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Faculty of Color at Predominantly White Colleges and Universities

Dalton Crayton

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**Research Dissertation on Faculty of Color at Predominantly
White Colleges and Universities**

by

Dalton Crayton

A Dissertation

Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

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Abstract

Although the United States has experienced major demographic changes, such as an increased population of minorities, there still exists a very low representation of minority faculty members in institutions of higher education compared to White faculty members (Antonino, 2002).

There are very few studies that detail the challenges and supports that qualified persons of color experience in obtaining positions in higher education. Therefore, there is a need for further research to identify these challenges and supports that faculty members of color experience to provide insights for other faculty members of color who are pursuing employment at an institution of higher education.

The qualitative case study included interviews with five former doctoral fellows, all individuals of color regarding their perceptions of the challenges, and supports, they experienced as minority individuals who sought and obtained faculty positions at predominantly White higher education institutions.

The study results indicated that faculty of color at predominately White institutions experienced challenges in seeking and obtaining faculty positions. Many of the challenges were related to understanding the culture of the organization, gaining access to knowledge of positions, and finding support for their candidacy as a viable faculty member. Study participants revealed that the support from a mentor, advisor or doctoral committee member was essential to their success. All participants said that their participation in a pre-doctoral fellowship program was instrumental in their obtaining a faculty position and to their success as a professor.

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Dedication

I dedicate this dissertation to my late mother, Audrey Williams Crayton.

(Alpha- 04/14/1928- Omega -01/19/2019)

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Chapter I: Introduction

The issue of underrepresented minority (URM) faculty members at institutions of higher education is one that requires attention because of changing demographics in the United States and in student enrollments in colleges and universities. From 1976-2010, the percentages of minority students on campuses increased as follows: African Americans from 9% to 14%, Hispanic from 3% to 13%, and Asian/Pacific Islanders from 2% to 6%. During the same period; White student enrollments decreased from 83% to 61 % (National Center for Education Statistics, 2012). According to the United States Census (Frey, 2018), the population in the United States by 2045 will be “minority White.”

The changing demographics in the United States which includes increasing members of underrepresented students and faculties in higher education institutions is an issue because those institutions do not traditionally represent the demographics of the national population (Crouch, Zakariya, & Jiandani, 2012; Evans & Chun, 2007; Kanter, 2011). While higher education institutions are charged with the responsibility of serving as conduits for promoting and increasing academic opportunities for individuals, regardless of cultural and ethical backgrounds, they do not and that lack of diversity and inclusion from an administration perspective continues to receive extensive criticism (Ghosh, 2012; Henry, 2010; Hurtado et al., 2007).

Academic institutions largely do not represent the demographics of the national population, reflecting significant underrepresentation of ethnic and racial minority groups (Moreno, Smith, Clayton-Pedersen, Parker, & Teraguchi, 2006).

“The recruitment, retention and advancement of underrepresented (URM) faculty, including African American, Latino/an American, and Native or Pacific Islanders remains a significant issue throughout academia (Moreno et al., 2006).

In a 2007 *Journal of Blacks in Higher Education* (JBHE) report, it was stated that the goal of achieving the percentage of African American faculty hires at traditionally White institutions commensurate with the percentage of African Americans in United State population was not likely to occur for at least another century (cited in Strauss, Fenwick, & Swegert, 2015). The press for more diverse faculty intensified as more research has emerged on the influence of minority teachers on minority students: minority faculty and students’ worlds are not separate; each one influences the other (Antonio, 2003).

Phillips (2002) argued that “changes in the higher education student population are evidence of the growing need for a more diverse faculty, but faculty diversity has not changed significantly over the last few decades” (p. 32). “While faculty of color have increased by roughly 8% since the early 1980s, the number of White students has decreased by roughly 17%” (National Center for Education, 2009). “Between 1980 and 2009, Black college enrollment has almost tripled (from approximately 1.1 million in 1980 to 2.9 million in 2009) and Hispanic college enrollment has increased 5-fold (from approximately 500 thousand in 1980 to 2.5 million in 2009 (National Center for Education Statistics, 2012). At the same time, “in fall 2009, some 7% of college and university faculty were Black” (based on faculty count that excludes persons whose race/ethnicity was unknown), 6% were Asian/Pacific Islander, 4% were Hispanic, and 1% were American Indian/Alaska Native (National Center for Education Statistics, 2011).

During the first 60 years of the 20th century, recruitment of faculty of color on predominantly White campuses was a major issue (Weems, 2003). According to Turner (2002), members of minority groups found it difficult to be hired at predominately White institutions (PWIs). The difficulty in hiring minority faculty of color resulted from organizational and institutional barriers that negated the recruitment and hiring of minorities (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000). Research comparing minority and White faculties found no significant differences in the productivity of minority faculty even though the majority faculty may have perceived that minority faculty members were not as productive as majority faculty members (Blackwell, 1996). According to Moody (2000), the perceptions of minority faculty members must change if institutions were to move forward and diversify their faculties.

King and Watts (2004) suggested that faculties of color faced a plethora of challenges in higher education, such as isolation, discrimination, and marginalization of scholarly work. These challenges included the perception was “go along to get along” as part of the assimilation process that faculties of color should practice but, faculties of color should not have to accept this perception (King & Watts, 2004). In many cases, faculties of color must adhere to the majority culture to be accepted in institutions of higher education (King & Watts, 2004).

When faculty of color members taught courses with multicultural content, evidence suggested that they were challenged by the majority group of students on the validity of their lectures (McGowan, 2000). According to a teacher evaluation survey, conducted by the Association of American University Professors (D’Agostino & Kosegarten, 2015), students stated in the comment section “women and faculty of color reported negative comments on their appearance and qualification, and it appeared that anonymity may encourage these irrelevant and

inappropriate comments and attacks, which are sometimes overtly discriminatory” (D’Agostino & Kosegarten, 2015). Faculties of color reported that race and ethnicity have influenced the negative reception at predominately White institutions (Bower, 2002).

