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White Racial Identity Development and the Tenure Process of African American and Black Community College Faculty

Royce M. Carpenter

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Community College Faculty

Royce M. Carpenter

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Approved:

Nathaniel Cradit

Dr. Nate Cradit, Committee Chair

[signature]

Dr. Stephanie Krah, Committee Mmbr

Elisa M. Maroney

Dr. Elisa Maroney, Committee Member

[signature]

Dr. Jaclyn Rivard, Committee Member

[signature]

Dr. Jaclyn Rivard, Program Chair

[signature]

Dr. Robert Muller, Dean's Office

04/17/2022

Date Approved

Abstract

Diversity of student racial and ethnic identities are increasing at predominantly white community colleges. The faculty is not diversifying at the same rate as the student population. The majority of faculty and administrators identify as White. The purpose of this study was to explore how White Racial Identity of White faculty and administrators impacted the tenure process of African American and Black faculty. I used narrative inquiry as the methodology. Interviews were chosen to center the voices and experiences of African American and Black tenured faculty. One Midwest institution was the focus of the study. Based on the data findings, I recommended White faculty and White leaders receive training on how White Racial identity informs their thinking, behavior, and decision making related to African American and Black tenure track faculty. The setup of mentorship programs for relationship building and social capital sharing and recommended human resource leaders utilize faculty exit interviews and focus groups studies to learn how to recruit and retain African American and Black tenure track faculty to tenure and beyond.

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Now to my family, thank you for your love, support, and unending patience as I follow my dreams in pursuit of higher education. To my faithful parents, Chris and Valerie Washington, you are always there for me, and all the days of my life are not enough to repay you for your love. In loving memory of my father, Kelch Carter. I wish you were here to see this moment. To my amazing sister and brother-in-law, Pamela and Lugene Simmons, thank you for helping when I needed you. To my incredible children, Anthony, Devin, Nia, and Christopher, you all mean the world to me and I appreciate you cheering me on throughout this journey. I love you all! To my grandchildren, Aubrie, Zy'ion, Kaidyn, Nova, Aniyah, D.J., and Moses, I pursued this educational path for you to have a shining example of what you can accomplish and do even greater things than this. You are my legacy and my hope for a brighter world!

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Dedication

I dedicate this work to every African American and Black faculty member who perseveres

through victories and hardships to enrich students' lives and be beacons of hope for so many for

generations to come.

I see you!

I value you!

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Chapter 1: Introduction

You are where you are today because you stand on somebody's shoulders. And wherever you are heading, you cannot get there by yourself. If you stand on the shoulders of others, you have a reciprocal responsibility to live your life so that others may stand on your shoulders. It's the quid pro quo of life. We exist temporarily through what we take, but we live forever through what we give.

—Vernon Jordan

White racial identity development impacts African American and Black faculty in the tenure process at predominantly White higher education institutions (Research Statement- See page 67). Based on the research statement, this study focuses on a large Midwest institution of higher education and will be labelled with a pseudonym, Midwest Monument College. The numbers of African American and Black tenured faculty at predominantly White higher education institutions are often not equivalent to the growing number of African American and Black students. Midwest Monument College is no exception. The African American and Black student population was 20 percent in fall 2019. Unfortunately, the list of the demographic makeup of the faculty is not on the college website. A request by email to a human services leader was needed to ascertain the institution's percentage of African American and Black faculty. The percentage of faculty who identify as African American and Black was just over 6.5 percent (personal communication, HR Executive Director, September 18, 2019). The 6.5 percent included African American and Black annual contract faculty who are not a part of the tenure system and are not guaranteed a contract from one year to another.

The few African American and Black people hired to the faculty ranks do not all earn tenure (Kelly & Winkle-Wagner, 2017). Systemic inequalities exist in the American education system that impact students as well as faculty. It is important to note early that tenured faculty have power to make curriculum changes, and the power to influence research direction (Abdul-Raheem, 2016). Tenured faculty could promote diversity in their colleges and universities using such power and help in diversifying the faculty ranks through the tenure process. Educational systems that focus on aiding African American and Black faculty to traverse the tenure system successfully can increase student achievement by having diverse perspectives and experiences that mirror a broader student body. Student success is a focus for most institutions and often institutions emphasize increasing minority student success. The lack of diverse faculty is often juxtaposed to the focus on minority student success and can harm the chances of degree attainment of minority students (Abdul-Raheem, 2016).

Institutions tend to understand their technical procedures but are not as knowledgeable about identifying or acknowledging inadequacies in other areas such as diversity, equity, and inclusion concerns (Vogelsang et al., 2013). Midwest Monument College was a 2019 award winner for helping underserved students increase completion success rates ([Midwest Monument College], n.d.-a). An award for increasing academic success in low-income and minority students is a great accomplishment but that accomplishment dims by the perception of hypocrisy in not addressing students' campus experiences related to racial equality. Students are more than numbers, and the human factor is a crucial point to remember. Increasing the faculty ranks to reflect students with the same racial identity and shared experiences give students a human connection to the college.

The same is valid for valuing diversity in the workforce, especially when an institution speaks to closing gaps for racial minorities. Focusing only on quantitative measures related to pass or fail rates while overlooking the human factors of how students experience college, how they feel, in and out of the class, devalues their humanity.

Supporting the growth of African American and Black faculty members working toward tenure can help to prevent attrition of those faculty members. When an African American or Black faculty member leaves, the institution loses not only the person but all their future work, their cultural perspective, and the value they add to the institution (Ramos, 2017). Leadership from the 19th and 20th centuries at American higher education institutions perpetuated the worst ideas and justifications of racial inferiority ideals (McGuire, 2019). The past era's woes are still alive and well in the present-day post-desegregation era, and higher education institutions should not ignore the past but learn and grow because of the past.

Historical Context

Understanding history is an integral part of considering how to create advances for the present and future. Though blocked by most predominantly White institutions at the start of higher education, African American and Black people have had a long history of being in the professorate at Historically Black Colleges and University. Like many predominantly White institutions, Missouri University had slaves working at the college initially, then later started hiring African American and Black workers in 1841. It was not until 1969, 128 years later, did the institution hire its first African American faculty member (Weems, 2003).

Beginning in the early years as educators, African American and Black faculty experienced negative and apathetic attitudes from administrators at places such as the University of Missouri and around the country at predominantly White institutions. The success rates of

African American and Black faculty in Historically Black Colleges and Universities and the success rates of graduates of these schools can work as a testament to African American and Black faculty aiding in student success. Out of all the higher education institutions in the United States, almost 20 percent of African Americans graduate from Historically Black Colleges and Universities even though they are only 3 percent of higher education institutions (UNCF, n.d.). There were exclusionary practices of administrators and White faculty members during times of the Jim Crow era but despite the negative factors, the African American and Black professorate continued to positively influence and contribute to higher education (Weems, 2003).

A prominent African American and Black higher education pioneer within the United States was Fredrick Douglas. He overcame the atrocities of slavery to become a distinguished author and an abolitionist (Trotman, 2011). The ideas and example of Douglas is often limited in scope to a sentence or two in education. He and many other African American and Black trailblazers actively supported women's suffrage, and held public offices, including Douglas being nominated as the first African American male nominated for Vice-President of the United States in the 1800s. Shirley Chisolm was the first African American woman congresswoman in 1968 and the first African American to attempt to run for president in 1972 (Winslow, 2020). There are several history makers that attended Historically Black Colleges and Universities such as Thurgood Marshall, Marian Wright Edelman, Julius Chambers, Alice Walker, Martin Luther King Jr., Frederica Wilson, Langston Hughes, Kamala Harris, and the list goes on. The legacy of success continues in Historically Black Colleges and Universities to this very day.

Due to minimal numbers of African American and Black tenured faculty in higher education at predominantly White institutions still existing in the 20th century, scholars continue to research ways to improve the scarcity. There is some research regarding the unwelcoming

experiences of African American and Black faculty pursuing tenure at predominantly White institutions that can show some reasons why the numbers continue to be low, but more is needed. The unwelcoming and strenuous climate of predominantly White institutions harms the retention of African American faculty and negatively impacts their pursuit of tenure (Frazier, 2011). Implicit and explicit harmful conduct and communication by peers and superiors add a layer of mental stress to the African American and Black faculty experience. Additional workloads, predominantly additional service requirements expected of African American and Black faculty more than their non-African American and Black peers, is another reason the numbers are dismal (Frazier, 2011). An additional cause is the extra responsibility to work with minority students and student advising and mentoring, and all cultural-related college initiatives (Stevenson, 2012).

The lack of respect given to the research foci of African American faculty is an additional burden that separates and distances them from their peers. Midwest Monument College can address the racial disparities of tenured African American and Black faculty numbers compared to the tenure rate of their White peers and the gap between African American and Black faculty and student percentages by researching the historical context of community college development in general and at Midwest Monument College. The historical research will give context and background of racial history in community colleges and inform the future goals and measures.

Community College Historical Overview

The United States was having a shortage of workers for the number of jobs available before the advent of community colleges (American Association of Community Colleges [AACC], n.d.). During that period in American history, only a quarter of high school graduates went directly to college. The first community college was called a "Junior College," a post-high school program (Joliet Junior College, n.d.; Coley, 2000) in Joliet, Ill, in 1901. The junior

college location was in Central High School (AACC, n.d.). The college came to fruition through a collaborative effort of Joliet Township High School superintendent, J. Stanley Brown and the University of Chicago president, William Rainey Harper (Joliet Junior College, n.d.). These new institutions were a way to prepare students by bridging the gap from high school to four-year institutions (Coley, 2000). These junior colleges offered educational and other technical offerings for students. In addition, community colleges at that time offered a more accepting place for women to gain access to higher education (AACC, n.d.).

Changes Over Time

During the mid to late 1900s, new financial aid opportunities were created, such as the G.I. Bill and the Hope Scholarship (Coley, 2000). Unfortunately, African American and black soldiers were unable to receive G.I. funds at the outset, which likely had a lasting impact on the educational trajectory of many African American and Black families. The impact of the G.I. bill was twofold. First, the bill increased the opportunity for a college education among White veterans. Second, it allowed 20% of veterans to attain higher education that would not have been possible without the bill (Olson, 1973). In 1901 the community college-era started with one college (Coley, 2000). In 2020 there are 1051 community colleges offering certificates, Associate's, and even a few Bachelor's degrees (AACC, n.d.). However, the history of African American and Black faculty in community colleges has not been chronicled sufficiently (Bright, 2020). The lack of chronicling may be due to the minuscule numbers and lack of historical focus.

Purpose of the Community College

Large land grants and research institutions wanted to make their institutions less accessible to the masses and more exclusive to "elite" students and those with the highest grades (Coley, 2000). Exclusionary practices in higher education are still in existence. During the

establishment of community colleges, exclusionary practices occurred to thrust minority students and low-income students into what was labelled junior colleges (Stevenson, 2012). The purpose of community college was to enable various people to gain affordable higher education to enhance their lives. Junior colleges were more affordable than land grant institutions, which allowed more people to attend.

Mission of the Community College

In considering what the mission of community colleges was and is today, one can look to the American Association of Community Colleges. This organization looks to serve the integrity of community colleges and has the core values of integrity, excellence, leadership, learning, diversity, commitment, and connectedness (AACC, n.d.). The input was sought from community colleges and others to determine the contents of the American Association of Community Colleges' mission (AACC, n.d.). While diversity is often in mission statements, strategic plans, and recruitment pamphlets for community colleges regarding student populations, there does not seem to be the same focus of diversity on the faculty makeup. Therefore, the focus of this study will be narrowed to one institution moving forward, Midwest Monument College.

Institutional Classification

Midwest Monument College is a large two-year public institution that offers associate degrees through career, technical, and transfer programs (Carnegie Classification of Institutions of Higher Education, 2017). In addition, Midwest Monument College has transfer programs for the associate of arts and sciences and vocational certificates. Students can be enrolled full or part-time. Midwest Monument College does not offer bachelor's or master's degrees.

Institutional Mission

The mission statement of Midwest Monument College reads, "To educate and inspire, providing our students with the opportunity to achieve their goals" (MMC, n.d.-c, line 6). The central theme of the Midwest Monument College's mission is its students. The focus of the college's strategic plan is on making sure the college mission is successful. The strategic plan has three foci, Student Success, Workforce Development, and Civic Engagement (MMC, n.d.-b).

The student success section focuses on the whole student. The intersection of race and ethnicity and seeing oneself in the faculty makeup should be an essential component since the college's inclusion declaration statement states that the institution reflects the state in which it is situated (MMC, n.d.-b, line 9). In 2020 the state's racial makeup is 77 percent White, 12.5 percent African American and Black, 2.94 percent multiracial, 2.5 percent Asian, and .3 percent Indigenous and Alaskan Native, other races 4.1 percent (United States Census Bureau, 2021). Although student numbers reflect the state averages, faculty racial demographics do not as will be listed later. Student success involves in-depth advising models, understanding diverse student populations' needs, and addressing those needs. Midwest Monument College's mission focuses on the more extensive assurance of education. Therefore, maintaining a genuine perspective is essential while staying focused on the institutional purpose (Schindler et al., 2015).

The workforce development department works closely with many employers who help keep Midwest Monument College abreast of the technologies of varying fields. Partnerships with external companies aid in curriculum development by allowing students to shadow industry leaders at their respective facilities to get a close-up look at professionals in action. Students can use shadowing opportunities to consider career paths for the future. Community partners also offer pathways from high school to college experiences that can inspire future success (MMC, n.d.-d). The civic engagement arm of the workforce development allows for service

opportunities for students which give back to the Midwest city community and further. Working with civic engagement partners also allows for job placement partnerships between the college and business allies to help students gain employment after graduation.

Institutional Competitors and Benchmark Institutions

There are three community colleges in the Midwest nearest to Midwest Monument College that compete for students. The colleges labelled with pseudonyms are:

1) Einstein Community College

2) Jamison Community College, and,

3) Turner Community College.

All three institutions are 2-year institutions offering one-year and two-year certificates as well as associate degrees. Einstein Community College and Jamison Community College have much smaller enrollments than Midwest Monument College. In the Fall of 2017, Einstein Community College had a total enrollment of just under 6,000, and Jamison Community College's enrollment was under 8,000. In contrast, Midwest Monument College had just over 27,000 students (Integrated Postsecondary Education Data System [IPEDS], n.d.-a, n.d.-b, n.d.-c). Of the three, Turner Community College is the closest in size to Midwest Monument College of the three, with enrollment in Fall of 2017 just under 18,500 (IPEDS, n.d.-d). Although Jamison Community College and Midwest Monument College vary in size, they are similarly diverse ethnically. Turner Community College has the highest percentage of unreported racial identity at 11.5 percent, double and triple the other community colleges listed (IPEDS, n.d.-d).

Midwest Monument College is leading the way in retention and transfer rates compared to these three competitors. However, Midwest Monument College's graduation rates lag behind Turner Community College by four percent, even though Midwest Monument College is the

largest institution in the group. Turner Community College is graduating students of color at the rate of 83 percent, and specifically African American and Black, Hispanic/Latino students at 25 percent and 28 percent, respectively (IPEDS, n.d.). Midwest Monument College is graduating students of color at the rate of 67 percent, with a much lower rate of 15 percent and 17 percent for African American and Black, Hispanic/Latino students, respectively (IPEDS, n.d.).

Student Services

Midwest Monument College has many services for students, including mental health services and food insecurity services. Jamison Community College, Einstein Community College, and Turner Community College all have services that offer academic assistance. Services and products are not considered quality until they have proven their worth by satisfying the proposed intent (Green, 1994). A goal or an intent set may need to be readjusted at times to fit any organization's ever-changing purpose such as the low number of African American and Black tenured faculty. The dearth of African American and Black faculty and administrators can cause mistrust in the message that the institution values diversity (McGuire, 2019). At the start of this study in 2019, Midwest Monument College had no African American or Black deans. In 2021 three deans were appointed who identify as African American or Black. The cabinet-level is predominantly White. In 2021 a chief diversity officer was hired who identifies as African American and Black. To succeed, the college must look at how to engage minority students and ensure faculty, staff, and administrators become reflective of the diverse student body. The new appointments and hire of African American and Black administrators are positive steps toward diversity. Retaining the colleagues will be important factor for the institutional culture and for student success.

The student perspective is critical to Midwest Monument College and higher education more broadly. As it currently stands at Midwest Monument College, faculty and student racial demographics are misaligned. No figures are currently available publicly on the college website regarding faculty demographics. According to the human resource executive director (personal communication, September 18, 2019), Midwest Monument College has only 10 percent racial minority faculty members. Around 32 percent of Midwest Monument College students are racial minorities (National Center for Educational Statistics, n.d.-a). All students are the reason institutions exist, yet all are not reflected in their faculty. Midwest Monument College must engage students with a curriculum that honors, includes, and understands varying cultures, racial identities, and perspectives. Understanding the needs and lives of students in and outside of the classroom can help the professorate develop teaching tools and curriculum that reflect student's lived experiences.

Students

The first community college, Joliet Junior College, started with six students. In 2019 the estimated number of students enrolled in community colleges was seven million students taking courses for credit and 5 million students taking courses without credits (AACC, n.d.). Community college students are diverse in many ways; 20 percent students with disabilities, 48 percent students of varying ethnicities (non-White), 5 percent student veterans, 9 percent student non-U.S. citizens, 15 percent student single parents, and 29 percent first-generation students (AACC, n.d.). The age range of students varies at community colleges as well. Even though 54% are age 21 or younger (traditional age), 38% of students ages 22-39, and 9% are 40 and older (AACC, n.d.). Midwest Monument College serves a broad range of students with American Indian or Alaskan Native at 0.3 percent, Asian at 4.5 percent, African American and Black at

18.9 percent, Hispanic/Latino at 5.4 percent, Native Hawaiian, or other Pacific Islander at 0.1

percent, White at 57.9 percent, Two or more races at 3.7 percent, Race/ethnicity unknown at 7.1

percent, Non-resident alien at 2.1 percent (IPEDS, n.d.).

Since almost half of the community college student population are working adults, the

most reported barrier to achieving success for this demographic is work commitments and

paying for school, followed by family responsibilities (AACC, n.d.). Adding to their stress of

everyday life commitments, compounding experiences of micro-and macroaggressions that

happen to people of color cause mental and physical problems labeled *Racial Battle*

Fatigue (Arnold et al., 2016). This consistent pressure of mentally dealing with negative

experiences and the pressure to do more to be considered equal causes people of color to

sometimes fail in the process. Racial Battle Fatigue will be discussed later in the study. African

American and Black students who do not see their racial experiences reflected in the faculty may

deal with Racial Battle Fatigue during their education, impacting their likelihood of success.

Institutions should understand their students and know how Racial Battle Fatigue impacts racial

minority students (Suskie, 2014). Focusing on all students and all the diverse ways they show up

can help institutions ensure quality through the diverse curriculum and diverse faculty, which

will aid in tremendous success for all students.

A barrier to equal access for African American and Black students is that they do not get

as much opportunity to see themselves in their faculty as their White peers (Griffin, 2017). The

lack of faculty that mirrors students can lead to exclusionary practices of African American and

Black students by the higher education system entrusted with their educational care (Felder &

Baker, 2013). Exclusionary practices are a detriment to African American and Black students.

Conversely, there is a positive impact on African American and Black students' success in

colleges and universities that have higher numbers of African American and Black faculty (Abdul-Raheem, 2016). If student success is the goal of Midwest Monument College, then figuring out how to attract, retain, and cultivate African American and Black faculty to become tenured professors is a significant component that needs attention.

Faculty

Community college faculty have a great deal of experience working with diverse student populations (Hagedorn, 2015). The Executive Director from the human resources department of Midwest Monument College provided 2019 racial demographics for full-time faculty: American Indian/Alaskan Native 0.03 percent, Asian 3.7 percent, African American and Black 6.8 percent, and White 87.2 percent (personal communication, September 18, 2019).
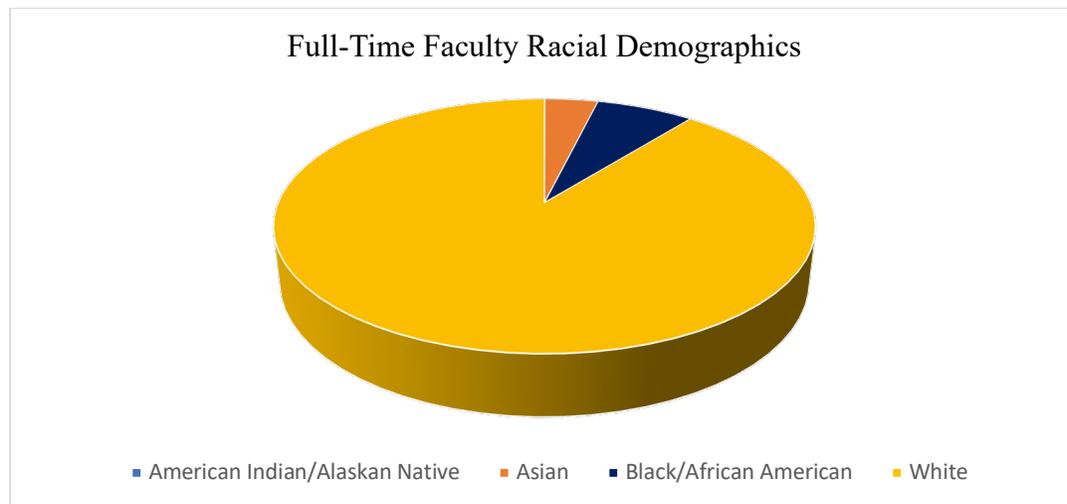
The chart above suggests that Midwest Monument College is not accurately reflecting the population it serves in the faculty makeup of the institution. Knowing the history of any organization is imperative for future growth as history is useful in informing leaders of pitfalls, gaps, and possibilities, if appropriately examined (Fitz-Enz, 2009; Vogelsang et al., 2013). In May 2020, George Floyd, an African American and Black man, was killed by a White

Minneapolis police officer which created racial protest for police reform. After Mr. Floyd's death, there were a series of town hall conversations with the Midwest Monument College. One of the issues brought up by some faculty, students and staff participants was the perceived inequitable racial hiring practices and the lack of transparency in appointments that had been occurring. There was a request from Midwest Monument College stakeholders to examine the history of hiring practices for faculty, staff, and administrators regarding perceived racial inequities to inform future hiring processes.

Racial Inequities Throughout Higher Education

Hiring practices are critical for colleges as faculty hiring will shape an institution for decades. By evaluating processes and looking in-depth at the possible impact of institutional, cultural assumptions, Midwest Monument College could find ways to improve its practices. Cultural assumptions equate to unspoken, unwritten contemplations that inform an organization's behaviors, ideals, and values (Rankin, 2017). These attitudes and philosophies infiltrate an organization and are often absorbed automatically. Unchecked harmful norms about groups and behaviors based on assumptions lead to structural inequalities (Vogelsang et al., 2013). The problem with unwritten ideas or beliefs is that they are often ignored and can become toxic to an organization until an incident occurs, then addressed reactively. In 2020 the Midwest Monument College human resources department started investigating hiring practices and various diversity metrics (including race) in their hiring pools.

