also addressed specific concepts related to collegiality. Throughout, a critical analysis of the literature revealed both the relevance and applicability of collegiality to TCU faculty and structure. The next chapter addresses methodology, including details about research criteria and relevant ethical issues.

Chapter III: Methodology

> 'Ko Maungapohatu me Hikurangi nga Maunga' (my ancestral mountains), 'KoOhinemataroa me Rangataiki nga Awa (my ancestral rivers), 'Ko Papkainga me Waiohau nga Marae' (my place of gathering), 'Ko Kourakino me Tama-ki-Hikurangi nga Whare Tipuna (my sacred houses), 'Ko Ngati Koura, Ngati Haka me Patuheuheu nga Hapu (my subtribes), Io Tuhoe te Iwi (my main tribe), Ko Mataatua te Waka (my ancestral canoe), the canoe that brought my people Tuhoe, the Maori, from Hawaiki to Aotearoa (the land of the long white cloud) New Zealand. It is respectful for Maori people to identify themselves through a pepeha (genealogy). The pepeha connects the individual geographically and genealogically to his or her history and kinship ties. These are my ancestors, and I share my lived experience of growing up Tuhoe and learning to respect all things, people, and places, both Aotearoa and North America. (Kenny & Ngaroimata Fraser, 2012, p. xii)

This introduction by Ngaroimata Fraser represents a marked departure from a typical dissertation chapter on research methodology and demonstrates authenticity by portraying a specific way for an indigenous researcher/scholar to position herself, honor her identity, and highlight the importance of relationship to community. As one of the primary tenets of indigenous research, researcher authenticity is paramount as is "the improvement of the quality of life" according to Kenny, Faries, Fiske, and Voyageur (2004, p. 17).

Indigenous research methodologies incorporate Native values by acknowledging, affirming, and expanding knowledge into a framework that empowers community in a manner that is a circular and whole, not fragmented or disjointed from context or community. Porsanger (2011) explains, "The Indigenous approach may be defined as an ethnically correct and culturally appropriate, Indigenous manner of taking steps towards the acquisition and dissemination of knowledge about Indigenous peoples." (p. 109). Chilisa (2012) identified the following dimensions of indigenous research:

1) It targets a local phenomenon instead of using extant theory from the West to identify and define a research issue;

2) It is context-sensitive and creates locally relevant constructs, methods, and theories derived from local experiences and indigenous knowledge
3) It can be integrative, that is combining Western and indigenous theories; and
4) In its most advance form, its assumptions about what counts as reality, knowledge and values in research are informed by an indigenous research paradigm. (p. 13)

These indigenous methodology dimensions incorporate contemporary aspects of research prioritizing people and their knowledge over research process. Attention to personhood, context, and valuing knowledge is noted also by Kenny et al. (2004), who provide a framework for indigenous research that includes important tenets embodying Native belief systems by:

- honouring past, present and future in interpretive and analytical research processes including historical references and intergenerational discourse;
- honoring the interconnectedness of all life and multi-dimensional aspects of life on the earth and in the community in research design and implementation; and
- honouring the spiritual, physical, emotional and mental aspects of the person and the community in research protocols, methodologies and analyses. (p. 8)

Altogether these noted scholars including the late Vine Deloria, Jr. (1999), affirmed that "no body of knowledge exists for its own sake" (p. 47), and together, each aforementioned scholar emphasized that research should hold promise and benefit community. In all, these researchers extoll the value of articulating what is most relevant and expanding these concepts to a wider audience. Wilson (2008) stated, "The development of an Indigenous research paradigm is of great importance to Indigenous people because it allows the development of Indigenous theory and methods of practice" (p. 19). This information about indigenous methodologies serves as both a prelude to analysis that follows in future chapters, as well as an acknowledgment of what Wilson refers to as "an internalized process" that in hindsight was the undercurrent moving this entire research process making what was "implicit"…"more explicit" (p. 135).

Starting with this indigenous paradigm allows for integration of other paradigms and as such, this dissertation thus enlists qualitative research involving socially constructed processes with value on relationship construction and attentiveness to how these social experiences are

created and given meaning. Denzin and Lincoln (1994) also gave credence to "rationally grounded procedures of creating knowledge that is accepted as reliable and valid within scholarly discourse" (p. 67), as well as "participation at some level in scholarly or research communities along with work and professional" in differentiating the difference between "informal, every day, intuitive acts" from "scholarly research" (p. 67). Additionally, for this research, a conscious decision was made to embed this research with cultural understandings to establish proactive and positive intentions; this incorporation is also congruent with TCU missions. Speaking of consciousnessatizing intentions, Goldberg (2001) suggests the manner in which a topic is broached (for example, how a dissertation study is designed) has significant implications and he offered a biological concept called "phototropism." This process is used as a metaphor to describe "the tendency of all living things to move toward light for nourishment" (p. 56) and my extrapolation of this concept then, implies that people (including TCU faculty and employees) have an innate inclination to gravitate toward good things that are good for all. Based on this rationale and the cultural-laden, organizational make-up of TCUs, this orientation toward a positive approach was incorporated into the research process to explore TCU faculty collegiality. In this regard, the methodology selection for this study about TCU faculty collegiality is appropriate and complementary.

The next section provides a more detailed rationale for selecting an indigenous and qualitative approach. Next, specific methodological elements including background on the development of a Rolling Survey as a research process is followed by a section reviewing the criteria for selecting research participants and relevant ethical issues.

Rationale for Selecting Indigenous and Qualitative Methodology

What constitutes academic research has long been debated. Leech and Onwuegbuzie (2009) emphasized this rhetoric by pointing out the general history of this argument:

> The quantitative research paradigm was considered "research" because it was the first research paradigm that incorporated ontological, epistemological, axiological, rhetorical and methodological assumptions and principles. At the turn of the 20th century, researchers who refuted the quantitative paradigm's assumptions and principles turned to the qualitative research paradigm. Between 1900 and 1950 according to Denzin and Lincoln, was the first historical moment for qualitative research. (p. 266)

Although arguments about research approaches persist, according to Bentz and Shapiro (1998), there is general agreement about the primary functions of scholarly inquiry, which is to: "1) provide personal transformation; 2) improve one's professional practice; 3) generate knowledge; and 4) build appreciation for the complexity, intricacy, structure and beauty of reality" (p. 68). Another important aspect in considering selection of research approaches lies in understanding the lens of the researchers and all that they bring to the scholarly table. This bringing forth of one research perspective represents a particular vantage point. According to Kenny et al. (2004), "They come out of a historical context, represent a philosophy or world view and are created in a specified social context. Beneath each culture of inquiry, there is an entire world view about the nature of knowledge and truth" (p. 17). Freire (1998) further adds the importance of this concept:

> A worldview evidently reveals the intelligibility of a world that is progressively in the making, culturally and socially. It also reveals the efforts of each individual subject in regard to his or her process of assimilation of the intelligibility of the world. (p. 109)

Chilisa (2012) described this viewpoint as:

> A research paradigm is a way of describing a world view that is informed by philosophical assumptions about the nature of social reality (ontology), ways of knowing (epistemology), and ethics and values (axiology). A paradigm also has theoretical assumptions about research process and the appropriate approach to systematic inquiry (methodology). (p. 20)

All research begins with the inertia of the researchers who themselves embody paradigmatic differences. These ontological, epistemological, and axiological differences propel researchers to forward their questions. Inherently within the qualitative approach is the ability to transmit understanding that is complex, not easily quantified, and not directly transferable to other situations, organizations, or groups. Bounded in narrative discourse, the principle strengths of qualitative inquiry then are to provide a means for participants to understand the context and unanticipated phenomena and influences, as well as to understand the process of events and actions within complex causal relationships (Norman et al., 2006, p. 351).

Indigenous research is action-oriented and context specific in addition to being respectful of traditional culture and customs.

> [Indigenous] scholars know that to create the important discursive practices or conversations that will help in studying [Indigenous] worlds in meaningful and enduring ways, they must consider diverse approaches to research that can address the complex worlds we inhabit. [Indigenous] people have their own epistemology or science of knowledge that can only be revealed by a thorough reflection on lives and traditions. (Kenny et al., 2004, p. 17*)*

By referencing a borrowed definition, Denzin and Lincoln (1994) provided a ballpark definition of qualitative research:

> Qualitative research is an interdisciplinary, trans-disciplinary, and sometimes counter disciplinary field. It crosscuts the humanities and the social and physical sciences. It is multiparadigmatic in focus. Its practitioners are sensitive to the value of the multimethod approach. They are committed to the naturalistic perspective, and to the interpretive understanding of human experience. At the same time, the field is inherently political and shaped by multiple ethical and political positions. Qualitative research embraces two tensions at the same time. On the one hand, it is drawn to the broad, interpretive, postmodern, feminist, and critical sensibility. On the other hand, it is drawn to more narrowly defined positivist, postpositivist, humanistic and naturalistic conceptions of human experiences and its analysis. (p. 3)

Qualitative approaches are well suited for this dissertation considering that faculty work by nature is relational work that requires disclosure through conversation. Bruner (2002) notes

the importance of narrative: “[I]t is through narrative that we create and re-create selfhood” (p. 85), adding that “if we lacked the capacity to make stories about ourselves, there would be no such thing as selfhood” (p. 85). Narrative as a process of teaching and learning is synonymous with traditions of indigenous peoples. Kenny and Ngaroimata Fraser (2012) asserted that “Stories presented in the oral tradition provide an opportunity for immediacy—a direct and immediate relationship with listeners. The story-teller can make immediate adjustments in the elements based on relational needs and contexts” (p. 4). Likewise, Crazy Bull (2010) articulated this point in connection with TCUs: “It is important to note that the strong and dynamic oral history of the tribal colleges is another of the distinctive Native characteristics of the TCUs. The use of our oral history especially through storytelling is a valued and accepted means of remembering both our identity and our vision” (p. 3).

Similarly, initiating dialogue is a major component of faculty work. According to Goldberg (2001), “Dialogue is a process in which individuals explore with each other their ‘ways of thinking’—their assumptions and mind-sets—in order to arrive at deep levels of understanding” (p. 57). Goldberg explained that dialogue requires:

- asking questions from a standpoint of genuine curiosity (other than asking questions to make one’s own point, as is frequently the case;
- being willing to delve behind surface conclusions by exploring how those conclusions were arrived at;
- examining one’s own and others’ assumptions out loud; and,
- being open to revising one’s thinking based on new information. (p. 57)

The environment of faculty work is socially constructed and by design is considered work-in-progress. Munday (2006) referred to this evolution of group work as a process enabling “the group to recognize and define itself as such and which also facilitate mobilization in the public sphere as a cohesive unit with agreed aims and interests” (p. 91). Courtois and Turtle (2008) with reference to focus groups specifically, pointed out “Participating in a focus group may be one of

the few opportunities faculty have to interact with peers outside their department" (p. 161). Participation is multifaceted, as Heikkinen, Huttunen, and Syrjälä (2007) emphasized "Active and receptive listening is an important tool for a narrative researcher, who is always ready to listen" (p. 13). Of equal importance, according to Wicks and Reason (2009), is the ability to make connections:

> [T]he success or failure of an inquiry venture depends on the conditions that made it possible, which lie much further back in the originating discussions: in the way the topic was broached, and on the early engagement with participants and co-researchers. 'Opening communicative space' is important because however we base our theory and practice of action research, these first steps are fateful. (p. 244)

Though specifically referring to "meetings" Schwartzman (1993) refers to spaces of dialogue as "communicative spaces" where those "involved in the construction and imposition" contribute to the generation as well as interpretation of meaning (p. 40). Adding further to the importance of social constructs, Webster and Nabigon (1993) as well as Weber-Pillwax (2001) denoted important cultural aspects of research, especially within indigenous populations and communities, by advocating for an egalitarian approach to research as necessary ingredients for building inclusion and trust. Focus group settings were utilized for this research process and as such, more information on this process now follows.