For more faculty of color to be placed in the “pipeline” in higher education to address the diversity issue, there is an indirect need to educate more people of color (Turner, Myers, & Creswell, 1999). Turner et al. (1999) revealed that a major problem confronting institutions of higher education was the lack of minority faculty members hired on a consistent basis. This problem was exacerbated by the low number of minority student enrolled in colleges and universities across the nation (Turner & Myers, 2000). And, the reason for the low enrollment is reflective of social, economic, and political educational concerns (Antonio, Astin, & Cress, 2000). According to Carter and Wilson (1996):

First generation, underrepresented, and low-income students do not have the benefit of parental experience to guide them, either in the preparation for college or in helping them understand what will be expected of them after they have enrolled in college. (p. 6)

A social reason for low minority enrollment is that no one in the students’ family had a college experience, and they lacked the knowledge to help the student navigate higher education systems (Cole, Barber, Bolyard, & Linders, 2003). Additionally, there are economic concerns that parents who live at or below the poverty level do not have the resources to afford enrolling their children in private school education. Also, there are political concerns that minorities have been given substandard education due to past segregation laws and discriminatory practices in the United States (*Brown v. Board of Education of Topeka*, U.S. 483, 1954).

The literature also revealed several similarities in the experiences faculties and students of color have had at predominately White institutions. Some of the experiences of faculty members included marginalization as the only minority faculty member; not being accepted by colleagues in a department; and a lack of respect by the majority group in higher education (Aguirre, 2005). The lack of faculties of color in these institutions of higher education was due to a failure to establish strong recruitment and retention programs (Thurman, 2002).

Hurtado, Cuellar, and Guillermd-Wann (2011) revealed that institutions with a large number of faculty members of color are more likely to incorporate a broader range of pedagogical techniques. Cole et al. (2003) stated that minority students recognized faculty members of color and believed they would help them to be successful. Antonio (2002) also suggested that faculty members of color hold more holistic goals for students of color, such as developing their moral character and self-understanding. Smith, Wolf, and Busenberg (2002) stated that a greater representation of faculty members of color increases the likelihood that institutions will be able to change and meet the needs in of a diverse society. A symbol, such as high minority representation among a faculty, can help individuals make sense of organizational goals and focus attention on institutional values (Weick, 1992).

Statement of the Problem

Although the United States has experienced major demographic changes, such as an increased population of minorities, there still exists a very low representation of minority faculty members in institutions of higher education compared to White faculty members (Antonino, 2002). Research has indicated that hiring faculty members of color can benefit the recruitment and retention of students of color, an aim of most institutions of higher education (Tinto, 1995).

There are very few studies that detail the challenges and supports that qualified persons of color experience in obtaining positions in higher education. Therefore, there is a need for further research to identify these challenges and supports that faculty members of color experience in order to provide insights for other faculty members of color who are pursuing employment at an institution of higher education.

The qualitative case study included interviews with five former doctoral fellows, all individuals of color regarding their perceptions of the challenges and supports, they experienced as minority individuals who sought and obtained faculty positions at predominantly White higher education institutions. The study design and methodology were chosen based on Merriam and Tisdell's (2016) definition of qualitative research "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 6).

The case study design was selected to focus on five individuals of color who attended the same pre-doctoral program at a mid-western university and were subsequently employed as faculty members at various higher education institutions in the United States. The experiences of the respondents were revealed through one-on-one interviews.

Purpose of the Study

The purpose of the qualitative case study was to examine the perspectives and experiences of a select group of minority faculty members who were teaching at predominantly White institutions of higher learning in the United States, regarding the challenges, supports, and strategies they experienced as minority individuals who sought and obtained faculty positions at predominantly White higher education institutions. The study may be of value to prospective

minority candidates who seek faculty positions at higher education institutions. Further, it is anticipated the study can provide information valuable to higher education administrators in supporting persons of color who seek higher education opportunities.

Assumptions of the Study

According to Roberts (2010), an assumption was defined as “what you take for granted relative to your study” (p. 139). The following is a list of the study’s assumptions:

1. That the participants interviewed would answer questions posed by the researcher honestly.
2. That the participants interviewed had experienced challenges and supports in seeking and obtaining faculty positions in institutions of higher education.

Objectives of the Study

1. To obtain information that will assist persons of color in seeking faculty positions at higher education institutions.
2. To offer insights/strategies to administrators of higher education institutions with regard to hiring faculty members of color.

Delimitations

Delimitations are those characteristics that limit the scope and define the boundaries of a study. Delimiting factors include choice of objectives, research questions, variables of interest, theoretical perspectives that you adopted and population you chose to investigate (Simon, 2011).

The following are study delimitations:

1. The interview sample size was limited to five participants who attended a mid-western university in a pre-doctoral program.

2. The small number of case study participants may affect the generalizability of the information obtained in the interviews.
3. The interview time span of one hour may have limited some of the more in-depth responses by some of the participants.

Research Questions

The following research questions guided the study:

1. What did select faculty members of color identify as challenges related to seeking faculty positions at predominately White higher education institutions?
2. What did select faculty members of color identify as the types of supports they received in seeking positions at predominately White higher education institutions?
3. How did select faculty members of color rate the importance of participation in pre-doctoral fellowship programs in obtaining faculty positions at predominately White higher education institutions?
4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?

Definition of Terms

The following definitions are used throughout the study to assist the reader:

African Americans: people of African descent (U.S. Census Bureau of Vital Statistics, 2010).

- Black Faculty: “Professors who are of African descent and working in higher education” (Turner et al., 1999, p. 27).