Legal Issues

In 2018 Midwest Monument College hired two African American and Black people, both of whom were current faculty, into tenure-track faculty positions. Both were adjunct faculty and then became annual contract faculty for over a decade before being hired into these tenure-track

positions. The reasons they were not tenure-track for so many years yet still in the faculty ranks can and will be debated depending on the viewpoint. Neither were stagnant in their respective programs. They were part of the curriculum development process over the years in their programs. They assisted with the transition from quarters to semesters, which is no small undertaking. Both graduated from Monument Midwest College in 2000. One of them started working at the college in 2001 as staff and then became an adjunct faculty, then annual contract faculty. The other worked at the college since graduating in 2000, first in a staff role, then added adjunct teaching, and annual contract teaching. At the time they received the tenure-track positions, they had been at the college 17 and 18 years. Both requested and were granted a higher initial rank at the assistant professor level, instructor being the lowest rank at Midwest Monument College. The aforementioned information is listed to illustrate the amount and level of work both faculty members did even before obtaining tenure-track positions and their commitment to the institution.

Initially, the first one to apply for a higher initial rank was told beginning at a higher initial rank was not possible. The faculty member could not get a clear answer as to why, so they persisted in asking again and again. The member reached out to the president of the faculty union. Finally, they were able to proceed which opened the door for the second colleague who had also worked at the college 17 years at that time. They submitted initial rank portfolios for proof of the work and scholarship requested by the college and the work was reviewed by a three-person faculty committee. All faculty reviewers were full professors in the same division, and there was one member from each of the faculty's programs on the committee. The department tenure and promotion committee, the dean, the vice president of academic affairs, and the Midwest Monument College faculty union gave approval.

After the approval of the higher initial rank, many White tenured faculty members made statements directly to the two faculty implying they planned to block the tenure of the two African American faculty when it is time for their portfolios to go up for tenure and promotion. The main reason reported for their disapproval was it was somehow unfair to "other" faculty. All the faculty members they named were White. When they asked people for specific reasons, their naysayers could not present specific reasoning.

Since they were the first two African Americans, known of, that began at a higher initial rank, they viewed the openly negative and critical statements as discrimination. They knew of White faculty that began at higher initial rank, but the openly expressed rancid commentary was absent with those previous White hires. Incidents such as the one described and other openly discriminatory and hostile behavior can open colleges up to Title VII lawsuits (U. S. Equal Employment Opportunity Commission, n.d.). Intentionally discriminatory behavior from college employees is viewed as racial discrimination. Midwest Monument College leaders should consider the following situations, address the disgruntled tenured employees, and work with academic leaders to review the tenure and promotion protocol to eliminate opportunities for retaliation in the tenure process. The two African American and Black faculty members said there were some White faculty, including the leadership of the Midwest Monument College faculty union, that expressed support for their bid for higher initial ranking. Unfortunately for the mental health of the two African American and Black faculty members, there were more outspoken naysayers than supporters at that time.

There was a case filed in 2019 related to tenure denial; *Eshun v. Welsh, 2019*. The case involved a tenure decision unfavorable to the plaintiff. The genuine nature of the denial came into question. The plaintiff could show the inequitable view of their scholarship. *Eshun v. Welsh*

et al. (2019). Eshun is a Ghanaian-born resident of the United States (*Eshun v. Welsh,* 2019). He had several earned degrees, including a doctoral degree. Eshun received an associate professorship at East Stroudsburg University in 2012 in the business department. Eshun decided to go up for tenure, and the tenure process required three levels of scholarly scrutiny: the department level, the chairperson level, and the institutional level. At Eshun's tenure request, there was a temporary chair who gave Eshun an unfavorable recommendation. The department level gave Eshun a unanimous approval for tenure. Eshun was given an eight out of eight recommendation at the college level but with five people noting with reservation. Eshun felt his tenure denial was racially motivated and filed suit, citing *McDonnell Douglas's* burden-shifting framework. East Stroudsburg University filed for summary judgment.

Denial of tenure to faculty of Color is not new nor is there always concrete reasoning given for the denial decisions. One such example is the denial of tenure for Pulitzer Prize winner Nikole Hannah-Jones by the University of North Carolina fueled by racism and discrimination at the highest levels (Berghel, 2021). Jones is an African American and Black writer, journalist, and novelist yet despite her success as a renowned journalist she was denied tenure. A second example is the denial of tenure for Dr. Cornel West by Harvard University. Dr. West is a scholar and staunch social activist who was denied tenure. Some scholars note Harvard's social justice stance is performative as represented by denying Dr. West, an African American and Black scholar and social activist tenure shrouded in secrecy (Miles, 2021). The third example is the denial of tenure for Dr. Paul Harris by the University of Virginia. Dr. Harris, an African American and Black faculty member, received positive feedback during his time as a faculty member at the University of Virginia, but his tenure bid was denied, and the tenure committee cited his publication work in an African American journal as unfit and self-published (Watson,

2020). Not only did the institution indirectly call him a liar but they also demeaned the work of the African American journal that his work was published in by their comments.

The works of the three highly acclaimed educators' denials are public knowledge but, the exact reasoning behind the final decisions is all shrouded in secrecy and subjectivity. If African American and Black faculty whose work is intellectual and common knowledge get denied tenure without true oversight or recourse, what does that say to African American and Black faculty that do not have household names? Issues related to tenure can be mitigated by appropriate and transparent measures that evaluate individual work with an inclusive lens and honest and equitable assessment.

Governance

Shared governance at Midwest Monument College is collectively participated in by the president, board of trustees, policy council, and the academic council (MMC, n.d.-g). The groups mentioned above work together to ensure that policy and procedure standards are maintained and continually improved. A review of the faculty senate and trustee board agendas for the last three years reveals that the topic of faculty ethnic makeup has not been a focus of the shared governance meetings at Midwest Monument College Community. The trustee board is bound to govern the institution and ensure adherence to the state Legislature ([State] Higher Ed, n.d.). Since Midwest Monument College is a two-year institution, the board members are appointed by the governor and local officials.

The trustee board focuses on the needs of the fiscal health of the college and on college policy. Midwest Monument College's board is responsible for supervising and approving the spending of the institution's state budgetary funds, provided by tax revenue ([State] Higher Ed, n.d.). The state monitors the board of trustees; information is accessible by the public and media

personnel to guarantee fiscal responsibility. Ultimately, the board's charge is to advise the university on institutional and policy guidelines ([State] Higher Ed, n.d.; MMC, n.d.-g). Considering that the trustee board has overarching authority on fiscal and policy decisions, the board must understand the needs of all student and employee stakeholders. Thus, the board's decisions are far-reaching and should include a lens of equity in policy and financial decision-making.

During the January 2020 board meeting, the annual budget items were revisited and discussed. At the time of the meeting, there was an additional 1.2 million in unallocated revenue placed in the Student Success and Innovation Fund (MMC, 2020). There were several ideas discussed concerning what those dollars could be used for in the student success realm. There was no discussion, nor are there notes regarding the need to diversify the college staff, faculty, or administration. As stated above, in May 2020, an African American and Black man named George Floyd was killed by a police officer which created racial protest for police reform. There was a cry for justice across the nation and the world. There was no immediate response from Midwest Monument College on this issue that many considered an immediate social justice concern. A faculty member, reached out to the college community stakeholders to set up a series of town hall-type forums. The meetings were for people internal to the college to discuss the racial unrest that was in the nation regarding African American and Black people and the police. During the forums, several African American and Black faculty, staff, administrators, and students expressed hurt, anger, fear, and disappointment for what was happening in the United States and the inequitable conditions at the college.

The African American Employee Resource Group, the Diversity, and Inclusion faculty committee, the Academic Council leaders, and the faulty union leaders wrote a joint letter to the

president and board of trustees demanding racial equity at Midwest Monument College. The two immediate requests were the removal of a statue of a person who brought slaves to the United States and was involved with the killing of Indigenous people which was situated in the middle of the campus. The second request was of the establishing of a Chief Diversity Officer (CDO) office with the CDO having a vice-president level position and the office fully staffed. Many students and employees shared that the statue represented genocide of indigenous people, rape and murder of enslaved Africans and felt it should not be a representative of the college. The board approved the removal of the statue, and two board members gave personal funds for the removal. The president requested funds be allocated for the Chief Diversity office, and the board of trustees approved that request. They did not approve a permanent line item but a three-year funding of the position.

Like most higher education institutions including Midwest Monument College, the president has the final endorsement of policies. The non-academic policies and procedures are the focus of a policy council (MMC, n.d.-g). During the forums, a question was raised about the college's commitment to hiring more African American and Black faculty. The president stated he would support a Chief Diversity Office formation and work with college stakeholders to determine the next steps forward. Institutional leaders must ensure they have the trust of the college community (Diamond, 2002). Having a position such as a Chief Diversity Officer is important if the position is not performative in nature. The person in that office must have actual power and authority to make change. All college presidents must follow through on the work and promises they make related to race and equity and understand why there is often a call for hiring more African American and Black faculty and other underrepresented racial groups at institutions across the country, including Midwest Monument College.

Trust between institutional leaders with faculty and staff members must be built to benefit an organization (Diamond, 2002). For example, the request for more African American and Black faculty came from faculty members and the student body that attended the weeklong forums. The president's steps are likely to be closely watched by the institution's stakeholders to see if change occurs. The role of leaders as communicators, negotiators, advocates, and confidants that follow through on their words will enhance their credibility and trust in the decisions they make by the people they lead. The decision-making process of leaders includes gathering information from many perspectives with a steady focus on the mission of the college, individual programs, and ultimately student success (Kok & McDonald, 2017). Recognizing there may be policies and procedures that need to be updated and working to improve those policies requires a spirit of partnership, understanding diverse perspectives and experiences.

Members of the policy council are union representatives, the college's legal counsel, and staff advisors. The academic council's scope is related to academics such as curriculum and assessment and any additional faculty issues such as developing the tenure process (MMC, n.d.-g). The members of the academic council are full-time tenured and tenure-track faculty. The academic council predominantly comprises White faculty, which stands to reason since the numbers of minority faculty, specifically African American and Black faculty, are low at Midwest Monument College. Leaders should not overlook the complexity of the perspectives, experiences, and challenges at their institution, which can inform their vision and plans for growth (Kok & McDonald, 2017). Policies and practices such as how complaints of racial discrimination that do not rise to a legal level but still impact students, faculty, and staff can be defined. Often there are challenges from racially diverse viewpoints and experiences that occur with students and faculty. The academic council members can review tenure policy and practices

to see if there are unintended punitive barriers to African American and Black faculty members as well as any marginalized group that is impacted by the process. There is currently no involvement of students in Midwest Monument College's shared governance system (MMC, n.d.-g).

Students from various races, ethnicities, abilities, and socioeconomic statuses attend community colleges. The perspectives of these students are undoubtedly different in many respects than the predominantly White Board of Trustee members, the president, and the policy council members. Inviting students of varied racial ethnicities to speak on their perspectives about the lack of representation in the faculty ranks and explaining how that dearth impacts their experience and potential success in higher education could inform shared governance members on a path forward. Community college faculty members can see real-life issues concerning their students, families, the college, and the communities they serve (Braxton & Lykens, 2015). When the faculty is racially homogenous, students that are racial minorities suffer when faculty have not had enough training in diversity, equity, inclusion, and racial identity development knowledge to assist their students and understand their own racial identity development. Faculty at community colleges teach, create, review, and revise coursework. Coursework being reflective of all experiences and ethnicities is crucial to all students to be able to relate and understand the material in ways that are comprehensible to minorities and White students alike (Barr & Rossett, 1994; Barton & Tan, 2020).

There are community leaders and industry leaders on every educational program advisory board. The community and industry board members offer recommendations about industry standards and community perspectives. Midwest Monument College must assess the current partnerships and evaluate if the partnerships are inclusive and equitable, and partners are diverse

and representative of the student body and communities they serve. Partnering organizations are often willing to fund issues that a college identifies as important. For example, funding for training and leadership programs and mentoring opportunities for African American and Black junior faculty could help increase opportunity and advancement, which will benefit the college. Partners in the community can provide training on implicit bias for board members and administrative leadership to help internal stakeholders recognize areas that may allow inequitable hiring practices and leadership decisions. Community and business partners can be leveraged in many positive ways to benefit the college community, including increasing diversity, equity, and inclusion initiatives.

Ethical Issues

Higher education institutions include internal stakeholders of faculty, staff, students, and external stakeholders such as parents, governmental agencies, community members, and any entity involved, affected, or interested in the institution. Stakeholders are entitled to excellence, and institutions are doing what is honest and prudent for students, the community it serves, and the institution (Suskie, 2014). Accreditors evaluate an institution's mission statement to ensure the promises made by the institution are entrenched in the curriculum, processes, financial decisions, and all other facets of operation (Higher Learning Commission, n.d.).

There are several aspects of an institution's responsibility to stakeholders to keep promises and be consistent in all they do. Institutional honesty and fair dealings in finance and educational offerings are a hallmark of stewardship (Suskie, 2014). Offering equitable academic educational options for students while considering their family commitments, work, and life outside of the institution puts students' interests at the forefront. Increasing African American

and Black faculty should be a goal of any college with a diverse student population that has earned and plans to keep accreditation.

It is the responsibility of an institution to research the needs of stakeholders to better position the institution to be able to respond to those needs adequately (Suskie, 2014). Respect is an essential trait for institutional leaders to juxtapose marginalization, a precursor to distrust, which is a detrimental factor to any organization. Equity is an area that often needs continuous attention and a willingness among leaders to endure the hard sustained conversations. A Chief Diversity Officer can garner buy-in from college stakeholders, engage various groups, and hold responsible high-level leadership to act in an organization to create an atmosphere of trust and change (Gassam, 2019). Midwest Monument College has recently hired a chief diversity officer, and it will take some time to see the impact the new position will have on Midwest Monument College culture.

Institutions of higher learning must set objectives for their future growth. The goals of the higher education institution should be shared clearly to potential students, community members, donors, and all who could potentially invest in the institution. People need to understand the institution's plan to know how they can assist in the institutional success (Suskie, 2014). For example, Midwest Monument College's strategic plan design has three specific goals: 1) student success, 2) workforce development and 3) civic engagement (MMC, n.d.). In addition, the plan has several long-term initiatives, such as connecting with students at the secondary level by dual enrollment or college classes housed in high school to increase the success and retention of students. There is an opportunity to build trust with various racial and ethnic communities while students are still in secondary education through these initiatives.

Midwest Monument College personnel can research the experiences of African American and Black faculty to ascertain what barriers they have experienced in higher education, how the lack of racially diverse faculty impacts students, the historical significance of inequity with hiring and racial identity development, and the need to understand experiences of various racial groups. Midwest Monument College documents the strategic plan in a manner that is transparent and accessible, but a clear strategic plan calls for action. Institutional growth can never stagnate. The world changes, the environment in which an institution sits changes, people change and grow, and so must an institution. Internal and external stakeholders look to educational establishments to understand the complexity of change and incorporate their needs to match the world around them. Understanding how the racialized internal and external stakeholders experience the world should be part of that understanding for growth. The next portion of this study, literature review, will look deeper into narratives of African American and Black faculty and students. A review of their experiences in higher education and how race impacted their journey as students and faculty members.

Chapter 2: Literature Review

There comes a time when one must take a position that is neither safe, nor politic, nor popular, but he must take it because conscience tells him it is right.

—Martin Luther King Jr.

The racial divide within the United States has and continues to be a major concern for African American and Black people and many other minority communities. Regardless of the attempts that have been made, racism continues to be a flowing deluge of misconception, misrepresentation, and avoidance by those within the higher education environment. The renowned Reverend Dr. Martin Luther King's words continue to echo his concerns as well as the reality of his time. In this chapter a look at the history of higher education, how mentorship influences growth, critical race theory, tenure and promotion, and Racial Battle Fatigue will be reviewed. All the topics influence higher education and the role they play on the number of tenured African American and Black faculty.

Education

In higher education, many students attend colleges and universities across the United States. The educational systems have an essential role in the development of knowledge conveyed to students. The lack of shared racial, cultural knowledge and power inequities can be detrimental to underrepresented groups (Griffin, 2017; Mack, 2010; Patton, 2016). Education was not available to Africans forced into slavery in the United States, and vestiges of those barriers are still evident today. Insidious racial inequity and exclusionary practices in higher education is not just a modern-day occurrence.

The first enslaved Africans brought to the United States was in 1502 (Wilder, 2014). Higher education in the United States began in 1636 with the inauguration of the first higher education institution Harvard (Wilder, 2014). People of color were not educators nor students at Harvard at its inception. They were slaves and viewed and treated as objects (Wilder, 2014). The history of the beginning of American education began focusing on European ideas, perspectives, and power. After 518 years from the deadly voyage of the first ship of enslaved Africans to America and 384 years from the founding of American higher education, the education system is still grappling with diversity, equity, and inclusion issues.

"Reverse Discrimination"

Even after several centuries from the beginning of higher education, racial discrimination and inequities persisted. During World War II, Fred G. Wale encouraged the hiring of African American and Black faculty to help the shortage of educators, but most White presidents rejected the idea and said they did not want to "discriminate" against White people (Smith, 2004). Even though African Americans did not hold the power to discriminate, it did not stop the anti-blackness rhetoric from discriminating against them.

In 2011, 72 years after the start of World War II, a survey revealed that a large majority of White people continue to feel that equity efforts on behalf of African American and Black people are "so-called" reverse discrimination (Livingston, 2020). The idea of reverse discrimination has been reported in higher education arena by some that feel African American and Black people have somehow taken a place in a school that should have gone to a more deserving non-Black student (Smith, et al., 2016). Non-Black students took those claims to court to challenge affirmative action as a reverse discrimination practice (Heilig, 2019; Cabrera, 2017). Similar practices of discriminatory occurrences have persisted from decade to decade.

In 2018 African American and Black faculty made up only six percent of all faculty in degree-granting institutions in the United States (National Center for Education Statistics, n.d.-b). In 2020, organizations in the United States continued to experience issues of racial discrimination (Livingston, 2020). Harvard University Professor Dr. Livingston's research reveals that White people within organizations often do not recognize the discrimination that occurs toward people of color, which is a barrier to recognizing the problem (Livingston, 2020). White students have shown contempt for being taught by African American and Black professors due to implicit and explicit messages they received about African American and Black people their entire lives (Smith, 2004). A phenomenon known as Academic Contra Power Harassment can occur from students against faculty due to race/ethnicity or gender (May & Tenzek, 2018). Research reveals people of color and in particular women and LGBTQ+ faculty of Color are harassed more often than their White counterparts by students (Snyder-Yuly, et al., 2021). The authors share that the forms of harassment include cyberbullying, rude emails, negative student evaluations, and grade grievances to name a few. If there is no conversation or other mechanism for institutions to deal with Academic Contra Power Harassment, then the faculty of color has an additional and unnecessary burden to bear that could negatively impact tenure or other upward movement.

Barriers to Hiring

Systemic issues in hiring processes in many professions limit the growth of diversity in various industries, higher education being one (Quillian et al., 2017). Hiring inequities may block the way for increasing the numbers of African American and Black faculty who can serve as positive representatives for African American and Black students and junior faculty in higher education. Lack of equal access for African American and Black students is an additional barrier

due to the limited number of African American and Black faculty (Felder & Baker, 2013; Parker, 2017). African American and Black students cannot always see themselves in their faculty as their White peers can do at predominantly White institutions (Griffin, 2017). Seeing success modeled by someone who looks like you can help someone envision their success (Egziabher & Edwards, 2013). The lack of African American and Black faculty that experience life similarly and look like African American and Black students can lead to the exclusion of African American and Black identity by the higher education system entrusted with their educational care (Felder & Baker, 2013; Baxley, 2012). Marginalization of African American and Black faculty voices in curriculum development and the inner circles of White dominance set the standards in educational practices (Baxley, 2012; Croom, 2017). Exclusionary practices and marginalization are a detriment to faculty and, ultimately, students' development of growth and uplifting of diverse communities.

There are African American and Black tenured faculty who have successfully navigated higher education systems while circumnavigating or handling Racial Battle Fatigue (Arnold, Crawford & Khalifa, 2016). Racial Battle Fatigue is the mental, emotional, and physical reactions in people of color from constant racial micro-and macroaggressions (Smith, 2004; Arnold et al., 2016). However, there possibly are African American and Black people who did not obtain tenure, possibly due to the additional stress they face because of their race. Often African American and Black faculty feel pressured to do additional service work that will not count toward their bid for tenure (Bright, 2020; Chancellor, 2019). Leadership matters, and how White leaders address the racial climate of their institutions can be a benefit or a detriment. White centrism in higher education institutions often allows people to ignore the barrage of negative racial issues experienced by the people of color under their purview (Cabrera, 2017;

Smith, 2004). The lack of understanding of experiences of faculty of color by leaders may exacerbate feelings of isolation in African American and Black faculty. If White leaders are unaware or ignorant of the negative emotional toll of the people they lead, they cannot aid in making improvements that will ultimately benefit the entire institution.

Leadership and Bias

The constructivist worldview is how people create meaning through their experiences with the world around them (Creswell, 2014). Leaders who engage with African American and Black people professionally and in a personal manner can learn from the human interactions and sharing of experiences that can aid in shaping or reshaping their worldview with a deeper understanding. White leaders need not be complacent but learn about racism and its impact on people of color on their campuses (Beatty et al., 2010; Cabrera, 2017). Leaders can choose to engage with people of different racial and ethnic identities, life experiences, or they can choose to remain unaware. Meaning-making that comes from interactions with diverse people varies by how interactions occur in different peoples' lives (Creswell, 2014; Neville & Cross, 2017). Garnering more information through connections can aid a person in understanding what those pieces of information mean from interactions and influence their future actions. Meaning does not occur in isolation but by blending occurrences with other people and situations and everyone's understanding of those interactions (Creswell, 2014). One interaction may have several perspectives and considerations of an event or interaction depending on everyone's unique personal experience and interpretation. Leaders' self-awareness at higher education institutions is necessary for them to confront and eradicate behaviors, policies and practices that negatively impact African American and Black people, explicitly and implicitly on their campus' (Beatty et al., 2020).

Implicit bias plays a role in how people understand or perceive the same interaction from the subliminal discriminatory messages they have unwittingly learned in their lifetime. Instances of implicit bias have remained steady over time (Quillian et al., 2017). The meanings of interactions translated only by the people in power make an inequitable environment, partly because the environment is implicitly racialized and inequitable. According to Parker (2017) African American and Black faculty report experiencing adverse bias treatment in the tenure process by faculty that use unwritten measures of congeniality, in student evaluations, in their departments, and on-campus. Implicit bias is often unwritten and engrained in the system, which is not easily recognized or rooted out. Research written regarding women and bias is often research focused on White women (Hannon et al., 2019; Rosette, 2016). Research can ignore the intersectionality of African American and Black people when looking at gender alone. In the higher education environment, implicit bias can occur toward African American and Black people simply by asking them not to be too ethnic or to refrain from researching ideas that spotlight their racial identities or struggles (Acuff, 2018). Is there any consideration from leaders and White educational faculty about how asking someone to lessen who they are and ignore their lived experiences impacts their mental health?

