Form for submitting extended proposals
for consideration for the
2022 ROBERT J. MENGES AWARD FOR OUTSTANDING RESEARCH
IN EDUCATIONAL DEVELOPMENT

Instructions:

- Boxes will expand to accommodate text.
- Total **word count must not exceed 2000 words** for the body of the proposal, excluding references and appendices. Be sure to include the word counts in each section, as well as the total for all sections (see below).
- Supporting information focused explicitly on research design, instruments, and visual descriptions of findings (e.g., graphs, tables, figures, models, images) may be placed in appendices. Additional information associated with the research questions, relationship of the literature to the research at hand, or the limitations and study significance are **not** allowed in the appendices. Though not limited, the strongest proposals are typically supported by no more than 10 pages of appendices. To conserve space, for example, you can place multiple figures on one page, single-space survey instruments, etc. Keep in mind, the selection committee is not required to read beyond this general limit.
- The POD Network values ethical research practices. If your research involves human subjects, you must include documentation that indicates IRB approval. Depending on the perceived risks of the research, the full protocol may be requested.
- **"Blind" your proposal** by removing any direct references to you, your co-authors, institution, and supporting publications. Be sure to blind all parts of your proposal, including appendices.
- Incomplete proposals and those that do not conform to the above instructions, will not be considered.
- Send your proposal to the committee chair in **MS Word format**. For consistency, it is helpful if you use calibri, 11 pt font.

RESEARCHERS NAMES (please indicate primary contact with a *):	INSTITUTION(s):	EMAIL ADDRESS(ES):
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SESSION TITLE:	'I'm not like you. I'm different.' A narrative inquiry study of Latina educational developers working in higher education

Does the research described herein involve human subjects (highlight one): <mark>yes</mark>　　no

If yes, submit under separate cover documentation that indicates IRB approval.

1. RESEARCH QUESTION(S) & WHY THEY ARE IMPORTANT TO THE FIELD:

The research question is: How do Latina educational developers working at postsecondary institutions in the United States experience the interaction of multiple social identities with institutional and societal processes? This is significant because postsecondary institutions, especially the most selective, tend to be primarily white institutions and some scholars even consider academe to be spaces of white supremacy that are hostile to people of color (Vidal-Ortiz, 2017).

The research question is significant because statistically, Latinas are the least likely of all U.S. women to earn a college degree but the most likely to be living in poverty (Gramlich, 2017). Latinas in the U.S. live at the intersection of multiple overlapping identities connected to gender, race, ethnicity, culture, class, nationality, and language (Trucios-Haynes, 2000). Furthermore, Latinas are underrepresented in the professional workforce in postsecondary institutions, where advanced degrees are required. As such, Latina educational developers working in higher education institutions are in a unique position to interrogate the simultaneity of their identities as they perform their work duties.

At the national level, Latinas are a growing segment of college students and workers. By 2024, Hispanic women are expected to be 18.1% of the female labor force and 8.5% of the total labor force (U.S. Department of Labor, 2016). However, the extant literature on educational developers documents a lack of diversity among practitioners and an absence of research that reflects the experience of educational developers of color (Stanley, 2001; Mighty et al., 2010). Knowledge generated from this research is anticipated to inform the practice of educational developers, faculty, and higher education administrators working in postsecondary institutions where students are preparing themselves for the workplaces of the future.

The study applied simultaneity (Holvino, 2010) as the theoretical framework to understand the interaction of multiple social identities with institutional and societal processes. Within critical feminist organization studies, Holvino (2010) proposes a reconceptualization of gender, class, and race as a dynamic phenomenon where three processes are taking place. One, the process of identity practice, by which she means "the ways in which race, gender, and class produce and reproduce particular identities that define how individuals come to see themselves and how others see them in organizations" (Holvino, 2010, p. 262). Two, the process of institutional practice, which examines how race, gender, and class identities and assumptions are embedded in, and reproduced within organizational structures and ways of working. And three, the process of social practice, which focuses on the way that societal structures and ways of engaging "reproduce inequalities in organizations along the axes of race, class, and gender" (Holvino, 2010, p. 262).

This study aligns with the POD Network's core mission and values. Specifically in relation to its statement on equity, which pledges to: "ongoing efforts to promote equitable access and involvement, eliminate systemic inequities that result from biases, and support members in advancing social justice. The organization is strengthened by and committed to expanding diversity among and on behalf of members." This study illuminates the lived experiences of educational developers of color and makes space to learn about how they navigate through systems of oppression and privilege to serve their discipline.

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2. DESCRIPTION OF RESEARCH DESIGN:

This study uses qualitative research to explore the meanings that people create as they experience a social or human problem (Creswell, 2014). The research design for this study used a narrative inquiry methodology. Narrative research has its origins in literature, history, anthropology, sociology, sociolinguistics, and education (Creswell & Poth, 2018). Clandinin and Connelly (2000) describe narrative inquiry as "a way to understand experience" (p. 21). This approach is appropriate, as "stories provide the necessary context for understanding, feeling, interpreting," according to Ladson-Billings (1998, p. 13). This is significant as Latinas are part of a group that is still critically underrepresented in the workplace of academia.