- Chief Diversity Officer: An “employee of an organization who has the responsibility for initiating efforts to conceptualize, define, assess, nurture and cultivate diversity as an institutional and educational resource” (Stanley, 2014, p. 101).
- Code Switching: The “application of separate value systems to different situations” (Sadao, 2003, p. 397).
- Cultural Competence: “Understanding and respect of different cultures other than your own (Nettle, 1998, p. 193).
- Faculty of Color: “Individual who is from one of the four ethnic groups (African American, Asian American, Latino American, and American Indian” (Nettles, 1990, p. 494).
- Multicultural Environment: An environment that is inclusive of all ethnicity groups, including both faculty members and students (Ellsworth, 1994).
- Predominantly White Institutions (PWI): “Institutions in which the major student population is 50% White” (Turner & Myers, 2000).
- Recruitment Pipeline: The network “used to encourage students to attend institutions of higher education” (Stanley, 2006).
- Token Hire: A faculty “member of color who has been hired because of his or her ethnicity” (Bronstein, 1993, p. 61).
- URM: Underrepresented minority faculty “individuals from the four ethnic groups (African Americans, Asia Americans, Latino Americans and Native Americans) whose presence among fulltime faculty are not proportionate to their overall representation in the United States population” (Opp & Smith, 1994, p. 147).

Summary

Chapter I discussed the purpose of the study and problems faculty members of color encounter at predominantly White higher education institutions in the United States. The chapter included the necessary background and a description of the problem of recruitment and retention of faculty of color.

Chapter II provides a review of literature. There are three prevailing themes and four sub-themes in the research including:

- Major themes: Recruitment and hiring of minority faculty members, retention of minority faculty members, underrepresentation of faculty of color members.
- Sub-themes: Effective strategies for recruitment of faculty members of color, successful minority recruitment programs, challenges faced by minority faculty, and support systems in place for faculty of color.

Chapter III furnishes the study's methodology, including a description of participants, human subject approval, and instruments for data collection, research design, treatment of data, procedures and timelines and a summary.

Chapter IV reports the findings of the study. The case study findings are descriptively analyzed and presented.

Chapter V includes conclusions of the study and findings and offers discussion and recommendations for future research.

Chapter II: Literature Review

Introduction

This review of literature focuses on research related to minority faculty in America. The need for diverse faculty and their benefits to colleges and universities are often implicit in institutions of higher education mission statements. Green (1989) identified some of these statements: “Faculty are the core of the institution . . . A diverse faculty is essential to a pluralistic campus. Faculty create the curriculum [and litigate knowledge] and determine the quality of experience in every classroom and every department.” Most institutions of higher education have implemented diversity initiatives to increase minority student enrollment and faculty of color. Smith et al. (2002) suggested that diversifying the faculty creates a richer learning environment for students.

The review of literature focuses on recruitment, retention, supports and challenges with regard to faculty of color at predominately White institution (PWIs). The chapter includes three prevailing themes from research in addition to four sub-themes. Major themes are recruitment and hiring of minority faculty, retention of minority faculty, and underrepresentation of faculty of color.

1. Recruitment and hiring of minority faculty.
 - a. Effective strategies for recruitment of faculty of color.
 - b. Successful minority recruitment programs.
2. Retention of minority faculty.
 - a. Challenges faced by minority faculty.
 - b. Support system in place for faculty of color.

3. Underrepresentation of faculty of color.

The purpose of this chapter is to identify and to examine challenges of recruitment and retention of minority faculty at predominately White institutions. Most research examined the interrelationship between recruitment and retention of minority faculty including challenges and support systems.

Recruitment and Hiring Minority Faculty

For the purpose of the study, recruitment refers to the process of attracting, interviewing and hiring new employees (Hale, 2004; Turner, & Myers 2000). The literature on recruitment processes for faculty of color revealed that advertising in minority newspapers, allocating resources for recruitment initiatives, along with communicating with minority communities institutions are key factors in the successful recruitment of minority faculty (Turner & Myers, 2000; Turner, Gonzales, & Woods, 2008).

Establishing recruitment initiatives such as participating in recruitment fairs and conferences at minority colleges and universities is an example of a recruitment initiative. Another recruitment suggestion is to advertise in targeted journals and list services located on such sites as the Journal of Blacks in Higher Education, American Association of College Professor, and Higher Education Recruitment Consortium (Phillips, 2002). Phillips (2002) found in her research on recruitment of faculty of color that special targeted advertisement enhanced the institutions ability to recruit faculty of color.

When institutions establish budgets to increase faculty of color, more minority faculty can be attracted to available positions. Newspaper advertisement, minority recruitment, and

direct contact with the minority community also connected predominantly White institutions with Historical Black Colleges and Universities (Moody, 2000; Turner, 2003).

Most institutions that had a position specifically charged with recruitment of minority faculty appeared to have more success with recruitment. Turner et al. (1999) pointed out that Chief Diversity Officers (CDO's) have played significant roles in the recruitment of faculty of color. The CDO's who had recruitment budgets were able to assist in providing needed funding for aggressive recruitment of minorities. The literature also revealed that to recruit a diverse faculty, the CDO and others responsible for recruitment of faculty of color should promote diversity membership on all the search committees (Aguirre, 2000). Hurtado, Milem, Clayton-Pedersen, and Allen (1999) stated by diversifying the composition of the search committees, this was a positive step in recruiting faculty of color on predominantly White campuses. Diverse search committees provide a different perspective as well as inclusiveness to the search process (Hurtado et al., 1999). Phillips (2002) pointed out that the structure and ethnic composition of the search committees played a significant role in the successful recruitment of minority faculty. Diverse search committees appear to be more welcoming to minority candidates, than some homogeneous ones (Smith & Schonfeld, 2000). Diverse search committees allow for multiple voices and those can be incorporated into a search process (Smith & Schonfeld, 2000).

Turner et al. (2008) revealed in their research that many historical White institutions of higher education had no formal policies on recruitment of faculty of color or any standard documents supporting diversity in their recruitment. They found in their research that most faculty members, including search committee chairs, had no idea on how to create a diverse pool of applicants leading to the successful recruitment of faculty of color. In addition, they stated that

the applicant pool should be reviewed and approved by the Provost of each institution (Turner et al., 2008). Having equality in the hiring process can provide minorities a greater opportunity for faculty of color to be hired at PWIs.