Selecting Focus Groups

Focus group settings served as the framework to promote dialogue for this dissertation study and are, according to Rubin and Rubin (2012), one of the four basic categories of qualitative interviewing whose purpose is to "bring together a group of individuals representative of the population whose ideas are of interest" (p. 30). Though more commonly known as market research, "focus group methodology employs an interviewing technique; it is not a discussion, a problem-solving session nor a decision making group" (Robinson, 1999, p. 906). Barbour

(2005) contended that "Any group discussion may be called a focus group as long as the researcher [who serves as the group facilitator] is actively encouraging of, and attentive to, the group interaction" (p. 742). Kenny et al. (2004) referred to group discussions as collaborative events in which "The use of [Indigenous] expertise allows for direct local participation and has a vital role in the empowerment of people" (p. 23).

Expanding upon these thoughts specifically to focus groups, Sim (1998) noted attending to the collective, not to the individual, highlights the "nature and range of participant's views." Despite the fact that "generalization from focus group data is problematic, "it can still provide some "level of theoretical generalization" (p. 351). Sim suggested further that groups "tap a different realm of social reality" (p. 351). Sim (1998) went on to point out some broad advantages of using focus groups:

- They are an economical way of tapping views of a number of people, simply because respondents are interviewed in groups rather than one by one (Krueger 1994);
- They provide information on the 'dynamics' of attitudes and opinions in the context of the interaction that occurs between participants, in contract to the other rather static way in which these phenomena are portrayed in questionnaire studies (Morgan 1988);
- They may encourage a greater degree of spontaneity in the expression of views than alternative methods of data collection (Butler 1996);
- They can provide a 'safe' forum for the expression of views, e.g. respondents do not feel obliged to respond to every question (Vaughn *et al.* 1996);
- Participants may feel supported and empowered by a sense of group membership and cohesiveness (Goldman 1962, Peters 1993). (p. 346)

Aside from the focus group participants, facilitators guide the discussion and also help to ensure all participants have opportunities to contribute. The important work of the focus group facilitator is underscored by Robinson (1999), who also acknowledged several disadvantages especially for an inexperienced facilitator. First, "facilitating the group process requires considerable expertise" (p. 909). According to Robinson, the second disadvantage acknowledged the possibility of conflict between participants due to "power struggles" (p. 909).

In responding to Robinson's (1999) first disadvantage, my facilitation training through the National Issues Forums Institute (NIFI.org) was incorporated to manage process and to ensure all faculty participants could have equal opportunity to contribute. In addition, many years of experience facilitating numerous panel discussions and trainings afforded me with the type of skill sets and experience to address Robinson's first cautionary note. With regard to Robinson's second cautionary note regarding the issue of conflict, my teaching experience includes nearly ten years of offering a senior level conflict management class at my own TCU, in addition to mediation certification. Consequently, there was a degree of comfort in my abilities to aptly manage potential conflict within the focus group process, should they occur. As mentioned prior, an important driver of these focus group dialogues were initiated with use of the Rolling Survey and process. The following section now provides some background and information about the criteria for this research process by first providing some context regarding the hope of beneficence to my community of practice.

Research Instrument and Criteria for Selecting Participants

For most of my professional career as a TCU faculty member, I have appreciated supportive and robust learning environments created by and with extraordinary colleagues. As such, I am deeply committed to creating scholarship that matters and is beneficial to the wider TCU community. But in order to ascertain if collegiality, as a topic of study resonated with other TCU faculty, it was first important to explore this systematically. As such, my first step was to gauge the receptivity of collegiality as a viable construct worthy of exploration among TCU faculty. Initially starting at my home TCU, I offered a brief presentation about collegiality during a short Q & A faculty session at my home TCU last year. I discovered that my colleagues were very interested in participating and learning more and subsequently I was invited to share

more in-depth information at other faculty meetings. In addition, I traveled to three different TCUs to specifically introduce collegiality as a potential research topic and gauge other TCU faculty interest. This was a process I describe as field checking. Explicitly, initiating this process was incorporated to assess others' interest by actively soliciting input and feedback and ultimately field checking helped to affirm the relevancy of my research topic for my community of practice. After ascertaining that other faculty were indeed interested, attention turned toward contemplating logistics on how to bring this complex notion forward in a tangible way.

Collegiality as a topic of inquiry evolved as a professional-driven construct that formally materialized into scholarship; however, I understood that dialogue about collegiality would require some type of meaningful process to engage TCU colleagues. As such, very early into the research development stage, initial conundrums on how to proceed resulted in the idea to utilize information from the text, *Departments that Work* (DTW) and its subsequent survey DTW instrument. This was accomplished after initiating numerous conversations and emails with faculty from my learning community, spending several months attaining formal approval to modify the original instrument from the DTW surveys' designers (The IDEA Center, Manhattan, Kansas). It should be noted that the original DTW survey instrument covered a myriad of topics related to "quality." As such the original DTW instrument was modified by extracting questions specific to collegiality (for example those questions directly relating to job satisfaction, collaboration/mentoring, and general academic health of faculty relationships) which also meant eliminating questions that were less relevant to TCUs (for example, faculty evaluations related to tenure and fiscal-related matters.) After the approval process from the IDEA Center was complete, plans were forged and ethics applications approved to pilot the modified DTW survey at one TCU.

As previously stated, plans for a pilot study involved distributing the modified version of the DTW survey instrument at one TCU coupled with organizing a faculty gathering to share survey results back with that same faculty group. In order to conduct this pilot at one TCU, an ethics application was submitted and approved to administer the survey and convene a faculty gathering afterwards to discuss results. Logistically, surveys were distributed to TCU faculty along with a self-addressed, stamped envelope. Two weeks later, a faculty gathering was convened and facilitated to discuss the results. Numerically, this pilot study was a success as demonstrated by a survey return rate of 70% and 61% attendance rate at the faculty gathering. In addition, by consensus of this faculty group, permission was granted to share survey results with other TCUs. (A copy of the Rolling Survey with results is attached as Appendix B.)

Referring back to the faculty convening during this pilot phase , faculty were asked to consider what they could do to address issues—as opposed to what administration or others should or could do. Creating these expectations and boundaries also helped to depoliticize the process and focus collective energy on faculty responsibilities, opportunities, and challenges. The survey results from the piloted survey consisted of two pages. The first page of survey results indicated issues to celebrate while page two indicated faculty challenges and concerns. As such, page one of the survey served nicely as an ice breaker. Page two of the survey was much more provocative as it indicated challenging issues. As such, during the faculty gathering and just prior to distributing the second page, faculty members were reminded that the purpose of the survey was to serve as a mechanism to proactively dialogue about important matters. Thusly, it was made clear that page two of the survey results was not meant as any sort of an indictment, but rather the results should be viewed as an opportunity to shed light on common concerns that were perhaps less overt.

In reference to my own interpretations of the faculty gathering, I was pleased about a 61% attendance rate. This high percentage revealed faculty's willingness to attend and to further contemplate the survey outcomes. Overall, high participation rates suggested that faculty who were a part of the pilot study survey were deeply interested in knowing self in concert with others, which is a highly important feature of collegiality. Other important features relative to collegiality include the willingness to authentically communicate.

Faculty demonstrated high regard for each other by waiting in turn to speak and by demonstrating attentiveness to others by respectfully listening to others. I further noticed faculty were simply happy to be in the company of other faculty, joking and initiating conversations especially with colleagues outside of their own departments often stating the desire for more opportunities to connect with others, on a more regular basis. In fact, several faculty made concrete offers suggesting ways to accomplish more connection and others sharing tidbits of advice to newer faculty, both instances emphasize the issue of support for colleagues, another nascent aspect of collegiality.

Nevertheless, collegiality does not equate with simple acquiesced friendliness. On the contrary, faculty for this pilot study correspondingly demonstrated an additional element of collegiality which was respectful disagreement. Robust yet very respectful dialogue allowed for multiple interpretations of survey results particularly concerning those results that were deemed challenging. Excluding a meal provided at the end of the faculty gathering, faculty spent over three hours discussing the results and suggesting ways to address certain issues. The survey results from this pilot study resulted in the Rolling Survey process. Ultimately, these results were forwarded to other TCU faculty and were the basis for focus groups discussions on collegiality.

Participant Selection

Primarily, faculty participating in this dissertation research study were affiliated with TCUs having the greatest number of full-time faculty. Faculty numbers were either extrapolated from individual TCU websites, the AIHEC website, or by directly contacting individual TCUs. It was planned that two to four TCUs would participate in this aspect of the research; though additional TCUs were involved in either the field checking or the piloting stages of this study.

Although only one formal criterion was used in selecting faculty participants; namely, that participating faculty members have full-time status; it was hoped that faculty participants would also represent every TCU academic departments. It was estimated that 8-12 faculty would participate. After IRB ethics applications were completed and approved, logistical planning for each TCU commenced, the first of which involved participant selection. Faculty selection was determined at each TCU mostly by their IRB chairs who asked faculty to participate if their schedules allowed them to do so. In addition, concerted attempts by either participating IRB chairs or academic deans ensured representation from all academic departments. In addition, it was learned that participation was further achieved by asking department chairs to ensure at least one faculty from their department could attend.

After this initial process, TCU leadership was asked to e-introduce the researcher to their respective faculty (Appendix C) with a copy of the Letter of Consent (Appendix D). Focus groups were located on campus at each TCU. Food and/or drinks or snacks were provided. In terms of focus group protocol, after faculty participants arrived and were settled, letters of consent were distributed, discussed, and collected. Letters of consent offered two different consenting options. One option of consent consisted of faculty printing then signing their names; the other option offered was to simply write the word "yes" instead of providing their names to

provide anonymity. However, with very few exceptions TCU faculty consistently opted to consent by signature which may indicate that TCU faculty had little concern about their identities becoming known and/or it could have been an indication of the trust for their IRB or research process.

With reference to providing details of the focus group process itself, at the onset of each focus group session and after thanking participants for their time, an explanation concerning the purpose of the focus group and the forthcoming Rolling Survey was provided. In addition, facilitative norms (respectful engagement and active listening) were discussed early on in the focus group process as an expectation for respectful interactions.

According to research protocols, working notes were taken by the researcher and faculty participants were also asked to take notes during the focus group according to stated research protocols. Page one of the Rolling Survey was distributed and discussed followed by page two. At the conclusion of the focus group, all participants were asked to share their notes or their verbal recollections aloud using their discretion about the depth of their disclosure. I then transferred these notes onto easel paper visibly positioned on the walls. It was important that faculty have clear access to the notes to ensure written responses were accurate and appropriately reflected faculty positions on various issues. The relevance of accurately written faculty responses cannot be under-emphasized as these responses would be considered data for this study. In addition, this assurance of TCU faculty participant oversight provided an added measure of data integrity.

Concluding each focus group, the final 15 minutes were allocated for participants to complete a Pre then Post Reflection form (Appendix E). These reflections provided faculty with time to process initial thoughts specific to the topic of collegiality and then reconcile them with

after-the-fact insights following their focus group participation. These written reflections too, would be considered as research data. Now having addressed methodology protocol, the concluding section for this chapter next reviews ethical issues and the final research process.

Ethical Issues and Next Steps

Throughout the design, ethical issues have been articulated in order to fully engage faculty colleagues in sharing insights regarding collegiality-related concepts. At every turn, I gave deserved attention to ethical applications and research processes by integrating mechanisms to offer protections to faculty participants and their respective TCUs mainly accomplished by providing anonymity to both individuals and their affiliated institutions. In addition, cultural norms were embedded throughout this process maximizing opportunities for ethical conduct. Although any research can be considered a political act, efforts to incorporate a positive stance helped to minimize risk and affirm important cultural values (like respect for self and respect for others). As such, mindfulness concerning ethical issues was maintained throughout the research process.