Education is often touted as an equalizer, of sorts, and a bridge for the gap between various means such as social classes, but that is not always the case for minorities (Eckel & King, 2006; Patton, 2016). In America, racial disparities occur, and adding focus to those occurrences while making plans to combat racial inequities is something higher education leaders can look at doing. Higher education personnel, such as faculty, can leverage curriculum by searching for ways to diverse modes of teaching and learning as equalizers while the institution works on diversifying the faculty and equitable and inclusionary practices and

policies. There is a positive impact on the success of African American and Black students in colleges and universities that have higher numbers of African American and Black faculty (Abdul-Raheem, 2016). If student success is the goal of higher education, then figuring out how to recruit, retain, and cultivate African American and Black faculty to the tenured ranks is an area that necessitates further study. Although higher education claims to uplift all Americans, that vision is often hampered.

Higher education institutions continue to directly and indirectly separate people with financial means and power from those without means and power (Solis & Ferguson, 2015; Labaree, 2007). Issues of power cannot be addressed without an understanding or consideration of an institution's current situation. All higher education institutions need to progress toward reflecting on their policies and processes (Pangle, 2013). Reflection is an integral part of introspection and accountability for faculty, staff, and administrators. Institutional policies, practices, and curriculum need to be assessed to understand if they reflect the growing diverse student population in United States higher education institutions.

Educational Culture

A college must have a clearly defined culture to understand and know how people fit within that culture (Cabrera et al., 2017; Toma et al., 2005). An institution without a delineated culture of diversity, equity, and inclusion has no means to be held accountable to ensure diversity, equity, and inclusion are part of the culture. A clearly defined cultural purpose can help to thwart negative cultural assumptions and increase intangibles such as job satisfaction through high levels of productivity (Vogelsang et al., 2013; Rankin, 2017). A higher education institution's clearly defined diversity, equity, and inclusion cultural brand are essential for the external community to understand and trust and for the internal community to understand and be

accountable for preserving equitable cultural components. Institutional leaders must prepare their culture and climate for change. How someone experiences culture leads to how they feel about the institution (Arnold, 2016; Toma et al., 2005). Even though an institution may tout diversity sentiments, their practices may not reflect the rhetoric. For example, the college racial climate is not always a welcoming experience for people of color (Harper & Davis, 2016). Institutional leaders must understand if the experiences of students and faculty of color reflect what the college portrays in recruitment efforts, mission statements, and strategic planning documentation.

There are issues to be addressed, and growth needs to occur in many areas of higher education as larger groups of diverse students are enrolling in more significant numbers (Chancellor; 2019; Eckel & King, 2006). The racial climate of an institution impacts the retention of people of color. Institutional climates that portray indifference to faculty of color have a hard time retaining those faculty members (Stevenson, 2012). Higher education institutions with some racially diverse faculty do not often have systems in place to retain and mentor minority faculty members. The college culture of racial diversity may not be a part of the college climate regardless of what is publicly professed.

Past and Present Similarities

In the 1960s, African American and Black student organizations addressed the lack of African American and Black representation in higher education faculty at the University of Missouri-Columbia. The student organization was the Legion of Black Collegians (Weems, 2003). Students were concerned that their needs as African American and Black students were not addressed by the all-White faculty (Weems, 2003). The students decided to write a letter to the school addressing their concerns and offering suggestions that could be addressed to remedy

the issue. There were two lists written, one in 1968 and 1998, regarding the needs and desires of students. The first list in 1968 was from the first group of African American and Black students at an institution that sent a list to the college chancellor about issues important to them, such as the need to hire more African American and Black faculty.

The second list from 1998 was from the diversity task force set up to figure out how to recruit, hire, and retain African American and Black faculty (Weems, 2003). Students at the same institution requested additional African American and Black faculty again in 2016 (Li & Koedel, 2017). In many higher education institutions, the need for more African American and Black faculty persists. In 2017, Pew researchers' findings reveal that African American and Black faculty were only six percent of the total faculty in higher education while African American and Black undergraduate students were 14 percent (Davis & Fry, 2019). From 1968 to 2017, the need for more African American and Black faculty has vacillated between six and seven percent. Students in 1968 were requesting additional African American and Black faculty whom they could relate to and learn from, to aid in promoting more African American and Black people in other areas of the institution, a request to increase tutoring for incoming African American and Black students, and an opportunity to be able to see themselves in their faculty (Weems, 2003). The author expounded on the recommendations from the task force in 1998 that called for the institution's need to not just talk about increasing the numbers of African American and Black faculty but put aids in place to recruit and retain the faculty. Students and faculty mentorship seem to be a continuously highlighted need. The need for peer mentors for African American and Black faculty would aid in the sense of belonging and a way to help these faculty acclimatize to the college environment (Bright, 2020). The Bright (2020) research resembles the requests made in 1968 where there was a call for setting up mentorship programs for junior

African American and Black faculty, have well-defined guides for the promotion and tenure process (Weems, 2003).

Support Necessities

Support for African American and Black junior faculty and students is needed to navigate higher education for student success (Cole et al., 2017). African American and Black faculty who have had a similar experience with racism may aid students in research choices and traversing education at a predominantly White institution. There is often a lack of respect for the topics of research and scholarship important to African American faculty and students and training for leaders to understand the African American and Black experience (Weems, 2003). Experiences of subtle discrimination surrounded research choices, and stress negatively impacted the research productivity of faculty of color (Eagan & Garvey, 2015). Negative actions and dissuading connotations toward issues important to an African American and Black faculty member can discourage and add pressure to discontinue certain social justice research and service activities, which can also negatively impact their tenure success.

Racial inequalities occur in classrooms, questions of intellectual abilities of African American and Black students by White faculty, and the continuous implicit threat of retaliation will affect African American and Black students' college success (Felder et al., 2014). When students are successful, it tends to be at higher mental and physical costs than non-African American and Black peers, such as heightened anxiety, stress, and exhaustion (Felder et al., 2014; Byers et al., 2014). White faculty members who show interest and compassion for African American and Black students' racial interest have aided in the students' success and made space for their work (Felder et al., 2014). If faculty, employees, or administrators allow conscious or unconscious threats to occur and silence the voices of African American and Black students, it

will be detrimental to growth for all. The benefit of cross-cultural relational success is a needed option for African American and Black students who do not have faculty who have a shared lived experience.

Lack of Compassion and Interest Convergence

The stress of the education process is exacerbated by added layers of systemic racism and apathetic attitudes. Lack of support for African American and Black students without the benefit of faculty who share similar ethnic makeup occurs in lower levels of higher education and advanced degrees. The progression of African American and Black students who matriculate through advanced degrees is hampered by the under-representation of African American and Black faculty. Faculty advisors are one of the single most important influences in a student's educational experience (Felder & Baker, 2013). Faculty advisors guide students on research paths, courses to take and can be a conduit to meeting future colleagues in their respective disciplines. Faculty of color can use the shared experience to help students of color with intercultural communication that will aid them through the education process (Madyun et al., 2013). Faculty of color can help White students by allowing them to learn under the tutelage of someone who has not had the same life experience. Faculty of color who have experienced being stereotyped by misinformation due to their race can teach students who are not people of color to learn with collaborative involvement, which can organically break down previously learned biased understandings that are inaccurate. Interest convergence is a crucial component of a relationship between a student and a faculty advisor (Felder & Baker, 2013).

Interest convergence is the interests in alignment between parties and using that shared alignment to improve things for all involved (Milner, 2008). There becomes an issue when the majority group with power does not recognize any shared interest with marginalized groups with

less power. Racial dynamics make interest convergence difficult (Milner, 2008; Felder & Baker, 2013). There can be a quest toward interest convergence that is still beneficial and can move progress forward and lessen negative experiences for minoritized people (Milner, 2008). Negative experiences in any area where one works or learns add additional pressure and stress. Faculty who experiences added stress, whether in their time in the educational process as a student or their time as an educator, has undoubtedly taught them navigational skills that can be passed to students who share a similar ethnic experience. Low numbers of African American and Black faculty negatively affect attracting and retaining African American and Black students (Felder & Baker, 2013). Students who do not have examples to learn navigational skills have more work to do than peers who do.

Racial inequities and instances of racial oppression in an already stressful school environment add to the load of African American and Black students (Felder & Baker, 2013). Students must focus on their educational studies, socialization, and competing life expectations while often experiencing racial degradation. An added part of the education process is figuring out how to grow in self-confidence. Seeing African American and Black faculty being confident, educated, and creative can encourage building self-esteem and self-actualization in African American and Black students (Madyun et al., 2013). African American and Black faculty who have experienced being an outsider but persisted in their educational journey can encourage students to survive and thrive and use their narratives as examples for others to follow.

Fear and Fatigue

Researching issues of race is uncomfortable for many professions, including higher education professionals. Often faculty of color confront diversity issues at their institutions by offering training, while others are apprehensive about doing so because of fear of backlash from

the discomfort of their White colleagues (Diggs, 2009). Questions remain about why there are so few African American and Black faculty and why some do not remain in the professorate. The experience of one African American and Black faculty member shared that they were asked to allow faculty members, who were White, to choose course assignments first and positions for the benefit of their colleagues (Frazier, 2011). The term "asked" was used, but intimidation and fear of retaliation were a part of the acquiescence. The African American and Black faculty member was untenured and thought the option of saying no to a request from a senior faculty or chair might lead to possible retribution during the long tenure process (Frazier, 2011). Considering there are not many African American and Black faculty in predominantly White institutions, power dynamics with the undertone of race allow for inequitable opportunities to arise.

The idea of bullying is illustrated when the African American and Black faculty are asked to teach more classes, mentor more students (often students of color), take on more committee responsibilities than their peers (Frazier, 2011). It is crucial to note that African American and Black faculty are often asked to mentor or counsel students of color, which results in additional, silent, emotional, and unpaid labor. It is silent because there is usually no place in the tenure process that African American and Black faculty can demonstrate the significant influence on students that the extra mentoring and counseling produces in the portfolio process. African American and Black faculty are mentoring African American and Black students from inside and outside the faculty members program of study and department, which means the minuscule amount of African American and Black faculty in any given program or department are "asked" to bear a surplus load. The faculty work, diversity initiatives, given or required of faculty of color, are items these academics are asked to do and often the other portfolio requirements suffer, the portfolio is considered weak, and their chances of tenure become slimmer (Diggs et

al., 2009). The diversity initiatives and additional mentoring of students of color usually do not have a place in the tenure process.

Mentorship

Mentoring is a tool that helps a mentee make connections, understand obstacles, how to overcome barriers, and helps mentees successfully achieve their goals (Golden et al., 2017). There is an additional skill of understanding racial disparities in the United States that have impacted the African American and Black communities from their specific vantage point. Time and energy are requirements for mentors and mentees (Griffin, 2013). The understanding and willingness to commit time and energy to the mentoring relationship are vital to its success.

Faculty to Student

There is additional knowledge needed for mentoring African American and Black students to support their experiences in higher education at predominantly White institutions. First, a mentor needs to understand and appreciate equity, diversity, and diverse scholarly issues (Golden et al., 2017). Second, there is an inherent power dynamic with the faculty-student relationship. Unmitigated power dynamics can hamper the mentee from engaging in meaningful dialogue with a mentor (Carpenter, 2017). Third, African American and Black students experiencing racial inequities when they want to choose social justice issues that involve race, need to know that their faculty mentor will be open and willing to support their topic choice.

Importance of Mentors

There is a struggle for African American and Black students to find mentors who share their ethnic identity or White mentors who want to mentor them holistically (Patton & Harper, 2003; Walkington, 2017). Searching for an educational mentor requires the mentee to be vulnerable to solicit a yes from faculty, not knowing if they are willing or unwilling to put in the

work that the student needs to be done. African American and Black students report having a more difficult time receiving mentorship in higher education, especially in disciplines such as STEM fields (Patton & Harper, 2003, Walkington, 2017). Mentors are essential to the growth of a student's scholarship success and as someone to assist them in making connections inside and outside of the institution.

The skills a student needs to acquire for research and professional realization are often taught through faculty-student mentoring relationships (Holmes et al., 2007; McClain & Perry, 2017). African American and Black students who cannot and do not receive the benefits of a holistic mentoring relationship are at a disadvantage for growth and success in school and beyond. Holistic mentoring is not limited to ensuring a student understands a specific curriculum but also includes the mentor getting to know who the student is and what they experience in and out of the classroom, psychological and emotional support, and using all the information together to assist the student (Luedke, C. et al., 2019). When the focus is on educational aspects only, the psychological impact of the student's race may be unrecognized by a White faculty member. The ways White faculty mentoring can be supportive or demeaning to African American and Black students' research choices related to issues of race is a significant factor (Felder & Baker, 2013). A White faculty member can find some way to connect to the interest of African American and Black student by remembering their humanity and connecting to their humanity.

Same Race Mentoring

Students of color who receive positive mentoring experiences have more excellent success rates and higher educational self-esteem. Same-race faculty-student mentoring has a favorable impact on cultural pride and career development (Luedke, 2017). Luedke's study looked at relationships with African American and Black, Latinx, and biracial students of the

same race and different race individuals that work at two predominantly White institutions. The researcher interviewed the students about the relationships they experienced with college employees. Luedke's study concluded that same race personnel spent time learning about the students' academics, personal and familial experiences, whereas the White personnel focused on the students' academics. Communities of color have often been deprived of sharing vital information in the way of information, talent, wealth gathering, social wealth, and other important information (Yosso & Burciaga, 2016).

African American students do not get inclusive pedagogy in many college classrooms. Students must seek out information, additional to what they must do in class to supplement their cultural growth (Quaye & Harper, 2007). African American and Black faculty of color would add cultural milieu to the colleges they work at and infuse cultural wealth regarding communities of color to student mentees and White colleagues and increasing high-interest convergence opportunities between African American and Black students and White faculty advisors to promote more significant completion numbers of more diverse students in higher education (Felder & Baker, 2013). As institutions consider how to increase the numbers of African American and Black faculty, White faculty, faculty mentors, and faculty advisors can look to ways to connect with what is vital to African American and Black students and consider opportunities to align their interests.

Faculty to Faculty

The power of mentoring in professional success is profound in what it can do in the life of the mentee and mentor (Croom, 2017; Patton & Harper, 2003). Social and cultural capital information, connections, understandings of an environment help navigate organizational rewards and reprimands (Luedke et al., 2019; Mahmood, 2015). Faculty mentors can offer

guidance on understanding the higher education institutional environment social norms and customs that can transfer organizational trust from mentor to mentee (Mahmood, 2015). There are unspoken norms in particular fields and institutions that a mentee can learn through the tutelage of a mentor (Carpenter, 2017). Unspoken norms are not easily accessible or recognizable for someone coming into a new faculty role and can be detrimental to the career of someone who "breaks" these unwritten norms (Stevenson, 2012; Chancellor, 2019). Faculty of color peer-to-peer mentoring relationships allow for challenging conversations to take place with a sense of peace and a safe place to discuss and learn how to include diversity components into their institutions (Diggs et al., 2009; Kelly & Winkle-Wagner, 2017).

In institutions where there are not many African American and Black faculty, junior faculty will need to be mentored by White faculty. Sometimes senior faculty are assigned to mentor junior African American and Black faculty, and often, it is not by choice or desire. Mentoring relationships positively influence the retention of faculty of color (Frazier, 2011; Diggs et al., 2009; Kelly & Winkle-Wagner, 2017). The mentor needs to be a willing participant in the mentor-mentee relationship. Retention is a positive reason to emphasize when discussing the need for mentorship in academia. The mentoring of African American and Black faculty can increase retention and increase the likelihood of becoming tenured (Holmes et al., 2007; Bright, 2020). Mentoring is a relationship, and when people are in a relationship of any kind, there must be free will and a desire to work on the relationship by both parties. White senior faculty are not always interested in the chosen topics of the African American and Black junior faculty mentees and may disregard their research choices, persuade the junior faculty that the research is of no value and that they should disregard the research, or not give them any advice at all (Frazier, 2011).

All the actions mentioned above can cause the African American and Black faculty members to be unsuccessful in the tenure process at institutions that require research. Institutional climates with systemic racist implications will negatively impact the required research, teaching, and service categories of the tenure and portfolio process of people of color (Eagan & Garvey, 2015). The researchers considered, in part, how subtle discrimination impacts the various requirements of a portfolio on faculty. The study included 417 institutions and over 20,000 faculty.

Same Race Faculty Mentors

There is importance in having African American and Black mentors who can guide the African American and Black junior faculty mentees along the process from a shared lived experience and shared cultural knowledge (Frazier, 2011). Senior African American and Black faculty members are not always an option at every institution and in every program. Adding too much mentoring work to the few African American and Black senior faculty leads to additional workloads and lead to mental and physical burnout (Griffin et al., 2013). There are African American and Black faculty that do mentor their junior colleagues despite the additional load. African American and Black senior faculty who mentor African American junior faculty help build community, give voice to their research, help them receive recognition for their work, and aid in the tenure process (Parker, 2017).

Cross-Cultural Mentoring

Co-mentoring is how both African American and Black as well as White faculty are mentoring each other for different reasons (Holmes et al., 2007). White faculty may learn from viewing a same-race faculty mentoring relationship and grow from co-mentoring relationships. An African American and Black faculty member detailed her four-year ordeal with racism and

how she had to go outside her organization to seek mentorship (Frazier, 2011). One of the problems with not having support for African American and Black faculty is that they are often the only person of color in their discipline and are not offered support from within their department (Parker, 2017; Croom, 2017). Finding a mentor for an African American and Black faculty member often requires looking outside of the faculty member's department (Parker, 2017). Senior African American and Black faculty can make connections within the program or department and help to cultivate cross-race relationships. Organizations can have sponsors to help build social capital for neophyte faculty.

New faculty growth is often at the elementary level pedagogically and complicated further by the requirement of finding a willing mentor (Kelly & Winkle-Wagner, 2017; Sorcinelli, 2007). More understanding is needed to navigate various institutional culture specific issues surrounding the mentorship process. Mentorship can help new faculty navigate the various roles of teacher, researcher, and advisor to students. A new faculty member needs to have someone to go to when they feel overwhelmed in their new role. Faculty at all stages require support and help at times (Sorcinelli, 2007; Croom, 2017). The time consumed looking for a mentor outside of the faculty member's area, cultivating a relationship, and finding time to meet with an outside faculty is additional valuable time taken away from the scholarship and service needed to attain tenure.

Conversations surrounding mentorship, same race mentors, and the struggle for junior African American and Black faculty finding mentors is imperative. As institutions grow with students from all ethnicities, cultures, and backgrounds, institutions' needs change, and leaders must be cognizant of conversations or ideas that cause faculty of color to shut down or leave the organization. The consistent pressure of mentally dealing with negative experiences and the

pressure to do "more than" to be considered equal causes people of color to sometimes fail in the process. Faculty may experience constant negative occurrences because of the pigment of their skin (Arnold et al., 2016; Rodriguez, 2000). Leaders must understand that race plays a factor in areas where people of color bear the burden of growth in isolation (Patton, 2016). To become tenured, having a culturally responsive senior African American and Black faculty mentor can aid in teaching coping strategies and mentors can advocate for the junior faculty members and help in navigating the tenure process.

Critical Race Theory

Derrick Bell (1980) and Alan Freeman (1978) studied how power was used in the legal systems and the inequitable systemic ramifications of African American and Black people in America. The civil rights era of the 1960s was seemingly becoming ineffectual in the late 1970s' legal system and detrimental to communities of color (Bell, 1980). American culture has embedded inequities that disproportionately impact people of color in legal, educational, and other American institutions (Bell, n.d.; Ladson-Billings, 1998; Delgado & Stefancic, 2001). It will not be until the interest of White people align with the interest of African American and Black people change anything about racial inequities (Bell, 1980).

Until the uplifting of all people becomes altruistic instead of focusing on self-interest, racial inequities will continue in a cyclical manner (Bell, 1980). Freeman added to the ideas and research of Bell by exploring supreme court doctrine related to racial issues. There is such a required overburden of proof on a marginalized person that they can hardly ever get appropriate justice (Freeman, 1978). It is only in the rarest occasions when an issue is categorically undeniable that the Supreme Court would decide a case in favor of a minority claimant (Freeman, 1978). Decision-making related to overt racism may be reprimanded, but covert

racism in the legal system, medical system, educational systems, and work environment will continue unchecked and unpunished while there remains a categorical burden of proof. Higher education system procedures and policies facilitated by faculty committees and administrators are the arbitrators of the tenure system. Are overt and covert discrimination considered in the tenure and promotion process, and by what measures are issues resolved?

Tenure and Promotion

The tenure and promotion process are means of controlling power. The number of African Americans being granted tenure has stalled over the last several years (Arnold et al., 2016). In 2018, only six percent of all faculty, tenured and non-tenured, at degree-granting institutions in the United States were African American (National Center for Education Statistics, n.d.-b). Tenure is a lifetime appointment that continues to retirement once awarded. Tenure was established in 1909 to safeguard the educational profession because of educators being hired for political reasons or fired by politicians that a teacher did not support (Grier, 2016).

Power in Tenure

The power to grant tenure or deny tenure gives faculty a level of power. There is power in tenured faculty by the ability to sculpt and develop curriculum taught to large numbers of students. The same power can be utilized by tenured faculty to foster diversity at institutions by including diverse discourse and instruction in the curriculum (Abdul-Raheem, 2016). Power can be used positively or negatively. The power can be weaponized and used for abusive purposes by some faculty members (Frazier, 2011). Understanding that African American and Black faculty are minuscule in number across higher education, it is reasonable to estimate that White faculty and administrators hold most of the power in the tenure and promotion process.

A documented example of an abuse of power occurred at DePaul university in 2009, where ten-minority faculty were up for tenure and six were denied tenure. All 33 White faculty up for tenure received tenure. Institutions often list the diversity accomplishments they have made, such as closing equity gaps but the policies and practices at many institutions have not changed, which could aid in more effective equity advancement (Abdul-Raheem, 2016). College culture and climate must be more inclusive and accepting of African American and Black faculty before the tenure numbers will improve (Arnold et al., 2016). Issues of receiving tenure for African American and Black faculty is not the only concern, receiving an equitable salary and rank are also problems. African American and Black faculty are often at the lower end of the salary band than their White colleagues and have a more challenging time receiving associate and full professor rank in the promotion process (Arnold et al., 2016). A study of 40 high-ranking public institutions regarding salary by ethnicity in six majors (biology, chemistry, economics, educational leadership, English, and sociology) revealed African American and Black faculty and Hispanic faculty at the lowest end of the salary spectrum (Li & Koedel, 2017).