The participants in this study were 6 individuals who:

- self-identified as Latina or Hispanic women,
- were of any age,
- held a postgraduate degree and,
- had at least 5 years of experience working as educational developers in non-profit post-secondary institutions, specifically U.S. colleges and universities.

Following IRB approval, as well as informed consent, each participant was interviewed in a semi-structured interview three times via video conference. Each interview was about 60 minutes.

The data collection instruments were a brief demographic survey and a semi-structured interview protocol. The brief survey included demographic questions about the participants' work titles, education level, years in current role, teaching experience, and institutional affiliation. The interview protocol included questions that aimed to answer the research question and that were open-ended so participants could share their stories (see Appendix B). The same interview protocol was used with each participant for consistency of data collection. Questions asked were about work experiences and interactions as they relate to the participants' Latina identities, and how these factors impacted the participants' work experiences and goals.

After interviews were conducted, the recordings were transcribed. The interviews resulted in 720 pages of raw data. Each interview transcription was shared with each corresponding participant as a form of member checking to ensure accuracy and to provide participants with the opportunity to clarify their statements (Birt et al., 2016). After member checking, the narratives were analyzed and

coded. Interviews were coded by reading through the transcripts to identify and highlight themes that emerged and appeared to be common among the study participants. During and after repeated reading, coding, and analysis, themes and patterns emerged from the data. The emergent quality of the analysis lends itself to unearthing potential answers to the research questions.

Lincoln and Guba (1985) describe an internal audit as one way to ensure validity and reliability for qualitative research. As such, an internal audit trail was conducted for this study. It included: the research questions, research field notes, research journal, memos, video recording files, annotated transcripts, tables of themes, draft reports, and other forms of data, as well as the final report.

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3. LITERATURE REVIEW & THE RELATIONSHIP OF THE LITERATURE TO YOUR RESEARCH QUESTION(S):

Three strands of literature were examined to provide a foundation that informs the study. First, the literature of educational development in terms of diversity was analyzed. Second, the author focused on the literature regarding Latinas working in higher education. Third, the author examined the literature regarding multiple identities in the workplace. Key words used in the literature search included *Latinas, Hispanic women, higher education, postsecondary, educational and faculty development, intersectionality, simultaneity, critical race theory, worker, and organizational studies.* Database sources most often used were EBSCOhost, ERIC, Google Scholar, JSTOR, ProQuest Sociology, SAGE Journals, Taylor & Francis Online and Wiley Online Library.

Much of the scholarship on diversity in educational development has come from practitioners as they seek to apply evidence-based approaches to their work with faculty (Davis et al., 2012); Grooters, 2014; Mighty et al., 2010; Renn, 2012; Stanley, 2018). As expected, many studies expand on the "how to"— the myriad ways to train and support faculty as they strive to teach from inclusive perspectives that consider the diversity of students (Alejano-Steele et al., 2011; Renn, 2012). Less common are studies that turn the spotlight back onto the developers themselves (Mighty et al., 2010). The extant literature on educational developers documents a lack of diversity among practitioners and an absence of research that allows them to tell their own stories (Stanley, 2001; Mighty et al., 2010). Stanley (2018) calls on the researcher, as both an instrument and an advocate, to make space for the stories of practitioners of color.

Latina educational developers may be considered both insiders and outsiders. Having earned advanced degrees and professional positions within higher education, Latina developers have become members of a privileged group (Crespo, 2013; Gándara & The White House Initiative on Educational Excellence for Hispanics, 2015; Gross, 2016). However, we do not know enough about how Latina educational developers who are working in postsecondary institutions experience multiple social identities as they interact with institutional and societal processes. This logically connects to the research question: How do Latina educational developers working at postsecondary institutions in the United States experience the interaction of multiple social identities with institutional and societal processes?

4. FINDINGS, INCLUDING THEIR SIGNIFICANCE & LIMITATIONS:

In this narrative inquiry, looking at multiple social identities in the workplace invited a perspective that exposed the complex and dynamic way that individual processes, workplace processes, and social processes interact to reflect, reinforce, and reproduce interlocking systems of oppression found in society at large (Ruiz Castro & Holvino, 2016; O'Hagan, 2014; Pompper, 2011; Tatli & Özbilgin, 2012).

The findings are significant because they shed light into the lived experiences of marginalized educational development professionals who are often the only or one of few Latinas in their workplaces. Their Latinidad may be overlooked if they are white-passing or conversely, they may feel automatically othered if they are Afro-Latina or speak with an accent. They struggle to be authentic and to embrace all their identities in the workplace because of overt and tacit racism, exclusion, or microaggressions.

Four themes emerged from the data analysis based on the research question.