Understanding that research is not a bias-free process, it is important to divulge background information about research intentions. As previously stated, the dissertation research effort was structured to focus on faculty. The focus on faculty in of itself could be considered somewhat suspect given that it diverges from more prevalent scholarly endeavors about TCU leadership/administrations and/or TCU students. In order to focus this study specifically on TCU faculty, I deliberately positioned the research efforts from a positive approach by articulating this intent verbally and in writing to TCU leadership, focus group participants, IRB personnel, and on IRB applications. Dialogue was facilitated in such a fashion as to encourage respectful discourse and focus attention on faculty experiences. As such, this

research effort was not about undermining TCU administrative leadership or utilizing faculty focus groups as a platform from which to criticize. However, it was thought that if conversations gravitated toward constructive concerns outside of faculty experiences, those issues too would be indicated in the spirit of generating authentic data.

The next steps in this dissertation process were to finalize ethics applications of participating TCUs, collaborate with the TCU representatives in extending invitations to faculty participants, and make the necessary logistical plans to ensure insightful and substantive focus group experiences. Completing the above mentioned plans and convening focus groups resulted in this study's outcomes, which are described next.

Chapter IV: Results of the Study

In a narrative format, results will be presented in this chapter. Next, Chapter V provides some background context for this study. In addition, a comparative analysis from extant literature (incorporating the literature review from Chapter II and in accord with Indigenous Studies Research protocols) draws contrasts and/or similarities while revealing gaps between the prevailing literature and direct experiences of TCU faculty. Chapter VI concludes this dissertation endeavor by offering implications for leadership and change regarding relevance to TCU faculty as well as to the larger body of faculty not affiliated with TCUs. Attention now turns to Chapter IV by first sharing initial focus group protocols, then this study's results.

At the onset of each focus group session, faculty were thanked for participating. It was clear that some faculty were less than enthused about initially participating as they announced immediately upon their arrival they could not stay for the allocated two hours as they were busy (for a variety of reasons). After the correct number of faculty (according to each TCU representative) arrived at our designated TCU location I began the session by introducing myself, my position at my own TCU, the research topic, and the focus group process. Notebooks and pens were then distributed. A small sticky notepad in the shape of a star was passed around with a magic marker for faculty to write their first names and affix their stars onto their clothing so that I could refer to them by name. I also wrote my name and affixed my paper star. Letters of consent were distributed. Faculty had very few questions about the form as they had received an emailed copy from their IRB Chair several weeks prior. Faculty then quickly reviewed their Letters of Consent and signed the documents. Forms were collected and page one of the Rolling Survey instrument was passed around to each faculty participant.

In terms of research protocol, at the beginning of each focus group, faculty participants were asked to reference the guiding questions provided on the Rolling Survey document: 1) Do any of these results resonate with your opinions or experiences? 2) Are you surprised by any of these results? 3) If these results hold true or false for you, what are the ramifications, if any? 4) What are we learning about ourselves within this process and what changes will these insights provoke, if any? Faculty were asked to write their reactions, ideas, questions, or insights down on their individual notebooks in accordance with the IRB ethics application. After each page of the survey, they were asked to share whatever comments from their notebooks they felt comfortable publically sharing. It was my task to scribe their comments on easel paper. For this stage in the process, it was made clear that comments on the easel paper would be considered as data for this portion of the study, per IRB ethics application. Following are narrative descriptions for each focus group offering some level of detail regarding research protocols and the subsequent reactions by faculty participants to stated protocols.

For the first focus group, faculty signed their letters of consent and the forms were collected. Page one of the survey was distributed and after several minutes of faculty evaluating the questions, and my redirecting focus back to their responses, I saw very few faculty writing in their notebooks contrary to research protocols. I repeated my requests for faculty to record their insights and when prompted, faculty would comply and dutifully attend to their writing. But it appeared my requests were somewhat intrusive as my requests served to disrupt ensuing faculty dialogue about their responses. I realized asking faculty to write about their insights was too distracting from the conversations that would start, then stop, then resume, etc. After about half way through the first focus group, I abandoned my requests for faculty to write down their thoughts as I again noticed faculty were less interested in note-taking and were more interested

in talking about their responses with their colleagues. Changing this strategy allowed for more dialogue but by this time during the first focus group, only 45 minutes remained (for the advertised two hour session) for the second page of the Rolling Survey and the Pre then Post (PTP) Reflections. Consequently, in my haste to ensure time to complete the focus group within the allocated time frame, I inadvertently distributed the second page of the survey without taking comments on the easel for page one. After page two was completed, I scribed their recollections for both survey pages on the easel paper and asked the group to verify the notes posted on the wall. Pre then Post reflection forms were distributed then collected.

During the early stages of the second focus group, faculty were initially more attentive to writing their comments on their individual notebooks. But once again I noticed that faculty participants were forgoing their own note-taking. In wanting to abide by research protocols, I reminded faculty to "please write reactions." However, as dialogue became more involved and participants engaged each other, I noticed they wrote less and less. At this point, I acquiesced to the will of the group and I began to capture their comments on easel paper while faculty engaged each other. At the conclusion of the focus group I asked faculty to review notes pages that were then displayed on the wall, to ensure their accuracy. Likewise, if any comments were not correct or in keeping with the spirit of their conversations, faculty were asked to edit as deemed necessary. Faculty then reviewed my notes and when prompted for feedback, they responded the notes were correct.

By the third focus group I only suggested once that faculty participants scribe their comments on notebooks as by this time, I came to learn from the prior focus groups that the important aspect for faculty was their dialogue engagement, not the note-taking. Subsequently, I initiated note-taking on easel paper during their dialogue. After each easel page was filled, I

immediately posted the easel page on the wall and asked faculty to ensure my notes accurately captured the essence of their discussion. As a consequence, this third focus group had two more total pages of easel notes than the first two focus groups as a result of my taking notes instead of asking them to do so.

The fourth focus group was more of a quasi-focus group session as it was spontaneously organized only at the conclusion of the first three planned focus groups. Specifically, this fourth group was a subset of the primary group (from the pilot study) and participating members consisted of department chairs. The main purpose of this final focus group was to offer back a summary of secondary group responses from the Rolling Survey process as an expression of appreciation and also to seek their comments and advice. (It is important to note that this group did not require nor request any type of feedback in this process; rather this focus group was a pre-emptive act on my part to express gratitude, to share feedback from secondary groups, and to simply create space and time to dialogue about what learning had occurred.)

With respect to the first three focus groups specifically, an interesting pattern developed regarding initial reactions to the Rolling Survey results. Often faculty participants when first reviewing page, took several minutes to scan the entire page and then would commence to offer critiques about the wording of the questions, or asking about background for specific questions, or questioning the type of rating scale that was used in coming up with the results. Some faculty had questions about timing (for example for Q1 regarding enthusiasm, "Are you asking about enthusiasm at the beginning or end of the semester" resulting in laughter from the group). After several minutes of various faculty asking questions or offering their suggestions about how to reword questions, I offered that my research was more about their responses to the questions, than feedback on the questions, per se. This clarifying comment, though expressed with

appreciation seemed to help refocus faculty toward sharing their responses, as opposed to assessing the instrument.

With reference to data, working notes directly from focus group dialogue as well as verbatim quotes from participant's Pre then Post (PTP) reflection forms served as the primary findings for this study. Specifically, focus group results are noted below and are organized around prevalent themes that were revealed with the use of the Rolling Survey process. Reiterating this fact, principle themes were extracted from these embedded focus group sessions derived from faculty comments and/or faculty notes. The manner in which data from these faculty focus groups is conveyed is significant, as it underscores and privileges the importance of faculty voice. The most prominent themes are categorized in terms of their prevalence and include 1) The value of relationships, 2) The importance of communications, and 3) The role of professional development. Following are the resultant themes beginning first with the value of relationships.

Theme #1: Relationships

According to focus group participants, relationships are paramount to TCU faculty. As to be expected, faculty place a high priority on establishing and maintaining positive and supportive relationships with their students. Alluding to student relationships, one faculty commented "faculty work" is equated with students and classroom interactions, which she held in "high regard" positively impacting her "overall sense of satisfaction." A long-time faculty member (20+ years) commented that when she sees her students "transform" from the time they are freshmen to when they graduate it is "immensely gratifying," adding that "My belief in the mission keeps me here."

More specific to this study's focus, TCU faculty valued positive relationships with their colleagues. Creating and maintaining positive working relationships with other TCU faculty are particularly important, especially within one's own department. One participant offered that "collegiality occurs out of necessity" stating that reasons for this importance stem from the ability to garner and offer support, share insights and opinions, and generally connect with other faculty on an intellectual level. Another faculty elaborated on the "initial warmth" he experienced when he first came to his TCU. He then contrasted this faculty experience with his prior faculty position at a non-TCU university where faculty were "divisive," stating further that "you feel like there you belong only to your department." He further elaborated that experience was fraught with "rivalry that was highly competitive with other university departments." Switching back to the TCU environment, a fellow participant described their work-related relationships comparable to that of a "family" and this same faculty member suggested that his colleagues include both TCU faculty as well as TCU support staff. Another faculty added he considered all faculty at his TCU as his colleagues too, not just those in his own department. He explained that this sentiment is in part out of necessity as many TCU academic departments have only one or two full-time faculty per department.

Faculty participants also noted relationship challenges. In particular faculty described a lack of "voice" described to mean feeling inhibited from providing input, especially regarding matters specific to faculty-related work. At times, this issue was referenced as occurring within individual departments (as when department chairs select "choice" courses for themselves and dole out less desirable courses to their departmental faculty) but more often it was noted as occurring external to faculty's individual department. In terms of recognition, faculty noted there was little official recognition or processes to validate the "good work of faculty." One faculty

member commented “there is absolutely no incentive to continually work hard in terms of economic benefit.” Another faculty member commented on faculty’s nearly invisible presence on TCU websites. Still another participant drew stark contrasts to their non-TCU experience that was more inclined to recognize faculty, especially within the community college framework. Most if not all faculty concurred that formal TCU faculty recognition does not occur in earnest and that faculty are “at the very bottom,” while another faculty lamented “we are expected to work like the Duracell bunny” drawing laughter from the rest of the group. Concluding this particular conversation, a recently hired TCU faculty member offered that he experienced informal, verbal acknowledgements from his colleagues which he greatly appreciated.

Relationships with TCU administrations and board were another noted relationship challenge. Faculty spoke of their desire for healthier relationships with their respective administrations as well as their and wish to cultivate relationships with their respective TCU Boards of Directors/Regents. One faculty commented “it would be a nice experience too for students to have board members occasionally visit classrooms” as the faculty surmised TCU students could then come to know these leaders and be exposed to more positive role models from the community.

For the most part, faculty assumed responsibility over their own relationships with each other, offering advice within the focus group setting on how to improve faculty relations. One faculty member offered that “we just need to make the time to venture out and just visit other faculty.” Another faculty countered, “How do we make time?” Another proposed that celebrating birthdays (which everyone has), hosting open-house type of events, sharing food, and celebrating seasonal changes are some small efforts that would help bring people closer together. However, one faculty member wondered if a visible increase in faculty convening would be seen by some

in TCU leadership as some sort of threat while another questioned if TCU administrators would support increased faculty collaboration or would faculty motives be viewed with suspicion as some sort of affront against TCU leadership. With reference to relationships with the community, one faculty member noted the challenge of volunteerism and gave an example of volunteering to support a community event and subsequently being assigned to this effort, which essentially transformed what, was intended as a volunteer activity, into a job assignment.

The final challenge to the theme of relationships focused on a less-talked about issue concerning race relations. Articulated by one faculty participant, most TCU faculty are non-Native while most TCU leadership and administrators, staff, and board members are Native. Perhaps, it was conjectured that a racial divide explains the seemingly intentional lowered profile of TCU faculty. One faculty participant recalled a TCU gathering where it was announced there was a need for more Native TCU faculty. As one of many TCU white faculty in the room, he stated that the comment "felt like a back-handed insult" not only for himself but also to his Non-Native faculty colleagues and their collective contributions. Another recalled an incident at a diversity-type event where non-Native people were derogatorily referred, which had the effect of tarnishing the espoused "TCU family" concept.