Meritocracy in higher education is often used to mask racism. The decision of who merits access and achievement in American society is most often the majority white culture (Griffin et al., 2013, Delgado, 1995; Griffin et al., 2013). The lens of marginalized communities can be absent from the measures used to award promotion. The promotion process contains arbitrary boundary lines of acceptable and unacceptable and can be used nefariously to block progress for specific groups such as African Americans and Black faculty (Griffin et al., 2013). Without the intentional inclusion of marginalized voices in the tenure and promotion process with clear and measurable requirements, arbitrary merit will persist. Continued research on the experiences of

low-ranking African American and Black faculty ought to be studied to improve the tenure and promotion system to be equitable and inclusive and not exclusionary (Cole et al., 2017).

People of Color and Tenure

Faculty of color experience opposing challenges in the tenure and promotion process due to receiving disparaging student evaluations. The evaluations are used as weapons against African American and Black faculty. It is reported from one study of 17 faculty of color that identify as women that White students have challenged their course knowledge, perspectives, teaching styles and rating them low on course evaluations (Parker & Neville, 2019). African American and Black faculty's attempts at tenure and promotion can be derailed by student evaluations completed with a lens of racial bias (Hannon et al., 2019). As these faculty members teach issues related to race in their curriculum, they are covertly and overtly targeted in student evaluations.

Student evaluations are known to be biased against faculty of color and African American and Black faculty that teach on race-related topics (Parker, 2017). Given the research and knowledge of student bias in African American and Black faculty evaluations, they seem to be unreliable, racialized, and sexist standards of measure in the promotion and tenure process (Parker, 2017; Hannon, 2017; Stevenson, 2012). The problem with student evaluation inequities is not new and maybe emboldened by current political rhetoric against teaching issues such as critical race theory, which may further isolate faculty of color.

African American and Black faculty experience isolation, racial mistreatment, and continuous questioning of their research, service, and teaching. Research, service, and teaching are the foundations of the tenure process. There is subjective treatment, implicit and explicit bias that African American and Black faculty endure compared to the encouraging and supportive

treatment toward many White faculty in the tenure process (Kelly & Winkle-Wagner, 2017). African American and Black faculty who are constantly questioned while enduring the arduous tenure and promotion process have added racialized stress and pressure not endured by their White faculty colleagues.

Intersectionality is the multilayered encumbrance of racism from having more than one social identity or status (Eaton et al., 2019). For example, White female identifying faculty have understanding and experience with sexism, whereas African American and Black female identifying faculty must face intersectional discrimination by being women and people of color (Kelly & Winkle-Wagner, 2017). Continuous racial pressure and stress for African American and Black faculty can negatively impact their physical, psychological, and emotional well-being.

The tenure process has an unwritten element of camaraderie and likeability (Parker, 2017). What happens to those African American faculty who are so bogged down with additional diversity and mentoring work that they miss out on opportunities to connect to faculty across the campus? White leaders' and colleagues' lack of acknowledgment or understanding of "others'" perspectives and experiences impact the African American and Black faculty (Kelly & Winkle-Wagner, 2017). The authors contend that African American and Black faculty's work, teaching, and advising transpires under more scrutiny, with their work often labeled as inferior. Connecting with faculty is where mentoring is an imperative component for the junior faculty member. As discussed above, there is difficulty in establishing mentors for junior African American and Black faculty. There is a need for further research on minoritized communities' identities and social identities in the context of higher education which ca impact mentoring (Abdul-Raheem, 2016).

Racial Battle Fatigue

African American and Black faculty endure racially charged attacks often during the tenure process, which causes anxiety, stress, and feelings of disconnection (Gibson, A., 2019). The tenure process is nuanced and takes a lot of time and even greater mental energy. White people in power often do not have meaningful, personal relationships with African American and black people outside of the work environment (Smith, 2004). Having cross-racial interactions can help leaders learn from and understand the African American and Black people under their supervision. The compounding experiences of micro and macroaggressions that happen to people of color in the constant pressure of mentally dealing with negative experiences and comments can cause depression, physical illness, and other traumatic occurrences. Racial Battle Fatigue and Combat Fatigue have similar properties; they both come from experiencing and reliving severe negative occurrences for a prolonged period (Arnold et al., 2016; Smith, 2004).

To become tenured, faculty must show excellence in varied areas dependent upon the individual institution. The most common components are teaching, service, and research. African American and Black tenure-track faculty are often asked to mentor and advise African American and Black students and additional students of color while being expected to complete the required tenure requirements (Cole et al., 2017). Not only do these professionals have to do the job that their White peers must do, but then there is an implicit expected and uncompensated work that they are also expected to complete. The stress from being required to do more work, in White spaces, cause African American and Black people mental stress that impacts the work they do (Pizarro & Kohli, 2018). Some of the physical results of Racial Battle Fatigue include ulcers, rapid mood swings, headaches, and social withdrawal, among others (Chancellor, 2019).

Mental stress does not stop with the individual, but it extends to family and friends as well. Family and friends must support the person during the mental stress that produces physical, mental, and emotional aspects of Racial Battle Fatigue. White deans, chairs, and faculty need to learn more about the experiences and pressures of African American and Black faculty and the intersections of their lives to have a complete understanding of their journey (Kelly & Winkle-Wagner, 2017). Racial insults and epithets often go unnoticed by White colleagues and leaders because they occur as racial microaggressions. Implied and understated insults are directed to people of color due to their race or physical features (Chancellor, 2019). These are but a few of the things leaders and colleagues can learn about their African American and Black counterparts, which could aid in lessening the impact of Racial Battle Fatigue and increase their retention in higher education.

Literature Justification

Institutional culture offers a method for people at an institution to comprehend the institutional setting, including principles, standards, and philosophies, and all organizations have a culture and a core belief system (Toma et al., 2005; Kezar and Eckel, 2002). Not all organizations and institutions recognize or can explain their institutional culture or belief system. Power dynamics and history determines from whose lens institutional culture is viewed. Institutions frequently describe their culture as student-success-focused, organizational success, and some institutional leaders use the word culture as an explanatory method of who they are as an organization (Kezar & Eckel, 2002). The experiences of people of color do not always match an institutions' proclamation of cultural success. There is often a culture of exclusion of ideas and contributions of people of color in predominantly White-male-controlled higher education environments, and the perception of institutional culture can be subjective (Jones, 2003; Toma et

al., 2005). The view of institutional culture is not always equal among all stakeholders. Acceptance of diversity in thought and deed, ensuring power is inclusive, and communication is crucial components to enculturate a positive institutional culture.

African American and Black faculty are few at predominantly White institutions. A question that can be asked of institutions is, does everyone have a place in forming an institutional culture that is equitable and inclusive of all people, including African American and Black people? The practices, representations, and chronicles that all members of an institution can engage in and see themselves as a part of are essential (Toma et al., 2005). The literature review expressed many ways African American and Black faculty and students feel excluded and even threatened by the institutional culture in many predominantly White higher education institutions. Recruitment and retention of African American and Black faculty can be increased through an equitable and inclusive cultural environment and a greater understanding of the importance of welcoming spaces (Diggs et al., 2009).

Next in the theoretical framework section, Racial Identity Development Theory will be discussed to understand the work that can be done to address the numbers of African American and Black faculty who are in higher education and what can be done to increase the number of tenured African American and Black faculty at predominantly White institutions.

Theoretical & Conceptual Frameworks

After looking at higher education and how African American and Black faculty experience the culture of many institutions, it is important to consider how race of people impacts their interactions with others and their internal racial development. Understanding the theories of being a racialized person in society may shed light on how to understand the self that impacts others.

Research Statement

The research statement that is the focus of this study is *White racial identity development impacts African American and Black faculty in the tenure process at predominantly White higher education institutions*. Student success is often characterized by numeric data such as retention rates, transfer rates, and graduation rates. It is hypothesized that there are psychological factors of race that also impact success rates (Smith et al., 2016). Psychological factors of racial identity development and racial socialization are not usually a part of the numeric statistics prepared by college achievement analytics offices. The influence of White Racial Identity Development and socialization on African American and Black faculty should be examined to understand how to increase tenure success for this demographic.

Racial Identity Development History

Identity theories were developed and studied in psychology with Sigmund Freud's personality theory. Freud (1965) theorized that individuals must go through stages of personal development and continual growth cannot occur unless each stage is achieved. Freud's theory was sexual, and he explored the ways humans think of themselves in conscious and unconscious ways. The foundational work of Freud is essential to the subsequent theories and theorists as it establishes the basis of the idea of levels of personal consciousness and growth. The method

Freud used is termed the psychoanalytic approach. Freud's goal, and ideas built upon by subsequent theorists, is for humans to understand that there are numerous levels of self-awareness.

Erik Erikson, influenced by the works of Freud, continued to explore human identity development. Freud focused on the individual and the sexual aspect of the body related to unconscious and conscious awareness. Erikson focused more on the individual, cultural and societal influences of personal identity growth and the body. Erikson's psychosocial identity development theory looked at personal growth through every stage of life from infancy to late adulthood (Erikson, 1980). Erikson's focus was on studying and explaining individual personal identity development progression through life, focusing on healthy mental processes. For a person to grow from one stage of development to another, there must be a critical period where a person has positive and negative experiences simultaneously occurring that contribute to one's moving to the next level of growth (Erikson, 1980).

Erikson's (1980) theory was that a person's growth progression could not be separated from their progression in life. A person's daily life experiences, including social and cultural environments of the era in which they live, influence their evolving stages of life. There are stages of development that Erikson said occurs. Childhood identity development, the initial stage, is when a person is trying to figure out who they are and uses the people and world around them to develop their self-identity (Erikson, 1980). The author explains the next stage, adolescent identity development, especially the college-age years, that brings the most focus for a person developing their identity, relationship identity, and belief system identity. The final development area is adulthood identity development (Erickson, 1980), where individuals reflect, regroup, have regrets, or are in states of satisfaction while continuing to grow. Erikson also wrote

about the importance of examining how a racialized society transforms an individual (Syed & Fish, 2018). Negative images and messages from the White majority harm the self-awareness of African American and Black people, and ideas of self-worth get fragmented, and African American and Black people must do additional work to defragment self-identity (Erikson, 1980).

An example would be starting a doctoral program. A person has the positive experience of learning new information and the struggle of how the new information correlates with current or future employment capabilities and the perceived perceptions of peers and employers. The positive nature of learning is present. The detrimental dilemma of self-doubt is also present. Both experiences will influence the movement from the individual's current stage to the progression to the next stage. The focus of being concerned about other people is part of the personal growth process. Erikson felt the social and cultural components were both critical. People do not live in seclusion, and growth does not occur in isolation.

Racial Identity Development Roots

Racial Identity Development is influenced by identity theory and is still associated chiefly with psychology and counseling. Racial Identity Theory is also burgeoning in the field of Education. The need for counselors to have cultural humility and an understanding of their clientele's cultural experiences, along with an understanding of their own cultural identity, has been examined by psychologists (Sue & Sue, 2016). Avoidance of race even permeates the field of psychology that generally focuses on aiding people to open their minds to themselves and others. As this paper's focus shifts to racial identity development, it is significant to note that in the Education of future psychologists and in the psychology profession, race is still an

underserved topic in professional development opportunities and educational curriculum (Thompson & Carter, 2012).

Racial inequality permeates the American education system, the American legal system, and the American economic system through cylindrical ethnocentric decisions (Delgado, 1995). The idea and the word, race, are often ambiguous and used in an inequitable systematic manner. Race is not based on biology but is a devised social construct. Despite the lack of biological determinants, people with specific physical characteristics are exposed to social factors that can impact their intrapersonal and interpersonal experiences (Patton et al., 2016; Helms, 1993; Helms, 2020). The construct of race and its negative power can be traced to the treatment of the indigenous Indians of America and the history of enslaved Africans. It is essential to discuss race since racism is an unfortunate and damaging aspect of the construct of race (Patton et al., 2016).

What is Racial Identity?

Racial identity development is individual awareness and connection with people who share a racial legacy (Helms, 1993; Helms, 2020). Racial identity is rooted in the individual's belief system and impacted by belief systems of people outside and inside of a racial group. The connection to a racial group may be due to shared experience, historical perspective, and possibly a shared sense of collective strength (Helms, 1993; Helms, 2020). Racial identity is not confined to people of color, as is often presumed. Racial identity includes people of color and White people. There are varying theories that branch off from racial identity theory into specific racial and ethnic groups such as Racial and Cultural Identity Development, American Indian Identity Development, Black Identity Development, White Identity Development, White Racial Consciousness Model, Latina and Latino Ethnoracial Orientations, and Asian American Identity Development Model (Patton et al., 2016). There is a need for minority cultures and the dominant

White culture to understand the narratives of each other's racial groups for psychological healing and to address and improve social justice issues with thoughtful consideration that the journey of understanding racial matters will be complex (Sue & Sue, 2016). Understanding oneself is paramount to understanding, working with, mentoring, and building a healthy relationship with others. Learning about other people builds humility and a perspective that cannot occur looking solely within.

Racial Identity Theorists

Many theorists have been attributed to Racial Identity Development, such as Joseph Ponterotto, Thomas Parham, and Donald R. Atkinson, George Morten, and Derald Wing Sue. The originator of the theory is debated. Several theorists can be classified as the catalyst for many racial identity theories. William Cross studied the African American and Black experience and termed his initial theory Nigrescence. Dr. William Cross was educated in the ways of Freud and Erikson and influenced by concerns he learned about during the 1960s and 1970s Black Consciousness Movement. He was also influenced by his friend Badi Foster, an African American and Black colleague that introduced him to the world of African American and Black studies (City University of New York, n.d.). Dr. Cross began his college education as a clinical psychology student, where his love of stage development blossomed. He changed to study social and cultural psychology and continued his studies and research by combining his passion for psychology and African American and Black studies.

Dr. Cross used his knowledge of Freud, Piaget, Kohlberg, and Erikson's stage level theories and the ethnographic observations of the segregation era to develop the Nigrescence theory. Dr. Cross worked with students to develop a racial identity scale measurement tool (City University of New York, n.d.). The Nigrescence model began with five stages pre-encounter,

encounter, immersion/emersion, internalization, and internalization/commitment (Owens, 2010).

The Nigrescence model was an essential step in focusing on the experiences of a particular race

and opened the way for many other racial group research acceptances. Dr. Cross is Professor

Emeritus at the University of Denver, writer of several scholarly publications, and is currently

writing a 40-year memoir of his studies and experiences in the research of race and psychology

(University of Denver, n.d.).

Theorist Janet Helms

Janet Helms is a psychologist that Dr. Cross influenced. Dr. Helms studies race as the

Racial Identity Model, Black and White Identity Theory, People of Color Identity Theory, and

White Racial Identity Model. Dr. Helms was not satisfied with the racial theory dialogue of some

theorists who focused on minorities as the cultural drawback in cross-cultural counseling issues

(Helms, 1984). Helms believed that all racial groups, including the dominant White racial

culture, needed to understand their stage of identity development to understand how to work with

their clients. She did not subscribe to the idea that because a client and a counselor were of the

same race, identity issues were nonexistent. The knowledge of self-awareness and the

understanding of where one is on the various stages of racial identity is paramount to connecting

with others. Each person must understand their level of awareness as an individual and not the

level labeled toe them by another person. Dr. Helms experienced racial injustice in her years as a

college student but credited her earlier years attending African American and Black secondary

schools for her strong educational foundation. Receiving validation early on for having strong

academic acumen allowed her to persevere through racial inequalities and insults from White

professors in college (Carter, 1995).

Dr. Helms did not initially set out to be a champion for racial actualization. During Carter's (1995) interview with Dr. Helms, it was revealed that racism was something she learned by the mistreatment she experienced as a student from educators. The negative experiences in education were the stimulus for her desire to understand and deal with a challenging issue such as race. Dr. Helms credits a White professor who did not initially think Helms was capable academically with encouraging her to continue with her education after Helms' work spoke for itself (Carter, 1995). Her experience, not unlike the experiences of many of today's young African American and Black scholars, showed the necessity of earned respect for their ability as juxtaposed to an assumed ability privileged to the dominant culture's benefit of the doubt of scholastic achievement. Dr. Helms continues to apply the Freudian idea of stages of personal development in her work.

White Racial Identity

Dr. Helms is most notably known for the White Identity Development model, which initially encompassed six stages: Contact, Disintegration, Reintegration, Pseudo Independent, Immersion-Emersion, Autonomy (Robinson, n.d.). Later, she redesigned the theory into two phases, 1) Abandonment of Racism and 2) Evolution of a non-racist identity (Helms, 1993). There are several status levels within the two phases. Dr. Helms is an Augustus Long Professor in the Department of Counseling, Developmental & Educational Psychology, and the Institute for the Study and Promotion of Race at Boston College (n.d.). She has written several books, scholarly articles and received numerous awards and recognitions for her work on race. When race is discussed and racial identities explored, there is often a misconception that it refers solely to the identities of people of color. Dr. Helms' work emphasizes that all races have an identity

cycle to process through and a need to recognize where they are and where they need to grow. Self-actualization is the start of growth and healing for humanity.

Opponents and Proponents

Some psychologists do not agree with Dr. Helms' White Identity Development theory for several reasons. Rowe et al. (1994) did not believe Helms' White Identity Development had merit as it was not a longitudinal study in their estimation. The authors state that Helms' White Racial Identity Model was nothing more than an adaptation of the Ethnic Minority Identity theory, and too much focus is presented about White people's attitudes toward minorities (Rowe et al., 1994). A point of dispute is Dr. Helms' theory as too singularly focused on the Black-White narrative to exclude other races.

Wolff (2009) disagreed with Rowe et al. and supported Dr. Helms in asserting the study, and the sequential nature of the research done by Helms was akin to longitudinal research outcomes. Dr. Helms offered the idea that racial identity is different for all groups, and the focus of the White majority toward all other minority groups was due to their position of power over all other ethnic groups in the United States. Helms recognized all racial groups and acknowledged that their struggles and experiences differ, but minorities have common points of conflict intersection with White people (Wolff, 2009).

Tenets of White Racial Identity Theory

Racial Identity Theory comprises many models. Racial Identity Development is vital for understanding an individual's race and the internal and external learned racial attitudes acquired and dismantled. Understanding how one's race impacts and intersects with another person's race is another crucial reason for Racial Identity Development research. One such model is Dr.

Helms' White Identity Model. The model's first phase, Abandonment of Racism, has three statuses.

Contact

The first status is Contact, and at this level, people will use phrases such as "I do not see color." There is an ignored or unconscious belief that racial issues are actual occurrences, and that the person has any privilege. People will have racial stereotypes in their mental or spoken repertoire passed down from generation to generation. The person then repeats the messages or actions often in unconscious ways. When an unconscious word or phrase challenges a person, they have said they will continue to the Disintegration level.

Disintegration

In this status, the person starts to feel different about their word choices and feels regret but cannot move past those emotions or they can continue to status three. An example would be a White person who makes a racially charged comment about people of color. Sometimes there is one person of color in the place of business. The White person did not intend the comment to be malicious in their mind, but another White colleague or the person of color confronts the person about the comment. The person explains a concept the White offender had never heard about, like Racial Battle Fatigue and explains the compounding experiences of micro and macroaggressions that happen to people of color in the constant pressure of mentally dealing with negative experiences and comments cause depression, physical illness, and other traumatic occurrences (Arnold et al., 2016). After an explanation by a colleague, friend, or family member, the White person feels a sense of guilt. The person may respond and say they want to be aware of words or actions that cause people of color offense to learn and make changes or person may respond oppositely. The person may move to the next status level is three Reintegration.

Reintegration

In the third status, Reintegration defiance and objection to growth initially occur. The experience of White Fragility as the protected privilege of White people that, when challenged with their racial misdeeds, become defensive and feel victimized. In this status, the person uses phrases like "reverse discrimination" and feels bullied by the non-acceptance of their overt or subliminal racist words or actions (DiAngelo, 2011, DiAngelol, 2018). The person is no longer in a White comfort zone and lashes out against anyone they feel is partly making them uncomfortable. The wrongdoer may get stuck in this status if they are unable or unwilling to work through their internal fear or move on to the second phase Evolution of a non-racist identity.

Pseudo-Independence

The second phase has three stages of positive racial identification. The first status is Pseudo-Independence**,** and by the word pseudo, full enlightenment does not occur in this status. The person desires to learn about various racial groups and what is considered acceptable and unacceptable by an outsider. In this status, the person still feels uncomfortable and unsure when displaying unconscious racist behaviors, but they are open to growth. The person welcomes feedback from people of color. A person in this stage must reflect on feelings of possible white saviorism and resist the need to "save" African American and black people. A continual level of self-recognition can propel them into the following status Immersion/Emersion.

Immersion/Emersion

The Immersion/Emersion status person seeks to connect with other White people learning how they cope or have coped with feelings of racist self-actualization. A person in this phase desires to speak freely and doing so with someone who has the same racial identification can aid

in explaining racialized things from a shared perspective as needed. These actions will help the person to proceed to the final stage of Autonomy if they continue to seek understanding.

Autonomy

In this stage, the person comprehends their White Identity and its privileges and focuses on social justice issues. The arrival of this final stage does not mean growth does not occur. A person in this stage can self-evaluate and recognize the need to learn and grow at various times and levels of their life. Some stages may need to be repeated as more self-learning occurs.

Theory Application to the Current Research

This research is focused on the experiences of African American and Black faculty at predominantly White higher education institutions where the administrative leadership and the tenured faculty body are both predominantly White. As White leaders read the experiences of African American and Black faculty about their journey to tenure and beyond, they will need to have some context of their own racial identity. There will be thoughts and emotions, some recognizable and others that may surprise them. The detail of Dr. Helm's White Identity Model may put their thoughts or actions into greater context and inform future learning and actions.

Concepts and Research Associated with the Theory

Several types of concepts and research relate to Racial Identity Theory. Critical Race theory was born from disparities in the criminal justice system against people of color, predominantly African American and Black people. The instances of racism were subtle and a way to "legally" continue to marginalize people of color and the American education system mimics the disparaging inequities in the legal system (Ladson-Billings, 1998; Jain, 2014; Tate, 1997). The four authors' ideologies are connected as they all raise issues of a lack of acknowledgment and victim-blaming in the Reintegration status of Dr. Helms' White Identity

Development. Education establishments have struggled to incorporate multiracialism throughout the industry, whether that is a lack of a diverse curriculum or the continued low number of faculty of color. One reason may be labeled "White-*ness,*" which denotes perspectives and philosophies of what is expected from one lens, and that lens is traditionally from a White person's vantage (Gillborn, 2015).

African American and Black people born and raised in the United States can have very different experiences and perspectives than Black Africans born and raised in Africa. That is not to say there are not overlapping truths in the two experiences, but the assumption that the two are the same is problematic, as is labeling all people from Spanish-speaking areas Hispanic. Racial Identity Theorists posits people knowing their own racial identity and the knowledge about other racial groups' identities promotes growth and the uplift of all people.