The major concerns cited in the literature in the successful recruitment of minority faculty are found in two specific areas. They included the lack of defined recruitment procedures and the short fall of limited numbers of faculty of color on predominately White college and university campuses (Turner et al., 2008). The researchers found that when there are no defined policies and procedures to facilitate minority faculty recruitment, minorities were not recruited. Some colleges and universities have no formalized strategies present or planned except for having an affirmative action officer who checks the search pool to ensure some diversity is present (Gasman, Kim, & Nguyen, 2011).

In the book *Diversify Faculty: A Guidebook for Search Committees* (Turner & Myers, 2002), it stated “the efforts to diversity faculty was one of the least successful factors of colleges’ commitment to diversity” (Kayes & Singley, 2005). Most institutions have been unsuccessful in their efforts to recruit and retain faculty of color, thus they have maintained largely White, male composition (Harvey, 2001; Smith et al., 2002; Sullivan & Nowlin, 1990; Turner & Myers 2000).

A significant problem in the recruitment of minority faculty is the low numbers of minorities enrolled in doctoral program. Over the past three decades, a large number of higher education institutions have developed strategies to recruit faculty of color and incorporated those plans into their overall faculty recruitment policies (Cooper & Smith, 1990). Many colleges and universities have developed business strategies such as “grow your own” programs, which

consist of “target opportunity” hires (Austin, Sorcinelli, & McDaniels, 2007). This initiative focuses on Science, Technology, Engineering and Mathematics (STEM), the program is structure to recruit doctorate or post doctorate in faculty positions prior to them moving into tenure track positions (Turner et al., 2008).

According to Turner and Myers (2000), a negative force in the recruitment process was the failure to actually hire faculty of color. It was also noted in the literature that the recruitment of faculty of color was affected by the limited number of faculty of color already present at the predominantly White institutions. It was noted that the best recruitment came through networking with colleagues and organizations that were well connected to institutions having large numbers of minority graduates, such as Historical Black Colleges and Universities or those institutions historically serving Native Americans or Latino groups (Gainen & Boice, 1993).

Another major point made in the minority faculty recruitment was that institutions needed to have a specific person in place to put emphases on increasing minority faculty, who oversees the recruitment process (Perna, Gerald, Baum, & Milem, 2007).

The recruitment process for minority faculty should be implemented in the same way as for the majority group. The initial process of recruitment of minority faculty is that once a candidate has been recruited and hired, the process of retention begins. The recruitment process is interrelated to retention due to the stages a candidate must complete to be hired and retained at an institution. According to Allen (1995), changes in college enrollment and demographics, have led institutions of higher education to look seriously at the number of minority faculty being hired.

Also noted in the literature was the fact that the number of faculty of color was substantially lower than that of their White counterparts. According to the (National Center for Education Statistics, 1993), minority faculty represented 9% of all college faculties. Cole et al. (2003) estimated that minorities represented 18% of all United States faculties; however, students of color represent 28% of all United States undergraduates. Recognizing demographic changes in the number of minority students enrolling in higher education it is clear that there is a great need to grow minority faculty, however; the number of minority faculty continues to lag behind with some slow gradual increases (Cole et al., 2003).

The number of minority students has increased of the last decade; however, the minority faculty number has remained stagnant during this period (Cole et al., 2003). The number of minority students has and will continue to increase due to demographic changes, immigration to the United States, and a need to be educated in a global society (Antonio, 2003; Villalpando & Bernal, 2002). Authorities in higher education should consider faculty diversification. Authorities in higher education should consider faculty diversification, as they do Full Time Equivalents (FTEs). Administrators should implement a similar policy when recruiting minority faculty.

The review of literature found that faculty of color benefited from intentional recruitment initiatives. Evidence suggested that colleges and universities that have more faculty and students from diverse backgrounds were more accepting of people of different race/culture and more culturally aware (Moody, 2000). Additionally, students from diverse campuses also demonstrated greater growth in the areas of leadership, critical thinking, ability to work cooperatively, interpersonal skills and problem solving (Hurtado et al., 1999). However,

additional support is needed to address the large amount of pressures faced by minority faculty (Cockrell, Mitchell, Middleton, & Campbell, 1999). According to Aguirre (2000), a major problem with recruiting minority faculty, rests in the organizational structure and culture of the institutions which may not be supportive of diversity. Knowles and Harleston (1997) stated that some institutions have utilized senior faculty of color at elite prestigious universities in their recruitment efforts to attract potential minority candidates. The senior level faculty members of color serve as a symbol or magnets to attract potential faculty of color in the recruitment process.

In many institutions of higher education, faculty of color recruitment efforts have been conducted without having specific strategic plans (Aguirre, 2000). To enrich the recruitment process for faculty of color, the senior level administrations must have a good knowledge of minority recruitment strategies. According to Opp and Smith (1994), having a minority as vice president of academic affairs who has been engaged in diversity recruitment for several years, will increase the chances of faculty of color being hired; the vice president of academic affairs would be knowledgeable and sensitive to cultural needs and differences among faculty of color.

Nicholas and Oliver (1994) also indicated that institutions that have established relations with organizations serving minorities are able to create their own recruitment pipelines with minority graduate students. Institutions that have established pipelines with minority student serving institutions were more likely to have successful recruitment programs. The literature also suggested that a successful faculty of color recruitment program must take an aggressive stance in order to maintain faculty of color presence on White college campuses (Fischer, 2007).

In order to recruit and retain faculty of color, institutions of higher education must begin the process of being open to change along with the growth and development of minority faculty

as well as students. The demographics are changing, and in turn, the institutions of higher education need to adjust to the change to better serve minority students and faculty (Bowen & Bok, 1998; Weems, 2003).

Effective Strategies for Recruitment of Faculty of Color

The “turnover” of underrepresented faculty is largely due to the failure of institutions to retain and promote faculty of color (Turner & Myers, 2000). Additionally, Turner and Myers (2000) reported that other institutional barriers such as campus climate for underrepresented faculty also hamper minority faculty growth and development (Turner & Myers 2000).