Theme #2: Communications

With reference to communications, faculty mostly commented that interdepartmental communications was of much higher quality and frequency than intradepartmental or college-wide communications. Faculty noted communication is more fluid within departments and timely communication helps in "building a collegial atmosphere." Regarding communication conflicts in general, it was suggested that more open communication in most areas of TCU business would help reduce tension and functionally address suspicions.

The most prevalent communication challenge was the concern about faculty compensation. Faculty appear to be in the dark concerning how faculty salaries are determined and doubt whether their salary disparities (a seemingly stale issue within the TCU network) are of any concern to TCU leadership at all, especially given the lack of communication. Adding to these feelings of compensatory malcontent is a lack of transparency about budget issues that specifically impact faculty salaries and benefits. One faculty member stated there are incongruent expectations between the reality of low faculty salaries and the level of faculty output. To affirm this statement, another more senior faculty suggested that her job duties seem to multiply every year without even a modest offer of extra compensation. It was stated in this regard, that more successful senior instructors have thus become victims of their own success. Another participant mentioned an additional concern about situations when new faculty members are hired often at equal or higher salaries than their more senior TCU counterparts, effectively negating the value of teaching experience or maligning a proven history of commitment to the respective TCU.

Theme #3: Professional Development (ProD)

Focus group participants mainly explored positive outcomes of professional development opportunities but also communicated very little direct engagement regarding ProD activities. However, their wish for increased professional development focused on opportunities for increased TCU faculty collaboration. Ideas regarding possible benefits of professional development collaborations, specifically with other TCU faculty, included general networking, curriculum and faculty-to-faculty sharing, garnering a broader picture of the TCU landscape, and problem-solving concerning issues unique to the TCU environment.

Conversely, participants cited a lack of professional development opportunities as a consistent challenge for faculty. One faculty member expressed a fear of professional complacency "creep," explaining that at the beginning of this teaching experience (nearly 10 years ago) when students quit attending his classes, he commiserated about what he had done wrong or could have done better. He courageously confided that presently, he concerned himself less with his own actions and with some consternation, attributed students' absenteeism or lack of motivation to external issues beyond his control. Another faculty mentioned hearing a (more) senior faculty member repeatedly comment that he could teach his particular classes "blindfolded," and now wondered aloud if this sentiment was the result of professional burn-out. This sentiment was expressed by others in different ways, yet faculty consistently wondered if they could do more or something different especially with reference to their collective motivation and, in turn, its impact on student motivation, attendance, and retention-related issues. Faculty strongly suggested that learning from their colleagues could greatly increase faculty engagement (and by extension more student engagement and possibly impact student retention) by brainstorming ideas and creating solutions together with other TCU faculty, if opportunities existed to do so.

The next section for this chapter denotes focus group responses as a compilation of quotes directly from Pre then Post (PTP) Reflection forms on the following table. It was emphasized to faculty participants that their PTP reflection comments would become data and they were encouraged to write at least 3-4 sentences comments for each section.

Table 4.1

Pre Then Post (PTP) Reflections: TCU Faculty Focus Group Responses

Pre-Focus Group Comments:	**Post-Focus Group Comments:**
Faculty are here because we believe in and value what we do. I also feel I could approach anyone on campus for help.	My feelings have not changed. I concur with what was discussed. I love what I do.
I truly questioned the importance of collegiality. To me there is a disconnect of the importance of faculty as a whole.	I do believe faculty collegiality is important, but there is a larger disconnect between faculty and administration. I do believe TCU faculty are in a special position and many times, not as valued as they should be.
I had few concerns about faculty collegiality, and in fact, find it to be one of the perks of teaching at this TCU. I like working where faculty members have similar engagement, attitudes, and commitment to teaching. It's nice to be able to bounce around ideas, concerns, stories, plans, and suggestions with people of like mind and energy. Outside of here I don't know a lot of people who are concerned with Indian education, and I am sure I bore my friends and family at times because it's pretty much what I do. At previous institutions (where I taught) there was not this sense of camaraderie and engagement with one another. My TCU is not a step on anyone's career path, at least in the western style academic world, so we do not get the academic variety of one-and-run-people who fit here, stay here.	Even though we work too hard and are never caught up, the job is worth it. I get annoyed at times with people who skate rather than work, but they are relatively few (or maybe I just shut them out, I don't know.) I like to concentrate on collegial relationships with faculty and students who are themselves committed to the college – and there are lots of those. The great thing about this small college is is its flexibility – where else could you get to develop a program and have it grow right before your eyes? Faculty at large universities say it takes them 1.5 years to to get even a new course approved! There are always concerns about a living wage. We need more Pro-D-[professional development] as discussed in the focus group, there used to be more $ and opportunities for this. I don't see that improving (not much in the U.S. is improving these days…) I miss times spent with colleagues on an informal basis, such as faculty development dinners or attending conferences together I like to avoid (knowing about)

	administrative problems. I am content being on a small tendril on the grapevine, without knowing a lot about the daily stresses of other people, especially when it is not really my business. I appreciate the same from others. We are generally left alone to do our work – put another way, we are trusted to be able to do our work. I definitely believe that faculty at my TCU meaningfully engage with colleagues and share a commitment to wellbeing. On that second one, I might say that I tend to seek out people with good attitudes, and avoid the chronic downers. This does not mean that specific problems or situations are avoided, but if someone has an unsupportive attitude, overall, they can be an energy drain. We need all the energy we can get! My satisfaction with overall faculty climate is a lot higher than 50% marked on the original survey. Same for the sense of shared purpose. The shared purpose is one the best things about working here. It's been a very supportive environment for me. I know that is not so for various other faculty, so it's not a 100% deal, but my experience has been positive. Thanks for including us in your survey! We will be interested to see the results. And maybe something will come of it someday, like more faculty conferences and development opportunities!
My idea of collegiality prior to this meeting was the rapport, communication and support among those we work with.	Basically the same thing and it's nice to know that most of those participating are in agreement. It was a good chance to share thoughts and concerns.
Time, space. Learning from others. Sharing with others off campus.	Funding in order to do this. Professional Development from others in the same type of work. Getting together for brain-

	storming.
I guess at the beginning I did not have a true meaning for the word collegiality. As the focus group was lead to discuss various aspects of collegiality many participants were amazed at the low scores given to various areas and I too, agree that our college is above average in the support we feel from each other and our departments. Our department head recognizes the fact that all instructors have various talents and she tries to capitalize on the strengths. In most cases we are given a class description and allowed to develop the class in a way that we feel would be most helpful to the students. Students are asked to evaluate the class at various times at the request of the Department Head and I feel most of these are quite truthful.	I feel the time spent discussing how grant money was used to provide training in the past and now we are really without really brought us together. Also the idea of [leadership transition] and the impact it has on the moral of the staff really made you stop and think about the importance of good leadership….[times of transition] makes everyone nervous, a fact that I didn't know. I think the most important part of the meeting was the idea of taking time to discuss our feelings. It seemed to everyone that we are so busy that it is not a high priority to build relationships with our colleagues. I feel this type of meeting works better with an agenda and someone to guide it along so it doesn't end up just being a gripe session.
Wasn't sure what the focus group was all about prior to meeting. Wasn't sure that 2 hours would be of value as I am extremely busy.	That the members of today's focus group has the same concerns and opinions as myself and from looking at survey questions, other TCU have similar thoughts. Hoping that now we have identified our concerns that we might address them (at our TCU) to make life a little smoother for faculty members. I enjoyed the discussion.
-Collegiality addresses the interactions, issues concerns, and shared vision of colleagues(faculty). -Collegiality in tribal colleges would be stronger than mainstream institutions. - -Faculty responsibilities, concerns, and working conditions would be similar among tribal colleges.	Faculty workload, working conditions, issues and concerns are similar among tribal college faculty. Collegiality is affected (and changes) with growth. Faculty development is an issue with tribal college faculty.
(Left Blank)	My thoughts haven't changed appreciably. I will say I was a little surprised by the level of dissatisfaction faculty in the survey had with their relationships. I am

	very comfortable with the collegiality here, but mainly because it is not a real priority for me. I really don’t need the social or professional validation of my colleagues.
Prior to participating, I felt as though there would be an expression that there is a serious lack of collegiality among faculty. I did initially feel confused not knowing what to expect.	After participation, I feel as though faculty are collegial but that we identified ways in which we can increase faculty interaction. Example – move about and talk to other faculty.
I wondered exactly what is collegiality – how is it being defined.	I wish we had a higher level of collegiality on our campus.
I’ve been aware of the value of collegiality for a number of years – experiences good and bad. This TCU rates better than average perhaps, but far more needs to be done to improve collegiality.	It’s good to know that other faculty view the need for increased collegiality on campus.
Concerns: Infrastructure is poor. There is A lack of professional development even right on campus. Idea: Perhaps meeting regularly with Department chair and voicing positive ‘happenings’. Support for faculty retreats!	Being more transparent. Having faculty space (location) to interact. Hearing from you – very impressive topic!
It is important to achieving a common vision. It makes sense work is easier to accomplish. It makes going to work each day more enjoyable.	The sense of collegiality at (my TCU) may be somewhat higher than at other TCUs; That we need to continue to work on our relationships with each other; That our institutional governance could be more overt in recognition of faculty and in increasing/fostering collegiality.
I feel that faculty are not given enough respect and a lot of credit is taken by administration. There is a lot of hostility between staff/admin and faculty. It is not what I was used to after being in grad school and working at other …colleges. I do not always feel student learning is a priority.	I feel better knowing that other TCUs have the same issues. But it is disappointing and makes me doubt change will occur if this is part of the culture of TCUs.

My questions were how does collegiality affect teaching at [my TCU]? And is collegiality at [my TCU] still as strong as it was several years ago? And how does collegiality at [my TCU] compare to other tribal colleges?	I felt the focus group discussions were helpful in answering my questions. I felt the group conceded that collegiality is very favorable at [my TCU] and that has a strong impact on our commitment to teaching here. I also learned that others are feeling the same way I did that lately we are losing some connections to each other because of the growth of our campus. I learned that we differed somewhat but not too greatly from other tribal colleges about collegiality. The experience of the focus group was highly beneficial and the way it was led by you was exceptional. Thank you for inviting me to participate.
I don't think I thought about it much. If so, I guess I thought that it meant that you should get along with, or at least respect your co-workers. Sometimes I think about how can I collaborate with my colleagues more often, and actually problem-solve rather than just small talk.	Now I wonder how much income levels really affect collegiality.
I was interested in the ability of faculty to group together to address questions that can lead to better relations between faculty, staff and administration. Administration's role in making faculty collegiality non-existent.	There is some resentment/silence in TCUs about marginalization of faculty overall. All faculty have positive goals but how to accomplish them is an issue. Collegiality can never really be achieved 100%.
What do we have in common. Definitions of our ideas of common purpose. I just assumed collegiality was for universities.	I never thought of collegiality at my TCU as much as I did at a mainstream university. I think TCUs are so small collegiality is a given. However more options to share 'war' stories is needed. I think more focus should be on faculty and why they teach at a TCU.
Collegiality is a term that is difficult to define due to its broad scope. Prior to this meeting, I had no major concerns but I did have questions regarding the specific topics that would be discussed.	My biggest question now is connected to formation of faculty collaborations that would build collegiality. How do we get from where we are today to where we want to be?