Another issue that is not addressed often is the intersectionality of all racial groups. Intersectionality is the multilayered encumbrance of racism from having more than one minority status (Croom, 2017). Forcing someone to decide on one minority label forces them to split themselves mentally instead of understanding a person in their wholeness and the varying perspectives they bring. There are people who say economically poor White people have had the same experience as poor people of color. That viewpoint is ignorant of the added intersectional dilemmas that race in America adds to the experiences of people of color. People of color within the same race in various socioeconomic levels do not have the same life experiences based solely on their race. These issues must be clarified and added to the conversation of identity.

A Discussion of Assessment Techniques

Assessment of the knowledge of Racial Identity Development must permeate an institution. The significance of leadership in installing new and challenging ideas and the support

of Racial Identity Development as a cultural initiative is paramount (Hubbard, 2006). Using open-ended questions in classes to assess students' knowledge of racial issues can help them view and understand their own racial identity. Assessing students' racial identity knowledge could help to lessen resistance to learning. If an institution seems to have low numbers of faculty or staff of color, a survey could be sent to faculty and staff of color that have left the institution to ask questions of whether issues of race were a factor in their decision to leave the institution. A college-wide survey related to race relations or racial identity can be sent out, information collected and deciphered to track areas of excellence and areas of needed growth. Assessments will not look the same at all institutions since institutions are at varying levels on race and racial issues.

Theory Applied in Higher Education

Higher education is meant to enlighten the mind of everyone. Administrators need to show that they are supportive and engaged in the issues of enlightenment on the topic of race. Colleges' student bodies are becoming more diverse annually, and so is the need for conversations and action to ready all personnel and to educate all the students in the next generation. Higher education institutions can offer training internally or bring in external experts to learn about and discuss Racial Identity Development (Patton, et al., 2016; Sue & Sue, 2016; Helms,1993). The material can be used as catalysts for onboarding programs, mentorships to expand minority and majority faculty success, and, ultimately, student success. A leader that wishes to demonstrate and expand diversity acceptance must be an equipped participant of the process and not a spectator. People will often follow what leaders do and ignore their words alone. Professional development opportunities must include some cross-racial and same-race

mentorship programs as Dr. Helms' Immersion/Emersion status explains is where people need to have someone with a shared and juxtaposed racial experience to talk to for growth.

Openness to the process of understanding the facets of race in America and higher Education by people in power, and an awareness that there will be challenging times during the growth process is a necessity. The goal of growth for students, staff, faculty, administration, and ultimately the world is worth a modicum of discomfort. It is important to be open to the lived experiences of African American and Black people through their stories and their voices. Further in the study, I will discuss how focusing on the stories of African American and Black people and how the focus on their lived experience is complex, compounded, and full of possibility.

Chapter 3: Interlude - Lived Educational Experiences

Part of being optimistic is keeping one's head pointed toward the sun, one's feet moving

forward. There were many dark moments when my faith in humanity was sorely tested,

but I would not and could not give myself up to despair.

—Nelson Mandela

I initially thought to post my topic as a question but have decided to frame the topic more

as a statement, *White racial identity development impacts African American and Black faculty in*

the tenure process at predominantly White higher education institutions, and I will explain why.

Life as an African American and Black person is complex by the racial history and distinctions

posed by a western country. As with all humans, life is never easily defined or ever linear. Life is

often more akin to a puzzle than a straight line. I considered my own experiences as a student

and thought about the puzzle pieces of my experiences with teachers, other students, family, and

friends. I am in my fifties and in a doctoral degree program during a health pandemic and racial

pandemic. This is a time in my life of reflective action and a desire to forge new roads for those

that will come after me so they can make new paths.

Associate Degree Journey

I attended a predominantly White institution for my first degree to pursue the field of

signed language interpreting. I learned a great deal about the language and culture of the White

Deaf community. The faculty reflected the predominantly White profession and all but one other

student who attended that program was White which does not reflect the racial diversity in Deaf

communities. I learned about the field of interpreting and signed language but even though I

spoke "standard English" in all my classes I still had a professor comment that I may have struggles voicing for members of the Deaf community since Ebonics was my native language. The comment shocked me as this person had no knowledge of my background, where I grew up, where I attended school and yet simply by the color of my skin the professor judged me and condemned my future in an instant. Thankfully, the African American and Black Deaf community accepted me and cared for me as a mother to her cubs. There was only one African American and Black male interpreter in the city at that time and he too was a person that gave me unwavering support. Many of the White Deaf and hearing faculty were excellent in sharing information about interpreting and American Sign Language but they did not prepare me for the racial vitriol I would experience as a new interpreter to the field.

Bachelor's Degree Journey

I received my Bachelor of Arts degree from an Historically Black College and University (HBCU), where all the professors I encountered were African, African American and Black. The institution does have White faculty, but I did not have any as a professor during my time in my program. I did not have to explain why I wanted to research the experiences of African American and Black Deaf people in the United States. Nor did I have to keep explaining why I wanted to focus on African American and Black people in general. I felt challenged to do my best work and felt safe from the feeling of judgment by a different standard than my peers, whether it was in my schoolwork or by my personality as an African American and Black woman.

Safe is the word that continually rings in my mind when I think of my experience at that institution. In that safety, my growth as a student and educator grew, just as I had grown and am still growing in a predominantly White institution, but the branches of learning came from different roots which changed my puzzle pieces in the world. The answer to a singular research

question would be different based on a different place, different point in time for me personally, and my place in the world would look vastly different and irreplicable to other researchers.

Master's Degree Journey

My master's degree experience was the first time I encountered a White teacher or colleague who showed genuine interest in my research topic of African American and Black people's lived experiences and the groups I wanted to research, groups that I identified as a member of. That was the first time I understood how a White person could behave at the higher Encounter level of White Racial Identity Development. Again, the puzzle pieces of my life, in that time frame are part of the mosaic of my life yet not in a linear or simplistic manner.

Post-graduate Experiences

In my Doctor of Higher Education and Leadership program journey, I have only had one instructor who may identify as African American and Black. The puzzle pieces of how my professors, peers and I related to one another combined with this time in American history is and has been complex. My teaching experience has been a challenge and a blessing for various reasons at a predominantly White institution. I have experienced harmful discrimination and positive and supportive collegiality from White colleagues. I have many African American and Black faculty friends and coworkers at my institution and other institutions who have experiences that mirror my own in higher education.

The idea of asking a yes or no question seemed inauthentic, and why I chose a statement. If I were to share my story of my time in school as a student and as an educator, my story would not be a smooth linear story. There are relational aspects, social justice aspects, and emotional aspects that connect me to the human experience and cannot be explained in a linear paradigm of

a singular question. Focusing on lived experiences matches using narrative inquiry as a

methodology which will be explained in more detail in the next chapter.

Chapter 4: Methodology

I want American history taught. Unless I'm in that book, you're not in it either. History is not a procession of illustrious people. It's about what happens to a people. Millions of anonymous people is what history is about.

—James Baldwin

American history in primary, secondary, and post-secondary education is taught through books most often. The books, in general, were written in a White-centric narrative. Whoever gets to tell a story has the power, and historically people of color have had their stories marred, distorted, and eliminated from many of the American history books (Hannah-Jones, 2021). This study's methodological approach is narrative inquiry, chosen to center the African American and Black tenured faculty's voices surrounding their lived experiences (Cole, et al., 2017). In the African American culture, utilizing storytelling passes down information, inspiration, and education. Since African slaves were beaten and killed for picking up a book to learn, read or write about such things as their captive journey to the Americas, their stories of their homeland, their culture, triumphs, and tragedies, they had to deliver their history through storytelling (Hannah-Jones, 2021; Wilkerson, 2020).

Introduction

In this chapter, I will discuss my choice to use a narrative design, particularly narrative inquiry and what it is. I will discuss my reasoning for using narrative inquiry in gathering information on the experiences of African American and Black faculty through their tenure process. The chapter will include discussions of culture, the importance of storytelling in

narrative inquiry, why perspective matters, the interview, data collection and analysis process, and how I strive to keep participants' voices in complete focus. Included is my explanation of trustworthiness, confidentiality, and my positionality in the chapter. Narrative inquiry is the choice that best suits my research statement as a means of honoring the participants.

Narrative inquiry allows a person or persons to tell their stories in the context of a lifespan, individual experiences, collective group experiences, and to show one's feelings about themselves and others' perceptions of them (Creswell & Poth, 2018). Narrative inquiry is akin to African American and Black storytelling's history and seems to be the best way to honor that tradition of information gathering and sharing. The purpose of my study is to shed light on the way to successfully achieve tenure, which is many times seen as an unattainable quest for African American and Black faculty, and to give space to these faculty to share their stories. Generally, researchers use guiding questions that they intend to answer by the end of their research. Considering the human experience and the telling of the lived and enduring living stories of people, answering a single question or questions is not the focus of this research. Understanding the process by which people endure, overcome, and persevere while continuously integrating personal and social relationships, experiences in various places and spaces and through past and present time frames and the foreshadowing of what is to come requires restraint from the urge to solve the question of the human condition. Narrative study design is being used to open opportunity and space for the unfolding and unveiling of life in all its amazing complexities.

Narrative Study Design

Qualitative exploration allows the researcher to look at matters through the lens of the participants' lives in contextual ways and various seasons of life (Caine et al., 2013; Creswell,

2014). In thinking about a person's life and all the complexities life entails, confining understanding of a person's experiences to only the testable, quantitative measures leave out the sophistication of the individual experiences. There is nothing more complex than the human experience in life, and narrative inquiry helps explore and understand the intricate complexities of how humans make meaning of their lives and experiences through their stories (Cole et al., 2017). There are multiple interactions in everyone's mind and heart and the various interactions are factors in a person's decisions and behaviors, viewed through qualitative measures such as narrative inquiry.

Kim (2016) used an analogy that using quantitative research alone is akin to using an artificial intelligence program to understand human emotions. The narrative inquiry method will be utilized in this study to elicit firsthand lived experiences of tenured African American and Black faculty members. Making space for people to share their experiences is often not available for people of color at their institutions, but narrative inquiry allows for space for the authentic and uninterrupted expression of individual storytelling (Arnold et al., 2016; Cole et al., 2017). As we humans live our lives, we all have past experiences that shape us and mold us in seen and unseen ways. As times move on, our present experiences do not negate the knowledge of our past. Those past experiences continue to weave in and out of present decisions as they cannot be extricated from our conscious. Experiences of life have an eternal strand through different points of time, past and present. Life transcends time and our temporal experiences will continue to bear on one another through to our future and until our final breath.

Narrative inquiry allows the researcher to listen to the stories through time and understand how temporal elements of time and experience have shaped the lives of participants (Clandinin, 2016). Time also connects to places and spaces. Understanding the places and spaces

that people live their experiences is important to navigating those experiences (Cole et al., 2017). The places that participants live bears on their story, the cities and states they work shapes and molds their stories by the practices and laws that occur. Being in a city or state that experienced police violence against an African American and Black person surely has some impact on the lived experiences of the people living in that city. Researchers employ narrative inquiry as a vessel to understand how place impacts thoughts, behaviors, and decisions in the life of a participant. In trying to learn how the African American and Black faculty members traverse the higher education tenure process through a predominantly White institution, narrative inquiry will be the canvas for their stories and the understanding of a place at various time periods from their lens is essential. Experiences occur in parallel ways with personal, social, institutional, cultural, interpersonal, and intrapersonal dynamics (Clandinin, 2016; Cole et al., 2017).

Culture

We understand that culture is not something that occurs only in one realm as in the realm of family. Culture occurs in the workplace, the city or state where a person is born in, grows up in, or the culture of the country of origin or of choice. The narrative inquiry method used in prior studies allowed researchers to share experiences of faculty and students of color in higher education and learn how they persisted in the face of discrimination, isolation, and lack of mentorship to successfully graduate for some and attain tenure for others (Arnold et al., 2016; Dancy, 2015; Hirai, 2020; Parker, 2017). The phenomenon in which people who self-identify to a particular group and have shared understandings, beliefs, behaviors, values, and a sense of belonging is culture (Ackerman-Leist, 2013). The intricacies of cultural issues shared by African American and Black communities are the narratives of those situated at the center of a phenomenon (Glesne, 2010). Storytelling is one of those cultural behaviors that has been a form

of information sharing from generation to generation in the African American and Black cultures

for centuries. During slavery in the United States, many Africans were not allowed to read

(Egziabher & Edwards, 2013). Slaves passed the knowledge of their homeland and experiences

in the form of storytelling.

Narrative inquiry allows space for individuals to characterize their unique knowledge of

culture and societal issues in the context in which they see their experiences unfold (Clandinin,

2016; Leavy, 2017). Participants can express how their experiences are or have been impacted by

relationships with other people. They can explain how interactions with colleagues,

administrators, students, and the community impact them and how relationships emerge, grow,

or decline. Working in an environment where not many people share a similar life experience

can hide or dilute minoritized groups' racial and societal experiences as they are often

undocumented, an element Critical Race Theory often tries to highlight (Bright 2020; Hirai,

2020; Ferguson, 2013). Social issues considered through the lens of participants using narrative

inquiry allow for documentation of underrepresented groups, which allows for a faceted

understanding of complex matters from insider vantage points (Webster & Mertova, 2007). The

relational component of interviewing is important to connect the interviewer and interviewee.

Co-creation of the interviewees story through trust and connectivity empowers the interviewees

story and experiences to be uplifted (Nasheeda, 2019). African American and Black people often

have a yearning for learning and growth opportunities with other African American and Black

people for cultural connections that need not be explained (Golden, et al., 2017). Participants'

narratives may be more natural and honest if the person being interviewed can identify with the

interviewer, in this study me as an African American and Black interviewer may assuage any

doubts that they could be fully transparent. They did not need to try to explain the feeling of

racism, microaggressions, or isolation in White spaces that they experienced when sharing their stories.

Research utilizing qualitative values of faculty demographic makeup is essential. It is a way of knowing who is in the professorate. Knowing how an African American and Black faculty member traversed the tenure process can only be fully manifested by the faculty member's stories. In recognition of African American and Black faculties' lived experiences within this research, narrative inquiry allowed their lived experiences to be in the spotlight (Creswell, 2014; Mertens, 2015).

Storytelling

Narrative inquiry through storytelling allowed participants to express how they experienced oppression and inequality while traversing the tenure process in higher education. Understanding the story of African American and Black faculty was excavated through the intricacies of time and space through storytelling and how they made sense of their experiences (Bochner & Riggs, 2014). Participants shared where and how experiences occurred and relationship aspects that impacted their knowledge. The participants' stories of their relationships are a multifaceted and fundamental part of narrative inquiry (Egziabher & Edwards, 2013).

As the participants worked in an environment of other colleagues and students, their stories intertwined with those experiences. The intertwining of the lives of colleagues and students that did not share the same racial identity are essential components to consider in narrative inquiry for this study (Dancy, 2015). Mentoring relationships, peer-to-peer relationships, faculty and administrator relationships, and relationships with in-group and out-group members all have a facet in the story of faculty members in higher education. Narrative

inquiry allowed African American and Black faculty to pinpoint and describe power relationships and challenge oppressive circumstances (Rymes, 2009).

Perspective

Often in the United States history, stories of minoritized people are told through an outside perspective (Ishiwata & Muñoz, 2018). An outsider cannot explain their research subject's internal thoughts, emotions, fears, and joys in quantitative or qualitative observational measures alone. In the life of a person of color, there can be a myriad of microaggressions and macroaggressions which occur, but that are never explicitly discussed yet still impact their lives. The sharing of the perspective of the research subject through the intimate telling of details about the thoughts and feelings they experienced revealed a more comprehensive understanding of their experiences (Kim, 2016). Outside perspectives many times have incorrect hypotheses and ideas about another group. Narrative inquiry allowed African American and Black tenured faculty to correct false assumptions, false narratives, and detrimental stereotypes by telling their truth through their perspective (Pérez Huber, 2016).

Using narrative inquiry for this study over other methods, such as focus groups, allowed individual stories to be the focus in each interview. Focus groups are excellent for quickly identifying issues that have a consensus in a particular area. Participant conversations in focus groups may allow for thoughts to be jarred by another person sharing. Focus groups do not always allow for equitable sharing of all participants, as some people will feel more comfortable conversing in groups than others. In this narrative inquiry, participants shared their stories, viewpoints, emotions, and reflections entirely without interruption.

Narrative inquiry allowed participants to speak to various time frames in their lives and careers (Connelly & Clandinin, 2006). Events in the tenure process have past and present

implications as well as future effects. Participants needed to have the space to converse about all time frames. Of course, no one's life occurs in a vacuum, and understanding how the social factors participants navigated are significant in their stories (Connelly & Clandinin, 2006). The social factors can be the issues occurring in American society at any given time in their story, possible family dynamics, the college institutional factors, and the place in which the tenure process events occur.

Data Collection

Narrative inquiry allowed me, as the researcher, to listen to stories and read the transcripts of the experiences of participants who shared their stories to help in understanding their perspectives (Nasheeda et al., 2019). Midwest Monument College was the chosen site of the research. This research included purposeful sampling from the institution as Midwest Monument College is the focus for proposed training recommendations, mentoring, and faculty building (Creswell & Poth, 2018). As an African American and Black educator in the higher education system, it was fascinating to research ways to increase the knowledge about African American and Black faculty to enhance new faculty training by understanding one group of faculty who share a cultural lens to a subset of the student body. Another reason for this site choice was to ascertain ways to increase recruitment and retention of African American and Black faculty to and beyond tenure. The data collection method employed in this study was personal interviews with tenured African American and Black faculty.

Participant Selection

After receiving IRB approval, an email was sent through the college-wide announcements, and to the African American Employee Resource Group email to request volunteer participants in a study. The email asked potential participants to self-identify as

African American and Black faculty members who held tenured status. All interviewees must have traversed the tenure process. There are four levels to the tenure process at Midwest Monument College: 1) Instructor, 2) Assistant Professor, 3) Associate Professor, and 4) Professor. Assistant, associate, and professor levels of tenured faculty will be the focus of the study. To achieve tenure, faculty must go through a required four-year term and produce a portfolio satisfying specific guidelines. The African American and Black faculty that were eligible to be interviewed were tenured and in various tenure stages (Assistant, Associate, Professor). Since the instructor level is tenure-track (pre-tenured), those faculty members were not eligible for the study. The email listed an external, private email utilized for the security of participant identification. This study was limited by the low number of African American and Black faculty at Midwest Monument College and by the singular gender represented by participants. Future replication of this study in a more extensive multi-institutional manner may allow more African American and Black faculty participants to feel safe that their identities would not be recognized.

Interview Procedure

After receiving an email from the willing participants, I scheduled the interviews around their availability. I shared that the initial interview would last approximately two hours in the introduction email, but it could be less or longer, and there could be a second interview after reviewing the recording from the first interview for a follow-up conversation. When I received available dates and times for each interviewee, individual Zoom meetings were scheduled. The Zoom links included the interview date and time and were emailed back to each participant with their date and Zoom link. Midwest Monument College, where the participants teach, predominantly holds virtual classes due to the COVID-19 pandemic, which is why the Zoom

virtual format was chosen. At the start of the interview, I explained the interview protocol, including

1.   a detailed explanation of the purpose of my study,

2.   what would occur in the interview related to the type of questions asked,

3.   clarifying that the participants did not have to answer any question/s they did not want and could stop the interview at any point.

After clarifying the interview procedure, I provided a subsequent description of how the participant's interview video information would be kept confidential, to the best of my ability. I explained why the recording of sessions was necessary, then participants agreed to have the interview recorded before the Zoom sessions began. I made sure no participant information would be missed and notated responses accurately during the interview by later utilizing the recording transcripts. Handwritten notes were also taken during the interview, and I informed all participants that I would write notes during the interview. The contemporaneous notes were my thoughts about the interview responses in real-time, including questions or comments thought of during the interview that could be used for future studies and may not be adequate for the present study. Determining the inclusion of contemporaneous notes ultimately happened after the transcription process.

It was important that the participants knew every step in the interview process and that I do not include their names in the study via notes. I did explain that there was a possibility that someone could figure out who the participants are by their responses. However, everything would be done in my power to protect their identities. The interviews occurred over two weeks, followed by the transcription process.

Data Security

At the end of the interviews, the recordings were stopped and saved on a remote storage device that I alone can access. The recordings were downloaded on a password-protected external hard drive accessible only by me. The interview recordings with identifiers were kept confidential and handwritten notes locked in a file cabinet and ultimately shredded.

Data Analysis

In narrative inquiry it is important to remember that human lives are complex and data collection is not one dimensional. A traditional collection method on transcripts were included in the process of reviewing interviews. An electronic transcription program, Otter.ai, transcribed the interview recordings. After the transcription process, I read the transcriptions, made any corrections, and added my contemporaneous notes to correspond with the areas where my thoughts occurred in the interview. Themes were present from the analysis of the transcription data. After I grouped comments and experiences into codes, I went back over the transcript information to determine what stood out in the data and what to include in the findings. As narrative inquiry centered on the participants' voices, keeping my participants' voices centered was essential. I sent the themes I understood from the participant information to each participant to see if they had any feedback on the themes I developed from the interviews. I allowed participants to co-create by allowing them access to my findings and to see how I incorporated what they said in telling their stories to honor their voices (Clandinin, 2016). The analysis process took time and patience as I tried to ensure the participants stories were relayed authentically.

Data analysis in narrative inquiry is ongoing and we can see data all around us. Using the participants stories, the data analysis method utilized was of creating a composite story. As mentioned, human lives are intricate and complex. Analyzing data is a cornerstone of research

and so is protecting participants from harm as much as possible by ensuring care be taken to understand the stories told by participants not in a sterile manner. By taking the time to go back to the information told and retold by participants and excavating the multi-facets of time, sociality, and place that encapsulates stories, their voices were raised and honored. Using a composite story was another way to allow their stories to be told while adding another safeguard layer to protect their identities (Clandinin, 2016).

Trustworthiness

It is impossible to disconnect from the research fully, and the connection is part of qualitative research (Maxwell, 2013). I identify as an African American and Black person. My lived experience of being a student and a faculty member in predominantly White institutions may influence how I conducted research. Some readers may see my personal experience as a bias, and I recognized it could be a factor for validity. In doing any research and in particular research regarding lived experiences of others, it is vital to practice reflexivity. Continuous reflection on the information participants shared, considering the time and place the experiences occurred, I reflected on my thoughts of my feelings or beliefs often to ensure my moral and ethical reasoning accurately captured the participants' truths (Kim, 2016; Creswell, 2014). It was crucial for my interviewees to feel their words were portrayed in the way they intended.