The literature revealed that successful recruitment plans are related to factors that contribute to retaining faculty. Retention of minority faculty must consider personal concerns of academic isolation as well as specialized programs to promote recruitment and retention of faculty of color. Turner et al. (1999) conducted a study on recruitment initiatives and development minority faculty of color. Their study revealed that faculties of color were underrepresented, and they experienced a chilly work environment. This chilly work environment was exemplified by a lack of communication from colleagues in the respected department, being excluded from staff meetings, and being made to feel inferior. Further, their study suggested that, the problem facing predominately White institutions was one of supply of minority students to increase the number of doctoral recipients.

Institutions of higher education in the early 1970s began to actively recruit faculty of color. These initiatives taken to recruit faculty of color were grounded in the need to increase minority student enrollment (Nettles, 1990). African American faculty increased at predominantly White institutions due to emerging Black Studies programs across the nation in

higher education. Heggins (2004) argued that institutions were actively recruiting African American faculty members to facilitate and meet the increase needs of African American student populations. From 1960 to 1995, the national percentage of African American college graduates between the ages 25-29 increased from 5.4% to 15.4 % (Bowen & Bok, 1998). According Bowen and Bok (1998), from 1988 to 1997, African American student enrollment had the highest increase in minority student enrollments. This increase in minority student enrollment laid the groundwork to increase the potential pool of faculty of color on predominately White campuses.

Zamboanga and Bingman (2001) pointed out that the recruitment of diverse faculty can have a negative effect if candidates have the perception that they are being lured to certain institutions only because of their ethnicity. Having Ethnic Studies program on the campus may also strengthen approaches to recruit faculty of color (Thompson, 2008). Weems (2003) suggested there is a connection with the recruitment of black faculty and black studies programs on predominantly White campuses. This connection may enhance the institutions ability to recruit and retain Black faculty on predominately White campuses (Harvey & Valadez, 1994).

In many institutions of higher education, faculty of color recruitment efforts have been conducted without having specific strategic plans (Aguirre, 2000). To enrich the recruitment process for faculty of color, the senior level administrations must have a good knowledge of minority recruitment strategies. According to Opp and Smith (1994), having a minority as vice president of academic affairs who has been engaged in diversity recruitment for a number of years, will increase the chances of faculty of color being hired; the vice president of academic

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Nicholas and Oliver (1994) also indicated that institutions that have established relations with organizations serving minorities are able to create their own recruitment pipelines with minority graduate students. Institutions that have established pipelines with minority student serving institutions were more likely to have successful recruitment programs. The literature also suggested that a successful faculty of color recruitment program must take an aggressive stance in order to maintain faculty of color presence on White college campuses (Fischer, 2007).

Successful Minority Recruitment Programs

There are several successful minority recruitment programs located in different regions of the country that support students to become faculty. Over the last two decades, the University of Maryland, Baltimore County has housed the Meyerhof graduate fellows' program. In 1996, with a student diversity grant from the National Institute of General Medical Science, the program admitted its first 19 fellows. The fellow's program goal is to increase diversity in the biomedical and behavioral sciences fields and has a retention rate of 80%. The program has 14 key research components including:

1. Scholarship support
2. Competitive recruitment for top math and science students
3. Summer bridge program
4. Faculty involvement
5. Study groups
6. Summer research experience

7. Structured mentoring
8. Strong programmatic values
9. Personal advising and counseling
10. Program community
11. Administrative involvement
12. Public and family support
13. Community service

Another program is the Edward Alexander Bouchet Doctoral Scholars Fellowship located at Howard University. This program is awarded to minority students who are new to the graduate school. The program is designed to recruit academically talented students with an interest in college or university teaching. Students can pursue Ph.D. studies in science, technology, engineering and mathematics disciplines (Howard University, n.d.).

In addition to the aforementioned programs, there is the program Today's Students, Tomorrow's Teacher (TSTT). This program has as its mission to help minority high school students get into a teaching career and provide mentors for them to achieve academic success. The goal is to alleviate a nation-wide shortage of teachers, particularly minority teachers (Bailer, 2000). Today's Students, Tomorrow's Teacher (TSTT) is a "grow your own" program designed to recruit, mentor, and train high school students, provide them with a minimum 50% tuition scholarship to attend college in addition to placing them into teaching positions in their communities.

Retention of Minority Faculty

Retention defined in the study refers to the length of time faculty members remain with an institution (Hale, 2004; Turner & Myers, 2000). According to the research of Yoshinaga-Itano (2006), some of the factors that affected minority faculty retention were hostile work environment, lack of students of color in the community, and the lack of role models of successful faculty of color at predominantly White colleges and universities. A hostile work environment can be produced when someone is not wanted or if viewed as inferior to others in a department. With the lack of students of color in the campus community, it is perceived by students of color that minority faculties are not welcome (Gappa, Austin, & Trice, 2007). When there are few students and faculty of color at a university, diversity appears not important. Minority Students need to see a reflection of themselves in faculty of color (Tinto, 1988).

Other challenges facing minority faculty included marginalization of work, feelings of isolation and balancing life and dual cultures (Turner & Myers, 2000). Marginalization of work is perceived as not being included in the focus of a respected department research (Trower & Chait, 2000; Turner & Myers, 2000; Wubenh, 2009). The feeling of isolation transpires when there is only one minority faculty and that person has to acculturate to the majority in order to stay employed (Light, 1994).

Gappa et al. (2007) identified respect as the nucleus of successful faculty work experience; feeling disrespected may greatly harm retention efforts of minority faculty. The retention of faculty of color begins with the initial employment. A faculty member may have fixed term or probationary, contract. For example, a fixed-term contract is for one year compared to a probationary contract that can last up to three consecutive years. Additional factors that have

an impact on the retention of faculty of color are the anxieties that can be endured in their pursuit to gain tenure (Turner & Myers, 2000).

Research has shown that African Americans are more likely to quit predominantly White institutions than any other minority group (Kobrack, 1992). African American faculties were more likely than White faculty to have experienced job stress and dissatisfaction (Flowers, 2005). Some African Americans stay in higher education to be role models for minority students. Other faculty members of color stay in their positions to prove to themselves, and to others, that they are qualified and belong in higher education. When African American faculty attempt research on African American issues and concerns, it is not accepted and viewed as not important (Kobrack, 1992). Moody (2004) suggested that minority professors must continually prove they are qualified and worthy of a faculty position.