I had not thought about it much. It was one aspect I thought we did well. I see that not all faculty agree with this aspect and we do have room for improvement. Taking time when we do not have class to communicate and just plain get to know our co-workers is important. Also having support is important for new instructors.	Addressed (in first section)
I never really thought about how great we all work together to make [my TCU] a wonderful place of teaching and learning. It somehow just happens. We as faculty never forced it. We all think alike and have the same goals for the goals for students.	After the focus group, I think how amazing we all are as a group! I am amazed at other tribal colleges and their responses to the questions…but I am not surprised that working at a TCU isn't about the money. I was surprised that other faculty don't get along as well as we do.
Before attending the focus group I had a concern about the work load that faculty carry. I have always really enjoyed my job! Recently, however the work load has increased to the point where I feel over-whelmed. This is due to increased admini-strative requirements, expansion of programs and some burnout on my part. This has lead to a decrease in job satisfaction for me.	Although disagreements between faculty occur, I have found at (my TCU) that I can talk to almost any faculty member about issues at the college and come to decisions that are in the best interests of our students. Some members of the focus group talked about faculty meetings being so short that they didn't have the opportunity to express their opinions. For my part, I really appreciate the short faculty meetings.

Most faculty members were very attentive in contributing their written reflections after the focus group. As faculty completed their Pre then Post forms, they were collected. Prior to leaving, some faculty verbally expressed their enthusiasm for participating in the focus group and several faculty lingered after the session to speak more about their particular experiences either with me, or with their colleagues. Specifically regarding the third focus group, several PTP forms were not completed at the conclusion of the session and repeated requests (via email) to secure responses were not successful; as some responses are missing from the above PTP matrix. (As a cursory note, this particular focus group session was unfortunately ill timed

regarding faculty schedules, which inhibited follow-up by the TCU representative working with me.) However, those faculty who did email their responses were very thorough and thoughtful.

The below graph concludes this chapter by depicting some general differences between the literature and this dissertation's findings regarding collegiality.

Table 4.2

Literature Versus Dissertation Findings

Extant Literature	**Dissertation Findings**
Colleagues are predominately faculty within own department.	Colleagues are predominately all TCU faculty as well as other TCU staff members.
Individual department focus	Collective focus including staff members
The concept of collegiality as a construct is prevalent.	The concept of relationships as a construct seems valuable.
Literature promotes formal-style of mentoring.	Little attention to mentoring as a formal practice.
Professional development opportunities are more institutionalized.	Less deliberate involvement with professional development.
Conflict is mentioned, transparent.	Conflict is uncomfortably acknowledged but much less transparent and verbalized.
Diversity issues are articulated by representatives of a minority culture.	Diversity issues are articulated by representatives of a majority (White) culture.
Less direct attention to institutional mission and values.	More attention to TCU mission and values.
Less attention to personalizing faculty relationships.	TCU faculty espouses a family-style concept.

Chapter V: Analysis and/or Interpretation of the Findings

This chapter will first offer some context on how this study evolved, including an explanation of how TCUs were selected for participation, as well how the IRB process was managed as they relate to this study's forthcoming analysis. The final section of this chapter reveals interpretations of this study's results. Important themes that surfaced from focus group dialogue will be presented along with a critical analysis identifying gaps between this study's findings with extant literature. The final portion of this chapter will offer personal insights on what these findings mean from my own TCU faculty perspective.

Months before the dissertation research began, efforts were made to ascertain the interest level for the topic of collegiality and/or introduce the topic with TCU faculty outside of my home TCU, as mentioned prior this was the field checking process. This was important to ascertain the topic of collegiality as viable and of interest to other TCU faculty. As such, to investigate the relevancy of my research topic with other faculty, I planned three different trips to TCUs and subsequently contacted TCU personnel from these three sites that resulted in scheduled visits. Two of these TCU sites were located within central part of the United States and were within driving distance; one TCU was located within my state while the other located in an adjoining state. The other TCU site was visited by plane. After sharing preliminary information about the topic of collegiality, representative faculty from these three different TCUs sites affirmed my research topic and I felt encouraged that the topic of collegiality resonated with other TCU faculty.

During these trips, one possible outcome I conveyed was a hope to develop more opportunities for TCU collaboration by organizing a TCU faculty conference. Other TCU faculty members were highly supportive of this notion of convening specifically with their TCU

colleagues, as currently no such opportunity exists. When asked to explain their interest in collaborating and building relationship with other TCU faculty, their responses centered on hopes to expand their individual networks to include TCU colleagues as well as to share information specific to their fields, as well as seek advice from their TCU colleagues on a plethora of issues including how to manage TCU student specific-related situations. These expressed desires pertaining to student-related and cultural issues was an especially salient topic offered by non-Native faculty because in their words, “Most of our students are Native.” “Making-do” with what resources are available is an especially noteworthy gift of everyone involved in the TCU world, it seems and as such, faculty conveyed their excitement when by happenstance, they “ran into” another TCU colleague at mainstream conferences (though it was stated that attending generic higher education conferences was often less relevant). Additionally, TCU faculty expressed somewhat of “a disconnect” with their mainstream colleagues during these conferences stating “we have little in common.” After trips to these three TCUs, a pilot study of the Rolling Survey process was conducted as previously mentioned.

More specific to the IRB (Institutional Review Board) process, I began the dissertation research by reviewing TCU websites for ethics application requirements. When IRB information was not found on the TCU website, I made phone calls to the administrative and/or academic leaders whose contact information was attained again through the website. Four TCUs with more substantial numbers of full-time faculty were selected to participate as these larger faculty numbers were thought to offer the best chance of including 8-12 full-time faculty in a focus group. A fifth TCU was later added when difficulties (addressed later) arose concerning IRB approval. After making contact with a particular TCU, the process of submitting and attaining

approval for the IRB commenced. Official approval from participating TCUs was granted culminating in an email with an attached letter authorizing my study.

As mentioned, participants were selected by the IRB chair at each participating TCU and the only instruction provided was participants have full-time status. However, when probed further by IRB chairs about how to proceed with faculty selection, I responded by suggesting focus group participants be representative of their overall TCU make-up in terms of diversity (for example: academic program, gender, teaching experience, racial or ethnic background and also suggested inclusion of a variety of personality types) though again, the only formal criteria was that participants have full-time faculty status.

Ultimately, of the initial five TCUs selected to participate, only two of these original TCUs participated in this study. I discovered that of the TCUs approached for research inclusion, their corresponding IRB processes varied greatly in terms of both access and rigor. One IRB chair explained that the IRB process can be made to be restrictive or facilitative and for this study, both types were encountered. Likewise, because there were a multitude of lessons learned regarding the TCU IRB processes for this study, short explanations of both participating and non-participating TCUs follow.

As one might expect, each TCU designs their individual IRB/ethics processes according to their respective guidelines, philosophies, and criteria. What was not expected was the wide variance between each of the TCU's IRB requirements. Unfortunately, one of the first IRB processes encountered proved to be the most complex and, quite frankly, the most cumbersome. Too, not only did this particular TCU require an extensive ethics application but so did their affiliating tribe. In all fairness, this particular tribe is much more high profile than most and in hindsight I understand their compulsion to protect both their intellectual property and, more

importantly, to safeguard their homelands and people. However, the unfortunate repercussion is that the degree of rigor may too, serve as barrier and thwart research efforts that could feasibly do some good.

In any event, after several weeks of attempting to complete this application a decision was made in concert with my dissertation chair to discontinue that particular ethics application and subsequently an email was sent to formally withdraw (what would have been my first) IRB application. In large part, the decision to discontinue the process was necessary due to the limited amount of time that was planned for research completion. Had the timeframe been less of an issue, I may have opted to complete and submit both the TCU's IRB application as well as their affiliate tribe's RRB (Research Review Board) ethics application. Another factor involved regarding this first IRB application process was perhaps my own research naiveté as I had assumed that surely other TCUs would be welcoming of my research plans if nothing else due to my own long-time TCU affiliation. In practice, however, this assumption proved false as my TCU affiliation garnered no such special treatment. However, an unintended consequence of this first IRB experience was my inclination to delineate exact language and specify details on subsequent ethics applications. I would later discover over-formalizing focus group protocols and data collection proved ill-suited to most other TCU IRB processes (though their ethics application requirements appeared equally informed without insistence on minute detail). In fact, my superfluous research protocols proved in fact, much less welcoming at other TCUs.

For the second non-participating TCU, their president declined my request by cordially responding "we are not taking on any new dissertation research activities at this time." I would later come to appreciate this timely response, albeit negative response to my research inquiry as the third non-participating TCU quizzically provided no response at all to either repeated emails

or voice mail messages to various administrative personnel for IRB information. It struck me as very odd not to receive any response at all but after nearly a month of repeated attempts, I discontinued my efforts to make contact with this particular TCU.

Among the participating TCUs, one application was approved in a timely fashion, yet after numerous weeks of requesting confirmation for a schedule visit to convene the focus groups without any success, I opted to send an email to both my contact as well as their TCU president (who had in a much earlier email approved my research plan and referred me to their IRB chair). In response, their TCU president quickly responded that my initial contact was not in academics and had no authority over faculty, though this fact had not been communicated earlier. By this time nearly a month had passed but fortunately, the academic leader I was referred was quick to schedule a research date. Interim, between navigating responses and waiting for replies and a confirmed date for this TCU, I ventured out from the original set of TCUs and contacted a fifth TCU who expeditiously approved my IRB application. In total seven TCUs were involved directly either by focus group participation or indirectly by participating in the field checking process and/or the piloting of the Rolling Survey process and in total, over 7,000 miles were either driven or flown to participating TCUs.

Among the lessons learned overall was the fact that personal and early contact with TCU leadership either with IRB chairs and/or academic deans outside of the original four TCUs may have greatly streamlined the ethics applications processes. Valuable time was initially dedicated in making appropriate contacts and/or acquiring necessary information about IRB processes. Also, I simply underestimated the time that it would take to initiate and complete the various IRB processes. Another lesson learned was my overly strict compliance with IRB specifications. Ironically, applying a strict protocol to TCU focus group processes actually served to impede

faculty engagement as it inhibited opportunity for faculty to experience dialogue. After I realized the specifications asking faculty to take notes during the focus groups was a formality inhibiting engagement, I opted to alter this requirement and scribe faculty comments on easel paper. Faculty stated they had so few opportunities to simply engage with their colleagues and that they appreciated the focus group time, space, and latitude to hold meaningful dialogue. Participants expressed this sentiment in spite of some initial begrudging participation by several participating TCU faculty. In fact, one participant willingly offered at the conclusion of one focus group session, "I have to confess I was not happy about being here, but now I am glad I participated." This glimpse of seemingly quasi-support for faculty research, especially by other TCU faculty, is a conundrum that deserves more attention, particularly if TCU faculty-related issues are to become more visible through research. In reference to the importance of research more generally but relevant to this study, Crazy Bull (2004) affirms the value of making room for research:

> As tribal scholars and researchers, we must continue our dialogue about the role and nature of research. We must conduct research that helps inform and address community issues and concerns. We must build the capacity of our citizens to control and manage the research agenda. While we do these things, it is important for us to keep our vision of tribal nationhood in sight…As we address the devastating social conditions of our communities and families, we must do so with the express purpose of building on the cultural knowledge and assets of our communities. (p. 15)

Extending these professional research courtesies is also an example of promoting collegiality though conducting research may not currently be a TCU faculty priority. However, support from administrative leadership among the participating TCUs with respect to encouraging their faculty to participate, was instrumental in bringing this study to fruition. One example of this support is evident in an email from an academic dean to his TCU faculty encouraging involvement by initiating an e-introduction, "One of our sister college faculty needs our help" as a means to rally TCU faculty participation. Needless to say, faculty participation was paramount to this study.

To accentuate this study's focus on faculty voice, the next section reveals research results by providing narrative descriptions of the three major themes and their respective subcategories. These themes were derived directly from faculty participants during the focus group sessions by documenting faculty dialogue. Themes were then subdivided into subcategories and prioritized based on number of occurrences. Theme #1 encompasses the importance of TCU faculty relationships. Subcategories for this theme include relationships with other faculty as well as the overall TCU community inclusive of students, administration, and board. Other subcategories for this theme concern issues of visibility, voice, recognition, and diversity-related concerns.

Theme #2 addresses communications issues including the subcategories of transparency, decision-making processes, and perceptions about levels of openness to engage in communication. The most pronounced subcategory regarding communications was the issue of compensation.