Everyone has biases, but reflection can help to be cognizant of bias to avoid bias in the research. To mitigate the interruption of bias in the research, I asked a peer reviewer to read the research as a means for me to step back from the research and view it through another's vantage point (Cradit, 2017). Disclosing how I identify and what my experience has been can inform the reader of possible predisposition bias to an outcome which may ensure greater validity in this study (Maxwell, 2013). My positionality in the study may have also made participants more

comfortable and willing to speak candidly with me from a sense of a shared experience as an African American and Black person. Credibility is essential for research and allowing participants to review the ideas gathered from them was critical for credibility (Saldaña, 2013).

Confidentiality

Since the interviews occurred at an institution where all the participants taught, I wanted them to feel secure knowing their information was confidential. Baumfield et al. (2013) suggest allowing participants to voice how their information is safeguarded. The participants were asked if they were satisfied with the way their videos would be stored and the storage of their typed transcripts with extraneous notes. After adding the extraneous notes to the typed transcripts, I shredded and disposed of the originals.

Impact of George Floyd

In the city where Midwest Monument College is located, there was an impassioned protest regarding the killing of George Floyd, police brutality in that Midwest city, and a call to action surrounding the taking down of images of people involved in the annihilation of indigenous people and the atrocities of slavery such as statues that honor slave owners and early settlers. There were two killings of African American and Black people in the city in the months following the murder of Mr. Floyd and the visual disparity of the safety of most of the White insurrectionists at the nation's capital. The faculty members that took part in this research had to deal with being a targeted person of color in their city while teaching and dealing with racial issues in their institutions. This research has coincided with the extraordinary time in history when a health pandemic and a racial pandemic collided. If we are not considering the need for equity in the faculty ranks now, then when?

Positionality Statement

The researcher cannot detach from the research (Creswell & Poth, 2018). My positionality is an African American and Black faculty member desiring to understand the success of tenured African American and Black faculty. I am the first African American and Black tenure-track faculty in the history of program of study at the institution where I teach. As an African American and Black person, I have had some similar experiences to some participants, which allowed a greater understanding of their stories as an in-group member. None of the faculty members in my research are under my sphere of influence or supervision. I do not influence their income, neither do I evaluate their work. Just as my participants cannot separate themselves into separate parts of their identity as a person of color from the work that they do, I understand I cannot separate my life and lived experiences completely from the work I do in research.

Collective Experience

This demographic of faculty have a shared racial lived experience since we all identify as African American and Black but no experience is exactly the same. I do not have any personal knowledge of any participants' evaluations, appraisals, or tenure portfolios. At the institution where they work their names are listed in a public online personnel directory giving me knowledge of the majors they teach, and common knowledge about what department they work in at their institution. I do not have any secret knowledge of the participants of a private nature that could influence their participation in the study or somehow be detrimental to them (Kim, 2016).

I identify as an African American and Black person, and I have lived experiences of being a student and a faculty member in predominantly White institutions. Had this research journey begun years ago, I may have been apprehensive to research this topic for fear of career

stagnation or retaliation in the tenure process. However, as a person in my fifties who has worked on diversity, equity, and inclusion initiatives and social justice actions, I felt it a duty to study a topic that may seem unsafe to a younger African American and Black scholar or junior faculty member.

Conclusion

As an educator using narratives to inform college leadership about potential opportunities to grow and retain African American and Black educators and leaders is a duty. As a colleague to all races of faculty I want to share stories that are not in the books of old that may cause people to disconnect from the past. Instead, I want people to listen, learn, and embrace what we all can do to increase the success rate of African American and Black faculty and students by reading about people who they work with and teach daily. Readers are interested in a researcher's motives and what leads to their research (Creswell & Poth, 2018). My goal is to allow the stories of African American and Black faculty to be told from their lenses and centered in the present time.

I wanted to figure out the struggle for African American and Black tenured faculty and how African American and Black tenured faculty figured out how to conquer tenure hurdles. The idea was to offer a plan to institutions for programs, training, and policy changes to mitigate negative cultural nuances, inequitable policies, and practices. In making this plan for institutions of higher education, I hope to increase the numbers of African American and Black faculty that become tenured along with increasing the retention rate of African American and Black faculty while in the tenure process. My hope is that this body of work will get rid of negative cultural aspects that these faculty experienced from apathetic atmospheres to inclusive and belonging spaces to benefit all minoritized groups and the White majority. Discovering how I could support

all minoritized faculty, staff, administrators, and students to feel safe and able to excel was vital.

I also wanted to find a way to dismantle the added burden placed on African American and

Black faculty that feel they continuously must prove that they are good enough, smart enough,

human enough in predominantly White spaces.

Chapter 5: Analysis and Findings

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

—Maya Angelou

This body of work studied the lived experiences of the tenure process for African American and Black faculty. The purpose of the study was to allow African American and Black faculty stories to be told and their voices as an integral means to figuring out how to not only increase the number of African American and Black people in the professorate but how to aid them in becoming tenured and have a greater presence in shaping curriculum and the growing narratives in higher education.

Study Participants

The participants in this study were all tenured but in different levels of tenure, Assistant Professor, Associate Professor, and Professor. Midwest Monument College's first level of tenure track faculty are non-tenured Instructors. Out of the 18 tenured African American and Black faculty at the institution a third (6) were interviewed for the study. Several other tenured faculty contacted me to let me know they wanted to participate but felt it unsafe with the small number of African American and Black faculty at the institution and that someone may figure out who they were which was an important fact to consider for this and other institutional studies. All who responded in the affirmative to be participants identified as female. Due to the small number of African American and Black faculty at the institution and the small participant group, pseudonyms were not employed and instead a one-story narrative format was utilized.

The Road of Life

Family plays a major role in every person's life. The role may be supportive and loving, or it may be challenging and debilitating. The family dynamics for the participants varied, two parent homes, single parent homes, supportive extended family, unsupportive and racist extended White family members, highly educated families with doctoral degree holders, and first-generation Americans. At the outset of this chapter, I recognized an important similarity with all the participants that none of them set out to be or thought about becoming college professors. There are few African American and Black faculty visible for not only current students, but the impact of lack of representation in the profession has had negative generational implications.

I began by asking the participants about their journey to higher education. Participants began at varying stages of life; some began their story as very young children. One participant remembered her first elementary school which was a public city school. A place described as an extension of her family.

> I have very fond memories of going to elementary school, having African American teachers. She [my mother] told me how we, she and me and my brother would get on the bus because my dad had to take the car to his job. So, they only had one car and we would ride the city bus downtown. Well, she would get off the bus and walk us to preschool. She would get back on the bus and go to her job downtown and do the same thing going back home. And she never thought anything of it. But she had to do what she had to do. The teachers there would comb my hair for my mom, she didn't have time in the morning. I have really fond memories of that kind of mothering happening at my school.

A participant's family moved to a suburban area during her middle school years and was one of only two African American and Black students in this new school. The atmosphere was very different than what she experienced in her elementary school. She was thrust into a new racialized world.

> I remember coming home after the first day or so of school and just crying, just crying. My mother didn't really understand what was happening. And it was the first time I had heard the "N" word. And I remember coming home to her and saying, "What is a nigger?" And she was like, "What"? "Where did you hear that?" "What are you talking about?" and then she was really upset. She then showed up to school. And the young boy who had said it to me, we ended up becoming friends in middle school, years down the road. I'm sure he had heard it as a kid in his house and just used it. But it had set a tone that I was somehow different.

It is interesting to note that this participant shared that she loved the teachers, and they were nice, and she was a good smart student but added "I didn't cause any problems." It made me wonder was she socialized to think if there had been trouble it would have been her fault? She shared she felt isolated during that time of her education, and she had not been invited to any classmates' functions outside of school, no birthday parties, no sleepovers. Her mother helped her learn socialization skills by enrolling her in activities in neighborhoods where African Americans and Black people attended.

In high school when she experienced racial discrimination in an extracurricular activity, she did not stay in the environment but chose to do the same activity outside of school on a community team with other African American and Black people. The sense of community with

peers and leaders that looked like her taught her she did not need to stay in the toxic environment of her school when there were other opportunities available to her in communities of color.

Although external opportunities arose that allowed growth in one way, she was still blocked from other opportunities when back in the school setting. In high school she learned that everyone did not have the same type of access to varied educational opportunities.

I did well in school, she never even had looked at my grade cards. So, she just assumed I was doing fine. And I was doing fine academically, but I wasn't being exposed to what I should have been exposed to in terms of acceleration and all that. So, I remember going to a guidance counselor, and she recommended that I, upon graduation you know, prepared to go into the Air Force or something like that. But I knew I didn't want to do that. No, I want to go to college…My grades spoke for themselves but I, I could have been challenged more, but I didn't know anything about that. But I did know that there were kids, one kid I remember he spent a summer in the USSR, another girl I think her parents were doctors, she spent a summer in France. And so, when she came back to school, she was pretty, to us, pretty fluent in French. I was like, how does that happen? You know, I didn't even that, I didn't know that you could do that. So that type of stuff wasn't shared with me. And I think that gave me thoughts about access, even though I didn't have the language to understand it, that I knew that some people got to do things and other people didn't.

The advisor above did nothing to encourage the students desire to attend college or help her identify a major, or ask questions about her likes and dislikes, just arbitrarily decided that college was not an option for her. The student's good grades did not seem to be a factor in the

advising process. Then there are the blatant comments that are killers of the soul like the one from the teacher described below.

> I got into high school, and I was often in, you know, honors English classes and AP classes, I figured that… maybe was the route I would take, in regards to teaching at whatever level I ended up at. And but when I had my senior English class, which was an AP class, and I was talking to my instructor about whether or not to take the AP exam, and about applying to colleges, and so on and so forth. She told me not to bother taking the AP exam because I wouldn't pass it. And that if I pursued a career in English, that I would not amount to anything. So that was very disheartening to hear as a senior in high school, especially given the fact that I had been in you know, AP and honors courses. So, I'm like, so why am I not good enough?

Beginning early in children's educational journey through their college years there can be many opportunities for educators to be supporters, encouragers, and guides in navigating learning. One participant struggled with a class in college and went to her advisor seeking guidance on what steps to take. She had received good grades in middle school and high school. She had attended private elementary and middle school and a public high school. The college advisor did not try to seek out why she was struggling in the class or offer academic supports but steered the student to switching her major to K-12 education. Although, the advisor did not take the time to find out the root of the struggle with the class and steer her away from the original goal, the participant shared, "But honestly, I can say, that was the best blessing ever." She connected the strand of time with her advisor directly to her time as an educator and overcame the lack of guidance to a passionate calling as she labelled her teaching.

All the participants shared the enjoyment they felt teaching while in college, whether it was as a teaching assistant, teaching as a graduate student, peer tutoring, and helping to unofficially tutor classmates, the teaching ability was manifesting itself. Several participants were encouraged by Asian faculty, Indigenous faculty, and African American and Black faculty to consider being college professors verbally and others were encouraged by their presence. There were also White faculty that saw the potential and encouraged teaching as a profession during college. Exposure and connections are vital in any profession. An African American and Black faculty member saw potential in a student who shared the same ethnic identity as herself.

> She was a graduate of Spelman. She was the assistant professor... And she just really just took me in, and she said, Hey, I'm leading the Young Scholars Program. We need teachers. How about you work as a teaching assistant ... That's the summer and Young Scholars Program. I said, Sure. And that's when I got to see how things happen for college professors, and that's when I got in and she knew she was being mentored as well by some of the other… more senior English professors…I was having contact with college professors, and…what that world looked like. And I said, I want this world they had. You go in their houses, and there are books, books, books, everywhere. And they talked about ideas and talked about students and how to make the world a better place. And I just saw, I was like, Yeah, that's what I want to do. So, then I started to see that as a possible career for me.

Representation was important to the participant as a student. Seeing a faculty member of Color and being a part of conversations gave her a sense of purpose. She was also "seen" for her potential as a scholar and given an opportunity to grow with guidance and support. Advocacy is

another way students of color can be supported and why representation matters. According to one participant,

> I got to see a black professor, college professor at work, doing what he does. And I'm like, I want to do that... So, I had to take the GRE. And I'm not a good test taker, my scores were horrible. And he told me… Do you realize how bad your scores were? And I'm like, No. I really had to fight really hard to get you in. And I was like, oh, and that's another thing. It's like, you have to be heard on the radio not too long ago, a saying, if you're not at the table, you're on the menu. And he was at the table, making those decisions on who's going to get in. And I got in. And I think he probably had to really make a case for diversity…I'm sure he had to speak up for me, because my grades were there but my test scores weren't.

This participant benefitted from an African American male having "a seat at the table" to get into grad school. The African American and Black male professor spoke up about the potential he saw in a student of color. He shared the capital he had at that time to benefit her. The participant did share that the African American and Black faculty member later was not approved for tenure even though she reported students loved the professor.

The sharing of capital was done by faculty of color and White faculty for participants when they were students exhibiting the importance for in-group and out-group access. The participants shared the value of messages received during their formative years from family members who told them they were smart and capable. Those uplifting messages assisted them to persevere when outsiders, particularly some White educators attempted to diminish their personal and educational value.

The instances where White extended family spouted racist, and demeaning slights such as "you are not worth it," lingered longer and impacted the psyche of a developing mind which caused self-doubt and a continued desire to prove to others that she is "good enough." Even when the family is supportive and positive, imagine the internal turmoil and effort it takes for a child to fight racial micro- and macroaggressions in school where that child should be in a supportive learning environment. What participants learned and experienced as children through to adulthood are part of who they are as they enter the professorate.

Faculty

The ways participants began their careers at Midwest Monument College varied from starting as adjunct faculty, contract faculty, and directly into full-time tenure-track faculty positions. A few participants had personal businesses or full-time employment elsewhere and were not looking to become full-time faculty when they first began to teach at Midwest Monument College. While a couple participants were approached and asked to consider applying for full-time instructor positions by people that worked at Midwest Monument College, others were searching for full-time college teaching opportunities. All the participants were thrown right into the classroom with little to no guidance except for one participant who started teaching under someone she had met in college and that person was teaching at Midwest Monument College and became her unofficial mentor.

The Tenure Process

In the tenure process at Midwest Monument College the tenure-track faculty must produce a portfolio of work to present when it is time to go up for tenure. All participants spoke of the lack of guidance in what that portfolio should look like. The participant below could not find someone to share a portfolio from her department.

So then, when it came time for me to start doing the process, I didn't have any natural

allies, right. I didn't have any cohorts. I didn't have any peers that the work would be

[patterned after]. So, I went to the people who were ahead of me. And I said, Can I see

your year ahead of me or two years ahead of me, can I see your portfolio, and they said,

"We don't have it, we used it, we recycled it for the next thing." So, there is no one in my

department, who I can get the information from. And so, I didn't, I couldn't be mentored

by people in my department, like nobody could help me. So, um, two people [from

outside the department]…who was maybe two years ahead of me, said, "Here's my

portfolio, here's the whole thing. You could have it." Right, which is very, very helpful

[name redacted]…out of nowhere, and for no reason, he said, "Where are you? Stay

where you are. I got some stuff for you." And he handed me his portfolio.

Someone outside of the department offered his portfolio and the participant was able to follow

the formatting in the portfolio. Reading the portfolio gave her a better sense of what information

was acceptable and needed for tenure. Another participant on her own read everything she could,

though sparse, to try and understand what she needed to develop for a portfolio.

So, my tenure process, did not feel as though it was a guided direction. I do have to

thank, [name removed], at the time was there and is still at the college. She was a calm

force, which was nice. Like she told me just keep everything keep a file. [name

removed], he again, he was kind in the sense that he told me keep a file, just keep

everything that you're doing examples, but there was no direct direction on how to

achieve tenure. So, I read at the time, the handbook, which we had a tenure track faculty

like handbook, it was paper at the time. And I remember reading in the contract, what

tenure meant.

The major idea she learned from the reading was to keep everything even though she still did not know how to assemble the portfolio. When information is not shared in an appropriate manner or at all, some resigned to the fact that they would need to be creative in their approach to tenure.

> I think because I didn't get the kind of training that people get early on, I didn't get that … you know, focus on your teaching for these first three years. And then this is the next step of your planning, this is your next step of your plan. Because I didn't get that, I did whatever it is I wanted, which meant… I was doing work in categories that were not instructor categories, I was working with people in other parts of the campus, um, I was just freely doing whatever it is that I want, because I was an outlier. And as an outlier, or somebody who was functioning on the margin, sometimes, while you are not part of the interior group, it also gives you freedoms that you wouldn't otherwise have. It's like, I'm not really included, but in the exclusion, I'm excluded from those rules that are a part of that in group.

This participant chose to find her own way and it was successful for her. What happens to those people who feel like they are on their own as this participant and then their tenure is denied because their portfolio does not fit the department mode?

> None of the participants were offered examples at the onset of their time as tenure-track faculty and given specific guidance as their tenure track White peers. They had to seek out people and ask if they would be willing to share information. Some were told there was none available in their department, others asked outside of their department, other faculty designed what they suspected the portfolio should look like from what they could read, while a couple received help from people outside of their departments randomly leaving the question of why internal departments were not supportive in sharing portfolio examples. One thing to note was a

couple of the participants that received outside help said that help came from the same person who identifies as a White male member of the LGBTQIA community. They did not know this faculty member before he offered to help them. He sought them out to give them his portfolio and offered to mentor them along the way. Were there unwritten cultural norms that caused the good Samaritan to help the African American and Black faculty because he knew they would be without help? Did someone ask him to assist new faculty cross-culturally? No one knew why he helped but thankful that he did. In helping some of them he took some of the unknown out of the air which can lessen feelings of fear.

Mentorship

What I noticed was the lack of official mentorship for most participants. Only one of the participants had a relational mentorship upon hiring into a tenure-track position. The participant had a prior collegial relationship with an African American and Black colleague that also worked at Midwest Monument. The relationship/mentorship was not one proctored by the institution. For the tenure process, an instructor is told they need a three-person peer review team. New instructors must find their own peer review team members which in theory would work as mentors. There is no formal guidebook on the mentors or mentee's role in the peer or mentoring relationship. One participant came into teaching as a second career and had been teaching as an adjunct and did not feel a loss from the lack of mentorship.

> I never thought I needed it [mentoring] in the education space. Just because I had already
> taught there as an adjunct. So, most of those faculty I already knew, and I had a good
> relationship with them. So, I could go into their offices, and I could sit down and chit chat
> and say, "Well, how would you do this? How would you do that?"

The participant had worked over five years as an adjunct and gathered knowledge and built relationships for quite some time before beginning the tenure process. As was just stated above, asking questions from anyone who would answer was another tactic described below.

> I literally, honestly… just kind of scoped out different people that I saw were involved and did different things… I was "hey, do you mind" blah, blah, blah. And so, I kind of, honestly, I sought out my own mentors, honestly. And that…wasn't until year two because of year one, you don't know.

Seeking their own mentors took time. All tenure track faculty at Midwest Monument College are to seek their own mentors. Being that the institutions faculty makeup is around 87 percent White, the White tenure track faculty had many people with a shared racial makeup and life experience to connect with in a timely manner. The participant above took a year to figure out the system and seek mentorship as no faculty offered to be on her peer review team. She was the only African American and Black person in her area at the time. The tenure process seems to need clearer directions for how to connect with peer review team members for everyone, not just African American and Black faculty.

> So, somebody came up with we need peer review teams, okay, well, you've done the research on it. But you've not really explained to us how it is supposed to do this. What does a peer review team do? What are their steps? So, we've never been taught. So, we've got all this great theory, we've got all these wonderful things written down on paper, but we've not been properly trained in order to implement whatever this stuff is. But it looks good. We've got reports to say in the pyramid, we've got the peer reviewer who signs up. And I'm like, you never explained to us what our roles are. But a lot of it is because they know what it means on paper. But they don't know what it means in practical application.

In this institution, the place where faculty are to learn and grow through the tenure process, there does not seem to be any standardization for finding the required peer review team members or the role of peer reviewers. The participants shared the peer review team could and should be a mentor of the tenure process. People who can share with the mentee what they should do and help them steer clear of pitfalls in the tenure process. As you read above there is sometimes a loss of a year or more when you do not know people or fully understand the process and not yet have a sense of belonging to the institution.

This may mean institutions with low numbers of African American and Black senior faculty need to intentionally seek senior peer mentors that have a desire to do cross-cultural mentoring. The college taking on this process would aid in African American and Black junior faculty not being a disadvantage in the tenure process due to loss of mentorship before being required to go up for tenure.

Fear of Not Attaining Tenure

All the participants spoke of the low numbers of junior or senior African American and Black faculty in most departments. They spoke of often being the only one or one of two tenured or tenure track faculty in their disciplines. There was a mix of replies about feelings of fear. Some people felt some level of fear exacerbated by stories of African American and Black people that were unsuccessful at tenure or those that did not even make it to the final tenure process. Not everyone expressed levels of fear, some participants said they did not experience any fear of not getting tenure. Fear of not being able to fully be yourself for fear of saying something that another person would take as offensive and cause a problem with their tenure chances. The participant below shared her thoughts during the time before tenure and how tenuous she felt about everything she did.

I don't want to do anything to ruin tenure, because you're walking on eggshells for the whole time before tenure, because it's so, you know, it's so everything you've worked for at that point. Because it's job security, in terms of not so much that, oh, I can't be fired but more job security that I get to continue to earn my keep.

The feeling of fear was not a short period as noted by the next participants comment.

But in those first three to four years, you really walk with your tail between your legs, many times your tongue bitten, and you hold your thoughts very tightly and very closely. Because you want to be careful in your, in my mind to not to offend, because you don't know, that we don't really understand the structure and how things go and who's on what committee and all the processes.

When I asked how they survived during that time of stress one response was assimilation for survival.

And so, I suppose those of us who have survived have been because of our ability to assimilate structure.

Organizational culture that implicitly requires assimilation instead of embracing of the total self of its people should look at what factors cause such negative cultural nuances to exist. The participant below echoed the sentiment above.

I don't know it's if it's totally about how well you behave or how you dress or what persona you push, I don't know if it's that, or as much as like can you… be in alignment and maintain that alignment when this is the structure.

The participants above felt the need to be constantly mindful of their words and actions juxtaposed to the participant below.

I was never really, you know, afraid or anything, I would… not get tenure or lose my job or anything like that… I had something else to fall back on outside of [Midwest Monument College] if things didn't work out. So that was never a fear for me.

Having a backup plan in mind allowed the above participant to not focus on fear. Focusing on working hard and staying away from any confrontation made her feel fear was not an issue.

I didn't ever have any issues actually getting tenure. And I don't recall anybody challenging or giving me a hard way to go about it. And I think it's because they saw that I worked hard if they asked me to do something, I did it. I didn't put much of a fuss up…I didn't create any issues.

The statements of "I didn't put much of a fuss up" and "I didn't create any issues" does reveal that somehow the participant felt that if she had not objected to something she would have been viewed in a negative light. Both sentiments of "worked hard" and "padded things so much" connect the statement above with the statement below.

I haven't had any fear… going up for promotion each time, again, because I feel like I've padded things so much to make sure that…wasn't going to happen.