Many faculties of color believe they must publish twice as much as the majority groups to be acceptable at a predominantly White college or university (Kobrack, 1992). Their leadership and competence in some situations are challenged by department chairs, deans, colleagues, and students (Cross, 1994). These anxieties create fear among minority faculty in job security, and eventually challenges in their leadership quality (Light, 1994).

According to Turner (2000), the retention of minority faculty is one of America's most unsuccessful challenges. If institutions of higher education in the United States are to increase the retention of minority faculty, then institutions must put in place programs to assist minorities in becoming connected to institutions. Astin et al. (1982), stressed that there need to be far more commitment from higher education institutions in America, if the inequality gap between hiring more faculty of color is to be closed between majority and minority faculty of color. Cross

(1994) suggested that minority-based programs have become popular nationwide; in higher education and some state university systems there are pressures to increase the number of African American faculty members at their institutions. Johnsrud (1993) and Moses (1989) observed that the issues in the retention of minority faculty is caused by part-time employment.

Their research has shown that minority faculty are disproportionately concentrated in part-time, non-tenure track positions (Perna et al., 2007). The promotion and tenure concerns of faculty of color also continue to be high in comparisons to their White counterparts (Ruffin, 1997). Miller (1991) pointed out that once a minority faculty member is hired, institutions must implement retention support programs for faculty of color. One example included mentoring and leadership programs to help junior faculty be successful.

Other ways to facilitate support for minority faculty would be through monthly meetings with current faculty of color. One group would consist of a pan-alliance affinity organization, which is comprised of minority faculty and administrators to address faculty of color concerns on tenure, promotion, and diversity issues. The pan-alliance affinity group would assist new and current minority faculty to discuss issues and concerns faculty of color may encounter at PWI's (Evans & Chun, 2007).

Turner et al. (1999) stated that despite a plethora of reports on minority faculty retention, there has been little change on college campuses. According to Smith (2004), during the period from 1993 to 2003, the percentage of faculty of color grew 2% nationally from 6% to 8%. The period from 2004-2013 revealed that faculty of color represent 20% of college professors: African Americans 6%, Latino Americans 5%, and Asian Americans 9%. This is compared to 79% White Americans, who also represent 79% of tenured faculty (National Center for

Educational Statistics, 2013). Following the hiring of minority faculty, the institutions must pay attention to the dynamics that will help maintain their faculty of color members (Stanley, 2006). Including faculty of color in all aspects of department strategic planning, along with full support of the department chair, may help faculty be involved in the institution.

Retention concerns begin for faculty of color with their initial employment. Once a faculty member of color is hired, the duration or length of time is the qualifier for the retention process. For example, at a certain institution, years of service impact the retention rates for minority faculty. Additional factors that may have impact on the retention of faculty of color are the anxieties produced in the attempt to gain tenure (Delgado, & Villalpando 2002).

There are several factors that influenced the retention of minority faculty on predominately White campuses, such as the probationary period, tenure, and promotion (Tierney & Rhoads, 1993). Aguirre (2000) suggested a critical component to ensure an increase among faculty of color retention is to create more opportunities to support tenure and promotion (Gappa et al., 2007).

Aguirre (2000) identified several workplace stressors that are barriers to promotion and tenure for faculty of color. Aguirre (2000) asserted:

Faculty of color experience higher levels of stress in the areas of peer review, promotion, tenure, and subtle discrimination which include time pressures, lack of personal time, teaching load, peer review, promotion process, research/publication demands, childcare, and subtle discrimination. (p. 59)

Additionally, it was noted by Aguirre (2000) that these stressors disrupt faculty from performing tasks satisfactorily and affect “professional socialization, such as promotion and tenure.”

Faculties of color are often overburdened with committee assignments and large advisory loads, as well as having to advising a large number of students of color as advisees (Stanley, 2006). Cooper and Stevens (2002) suggested that faculty of color are routinely requested for numerous service obligations; they must protect their time for work on scholarship.

The recruitment, retention, and tenure of even a single faculty of color had a substantial impact on other faculty of color (Stanley, 2006). The rationale for tenure was found in one Inter Faculty Organization master agreement (Article 22), which stated that professional development and evaluation must be submitted to the Dean of the college for three consecutive years during faculty probationary period. The five criteria for tenure were: effective teaching, scholarly and creative achievement; continuing preparation; contribution to student's growth and development; and contributing to the university and community (Inter Faculty Organization, 2015).

Challenges Faced by Minority Faculty

Minority faculty members encounter several challenges working at predominantly White institutions. According to Beachum (2015), Stanley (2006), Whitfield-Harris, Lockhart, Zoucha, and Alexander (2017), there were three critical obstacles to being a successful minority faculty at predominantly White institutions:

- Learning to fit into the climate at the department level, and the university level.
- Enduring and surviving the way the majority group behave on campus toward minority faculty.
- Figuring out and working to acquire the specific job skills needed as a faculty member.

Moody (2004) stated that minorities face disadvantages in being retained in higher education. The 12 disadvantages cited by Moody included:

1. Minority professors in majority academic settings often must struggle against the presumption that they are incompetent.
2. Minority professors are viewed as “outsiders” and because of this, have to endure extra psychological stress and the general feeling of not belonging. This uneasy psychological context can undermine their success.
3. An outsider in academia usually receives little or no mentoring, inside information, or introductions to valuable connections and networks.
4. Minorities are often thought to represent their group and, as such, have to worry that their behavior or performance can open or close doors of opportunity for an entire generation
5. Minority faculty members are likely to be treated as super - visible and invisible, depending on the circumstances; they will have to cope with psychological dissonance.
6. Because minority professor must constantly prove they are qualified and worthy, they can begin to suspect that they are imposters.
7. Minority professors in a majority academic setting often have to spend precious time and energy deciphering the complex psychological dynamics unfolding between them and majority students or colleagues.