Theme #3 addresses professional development and its subcategories, including issues of access and viability as well as issues of time and opportunities to partake in professional development options. Also, a critical analysis articulating the general similarities and differences between extant literature and this dissertation's findings will be offered as will gaps and relevancy variances between the literature and the practice of collegiality. The graph on the following page is a visual depiction of this study's research findings by category:

Figure 5.1

Research Findings

As a reminder regarding the literature, references to a community of sage teachers and purveyors of knowledge are hundreds of years old. As a collective, the professoriate has evolved into one of the most respected vocations of all the professions and the notion of collegiality has become synonymous with the academy despite itself. Given this history, the literature is clear about the ubiquitous nature and expectation of collegiality. It is only recently that more efforts have been directed to concretize these expectations, apparently due to palpable acts that, regrettably, more closely resemble a lacking of collegiality and the desire to hold faculty and

their affiliate institutions more accountable, namely when things go awry. Nevertheless, collegiality as an idyllic construct prevails within the literature.

However, in comparison, TCU faculty appear less tethered to the word collegiality*,* per se. In fact one TCU faculty commented, "*Doesn't that term belong to mainstream institutions*?" Instead, TCU faculty prefer talking about the value of relationships. As indicated earlier, TCU faculty members place a high priority on their relationships with their students. In addition, they also deem their relationships with other TCU faculty as vitally important. In part, relationships with other faculty, especially faculty within their own departments, serve important personal as well as practical considerations. When focus group participants were asked "who are your colleagues?" more often than not, TCU faculty responded "all faculty here are my colleagues." This sentiment reflects a collective orientation that was more closely aligned with TCU faculty who seem to perceive all of their TCU faculty members as colleagues, not just those within their own departments. Conversely, TCU faculty members who had prior teaching experiences at mainstream institutions noted this (in)difference specifically. Consequently, this demarcation of TCU faculty collectivism versus the mainstream individual-style orientation was often emphasized, especially by non-Native faculty who had faculty experiences in both TCUs and mainstream educational systems.

When asked how relationships with other faculty manifest or become visible it was stated that support sometimes transpired outside of work (as in attending or contributing to a colleagues' relative wake service and/or funeral and for some non-Native faculty, often this type of support was the first time they had ever contributed to this type of function). Speaking from a practical standpoint, one TCU faculty member stated, "We have no subs when we have to miss a class so [we] need to be able to depend on each other." Additionally, faculty spoke of their

overall TCU community as an important aspect of their daily work. The TCU community includes stakeholders such as TCU staff members, administrations, and boards of governance. Admittedly, there was much less (positive) contact between their respective TCU administrations and boards but TCU faculty conveyed a hope that improved relations could foster closer ties to these groups.

In comparison to the literature, TCU faculty experiences included a wider range of collegiality that extends to other institutional factions and in part, this wider range may be attributed to the differences in size and age of TCUs when compared with mainstream institutions. In part, TCUs are much younger institutions than their mainstream counterparts. Additionally, overall student enrollment is much smaller, as is the size of surrounding TCU communities. As a consequence of the smaller sizes of most TCUs, one would expect higher levels of intimacy between and among TCU constituencies, an assumption that proved true based on this study. In fact, TCU faculty were quick to point out that "feelings" of camaraderie with members of their "TCU family" are considered very important. Also, repeated references to the importance of TCU mission statements and values indicate that these are held in the highest regard. This emphasis on enlivening and attending to TCU mission statements seemingly propels faculty toward positive relationship-making practices and communal goals. One faculty member commented "We regularly talk about our mission statement and not just in a parroting way."

Yet, despite many strengths, TCU faculty expressed concern about overall faculty visibility and perceptions of wavering faculty voice as attributed to a lack of visibility about faculty presence and overall negation of faculty contributions. Evidence of this deficit was illustrated by referring to various TCU websites and other TCU print materials where faculty presence was nearly nonexistent. Although few suggested faculty were marginalized, there were

many faculty who expressed hope for more meaningful recognition of faculty contributions. Few TCU faculty could expound on ways that faculty were recognized beyond routine annual dinners where plaques or blankets were doled out for 10, 20, or more years of service and though these acts were appreciated, few TCU faculty attributed much significance to them because of their routine nature.

The final subcategory under the theme of relationship concerns matters of racial tension. At the onset of this discussion and as a matter of disclosure, I confess my surprise throughout this study at the large number of non-Native TCU colleagues who participated in all phases of this study, with few exceptions. As a result of conducting this research, I have come to learn this racial demographic is consistent with what is known in other studies and/or reports which indicate, in fact the majority of TCU faculty are non-Native. Unsurprisingly, I had not given much of any thought to the racial make-up of our overall TCU faculty network prior to this study and this fact, in of itself, is not an especially provocative telling. However, what is an especially perplexing revelation is that my own TCU demographics mirror that of other TCUs and I had not taken notice of this reality. Pondering any further about this revelation is better suited elsewhere, but nonetheless, I felt compelled to articulate my newfound awareness.

More importantly, referencing the overall faculty network and looking past surface first-impressions revealed the magnitude of genuine, heartfelt commitment that non-Native colleagues have for their TCU work. Over and over, participating TCU faculty commented about the value and meaning of their work and the personal as well as professional gratification it yielded. The results also indicate that many non-Native faculty have contributed their entire professional careers to TCUs. What was also revealed throughout this study was the anguish that some non-Native faculty felt as a result of unarticulated racial tension. Few faculty experienced

opportunities to explore this issue and remarked in hushed tones and with some reservation, their desire to elevate the topic to a more public platform.

More generally, not all focus groups were identical in their articulation of relationship-related themes. In fact, most focus group participants did not score themselves as low regarding the challenging issues indicated on the Rolling Survey. A number of faculty participants commented results from the Rolling Survey with high, favorable ratings seemed to be oriented more toward an individual level and within the realm of what faculty could control. Likewise, uncontrollable factors or those issues rated as "challenging" on the Rolling Survey seem more external to the direct faculty work experience. Thus, TCU faculty members tended to value intrinsic issues such as the work itself and, subsequently, the meaningfulness of the work. Likewise TCU faculty members seem to put less value on extrinsic factors (organizational policy, status, and compensation). Though this is not to suggest that extrinsic factors are unimportant, but rather greater emphasis on faculty relationships stems from personal connection-making. Ultimately, in the case of either intrinsic or extrinsic factors, both scenarios for TCU faculty are representative of the situation that is presented in the extant literature, as noted by Cipriano and Buller (2012), who emphasized the importance of relationships as the "cornerstone of professional work" (p. 46). Another similarity between the TCU faculty experience and the literature is the recognition of the subtle nature of how relationships come into fruition. Though some scholars encouraged deliberate acuity concerning collegiality-related issues, others were much more subtle in their awareness. This lighter version of collegiality seemed to resonate stronger for TCU faculty as stated by one faculty participant who wondered aloud when asked about how collegiality manifests, "I don't know how we exactly do it, but we just do and it works for us." Tillman (2006) affirmed this level of skill when she equated those

adept at joke-making with their commensurate inability to explain why they are funny. For TCU faculty, this ability to propel collegiality into a more meaningful relationship-making construct may result from attentiveness to their respective TCU mission statements and belief in 'the cause' as driving motivation towards this doctrine.

Theme #2 is comprised of communications with and between faculty and others. Communications between TCU faculty members within their own department was considered a particular strength. Illustrating this point, TCU science faculty felt especially skilled at interdepartmental communications, as did those in the human services related fields. For the science faculty, it was explained that faculty communications were vital to successfully sharing information needed for research projects and planning for grant applications. Likewise, human services faculty and related academic programs characterized themselves as being people-centered and appreciative of the function of communications as a professional expectation needed to provide the best services for students and clients. It was generally agreed that intradepartmental communications were less effective, especially on those campuses where buildings and departments were becoming more geographically distant. Awareness about reduced communications appears to be an ongoing concern of faculty who experienced less frequent communications because building locations "tend[s] to keep us separate from each other." This was a particular concern for those TCU campuses experiencing more construction due to current expansion projects. It seemed to just occur to TCU faculty within the focus group sessions that construction plans had not taken into consideration the social impact on faculty relationships. Participants generally agreed that these projects would have a negative impact on relationship making and as a consequence, more thought should go into circumventing spatial divides in order to perpetuate meaningful faculty relationships.

Participants also expressed a concern for communication issues related to transparency, especially with regard to the decision-making processes of TCU administrations and their governing boards. Communications issues are widely referenced in the literature as well; for example, Hoyle's (1989) warning against "rigid hierarchy characterized by primary downward communication" (p. 15). Bray (2008) examined various "crimes" committed by faculty leadership and stated that devaluing faculty input is an example of an academic misdemeanor (p. 714). Millett (1962) described the outcome of quality communications as one involving "dynamic consensus" (p. 254). Likewise, most TCUs' mission statements reflect an egalitarianism spirit where Native cultural values promote equity. Over the course of time, the academy has perpetuated a similar sentiment that considers faculty as a "community of scholars" (Goodman, 1962, p. 74).

Another subcategory faculty expressed concern about was the issue of faculty compensation. This issue, more than any other united faculty with respect to the results from the Rolling Survey. With few exceptions, faculty felt that compensation was a demonstrable drag on the otherwise stellar faculty psyche. For those few faculty who did not consider compensation drastically lacking, it was argued that perhaps those few TCU faculty members had spousal support and their TCU salary was not the primary household income. It was further concluded that those TCU faculty who could augment their incomes by moonlighting or securing additional consultancy-type contracts did so in order "to afford to teach" at their TCU. Those faculty who held secondary positions outside of their TCU shared concerns about their lower energy levels for both work affiliates but resigned themselves that no other options were available, further commenting on this preference to hold only one position and overwhelmingly, faculty preferred their TCU faculty position, "if only it paid better!"

Although issues surrounding compensation were nearly uniform, equally consistent was the desire for enhanced communication about compensatory issues. It was lamented by faculty that little information was conveyed explaining TCU budgets and rationale for seemingly placing such a pervasively low priority on adequately compensating faculty. Counter to the hardship of inordinate low salaries, it was felt staff had greater opportunities for advancement despite the fact that faculty possessed advanced credentials. One long-time faculty remarked about her newer TCU faculty colleagues being hired at much higher salaries than what she began with, commenting that she felt she was being taxed for her loyalty instead of being rewarded for her many years of dedicated service. Ironically, faculty contracts were not mentioned (and many TCU faculty receive only year-to-year contracts). Though the issue of compensation was not alluded to in the extant literature about collegiality, arguably attention to the tenure process is inextricably linked to compensation and issues of faculty security.

An additional concern for faculty was the prevalence of conflict which was raised several times during the focus groups primarily due to references to the Rolling Survey results. The prevalence of conflict about compensation or other more divisive issues seemed like the proverbial elephant in the room. When specifically asked to "talk about the elephant," it became clear that entering into a discussion about conflict-laden issues was very problematic. In one instance, faculty seemed were resigned to distance themselves from hot-trigger issues such that one faculty stated "there was a time here where we all put our heads down and just focused on our work just to avoid certain issues." Within the literature, conflict was a widely referenced topic though it was more commonly referred to as "incivility" or a "lack of collegiality." As examples, some behaviors cited in the literature consistent with a lack of collegiality ranged from personal attacks to outright hostility, as well as the prevalence of faculty withdrawing from

academic robustness, or preoccupied, disinterested senior faculty. However, due to the apparent cohesive nature of most TCU departments in this study, it was unclear where the sources of conflict stemmed from leaving one to wonder about the usual suspects such as routine "organizational politics" or a general "lack of communications with leadership." From a Native perspective, not every conflict situation requires direct intervention as some cultural norms might simply suggest avoidance. For those conflict situations that require intervention, a possible remedy lies in Native peacemaking practices that may serve all TCU employees well in proactively managing conflict especially given TCUs cultural-based foundations. However, implementing peacemaking processes requires a concerted long-term investment from all TCU constituencies as well as a commitment first, by leadership to model and foster healthy relationships.