This participant did not feel she had any fear but doing additional work may suggest some level of fear. One strand of time and sociality that showed up in this theme related to the time of youth for a few participants. Some of the early discussions with some participants around their time in their K-12 experience they spoke about being a "good" kid and not making trouble for the teachers or being a good student and not being a problem, which seemed like racial socialization. Those early time strands seem to thread to their time as a faculty member when asked about fear and someone saying they did not fear but also added "I didn't create trouble." What does creating an issue look like?

Additional Workload

Although as noted above not all participants experienced what they felt was fear of not receiving tenure but as each told their stories they all spoke about working over and above the regular workload. One must wonder if it was not fear a few say they didn't experience, could it have been an unconscious concern or apprehension about the outcome of tenure? Here are a couple comments about their workloads and how they felt about the need to do more.

> I always felt like, from the time that I started on, and I always felt like I had to do 180% If that makes any sense, because I didn't know I mean, I would hear horror stories [from other faculty members].

The statement above is evidence that African American and Black faculty must do more than their white counterparts. The participant above said the horror stories she heard was about those that did not receive tenure. Below the participant spoke of the hypervisibility and hyper invisibility at the same time by being an African American and Black person in a predominantly White space.

> But I know that if…two people do the mistake, mine is going to get recognized. So always try to do just a little bit more to be seen. Or to be I don't know, understood, basically.

If there were more senior African American and Black faculty members maybe there could be less stress for junior faculty and more understanding for their White counterparts. Until that is the case, comments of not being able to say no will persist as is stated below.

> I was given responsibilities, and offered responsibilities. And I took I took all of them on. I never said no, I never said how much more am I going to get paid. I just did it.

As the participant above shared, they never said no and did not get additional financial benefit

for the additional work, the participant below also did not say no. The participant below felt she

used the extra work to her advantage which opened opportunities.

> I think people see me do…my work…and they knew that I wouldn't say no. But it did
>
> create opportunities for me to take on more leadership roles. People saw me as safe. This
>
> is safe. So, the opportunity.

The word "safe" and "not a burden" came up several times when participants described how

their White counterparts felt about them since they did not say no or confront situations of

inequity in the workplace. In not being a bother and doing extra work there was a mental and

physical cost at times. Exhaustion was one of the physical costs to a participant.

> I mean, all the time when I say all the time, I work during the day. I worked at night. I
>
> used to work from…one to three thirty then six, six to ten thirty 7 days a week. And it
>
> was it, I was just exhausted all the time, all the time.

Physical exhaustion is one side of the coin to its counterpart mental exhaustion which was

experienced below by the pressure to be everything to all African American and Black students.

> I'm not enjoying that the college is doing some of the focus on you know, "saving", every
>
> black student. [It] is really putting more pressure on the few Black faculty we have.
>
> Because they are either expecting us to deal with every discombobulation that could
>
> happen in the form of a student that is Black, or we're supposed to handhold and walk
>
> them through, each single one, through the next degree, while also making sure all the
>
> White people and all the other people, you know, learn everything and graduate, but
>
> we're supposed to basically become personal mentors for every single student. Again, I
>
> can only affect them where I can affect them. But I cannot take on a whole advisor job,

because you now want me to advise every Black student that comes through because you

won't correct how you do a process… it's a disproportionate expectation.

The mental toll of wanting to do everything you can for all students and feeling pressured

to do the lions share for every African American and Black student is additional mental work

that is not thrust on White faculty. Additional workload for African American and Black faculty

is documented in research earlier in the study. Burnout must be a consideration in seeking to

understand the low numbers of African American and Black faculty in higher education

People Who are No Longer Here

In chapter one of this study listed high profile situations where African American and

Black people did not receive tenure. Most of the time the denial was either shrouded in secrecy

or given abstract reasons. Midwest Monument College does not do exit interviews for any

faculty. When African American and Black faculty have left before going up for tenure there is

not collective understanding of why they left and when they do not get tenure the participants

share, they also do not know why.

So, I don't just think about the ones who didn't get tenure…But I think about those who

were full time who couldn't stay.

Imagine that there are only a small number of people out of hundreds that look like you and a

few just leave without knowing why. That is what several participants experienced. Why did

those African American and Black faculty feel they could not continue, was it the extra

workload, the lack of mentorship, or something else? There are so few to none in many areas as

was the case below.

But just the fact that it was only the two of us. And I was thinking like, well, what in the

world? Because I would see, just kind of little chatter went back and forth. And she

honestly, she didn't make it…I still don't know why, to this day. And I never asked why. Because I don't think I wanted to know. But we were going up at the same exact time. But, so, that did scare me. I'm not going to lie.

The lack of knowledge surrounding the African American and Black faculty that do not get tenure or leave before going up for tenure leaves a void. There does not need to be discussion about a particular person to use a situation for learning and encouragement for those still there.

And it was…two, one didn't even make it to even do tenure process. They got rid of her early on. And then the other one, she didn't make it out of the department…I don't know what happened, with either of the two.

Secrecy surrounding the departures of African American and Black faculty is cause for unnecessary mental turmoil for those African American and Black faculty in the process of tenure. One participant shared the process for African American and Black people seems to be very subjective and therefore she felt like they could use any reason to get rid of you. There is always something to learn from someone leaving and if that learned information, not the particulars of the situation, is shared with faculty then there is an opportunity for growth for those that remain. Keeping silent about pertinent growth opportunities stifles the development of individuals, departments, and the college.

How Did You Succeed?

I wanted to understand what the participants attributed, in whole or part, to their successful bid for tenure. The responses were individualized, and I did not hear any responses that was of a college-wide or college sponsored source. The first response related to family and faith.

Starting with my parents, I've always had a good foundation where and believing in myself and knowing that I could do anything. So that was instilled at early age. And so, I've carried that along the way. And then also too, I'm a praying woman, so that I know what God has for me is for me, and no one can do anything about it.

Time and social connections from the foundations of a child fortified the participant during the tenure process so even though the space of a loving home was not the same space as the challenge in the institution, but the lessons learned carried her through. She was brought up in an African American and Black household with parents who were an example of persistence and success. The participant below had the same example of persistence and success from an African American and Black colleague to show her the way and have a pattern for tenure success.

Definitely having a colleague who was also an African American woman. That's probably the greatest and what aided me the most.

Representation matters! They are attributing the extra work and additional sweat equity mentioned above to why they received tenure. An inherent inequity in the journey of African American and Black faculty compared to their White counterparts is illustrated in the comment below.

I've padded each portfolio so much… the sad thing is, that's not advice I would want to have to give anyone, let alone African Americans who already feel like…we have to do double triple what everybody else does, even to feel like we get some value. Um, but I do feel like we're still in that place.

The participant does not want a new African American and Black faculty to feel as she does, but it is important to note she feels the requirement of additional work is still in the atmosphere where she works. Despite the work that all the participants shared they felt was required, the

participant below shifted her mind to focus on staying true to herself by being who she is regardless of the atmosphere.

> You know, as I look back and reflect on things, I think one of the things that has helped me was just, you know, being myself, just being myself… I believe in building relationships, and trying to get people to know who I am as a person. And uhm, that I'm really not that bad.

The comments that were often spread out through the various interviews such as the one listed above, "I'm really not that bad," expresses a sense of guilty until proven innocent as an African American and Black faculty. They had to prove their worth instead of getting the benefit of the doubt that they were more than capable. The comment below adds to that lack of benefit of doubt by the comment "it didn't happen if there isn't a paper trail." A participant said their colleagues knew what they did because they saw it in action but if for some reason there was no "paper" for proof, adding it would be a problem. Hence, the next participant's success was in her method of organization.

> Something that definitely helped get through the path was organization…because they beat a lot of us with not having the documentation. Knowing that you have, it didn't happen if there isn't a paper trail…is a big key to tenure in the African American community in terms of higher ed.

There were many who shared some of the same success tools throughout their interviews but chose the ones listed for the question of what aided their success when asked. Having multiple intersecting identities as a Person of Color, woman (gender), and one's social status all may play a part in the multidimensional ways these faculty felt aided in their individual success.

Institutional Atmosphere

All the participants spoke about the atmosphere. They pondered whether it was the overall atmosphere, the department atmosphere, or the effect of White leaders or other White faculty members. This study was conducted during the COVID, financial, and racial pandemics of the last two years. The participant below shared that being able to work from home gave her some mental solace and a reprieve from experiencing daily microaggressions from many White administrators, faculty, and students.

> We're in the midst of a crisis…just being able to not have to be in that environment, to be able to have time to heal has been really, really wonderful…not to have to encounter the microaggressions the nice nasty, the pretending like you're not… just all of that behavior is like oh my gosh, my home and my house, the people I live with are really pleasant, thank you Lord you know, saying like, when I walk in, I get a good morning, you know, that kind of thing….And it's just, you know, trying to get people to understand the microaggressions. But now having a language for it is really wonderful to be able to say, this is what that thing is, this is what I've been experiencing for years, it's been very unpleasant. And I would like to not experience that anymore. That's a reality. But nobody wants to hear you say it. Nobody wants to do, only want you to say everything is grand, and you're having a wonderful time.

Who can these faculty go to for help from their negative experiences if the administration they look to for help does not take their concerns seriously and does not help?

> Like, when I would tell them [administrators] what was happening, it was like, Oh, well, that sucks.

The bully culture at a department level socially constructs negative climates that will surely impact the work and relationships.

Because I felt like there were some bullies in the department. I know there were bullies in

the department.

Even in departments where bullying has been known to exist, the participant below explained

that she found a few people that formed a bond amid the larger department. She felt that was a

positive environment for her even though she said she did feel she still had to be more on guard

than her close-knit group because she was the only African American and Black faculty in the

larger department.

And I have never worked with a group that we are that close, that we are that cohesive

ever.

The faculty member below shared she felt like family with the people in her area. She shared that

there were people who would say racist and inappropriate things, but she was not afraid to

challenge those negative mindsets and if the people who said those negative things were willing

to be upfront about them, she was willing to engage in further conversation to protect herself

from continued verbal harm and for the growth of her colleagues.

In the department that I worked in, I always felt that they treated me fairly, and that we

were like family.

Every person at some point stated they did a lot of work, and they knew they needed to as

a Person of Color. What varied is how they were treated by the people that were in their specific

disciplines and how they responded or did not respond to verbal slights. A consistent theme for

participants was that upper White administration, for the most part, was not a protective covering

related to issues racial issues that most African American and Black faculty faced.

Student Interactions

Every African American and Black participant has experienced issues with students because of their race and ethnicity. When participants shared their experiences of racism and Contra Power Harassment it was shared in a way that portrayed it as an anticipated norm. There was no mention of a system in place at the institution to mitigate the negative interactions with students by counseling or other forms of assistance to the African American and Black faculty or coaching for the people they report to. There was one comment that the faculty member felt the chair tried to protect them in their own way by telling them they should try to avoid the student when possible. The participant below spoke of how after some students see that she is a Person of Color they choose not to stay in her class.

> And then there have been instances where I know that my packaging makes me wrong for certain people, and they just won't stay. You know, they will elect to have material delivered to them by somebody else that doesn't look like, sound like, smell like me. And that occurs too, which means that they have a choice.

Students also do not always give the African American and Black professor the benefit of the doubt about their teaching capabilities and will choose to withdraw from a class after seeing the professor but before sitting in the class and seeing what is being taught according to some participants. Overwhelmingly the participants shared that they get the most push back from White male identifying students.

> …From a lot of the male, White male students, always backlash always backlash.

White male students of varying ages were said to be an issue but also older White students that identify as males and female.

> So, I've always had good experiences with students, there were times when students some students didn't respect me, as Professor… usually was White male students, or older,

White students, who…challenge the grading. I always was able to support whatever I was

doing.

The comment above connects to the comments earlier of staying organized and keeping

everything. The participant knows she may be challenged by a particular group of students so to

head off any possible problems she keeps everything to substantiate her grading.

Part of my teaching is my presence, like the fact that I exist is important for some

students, regardless of gender, regardless of race, my existence is important.

Regardless of the problem with some students the participants face, they often spoke about the

importance of them being a representation in higher education and the fact that they know their

presence is making a positive difference in the lives of students.

But you know, in life…if we can help one person, that's a job well done. And I've been

able to do that. I mean, I love doing that. That's the part of my job that I love. I love for

the students to become something when they didn't think they could.

The love for students' growth and teaching was expressed often by the participant. Not every

student that attends college believes or knows they can achieve success and the participant below

said it is a calling in her life to let them know they are worthy and can achieve educational

success.

And I value their learning…I want to help all of them to get to where they want to be. So,

I always had an open-door policy as far as open office hours.

Students come to their offices even after they have finished the class because they were open to

engaging with students and make them feel a sense of belonging. Participants also know that

their presence is important for those students that can just see where they can be by having

African American and Black faculty at the institution. Even though the participants cannot

mentor every African American and Black student, especially because faculty numbers are significantly less than student numbers, but they can do what they can and just their presence is representation to students of what they can accomplish.

> My African American students…I can tell that they gravitate towards me. And that's fine, that's great, you know, so and I've tried my best to help them with different directions.

The age ranges of African American and Black students varies greatly but participants share that they get students of all ages being grateful that they are at the college.

> And I remember there was this older black lady who took my class…I think she was just really, really proud of me, having me as her teacher, and I remember, she was constantly trying to give me gifts. I was like, I can't take these gifts.

The participants receive positive feedback about their classes and accolades about their mere presence from African American and Black students, other students of varying ethnicities and races, inspire them to keep moving forward. As the list of comments about student interactions continued you noticed that none of the faculty participants allowed those negative student interactions stop them from teaching, encouraging, and experiencing many positive and heathy student interactions.

Advice to Newly Hired African American and Black Tenure-Track Faculty

All participants were asked what important advice they would give to aid newly hired African American and Black faculty to help them be successful in the tenure process. Some shared being organized from the start was important, others said focusing on doing the job effectively and not missing observation opportunities. One point that stood out that everyone said in some way was the importance of connecting with people and not being isolated. If a person is not around other faculty they cannot be considered for opportunities.

Visibility is extremely important. You have to be seen, to be considered. So even though

it might make your life easier to teach online classes…you have to spend, especially early

on, be in the classroom.

Allowing people to know who you are and know your name is important from the participants

perspective. Also, learning about the tools other faculty of color have employed to succeed and

connect with peers was an important part of the tenure process.

I do feel like if you can get close to your colleagues and work with colleagues of color,

not even necessarily African American, but just other colleagues of color, to hear about

their experience and hear about some of the things they did, I would…highly recommend

that.

Getting to know people was one piece of advice but also letting people know yours skillsets and

that you are interested in getting involved.

Let people know that you are interested in doing different things. Definitely prioritize

things that are important to you if those opportunities come up. Um, but be willing to try

new things.

Participants all spoke of being open minded to opportunities and connecting with faculty in

different spaces to get a variety of engagement and knowledge.

Find somebody that you can befriend, don't be in a silo, I think that if you stay in your

office, and you don't engage with your faculty members, I think that's going to be an

issue…for promotion.

Not engaging was seen as a possible reason other African American and Black faculty did not

get tenure. One participant shared that figuring who one should or should not engage with was

something that took time to learn. If they were given appropriate mentorship at the beginning the mentor could help make inroads on their behalf.

> Now you have to be able to learn who people are, you can steer clear of them, once you
>
> know that they are a bad person, or they don't have your best interest in mind. But you
>
> still have to be aware of others around you, which means that you have to be willing to
>
> give as well as to receive.

Relationship building was discussed the most. The onus of meeting people is on the newcomer which can be extremely difficult for an introvert.

> Okay, definitely the advice of creating relationships early that are positive.
>
> Understanding that they have to be in relationship with others. And that relationship is
>
> going to further their ability to learn things, migrate through the community and survive.

All the faculty shared earlier that they did not have formal mentoring and only one had an informal mentor which makes it clear why they all felt the new faculty need to be proactive in meeting people and making their presence known. I wonder if the onus had not totally fallen on their shoulders to find peer review mentors would the order of their advice about spending time meeting people and getting to know them would still have risen to the top of their list?

Advice to Administrators Concerning Newly Hired African American and Black Faculty

There were a variety of suggestions to administrators about assisting in the success of African American and Black tenure-track faculty. The overarching theme was to be involved, not to look away from what they experience, be open to feedback, and intentional planning to support them. Doing additional work was discussed earlier. One thing the participants talked about is how administrators can give them information to protect them from falling victim to unnecessary overworking.

I would advise them to protect them more than they believe they need protecting, so to

explain, do not allow them to believe that they have to create the wheel from scratch,

protect them with the same resources that they protect the newly hired White faculty

member.

This comment connects back to the need of mentors being assigned or paired with African

American and Black faculty from the beginning, so they have a person or persons guiding and

protecting them as well as helping them to set realistic expectations for themselves.

Sharing the expectation appropriately for those new faculty and letting them know we do

actually support you; you will not be punished if you do not act like a president or do the

work of a CEO for the pay of a server.

Newly hired faculty are at the lowest end of the pay scale for tenure-track faculty which is

another reason they should be guarded against working at an Associate or Full Professor level

without additional compensation. Committee work opportunities should aid them in reaching

tenure and the next tier as faculty. Since they are new, they will need direction, suggestions, and

appointments by leaders.

Leadership can be mindful of their educators, their faculty of color, so then when they go

to appoint people to committees, they can think of those faculty members and appoint

them or when they are in the committees with these different groups, they might want to

call upon that particular person to share any ideas that they have…to really be intentional.

Participants suggested leaders build relationships with African American and Black faculty so

they can learn what interests them and to understand what their experiences are as junior faculty.

Leaders can be understanding that one size does not fit all and comparison is not healthy for the

faculty or the institution.

Try not to compare us to each other.

Allow the African American and Black faculty to be individuals and not think one person can speak for an entire race or ethnicity as one participant suggested. Treat them each as individuals to understand how to advise them on service or other opportunities.

Encouraging them to participate in campus events and different leadership opportunities. Don't assume that they know how to do it. Don't assume that their colleagues are looking out for them. Don't make those assumptions.

The relationships should be authentic and not performative as the information about negative treatment of African American and Black faculty may be challenging for college leaders to understand. Acknowledgement of someone else's truth is necessary for real change to be implemented instead of hollow promises.

Really listen to what the faculty members have to say, if the faculty member says, "This is what I'm experiencing". And it's bad, not to just hear it and do nothing about it. But to really try and enact some change. So that if that person has gotten courage enough to come in there and say, "This is what's going on for me.", they'll just say, "Well, you know, that's how it is. Sorry"…well, what was the point of that person coming to you and sharing with you. Oh, we got an open-door policy. Yeah, you got an open-door policy. I've come in here and I told you, there's this problem 10 times, and you won't make it stop. That's just like…your older kid is beating up on the younger kids and as the parent, you never tell the kid to stop.

Participants plead for leaders to stop looking away from the bullying and harassment that has been reported and is known about but not acted on.

Tell some of the bullies to stop bullying. Because that's what the tenure track people are

often dealing with. I can't say anything on this job because if I speak up and say anything,

when it's time for me to get tenure, what they're going to do is they're going to vote

against you, they're going to wait to their opportunity to take vengeance, and they're

going to take vengeance at that moment.

Retaliation in the tenure system is a continuing concern for African American and Black faculty

according to the participants. Patterns of ignoring the issue have left leaders as being complicit in

the inequitable racial tenure demographics. Leaders can proactively take steps to embrace faculty

of color and guide them in areas of committee service according to the participant below.

Embrace them and lead them to opportunities to where they can secure tenure, like

serving on committees or, or grant work. I would just say give them opportunity to do it

so even if they stumble and fall, just be there to pick them up and help them be

successful.

Mistakes inevitably happen to everyone. Participants suggest that leaders not hold African

American and Black faculty to a standard that is above what their peers are required but to

understand they are growing. Leaders can learn the multidimensional talents of African

American faculty and put those talents to good use.

Appreciate that many of us if not all of us, have multifaceted backgrounds and

experiences that can contribute to many different parts of the college. And so don't

pigeonhole us.

Participants shared that often diversity, equity, and inclusion work is one of the only types of

work easily relegated to African American and Black faculty. Even though that may be a skill set

for some it is not the sum of who they are, and leaders need to expand their ideas of what this

group of faculty can do and not overburden them with diversity, equity, and inclusion work.

> You have to be really careful when you do have only [one], you know, people of color in
>
> your department and there's only one or two and…whenever you're trying to do
>
> something that furthers diversity goals, you want to go to them, because that could be
>
> overwhelming. You know, and it's not fair to them to carry that load.

Support is needed for faculty to learn what the world of college faculty is about and how to

navigate it. Needing mentoring support was consistently mentioned throughout the interviews.

> I would definitely tell them to be proactive about connecting their African American
>
> faculty to mentors that could support them, even if it's outside of your department, not to
>
> be so territorial.

Getting the proper support and guidance can aid in African American and Black faulty to have

the tools they need to succeed and to be a representation for students, faculty, and staff that share

a lived experience as they do.

> Understand how isolating it can be to be the only one in your department.

They were all in agreement that they have had White faculty that had taught them a lot and aided

in their tenure process along the way. That help did not lessen the need to mentally navigate

being the only African American and Black person or Person of Color in their areas.

> Senior leadership, they have to understand that representation is so important, not only
>
> for our students, but also for our faculty members.

Representation is one thing that has been a thread starting with the participants discussing their

journey as young people. Participants talked about how representation was important to them

throughout their educational journeys as students and as professors and the lack thereof.

Time, Place, and Sociality

Time is not stagnant, and neither are the seasons of life (Creswell, 2014; Clandinin, 2016). The seasons of life are also not independent of one another but are connected by strands of thought and prior experience that has a bearing on the present and future. During the participants' interviews strands of time manifested themselves in various responses. The unfortunate timeless thread of hate and bigotry from a child being called the "N-Word" in their middle school class, to the disparaging racialized comments participants endured, to the present issues of explaining racialized attacks to some administrators that go ignored and allowed to continue. The comments and experiences may be different, but their negative emotional impact transcends time.

As discussed earlier in this research, *Place* impacts thoughts, behaviors, decisions, and the experiences of the past shaping the present (Cole et al., 2017). Place is a key component to understandings someone's story as place is "where lived experiences exist" (Kim, 2016, p. 346). At Midwest Monument College participants explained their decisions to do additional work because of the comments and thoughts of some colleagues that their work was not always looked at as good enough. From the environment where leaders did not always challenge stereotypes that allowed the thoughts and behaviors of some to impact the behaviors of the African American and Black faculty of doing additional work and not asking questions about why those African American and Black faculty that left under a cloud of secrecy occurred. *Time* and *Place* intersect in the mystery of African American and Black faculty's departure without explanation over decades which impacts the *Sociality* at the institution.