8. Minority professors are vulnerable to unfair evaluations of their worthiness and their work because of negative stereotypes associated with their gender and racial/ethnic background
9. Because minorities are typically underrated, they need formal affirmative action programs in order to have the chance to prove themselves;
10. Minority faculty often are unfairly constrained in their choice of scholarly pursuits and face a “brown on brown” taboo;
11. Minority job candidates can face a very high barrier to being hired in departments that already have one minority faculty member and subscribe to the “one minority is sufficient” quota system;
12. During the academic search process, minority job candidates are vulnerable to the “raising the bar” syndrome often manifested by search committees. (pp.12-37)

These 12 disadvantages for minority faculty may work as an advantage to majority faculty. The majority faculty perceptions are that the benefits they receive come from hard work and scholarship and not their majority group status (Allen & Jewell, 2002; Turner & Myers, 2002).

Support Systems in Place for Faculty of Color

Minorities in higher education adhere more categorically in a cooperative learning experience, including working with mentors (Gorman, Durmowicz, Roskies, & Slattery, 2010). Several studies have found that there are numerous benefits of mentoring for minority faculty in higher education, not just the mentee, but also the mentor and the entire university system (Pololi & Knight, 2005). In addition, minority faculty can reach out to ethnic media outlets, such as the

Journal of Negro Education, the *Black Scholar*, and the *Journal on Black Studies* to gain information and support.

Santo, Engstrom, Reetz, and Reed (2009) maintained that mentoring at institutions of higher learning requires the continued support of the administration, staff, and faculty. Santo et al. (2009) believed that colleges and universities that provide “sufficient time, intrinsic motivation, formal mentorship, and culture that values research, and a network of external colleges” (p. 120) have an increase in research productivity. Several studies have found that there are numerous benefits of mentoring in higher education, not just to the mentee, but also to the mentor and the entire university system. Pololi and Knight (2005) said, “Everyone can benefit from mentoring in vital ways, regardless of status, position, or level of expertise” (p. 868). According to Brightman (2006) and Fuller, Maniscalco-Feichtl, and Droege (2008), mentoring was vital for three reasons: (a) retention of junior-level faculty, (b) assists senior faculty with “burnout,” and (c) improving teaching and student learning.

Faculty members with a mentor reported more career success and socio-emotional support than those with none (Sorcinelli, Yun, & Baldi, 2007). Wasserstein, Quistberg, and Shea (2007) found mentoring to be related to overall job satisfaction of the protégée while they reported less expectation of leaving the institution within the next few years.

Underrepresentation of Faculty of Color

Turner and Myers (2000), Turner (2003), and Sadao (2003) stated that, in spite of the low number of minorities enrolled in doctoral programs, there have been efforts made to increase the members of minority faculty at predominately White Institutions. According to Slaughter, Ehrenberg, and Hanushek (2004), American African Americans and persons of Hispanic decent

represented only 8% of all full-time faculty nationwide. It should be noted that African Americans represented 5% of the total 8% of underrepresented faculty and of that 5%, half were employed at historically Black Colleges and Universities. The number of African Americans faculty members working at predominantly White Institutions has been extremely low at 2.3% change for the last 20 years.

Turner and Myers (2000) cited four reasons for the persistent pattern of minority faculty underrepresentation: pipeline, market force, chilly climate and turnover. The pipeline explanation assumed that minority faculties are poorly represented because there are too few minority candidates, and that this underrepresentation of qualified minority candidates, progresses along the “pipeline” from high school to completion of doctoral studies (Turner & Myers, 2000).

A study conducted by the Southern Regional Educational Board (SREB) (1999) examined the pipeline explanation. SREB reported that “Even if all 1,315 Black Ph.D. recipients in 1996 elected to pursue a faculty careers in higher education, only one third of the nation’s 3,800 colleges and universities could add one new Black faculty member each year” (p. 2). If the field of study was a consideration, the results would be much worse, due to the fact that half of the doctoral degrees awarded to Black graduates were in the field of education. Only 3% of the total 42,415 doctoral degrees were awarded to Black graduates; the record is no better for Hispanics or Native Americans (SREB, 1999).

The “market forces” explanation is based upon the premise that faculty supply is “a combined function of doctoral production and the weakness of academic wages relative to wages in competing occupations” (Turner & Myers, 2000, p. 78). Salaries in non-academic jobs play a

major role in the scarcity faculty fill at the critical juncture at which doctorates move to faculty tenure at four-year colleges and universities, there is a drop off among all minorities” (Turner & Myers, 2000, p. 183). Turner and Myers (2000) suggested that the pipeline problem is not the only cause of underrepresentation of minority Ph.D.’s, market forces also a contributing factor. The study revealed that jobs in the private sectors pull qualified minority candidates away from academia due to higher wages (SREB, 1999).

The “chilly climate” is defined by researchers as a negative work environment, being treated with little or no respect in terms of being overlooked for tenure and promotion and being burden with a higher threshold of accountability compared to their White counterparts (Turner & Myers, 2000). For example; most faculty of color believed that they have to publish twice as many articles, as their White counterparts to gain tenure and promotion (Turner et al., 1999).

The low numbers of African Americans and other minority faculty have been well documented. The literature has also revealed that minority faculty has lower faculty rank and job satisfaction (Carter & Wilson, 1996; Harvey & Valadez, 1994; Turner & Myers, 2000). Lack of diverse faculty of color in higher education was also investigated by Harvey and Valadez (1994). They shared two basic questions in their investigation:

1. Are minorities really underrepresented?
2. If so, does the lack of qualification explain their underrepresentation?

The underrepresentation in their study was analyzed based upon the following:

- Percentage of minority faculty compared to their percentage in the general population.

- Percentage of minority faculty compared to their percentage in the national pool of qualified individuals.
- Percentage of minority faculty compared to the expected availability (“fewer in a particular job group than would reasonably be expected by their availability” (Harvey & Valadez, 1994).
- Percentage of minority faculty compared to their representation in the appropriate civilian labor force (which may be geographically determined).