Professional development is the third and final theme addressed in this chapter though this theme was the least engaging for faculty who chided that even if they had the opportunity and funding, it was doubtful that they would have the time to leave their classrooms and engage in expanded opportunities. Sabbatical is a considerable and nonexistent luxury rarely afforded to TCU faculty yet an enticing idea surfaced as a subcategory of professional development, namely, shared hopes for more TCU faculty networking. Meeting other TCU faculty was a topic of discussion in which most faculty became highly animated and consequently a laundry list of positive possibilities were shared (these identical sentiments were shared previously by TCU faculty during the field checking and piloting stages of this study). Currently, no such venue exists for TCU faculty, though more opportunities exist for TCU leadership and for TCU students who attend an annual AIHEC conference.

Creating time and space for faculty networking will require concerted effort and in order for more professional development to become reality, faculty themselves must assume some responsibility in creating such opportunities. The literature is adamant on this claim as professional development opportunities need not be elaborate or expensive or even off campus. Quite simply, brown bag lunches contain the potential for both academic and social conversations with possibilities of creating synergistic momentum. Overall, building a broader TCU network is complex, and no easy feat especially given the shrinking pocketbooks of nearly every non-profit organization, including TCUs. Aside from the ever-present financial constraints, an additional challenge to growing TCU faculty professional development opportunities, even on TCU campuses, is the lack of physical space for faculty to congregate. At present, few if any faculty lounges exist on TCU campuses. Although the extant literature is vague, the impression is that mainstream faculty space echoes the TCU reality. Notably, faculty space is a scarcity but Gappa et al. (2007) actively encourage academic leadership to “nurture” and grow collegiality by first paying attention to spacing issues that encourage faculty to be physically located near each other. With reference to campus size, some TCU faculty are just now experiencing the initial burgeoning effects on faculty relations as a result of expanding campuses. These and other implications are discussed in the following, and final chapter.

Chapter VI: Implications for Leadership and Change

Never having visited many other TCUs, one of the great joys in conducting this research was traveling to the other TCU campuses. It was an empowering experience to meet other TCU colleagues, even briefly and I left each site feeling more connected and more confident than ever knowing more TCU faculty and how we are each truly tethered by similar passions and a shared dedication to our work. Inevitably, when leaving each site at least one TCU colleague asked to be sent copies of the final dissertation whether it was during the field checking, piloting, or focus group phases. For me, these requests accentuated their interest as well as foreshadowed commitment to stay vested.

However, on many levels this dissertation process concludes with more questions, lingering curiosities, and personal observations than tidy results; the first of which recognizes that research in Indian Country is precarious business, even for “insiders” and by that I mean for Native people working for Native institutions. Initially, perhaps my research expectations played a role in expecting too much, too soon. Our respective Tribal College and University IRB chairs demonstrated their expertise and adeptness at ascertaining the quality and level of preparedness concerning my ethics applications. With respect to the collective IRB processes overall, more thoughtful discourse is needed to address the wide and varied range of TCU processes and how those processes inhibit or promote research within the TCU networks and the Native communities they serve.

Another lingering issue (also noted by one of my dissertation committee members) concerns the status of Native faculty and their presence, or lack of proportionate representation during this research process. As previously stated, Non-native faculty were well represented

during all phases of this research process and despite Native faculty being given equal notice and opportunity to participate at various junctures of this process, Native faculty participation was limited. As a Native faculty member admittedly I feel disappointment and some trepidation in documenting this fact and I can only speculate why Native faculty were less likely to offer their proportionate participation. However, at this point, my personal notions are less important than providing this information to prospective future researchers for their consideration.

An important personal limitation impacting my research was overcoming my initial reluctance to make personal inquiries. As a faculty member, my comfort level resides in providing help, not asking for help. The research process as I discovered is a humbling experience and I quickly learned that in order to make progress, I needed to ask for assistance from others. An example of a positive outcome in this regard was garnering approval for the survey adaptation from the IDEA Center. The modified version of the survey instrument was extremely helpful and offered focus group participants something tangible in discussing an elusive topic. I discovered that taking time to navigate this (and other research processes) was well worth the investment. Additionally, asking for input from my own colleagues along the way was instrumental to bringing this study to fruition.

Finally, with regard to the overall research process, I began this project wondering if indeed faculty voices, opinions, and ideas would be considered as "legitimate" data. This state of dissonance indicates epistemological as well as cultural differences and I now better understand this philosophical fissure is hardly new. Yet, reflecting back to my dissertation journal, I see my own questions and how my thought process came into balance affirming Wilson's (2008) encouragement of research authenticity:

> The notion that empirical evidence is sounder than cultural knowledge permeates western thought but alienates many Indigenous scholars. Rather than their cultural knowledge

> being seen as extra intellectual, it is denigrated. It is the notion of the superiority of empirical knowledge that leads to the idea that written text supersedes oral tradition. For Indigenous scholars, empirical knowledge is still crucial, yet it is not the only way of knowing the world around them. (p. 58)

Ultimately, though this study was designed as a limited exploration it arguably has important leadership and change implications. First, for TCU administrative leadership it is hoped this study will encourage a wider vision to create and maintain healthier relationships with faculty. Faculty also consider themselves stalwart supporters of TCUs and want a stronger voice in decisions that impact them, recognition for their contributions, and to be visible as equal contributors to the TCU network. The second implication of this study is directed toward TCU faculty. There are rich opportunities to infuse academic leadership in everyday encounters with colleagues, students, staff, administrators, boards, and community constituencies. However, this study's emphasis was to explore faculty collegiality but without negating the important and vital relationships with other TCU constituencies. Consequently, when appropriate for faculty to do so, extending beyond the classroom and beyond insular faculty offices can potentially offer a myriad of opportunities. In order to accomplish these outcomes, attention to faculty relationships is an important but overlooked construct, even by faculty. In large part, an introspective examination by faculty concerning their roles, responsibilities, and relationships is a necessary first step.

At first glance, perhaps some will view this study as self-serving or a distraction from either TCU students who justifiably deserve more opportunity or TCU leadership who also care deeply and work tirelessly for the institutions they have dedicated themselves. However, as stated previously and numerously, this research study was not designed or implemented to highlight competing interests. Rather, the purpose of this study is to cultivate awareness from within, about the good and hard work of TCU faculty who are equally committed and deserving.

Furthermore, this study's results indicate that coming to terms with the contributions of faculty as well as addressing concerns are very much in keeping with the cultural values and mission statements of TCUs. Generically speaking, any organization can employ a competent and qualified workforce but for those organizations aspiring to fully utilize and develop their human resource potential, concerted efforts are necessary. In this regard, TCU faculty already embody hallmark levels of commitment for their work, leaving one to speculate the wonders faculty could accomplish with additional support and invitations for meaningful collaboration.

I have learned many things because of my newfound knowledge due to this research; the foremost being that TCU faculty remain firmly rooted to the TCU cause despite a plethora of challenges, some of which were brought to the surface through this study. Also, with reference to TCU faculty participants and the Rolling Survey results, I learned reactions were mixed. Some faculty participants postulated the results as similar to their own; another group of faculty imagined their results as markedly different. While another focus group seemed less affected by the results and but explored within the focus group what their own responses might depict. In all cases, the use of the Rolling Survey as a newly developed research vehicle served its purpose well, despite the fact that its results were interpreted differently for each TCU focus group. However, agreement regarding the survey results was not intended nor was (are) the results to be interpreted as truisms for all TCU faculty; rather the emphasis was to create opportunities for TCU faculty to converse about issues relevant to their experiences. In doing so, this dissertation process has opened the door to more questions especially with regards to the professional work lives of TCU faculty. Consequently, more work and research is needed as evidenced by a gap in the dissertation literature about TCUs revealing just over 120 studies. Of those dissertations, few were devoted to TCU faculty and none addressed faculty collegiality. As such, if in fact it is true

that "faculty are the heartbeat of TCUs," as suggested by one recent focus group participant, then their collective work requires far more attention.

In closing, I hope good things come from this study. In particular, I hope more TCU faculty and their leadership colleagues think about, question, and share ideas about the status of their professional relationships. Certainly, questions remain concerning the resolve of faculty to carve out room to explore future opportunities; however, faculty research participants for this study suggested enhanced faculty dialogue across the TCU network may help generate more expansive, vital ideas. By increasing opportunities for thoughtful dialogue, more momentum could be created for the entire TCU network, especially at this important juncture when solutions to a myriad of problems demands creativity and steadfast resolve by "all hands on deck."

Too, though this study highlights key issues about the quality of work life for TCU faculty through the lens of collegiality, for others to also see its full value, faculty themselves must first come to this realization. As such, any type of transformation requires faculty inertia to create time, space, and dialogue about their roles and responsibilities in order to address the current challenges and craft future opportunities. Results of this inquiry also suggest more consideration is required to strengthen faculty relationships both within ones' own tribal college as well as across the entire TCU network. Likewise, this transformation requires the support of TCU leadership and TCU supporters.

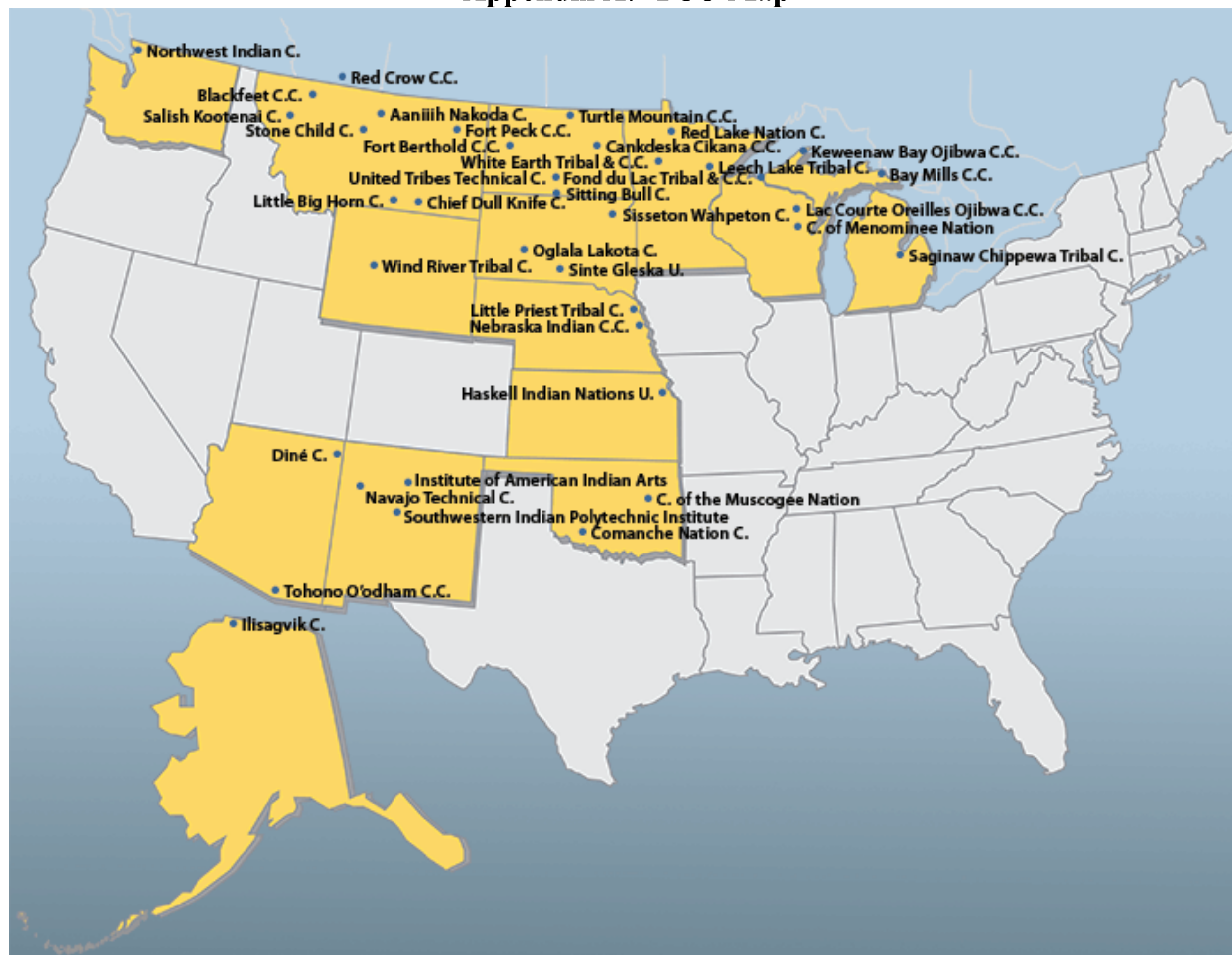
As noted, the extant literature suggests that faculty collegiality is valuable to both individual faculty members and their affiliate institutions and though this study focused specifically on TCU faculty, insights from this research extend equally beyond TCUs. Therefore, it is my hope that this dissertation encourages members of the broader faculty profession to

stretch themselves by initiating dialogue, investing time, and creating more opportunities to strengthen their professional work relationships.