1. **Identity/authenticity:** Latinas in the workplace are constantly negotiating the different facets of their identity and how, when, or why it is safe to be authentic.
2. **Power at Work:** The awareness of negotiating their identities, putting some in the forefront while keeping others in the background, makes the participants keenly sensitive to power dynamics in the workplace. The issue of power is at play in the location of educational developers' jobs within their organizations. This speaks to status and hierarchies established within higher education. Participants reflected on their power and access to power in the workplace.
3. **Systems/structures:** Beyond power dynamics, Latinas find themselves restricted within systems/structures that have been established by society or tradition and are beyond their reach. Often systems and structures are invisible or unspoken yet have a substantial effect on the participants and how they can behave in the workplace.
4. **Impact:** Latinas are aware of their status and must constantly scan the work environment and the larger social environment if they are to initiate and sustain change. All participants expressed their desire to have an impact by fulfilling their potential as individuals while also creating more opportunities for other Hispanic women in the workplace.

The study's limitations are such that findings cannot be generalized to all Latinas working in educational development. Rather, this was a small but detailed study of six Latina educational developers, which was appropriate to the methodology of narrative inquiry. While a small group number is appropriate when "encouraging the detailed richness of women's emotional experience," (Lopez & Whitehead, 2013, p. 125), it may also be unavoidable because most educational developers identify as white (86%). Thus, there may be few Latina educational developers available to participate in the study (POD Network, 2016).

Findings may have been specific to the study participants' lived experiences. Findings may reflect regional or cultural differences. None of the participants were based in the South, Southeast, or Southwest part of the United States, so there may be regional differences that were not captured. Furthermore, only one participant was also a full professor as well as an educational developer and only one participant was from a private college. The rest of the participants were educational developers from public colleges or universities. These small differences could result in different experiences and expectations from the participants. All but one participant had earned or was working on a doctorate. Again, the level of education of the participants could have impacted the stories they told.

Despite these limitations, the rich and detailed stories told by the participants contributed to the understanding of how they experience the interaction of multiple social identities with institutional and societal processes as they do their educational development work in higher education institutions in the United States. Furthermore, the findings can be used to operationalize how educational developers are themselves developed, trained, and assessed so that their identities are not whitewashed by so-called "neutral" or disembodied standards of excellence. This study aligns to the stated mission and core values of the POD Network.

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653

TOTAL WORD COUNT FOR ALL 4 SECTIONS (MAX 2000 WORDS): | **1986**

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Table 1

Participant Demographics

Pseudonym	Years in Educational Development	Family cultural heritage	Institution type and location
Beatriz	5	Guatemala	Private liberal arts college, Northeast
Natalia	33	Colombia	Public four-year university, Northeast
Susana	7	Venezuela	Public two-year, Northeast
Soraya	6+	Puerto Rico (U.S. Commonwealth)	Public four-year university, Northwest
Jennifer	6	Puerto Rico (U.S. Commonwealth)	Public four-year university, Midwest
Elizabeth	5	Peru	Public four-year university, Northeast

Appendix B: Interview Protocol

Interview 1

Background conversation, set the tone, share my story as a Latina and a professional working in educational development, explain why this topic is of interest to me and how narrative inquiry is about sharing stories as a research method.

Questions:

1) Think back to your family, please describe for me where you grew up, where your parents are from, and share a story about your cultural background that you remember from your childhood.
2) Looking back, how did you decide to pursue an advanced degree?
   • How did your parents or relatives react to that decision?
3) Let's talk about when you were pursuing your graduate work, how did your Latina or Hispanic background come up in that context of graduate school?
4) Looking back, how did you first start to work in the field of educational development?
5) Is there anything else you would like to tell me about your experiences growing up as a Latina and aspiring to work in higher education?

Thank the participant for her time. Find a date and a time for the next interview.

Interview 2

1) Please share an artifact, image, or drawing related to your Hispanic or Latina identity and tell a story about how your heritage comes up in your current work life.
2) What about any other social identities? Do you bring them up or do others do that? Has this been a challenge or an asset? Tell me more about that.
3) As you reflect on the current time of the pandemic, protests and social/political upheaval, has your work at your organization responded to these events?
   • How has that impacted your day-to-day work?
4) Is there anything else you would like to tell me about your experiences as a Latina working in higher education right now?

Thank the participant for her time. Find a date and a time for the next interview.

Interview 3

1) Please share an artifact, image, or drawing related to the vision you have for yourself and your career in the future. Please tell a story about that vision.
2) Knowing what you know now, what advice would you have for your younger self as she was poised to begin working in higher education? Or in the field of educational development?
3) As you think about the future, how does being a Latina or Hispanic woman play into how you want to be known or what changes you would like to see in the workplace?
4) Is there anything else you would like to tell me about your hopes or dreams as a Latina working in higher education going into the future?

Thank the participant for her time. Let her know that I will be sending her a transcript of her three interviews and that she will have about two weeks to read it and respond with any clarifications.