

**Supplemental Material S3.** Integrated overview of themes, categories, and sample responses.

Theme	Description/Categories	Sample Responses
Affirmation of Contributions	<b>Categories related to receiving professional validation.</b>	
	RES:RESPECT	Getting the respect I deserve from colleagues/administrators.
	REC:RECOGNITION	Being recognized by my institution and community for the work that I am doing.
Equity/Diversity	<b>Categories that related to equity, cultural, and linguistic diversity.</b>	
	CLC:CULTCOMP	This means training on cultural competency for, at minimum, administrators.
	ED:EQUITYDIVER	Add color to the leadership-- in ASHA, CAA, CFCC, etc.
	LAD:LANGDIFF	Speaking English as a second language.
	POC:PERSONOFCOLOR	Knowing that I am a first generation Latina in academia I feel like I bring in a completely different and unique perspective to the table.
Faculty Resource Issues	<b>Categories related to recruitment, retention, &amp; professional development.</b>	
	GEO:Geography	Re-establishing a research and teaching agenda in new regions.
	SAL:Salary	Adequate salary. Increase pay.
	TRDEV:Traindev	Prioritize leadership development among minority faculty
	RER:RECRRETEN	It is important to recognize the immense need for

		recruiting faculty of color into our professional fields and into academia.
<b>Institutional Issues</b>	<b>Categories that relate to faculty issues, however, these issues and/or decisions are above the level of the individual.</b>	
	CLM:CLIMATE	Evaluate your department culture and composition.
	FUN:FUNDINGBUDGET	Lack of funding for research related activities
	POP:POLPROC	Many programs/institutions have an implicit bias against diversity - even in policies and procedures
	PRISS:Profiss	The reinvention of the profession with more areas of specialization.
Social connections	<b>Categories related to relationships necessary for personal and emotional support</b>	
	CFAM:Commfam	Creating literacy programs that are meaningful to me and beneficial to the community.
	COR:RELACOLLEA	Compassionate colleagues who value and step in for each other.
	ISO:ISOLATION	One is a lonely number.
Professional Relationships	<b>Categories that are related to all levels of professional relationships (peer, students, colleagues and collaborators).</b>	
	COLL: COLLABORATION	Collaborating with other professionals I have the opportunity to collaborate with so many professionals particularly educators in this position.
	COMM:Communication	Be honest and up front.

	MEN:MENTORING	Mentoring program for new faculty of color.
	NET:NETWORKING	Establish a network outside of your institution. A network that includes other people they can speak to, encourage, get encouragement from, collaborate with and who will understand what it means to be an under-represented female in a field dominated by white women working in institutions where many times administration is dominated by white men.
	SUP:SUPPORT	Support from my chair.
Wholistic Perspective of Academic Life	<b>Categories that describe affective strategies and consideration of issues that allow for integration of the personal and professional.</b>	
	SLD:SELFDETERMINATION	Work hard and pray a lot. Write your own narrative don't let others write it for you.
	WLB:WORKLIFE	Balancing family and work expectations.
Work Specific Demands	<b>Categories that specifically relate to faculty (academic and clinical) position responsibilities.</b>	
	ADM:ADMINDUT	Administrative responsibilities.
	CLN:CLINIC	Working with clients and seeing good outcomes as a result of what we've taught our students.
	PT:PROMTENU	They evaluate junior faculty without consideration of their other responsibilities.
	REW:WORKLOADRESPONSIB	Balancing teaching load with administrative duties and scholarship expectations I set for myself.

	SRV:SERVICE	One of the challenging aspects is being constantly called by my leadership (request from my Dean, for instance) to represent the 'minority' perspective on committees across the university, making it seem as I am over-committing to service activities.
	STD:STUDENT	Seeing students 'get it' and flourish.
	RES: RESEARCH	Getting my research done.
	TEA: TEACHING	Teaching.