This dissertation concludes with a noteworthy recommendation from a visionary Lakota Chief and spiritual leader named Sitting Bull, who offered these words of encouragement many years ago but whose sage advice remains applicable yet today, "Let us put our minds together to see what we can build" (http://www.sittingbull.edu/2013).

Appendix

Appendix A: TCU Map



Appendix B: Focus Group Rolling Survey

The purpose of sharing these results from a prior actual TCU study is to promote further dialogue pertaining to the TCU faculty work experience. Specifically, themes from this survey relate to faculty collegiality. Examples of collegiality may be determined on how faculty work with each other as colleagues in terms of offering and receiving moral support, mentoring and helping each other, as well as identifiable and tangible elements of our work that create meaning and a sense of job satisfaction. Also collegiality involves the prevalence (and if so, the management of) conflict or incivility within our TCU departments or institutions. As such, within this focus group setting, it is hoped you will share your thoughts about these results in how they may be similar or different from your own experience as a TCU faculty member. Some ideas to think about during this focus group are:

- Do any of these results resonate with your opinions or experiences?
- Are you surprised by any of these results?
- If these results hold true or false for you, what are the ramifications, if any?
- What are we learning about ourselves within this process and what changes will these insights provoke, if any?

Section 1: Survey results to celebrate:

Q#	Primary Theme of Question	%	Agree OR Disagree
Q1	Enthusiasm about my work	100 %	Agree
Q4	I feel a personal responsibility for the quality of my work	100%	Agree
Q7	Feelings of meaningful contributions	96%	Agree
Q25	When asked, I help others	96 %	Agree
Q29	Courses I teach reflect my expertise	93%	Agree
Q 2	Contributions making a difference	93 %	Agree
Q9	My work gives me a sense of accomplishment	89%	Agree
Q6	Much of my work is mundane and lack significance	86%	Disagree
Q14	My colleagues value and respect my contributions	86%	Agree
Q22	I would mentor other (new) incoming faculty	86%	Agree
Q33	As time goes on my work becomes more satisfying	86%	Agree
Q28	Sharing goals with colleagues is valuable	82%	Agree
Q3	Impact on my departmental policies, decisions	82%	Agree
Q5	My contributions are recognized by colleagues	79%	Agree
Q8	If I could, I would obtain employment elsewhere	75%	Disagree
Q10	I have adequate professional development opportunities	71%	Agree
Q23	I make efforts to connect with other department faculty	71%	Agree
Q26	I regularly volunteer at your TCU activities	75%	Agree
Q15	I understand what other faculty do	68%	Agree
Q19	Faculty have a voice in their departments	64%	Agree

FOCUS GROUP USING TCU ROLLING SURVEY

Again, here are some ideas to think about when responding to the next set of results:

- Do any of these results resonate with your opinions or experiences?
- Are you surprised by any of the results?
- If these results hold true or false for you or your TCU colleagues, what are the ramifications, if any?

- What are we learning about ourselves within this process and what changes will these insights provoke, if any?

Section 2: Survey areas to address:

Q27	Faculty are adequately compensated for their work	93%	Disagree
Q32	Positive changes are needed regarding faculty work	89%	Agree
Q16	Our academic community is not as strong as I would like	86%	Agree
Q13	Problems that surface are managed well/cause little stress	75%	Disagree
Q31	Conflicts are managed well at your TCU	75%	Disagree
Q17	Faculty have adequate resources to support their work	64%	Disagree
Q24	Faculty are encouraged to research and publish	64%	Disagree
Q11	Faculty meaningfully engage with their colleagues	61%	Disagree
Q12	Faculty share a commitment to group well-being	57%	Disagree
Q20	Faculty appropriately communicate their needs/concerns	57%	Agree
Q18	Faculty have a strong sense of shared purpose	50%	Agree
Q21	Satisfaction with overall faculty climate	50%	Agree
Q30	Faculty understand and practice (your cultural) values	50%	Agree

Appendix C: TCU Leadership Memo

TO: TCU Full-time Faculty

FROM: TCU Leadership

SUBJECT: Invite to participate in focus group

DATE: March xx, 2013

This email is to introduce Nora Antoine, a doctoral candidate at Antioch University whose dissertation research study focuses on TCU faculty. Nora invites faculty participation in her focus group as part of her research.

She will be at (TCU location) on (date) during (time) to conduct a 2 hour focus group. The focus group, she hopes will consist of 8-12 full-time faculty who represent diversity in terms of years of TCU faculty service and academic department.

This purpose of this focus group is to explore TCU faculty insights about collegiality. Utilizing survey results from a previously conducted survey at a different TCU (called a Rolling Survey) Nora will share those results to explore your ideas, suggestions, questions or concerns and how/if those results resonate with TCU faculty.

Nora has fulfilled our IRB ethics requirements and has been approved to conduct her study here. The letter of consent is attached for more in-depth information about your rights as a research participant, risk and other important information relative to conducting this research. She hopes that all academic departments will have at least one faculty participating in her focus group.

If you are interested in volunteering to participate in this focus group about faculty collegiality, additional information about a meeting time/place will be emailed to you at a later date.

Appendix D: Letter of Consent

TO: TCU Colleague

FROM: Nora Antoine, PhD Candidate

DATE: March xx, 2013

RE: Letter of Consent to participate in Focus Group Exploring TCU Faculty Collegiality

You are invited to participate in a conversational-style interview within a focus group setting. Along with 7-11 other TCU faculty, you will be asked to participate in this focus group for the purpose of sharing your ideas and insights regarding faculty relationships in general, and faculty collegiality, specifically. It is anticipated that this dialogue will be candid with hopes of capturing your insights about faculty relationships as they impact you and/or your work.

Results from a prior survey conducted at a different TCU will serve as the vehicle to promote dialogue during the focus group. You will be asked to share your reactions to these survey results and how or if any of those responses may be similar, different or resonate with you or your ideas about collegiality at your own TCU. It is anticipated this focus group will last a minimum of 2 hours.

You will be asked to take notes during the focus group in addition to Nora taking notes. At the conclusion of the focus group, you will be asked to share what notes you have written with the group. Nora will scribe the notes from the group onto easel paper visibly located within the room. You are encouraged to share only those notes you are comfortable sharing with the rest of the group. In addition, you may edit (change, correct, add or delete) any and/or all parts of your input that have been written on the easel. You may take or dispose of your own notes.

In addition to taking notes during the focus group, you will be asked to provide written reflections on a form provided (called a Pre then Post Reflection form) that Nora will keep. No identifying information pertaining to you or your TCU will appear on any published document.

Your participation in this study is voluntary and is anonymous, though not confidential due to others participating in this focus group. There is no compensation for your involvement. Overall possible benefits may include more awareness about the benefits of collegiality for TCU faculty. You may limit or halt your participation at any time.

Research results from this study, in addition to studies at other TCUs will be used in future scholarly works and a summary of the dissertation will be shared at a future date in the Tribal College Journal.

It is not anticipated that you will feel discomfort or stress during this research process, but should this occur, you are encouraged to seek emotional support through your TCU employee assistance program, I.H.S. Behavioral Health facility or your regular medical provider as you deem necessary.

Should you have questions about this consent form or any issues related to the interview process, you are encouraged to contact Carolyn Kenny, Ph.D., IRB Chair at Antioch University and Professor of Human Development and Indigenous Studies at ANTIOCH UNIVERSITY AT 805-618-1903 or by email ckenny@antioch.edu. Also, you have 2 consent options (both have the same rights as indicated above.)

Please complete either consent Option A or Option B at the bottom of this page.

Indicate the total number of years you have been faculty at this, or any TCU: __________.

Option A: By signing this consent form, you agree to participate in this focus group.

____ ___________________________________

Your Signature/Date Your Printed Name

OR

Option B: You are providing your consent to participate by your attending this focus group. If you select this option, you are not required to sign this form, but are required to write "yes" in the box below.
I consent to participate by my attendance. Please write "Yes" here: ______

Nora Antoine is currently a full-time instructor and Department Chair at Sinte Gleska University. Contact Information: nora.antoine@sintegleska.edu or nantoine@antioch.edu (605) 856-8150.

Appendix E: Pre then Post Reflections

TCU Focus Group
Pre then Post (PTP) Reflections

Concluding the focus group, please spend a few minutes responding to the following questions as thoughtfully, honestly and as legibly as you can. (You may use the back page, if necessary.) Please do not write your name on this document and when you are finished, return to Nora.

Question 1: Prior to participating in this focus group, what ideas, questions, concerns or thoughts did you have concerning the topic of collegiality?

Question 2: After having participated in this focus group, what ideas, questions, concerns or thoughts do you now have concerning the topic of collegiality?

Appendix F: Copyright Permission Table 2.1

Greetings Nora,

Please consider this email response as permission from AIHEC to use the TCU roster taken from our public website, www.AIHEC.org, for your dissertation.

Kay Heatley

Creative Director | Web Developer

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Appendix G: Copyright Permission Table 2.2

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Author: Joyce K. Fletcher

Publication: Journal of Management Inquiry

Publisher: SAGE Publications

Date: 06/01/1998

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Appendix H: Copyright Permission Table 2.3

Hi Nora:

I give you permission to use Table 1 in the article *(Table 2.3 in dissertation)* requested for your dissertation. Best wishes in your journey to complete the dissertation.

William Allan Kritsonis, PhD

Editor-in-Chief

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Appendix I: Copyright Permission Table 2.4

Confirmation Number: 11126360 **Order Date: 09/27/2013**

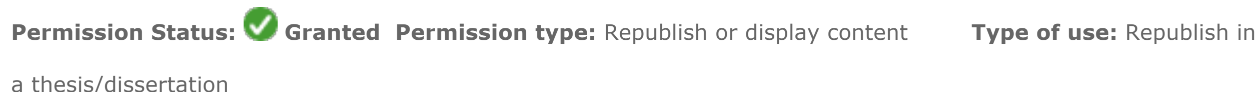
Payment Information Nora Antoine Sinte Gleska University nora.antoine@sintegleska.edu +1 (605)8568100

Payment Method: n/a

Order Details **The handbook of mentoring at work : theory, research, and practice**

Order detail ID: 64058238 **Order License Id:** 3237151369428 **ISBN:** 978-1-4129-1669-1

Publication Type: Book **Publisher:** SAGE **Author/Editor:** RAGINS, BELLE ROSE



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Title of the article or chapter the portion is from	The handbook of mentoring at work
Author of portion(s)	Fletcher & Ragins
Page range of portion	386
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Author/Editor	Nora Antoine
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Title	Exploring Tribal College & University (TCU) Faculty Collegiality

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