The culture of Midwest Monument College is complex and as Kim (2016) elucidates

Sociality is the complex realties of relational interactions that factor in decisions and behaviors of people (Kim, 2016). The participants all had White faculty that would aid them whether by giving them a portfolio to view when others would not or by telling them to avoid students that would unfairly challenge their leadership as a professor. What was also clear in the interviews was most often those White colleagues were doing so in a one-on-one setting and not openly challenging the environmental factors that caused the need for such assistance. Was it the social and cultural pressure of the place that prevented them from engaging with complex issues of race and tenure? Or did the social pressure of being outcast by ingroup members socially preclude them from jeopardizing their own higher education societal hierarchal position?

Conclusion

There are three core themes that emerged from the interviews: institutional culture, representation, and mentorship. The study findings illuminate the mental and emotional fortitude expended by the study participants to successfully navigate the tenure system without formal mentorship, often apathetic institutional culture, and lack of representation of senior African American and Black faculty. It also reveals opportunities for senior faculty and college leaders to leverage their voice and power to create systems to close gaps found in this study which will be discussed in the next chapter.

Chapter 6: Discussions and Conclusions

Research Question

I started this work with a research question asking *Does White Racial Identity Development Impact African American and Black faculty in the Tenure Process at higher education institutions?* As the research process unfolded, I reflected on the question, and as I stated earlier, asking a yes or no question seemed inauthentic. I decided to use a statement, *White racial identity development impacts African American and Black faculty in the tenure process at predominantly White higher education institutions.* White Racial Identity Development impacts the lives and tenure process of African American and Black faculty as we are all in this world together, and we impact one another every day and in many ways. There will be an uneven power dynamic whenever there is a majority race, ethnicity, ability group, or socioeconomic majority. Having power does not make the group good or evil, but what the majority group members do with their power is essential.

This chapter will discuss the intersections of the literature and the lived stories of the African American and Black tenured faculty participants and the implications for higher education administrators, academic leaders, tenured faculty, and tenure committees. This study will aid administrative leaders and academic leaders at community colleges and other higher education institutions in new understandings of the experiences of how African American and Black faculty traverse the tenure process. Also, leaders can assess how White Racial Identity Development aids or impedes the tenure success of African American and Black faculty to inform their future practices. Improving equitable practices can help recruit and retain African American and Black faculty and bring additional diverse voices and perspectives in the curriculum. The kaleidoscope of experiences and knowledge of African American and Black

faculty will add to the curriculum and allow students to see their ethnic and racial identities in institutions that will foster a sense of belonging. The diversity of viewpoints will also allow White students to expand their worldview and critical thinking skills.

Revisiting the Literature

In this section, I will connect the literature, participant experience, and specific levels of White Racial Identity Development as an expansion of the current scholarship available on tenure attainment of African American and Black faculty. Dr. Janet Helms (2016) chose to research White Racial Identity because White people do not recognize themselves in a racialized manner and are not often cognizant of how their race impacts the lives of people of color around them. In predominantly White higher education institutions where practices, policies and procedures govern the tenure process, many, if not most White faculty and administrators probably do not associate their race as a factor in a Person of Color's success. Since being in the majority often means not needing to think about one's racial access or privilege, there must be an intentional inward appraisal of self to facilitate external actions of equity and social justice that can permeate the environment in which you live or work.

Institutional Culture

Every place of work, school, and family has a culture, whether joyful and inspirational or demeaning and toxic. Even young children understand the difference between a room where they feel loved and when they feel unwanted. Several participants shared experiences growing up and attending different schools with wide-ranging cultural environments. Some schools nurtured them and helped them understand their educational acumen, and others made them question their aptitude for learning. One participant explained the isolation she felt at her predominantly White middle school, and it saddened me that several of the participants said they felt the same type of

isolation at Midwest Monument College during their years in the tenure process. African American and Black faculty often must work under the pressure of isolation, continuous microaggressions, and other adverse occurrences that can cause mental and physical side effects (Patton, 2016; Arnold et al., 2016). The teachers at the elementary school one participant attended heard the report of a derogatory term used against her as a student, yet did nothing to make the cultural change needed for the student to feel a sense of inclusion and belonging. Her teacher might have been in the Contact stage of White Racial Identity, a level in which racial issues are unconsciously or consciously ignored (Helms, 2016).

Participants in the study reported telling their college leadership of instances of racism and bullying behaviors, but their reports were discounted and ignored. What may seem like willful ignorance of an issue could be that the person is in the Disintegration level of White Racial Identity and feels guilt by something they are beginning to understand is racial, but they do not know what to do, hence the inaction. Leaders must be self-aware at higher education institutions and be able to confront and eradicate explicate and implicitly racially discriminatory behaviors that impact African American and Black people on their campuses (Beatty et al., 2020).

Leaders need to listen to the challenges and experiences of the people in their institutions (Kok & McDonald, 2017). When an African American or Black person speaks up about an issue related to race, they are labelled or perceived as the problem or the perpetrator, instead of the victim, of abuse (Griffin, 2017; Cabrera et al., 2017). White colleagues and leaders must be cognizant of how the Reintegration level of White Racial Identity can cause harm to the growth of the institution as it is the stage of racial defiance (Helms, 2016). The actors of defiance can be known by how they try to stop conversations, training, and policies that promote the growth of

diversity, equity, and inclusion because it makes them feel uncomfortable and resistant to change. The participants shared their experience with these actors of defiance when they denied the quality of the work done by African American and Black faculty and treated them with a high degree of verbal disrespect.

All participants have had great supportive relationships with some White faculty colleagues and leaders. Many White faculty understand their White privilege and use their privilege to help their African American and Black colleagues in times of need. The people that behave in this manner and go against the grain of racial oppression may be working in or towards the Autonomous level of White racial Identity (Helms, 2016). Several of the participants said there were White faculty outside of their areas that gave them unsolicited help. We can guess they knew about the inequitable treatment or unsupportive environments their African American and Black colleagues faced and stepped in to help. However, one thing that stood out is that even though they received help from some White people, it was one-on-one.

The focus on social justice marks the Autonomous level. None of the participants shared experiences or stories of social justice efforts, actions or causes related to race and tenure by their White peers. That is not to say that none occurred at the institution, but if any were occurring, none surfaced while relaying their experiences. Institutional culture related to African American and Black tenure track faculty support and belonging appears to be lacking, but there are White people willing to engage in meaningful ways which can be adopted and replicated. Intentionality in an institutional, cultural shift in inclusion practices can promote recruitment and retainment to ensure representation for African American and Black faculty and students.

Representation

Representation is crucial, and the influence of seeing representation early in life can have a lasting impact on a person's life. As participants explained their experiences in the early years of their educational journey as children, they recalled having African American, and Black teachers and feeling cared for and seen as intelligent students. African American and Black teachers that understood family dynamics and challenges of the times aided participants and their families when situations arose and supported when and where possible. When some participants were in college, African American and Black faculty saw their full potential and encouraged them, collaborated with them, and advocated for them, inspiring them to want to be college professors. They were able to shake off the messages that they were somehow unworthy or not as capable as their White peers.

Socialization happens from infancy, whether positive or negative. Racial socialization can happen in subtle or overt ways, producing thoughts of inferiority or acquiescence. Mitigation of negative thoughts can occur by learned coping strategies from interactions and observations with family members (Pizarro & Kohli, 2018; Corbin et al., 2018). One participant spoke not being invited to her White classmates' school activities as a child and being called derogatory names, and another participant spoke about similar experiences as a faculty member in higher education. The lack of African American and Black teachers and senior faculty left them alone learning in an uncharted environment. As a child, the participant's family and African American and Black friends offered her solace and support, as did the faculty member's family, who shared she was thrilled to be working from home with her family during the pandemic and away from the hostile environment exacerbated by the racial pandemic dwelling not only outside the campus but in its hallowed walls.

Socialization through representation was cited as the reason for one participant's successful tenure. She was able to see her colleague, mentor, and friend traverse the higher education landscape and follow in her footsteps. She saw how her mentor handled issues, taught classes, and grew as a professional. When she had questions, she could ask and was not worried about being devalued when she needed to understand something related to the tenure process or portfolio submission. She was able to rest in the mentor/mentee relationship. In the same vein, all participants share how important it is for them to be representatives for students and how their very presence could promote student success. One participant said she wants leaders to understand that African American and Black faculty representation is important for other faculty to see. Representation, visibility, and available mentors are essential for all groups of people, but the opportunity is not available for everyone.

Mentorship

In the literature, mentoring is a tool in mentees' success by aiding the mentees in the socialization process of an organization by helping them recognize and understand obstacles and barriers they will face (Golden et al., 2017). Regarding mentorship, the participants detailed how they had to find their peer review team members and that it often took a year before connecting with peer reviewers. The participants knew what mentorship looked like for other groups, and one participant discussed how she saw her African American and Black professor being mentored by other African American and Black faculty when she was in college. She was able to see how that mentorship elevated her professor's work and scholarship. Mentors can aid in getting African American and Black faculty in the tenure process and add a sense of belonging and understanding of unspoken norms in a new environment at a predominantly White institution (Bright, 2020; Carpenter, 2017; Golden et al. 2016; Griffin, 2013). The participants shared how

they mentor African American and Black students sometimes to an exhaustive level because of unequal and unrealistic expectations, but an African American and Black mentor can help them manage and understand those unrealistic expectations. That is not to say that White faculty members could not mentor them, and in fact, several experienced some mentoring by White faculty along the way though not often long-term and sustained cross-cultural mentoring.

Cross-cultural mentoring relationships are often the only option for many because they are the only Person of Color in their department (Parker, 2017; Croom, 2017). Cross-cultural relationships can be fruitful for African American and Black people as well as White people. Dr. Janet Helms (2016) contends that in the Pseudo-Independence stage, White people are very open to conversing with people of color and asking them questions to try and understand their own bias and privilege for growth. They allow themselves to be vulnerable to feedback even though they feel discomfort in what they are learning.

A participant explained she had some trouble with a White male faculty member who struggled to take her feedback on racial equity for a while, but as they both were committed to growing the relationship, he became more open to challenging conversations where he had been totally against them at the beginning. As he grew and moved toward the Immersion/Emersion level of White Racial Identity, he presumably needed to converse with a White peer at the Autonomous level to understand some aspects of the conversations and perspectives of his African American and Black colleague. There is an African proverb that says, "It takes a village," and that is true, but the village must include representation from someone that has a shared life experience that as a person is sharing their heart, they can do so in a way that needs no explanation with a person with a shared understanding.

Implications

This study offers a glimpse into the lives of African American and Black people traversing the tenure process in predominantly White institutions for higher education. As stated earlier in this study, being tenured has power in the academy to determine curriculum, influence research, and guide the institution for decades. Research shows that African American and Black faculty are still minuscule in higher education (Abdul-Raheem, 2016; Ramos, 2017). This study can aid administrative leaders and academic leaders at community colleges and other higher education institutions in understanding the history and experiences of how African American and Black faculty traversed the tenure process. The lived stories of participants can inform future efforts to recruit and retain African American and Black faculty and support them to tenure and beyond.

Administrators must learn to listen with intent and integrity to the experiences of their African American and Black faculty without recoiling from doing the hard work and making tough decisions that will challenge their leadership. Great leaders, for centuries, have challenged the status quo from outside and within themselves. When an African American and Black faculty ask you why you made a particular decision or challenge you in another way that connects to racial equity, you should not attempt to discredit, cast aside, or destroy their careers, whether cognizant or incognizant. Leaders must take stock of who they are as racialized beings, how they show up in spaces, and how much space they take up.

Administrators and academic leaders can recognize that African American and Black faculty members are overburdened with the number of students of Color they need to mentor. The expectation of the number of committees focused on DEI work they must participate in, the number of hiring committees people ask them to serve on, and how they often do not feel it is safe to say no to all those requests. Being intentional about not overwhelming nor overlooking

the African American and Black tenure track faculty is imperative. One way to do that is to formalize the peer review team process and set up a purposeful mentoring program in cross-cultural mentorship matching standards, learning assessments, and regular check-ins.

Mentors can sign up before a new cohort begins and use a series of questions about interest, availability, capacity, and racial identity development to devise training that they do in preparation for the new hires. Monthly, bi-monthly, or quarterly supported update sessions can foster mentorship, resolve growth opportunity issues, and receive feedback for future cohorts. The college can devise plans to recruit African American and Black faculty in conjunction with mentoring. Since there are so few senior African American and Black faculty, the cross-cultural mentorships can aid in creating an inclusive environment while the college is supporting the African American and Black faculty to tenure and higher ranks so they see themselves and so their students can see themselves in their professors.

Socializing African American and Black people in places where they see themselves can foster positive messages in their lives, aid in personal and professional success, and create feelings of belonging (Walkington, 2017; Campbell et al., 2019). Board of Trustees, institutional and academic leaders can receive training on Racial Identity to aid them in understanding their Racial Identity level and how the institutional culture on race and racial issues can be addressed in intentional ways that are not performative. The culture of an institution is vital for people to understand where they fit in and how they belong (Rankin, 2017; Cabrera et al., 2017). Ensuring the educational environment is safe for all decreases toxicity and creates an environment conducive to learning for faculty and students.

Faculty promotion and tenure committees can have in-depth discussions and readings utilizing this and other scholarly research to ascertain the gap in their institutional tenure process

for African American and Black faulty. A required book reading and a required training on racial and social justice issues can be established before a faculty member is slated to a promotion and tenure committee. White allies at the institution can openly advocate for equity for their African American and Black peers and the closest advocates who do harm in spaces where their voices are silent but could have power. Allies can challenge their feelings of self-preservation that can occur as they have an option to engage or withdraw from a discriminatory act, conversation, or environment without speaking up candidly.

Faculty colleagues work in spaces with African American and Black faculty, possibly without knowing or understanding the different climates they may feel in the same workspace. Become acquainted with a new African American and Black faculty member in their area without being asked and give them a guiding hand with explicit mentoring. Invite the colleagues to social opportunities outside of the institution, learn who they are, and let them know you. Embark on a self-study of racial identity that will benefit the faculty, their colleagues, the students, and communities they serve.

Human resource leaders need to research why past African American and Black faculty left their institutions before earning tenure, expelled from the institution by the tenure process, or left after receiving tenure. The research can include:

- One-on-one interviews

- Small focus groups

- A survey asking them to explain their experiences within the classroom, the workspace, and among colleagues

They can distill the information to a granular level by informing the hiring recruitment and hiring practices, who can create resources to train human resources staff, chairs, and deans.

College presidents and boards have the most institutional capital and must understand the impact their words and decisions make. Do not be swayed by political pressure, popular culture, or any entity that would convince you to shy away from the complex and necessary decisions that will impact your institutional culture. Move with urgency to create and maintain high standards of equity and inclusion. Dare to continue personal growth and open dialogue at your institution by asking the tough questions surrounding race and equity, not with empty promises but with discussion supported with action and reflection.

Future Research

African American and Black administrators are also a minority group, utilizing this study could adapt the questions to an administrative focus since policies and procedures related to hiring is another critical part of increasing representation. African American and Black administrative voices need to be heard and headed in the process of diversifying the faculty. Future research can be done on the understanding of how Black American Identity aides in the success of African American and Black faculty. This study focuses on African American and Black faculty with the understanding that other minoritized groups experience isolation and discrimination in various ways. Although the experiences may not be the same, this research may inform researchers of the importance of lifting voices that have been historically silenced to add to the scholarship of our time.

 Concluding Thoughts

Earlier in the study, the literature showed concerns about the lack of representation of African American and Black faculty during the 1960s, and still an issue. What will it take for higher education administrative leaders, boards, faculty, staff, students, and community members to decide enough is enough, everyone is welcome, and all voices are needed and included in the

educational process? I pray that this work will be a catalyst for institutions to forge ahead with vigor and fortitude in identifying the needs of their tenure-track African American and Black faculty in their quest for tenure.

Epilogue

The study participants endured apathy and strife with a tenacity to keep moving forward despite adversity. They pushed past the internal doubts of racial discord from those that were there to nurture them. The participants found the determination to proceed on from roots grounded in family love at home and often in school systems where they saw their reflection in African American and Black people cheering them to new heights! Tenacity and the strength of survival allowed the participants to shake off the mire of the past where tenure was a failed calling for some African American and Black tenure track faculty. But they cannot progress alone in this life we live. Leaders, educators, and everyone at an institution must decide what struggle is inside them and how much they are willing to grow. White Racial Identity may challenge who you are and what you knew to believe before reading this research but embrace the struggle to become better! Perhaps you are an African American and Black tenure-track faculty. You are challenged by the invisible battle within that is tired of fighting every day for your gifts and talents to be seen; please hold on! I believe better days are coming. Better days are coming because you are there. Better days are coming because of this scholarship and other scholars lifting your voice when you cannot speak. The voices of our African American and Black ancestors who persisted through slavery, Jim Crow, and Montgomery bus boycotts so we could see better days. Hold on to the knowledge that you are strong, intelligent, resilient, and creative beings. Keep the faith that better is coming and better is already here!

The battles that count aren't the ones for gold medals. The struggles within yourself - the invisible, inevitable battles inside all of us - that's where it's at.

—Jesse Owens

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Appendix A

Informed Consent Interview

My name is Royce M. Carpenter, and I am a doctoral student at National Louis University. I am asking you to participate in this study, **"Racial Identity Development, and its impact on African American and Black tenured faculty at higher education institutions"**, occurring from MM-YYYY to MM-YYYY. The purpose of the research is to gain knowledge that may help predominantly White higher education institution leaders understand how racial experiences impact the lives of African American and Black faculty. The purpose of this study is to find out what your experience has been as an African American/Black faculty member at a predominantly White institution. This study will help researchers develop a deeper understanding of the experiences of African American and Black faculty through the tenure process to development success tools to guide the college leadership on professional development, diversity, equity, and inclusion programming, as well as mentorship opportunities to support African American and Black faculty to and beyond tenure. This form outlines the purpose of the study and provides a description of your involvement and rights as a participant.

By signing below, you are providing consent to participate in a research project conducted by Royce M. Carpenter, doctoral student, at National Louis University, Chicago.

Please understand that the purpose of the study is to explore the life experiences of African American and Black faculty by centering their voices and understanding the impact of their experiences with time, place, and sociality through their careers to tenured faculty. Participation in this study will include:

- 1-2 individual interviews and a debriefing session scheduled at your convenience in the summer and fall 2021 academic year.
    - Interviews lasting up to 1 ½ to 2 hours and include approximately 5 open ended questions to understand how your life experiences shaped your tenure journey.
    - Interviews will be recorded, and participants may view and have final approval on the content of interview transcripts
    - Field notes will be taken during the interviews and debriefing sessions to capture thoughts and emotions of the interviewer and possible follow up questions thought of during the first interview.
    - Participants may view field notes and have final approval on the content of field notes.

Your participation is voluntary and can be discontinued at any time without penalty or bias. The results of this study may be published or otherwise reported at conferences and employed to inform leaders at higher education institutions, but participants' identities will in no way be revealed (data will be reported anonymously and bear no identifiers that could connect data to individual participants). To ensure confidentiality the researcher will secure recordings, transcripts, and field notes in a locked cabinet in her home office. Only the interviewer will have access to data.

There are no anticipated risks or benefits, no greater than that encountered in daily life. Further, the information gained from this study could be useful to the institution studied and other schools looking to recruit, retain, and tenure African American and Black faculty.

Upon request you may receive summary results from this study and copies of any publications that may occur. Please email the researcher, Royce M. Carpenter at ⬛⬛⬛⬛⬛ to request results from this study.

In the event that you have questions or require additional information, please contact the researcher, Royce M. Carpenter, ⬛⬛⬛⬛⬛⬛⬛

If you have any concerns or questions before or during participation that has not been addressed by the researcher, you may contact ⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛⬛ ational Louis University, 122 South Michigan Avenue, Chicago, IL.

Thank you for your consideration.

Consent: I understand that by signing below, I am agreeing to participate in the study (*Racial Identity Development, and its impact on African American and Black tenured faculty at higher education institutions*). My participation will consist of the activities below during XX time period:

- 1-2 Interviews lasting up to 1 ½ to 2 hours
- 1 Debriefing session

Participant's Signature   Date

Researcher's Signature   Date

Appendix B

Interview Protocol

Introduction & Rapport-Building, Cultivating Narrative Thinking

- Brief re-explanation of the study and of narrative: My interest is in learning what your experience has been as an African American/Black faculty member at a predominantly White institution. I am interested in learning of what drew you to higher education, how you learned to navigate the tenure system, and what does faculty life entail after tenure is achieved.

- Our talk will be more like a conversation than a typical interview. First, I'm going to ask you to tell me about your experiences as a story. I will not interrupt you or stop you to ask any questions. Please feel free to take your time and share the full breadth of your experiences. I may take some notes to follow up on later, but you have as much time as you need to explore and discuss your thoughts on each topic. In this first part of our conversation, I'm really interested in hearing you tell these stories from start to finish. I'll pose a question or a topic, and then ask you to share your thoughts as fully as you are comfortable doing so.

- In the second portion of our time today (or in a second meeting, depending on the participant) I will pose some clarifying questions just to be sure that I have a good understanding of what you've shared. Please feel free to correct or add anything at that time.

Prompt 1: Path to Teaching

- I am fascinated to know about your journey to higher education. Tell me about the path that brought you to your current position and how you think about your work, career trajectory, education experiences, prior professional work, etc.?

- What brought you to the institution that you are at now?

- After a clear indication the participant has finished: Is there anything else about your path to teaching in higher education or how you came to your institution that you would like to add?

Prompt 2: Tenure Process

- Thank you for sharing your journey to higher education. Can you now share what your journey to tenure was like for you, process, mentorship, guidance, etc.?

- In doing lots of reading about tenure, I have found that there are only a small percentage of tenured faculty who identify as African American and Black. Can you share what aided you on your path to tenure as an African American and Black person?

- After a clear indication the participant has finished: Is there anything else about the tenure process that you'd like to add?

Prompt 3: Location and Relationships

- Share your lived experience as African American and Black person in the Midwest city where you live and work.

- Tell me about your interactions and relationships with colleagues and students at your institution.

Prompt 4: Advice

- If there were a group of African American and Black newly hired faculty members sitting here today, what advice would you give them about becoming tenured in higher education?

- If you could advise the academic leaders at your institution about the ways to support African American and Black faculty striving for tenure, how would you advise them?

- After a clear indication the participant has finished: Is there anything else you would like to share to the topics I have asked you or any additional topic you would like to discuss?

Possible Clarification Questions for Part 2:

Prompt 1: Path to Teaching

- Who were your educational roles models growing up?

- Who were/are your mentors in higher education? {at your institution or outside of your institution}

- What does it mean to you to be a higher education teacher?

Prompt 2: Tenure Process

- What do you attribute to the low percentage of African American and Black faculty in predominantly White higher education institutions?

- What part of the tenure process seems more or less accessible to faculty of color?

Prompt 3: Location and Relationships

- How do you handle the issues of race in your city, in and outside the classroom at your institution?

- How has your institution handled issues of race during your time at the college?

Prompt 4: Advice

- What advice would you give researchers studying how to increase the numbers of

  African American and Black faculty in higher education?

- Is there anything else you would like to add in our time together?