The authors concluded “What becomes clear from the research was no matter what comparisons were used, African American, American Indian, and to a lesser extent, Hispanics are consistently underrepresented as faculty in colleges and universities” (Turner& Myers, 2000). “If colleges and university are serious about having a diverse faculty; it is imperative for institutions to develop strong recruitment plans and procedures to attract qualified minority faculty” (Cooper& Stevens, 2002).

Astin et al. (1982), Blackwell (1996), Boice (2000), Bronstein (1993), Garza, (1993) and Gainen and Boice (1993) identified the interrelationship between recruitment and retention and barriers that effect faculty of color success in higher education. They identified the following factors:

1. Isolation and lack of mentoring (Blackwell, 1989; Gainen & Boice, 1993; Spann, 1990). The isolation factor is like being left on an island alone without communication. With having, good mentoring increases your level of success in higher education.

2. Occupational stress (Garza, 1993; Menges & Exum, 1983; Smith & Witt, 1993).
Occupational stress can be defined as meeting deadlines and completing research projects, which in some cases be harmful to your health.
3. Devaluation of “minority” research, (Nakanishi, 1993; Nettles, 1990). When minorities conducting research on minorities’ issues, it is viewed as not acceptable by department chairs
4. The “token hire” misconception, (Bronstein, 1993; Sands, Parson & Duane, 1994). A token hire is viewed as hiring a person of color to please administration and community concerns.
5. Racial and ethnic bias in recruiting and hiring (Ponterotto, 1990). Some researchers found that hiring practices used by many colleges and universities have contributed to the underrepresentation for minority faculty. Davis et al. (2004) argued that cultural block causes minorities not to be selected for faculty positions.
6. Racial and Ethnic bias in tenure, promotion, practices and policies (Astin et al., 1982; Garza, 1993). A study of 300 participants conducted by Tierney and Bensimon (1994) revealed that the standards and criteria that institutions use both in selection of tenured faculty and tenure promotions lack process and have created procedural problems in academe (Aguirre, 2000). For example; most institutions have a professional development plan along with a professional development report that is due every year for faculty on probation; however, this does not guarantee tenure and can be view by minority faculty as systemic bias (Williams & Williams, 2006).

Similarly, Cross (1994) reported in order to successfully recruit and retain faculty of color, the same recruitment methods must be used for White candidates. Additionally, the successful recruitment of faculty of color takes into consideration cultural factors and concerns that will make potential faculty of color feel welcomed and supported on predominately White campuses. A major factor in the recruitment of faculty of color is how White faculty view faculty of color (Turner & Myers, 2000). According to (Aguirre, 1985; Jackson 2008,) minority faculty are perceived to have little opportunity in the academic workplace to participate in institutional activities such as research and search committees.

Turner and Myers (2000) suggested that the inability to retain faculty of color also has an impact on recruitment. Recruiting and retaining faculty of color are significant challenges for the American higher educational system (Turner & Myers 2000). Many researchers suggested the lack of faculty diversity in higher educational institutions are rooted and grounded in organizational culture of the institutions (Quezada & Louque, 2004).

Another major factor effecting the recruitment and retention of faculty of color is found in the organizational construct of Americas' Institutions of higher education in which departments maintain their own academic standards (Quezada & Louque, 2004).

Recruiting faculty of color is a significant challenge to the American higher education system (Turner & Myers, 2000). Researchers have identified that the lack of minority faculty in higher education institutions is deeply rooted in the organizational culture of institutions (Quezada & Louque, 2004). Hallock (2003) pointed out that another major concern in the recruitment of faculty of color is the cultural differences and the feeling of isolation. An example of culture isolation may be found in the area of university wide programs given to accentuate

cultural backgrounds and culture of students and faculty to connect them to their environment.

The programs selected may only reflect the dominant culture such as a great country and western artist or classical music (Hallock, 2003).

It should be noted that higher education is comprised of a large number of “distinct subcultures that function in silo’s driven by differing norms, values and operating assumptions” with other units in higher education (Evans & Chun, 2007). According to Johnsrud and Sadao (1998), minority faculty have been divided between their ethnic culture and the university culture some have developed coping strategies. Some minority faculty have use “code switching” which is the ability to apply “parts of their separate value system to different situations as appropriate” (Sadao, 2003, p .410). Researchers have indicated that minority faculty experience higher levels of occupational stress than White faculty (Bronstein, 1993; Ruffin, 1997).

In addition to inclusive recruitment plans, institutions are also involving and considering the impact of the local community on persons of color. Miller (1991) pointed out that once individuals are recruited, Institutions must implement community and departmental support program for faculty of color.

Knowles and Harleston (1997) suggested that most administrators are unaware of some of the resources their institutions have available to assist them in the recruitment of minority faculty. Knowles and Harleston (1997) stated that in some cases, administrators are aware of how to attract minority faculty, but they refuse to do so, or they are unwilling to use established techniques. It is not clear whether the barrier is a lack of knowledge or a lack of willingness or a combination of both. Knowles and Harleston noted that many faculty search committees are seldom educated on the recruitment of a diverse faculty.

Administrators would benefit by conducting extensive diversity training with search committees when potential candidates are from one of the four ethnic groups (Harvey & Valadez, 1994). Search committees without the proper training often hire individuals who look and speak like them (Moody, 2000). Alger (1998) suggested that search committees with no diversity training, favor candidates with backgrounds and interests similar to their own. The search committees should consist of a diverse population to ensure that minority candidates are considered for employment (Alger, 1998).

According to Scott (2007), having a healthy multicultural environment on a university campus assists with the successful recruitment of minorities. Academic programs which have been successful in the recruitment of ethnic minority students have been those who have diversified their faculty (Scott, 2007). Jones (2004) stated that all institutions would need to make serious efforts to create climates that are welcoming to the minority population. Institutions should also create ethnic minority diversity statements within their institution mission statement (Cole et al., 2003).

Summary

This literature review has revealed the shortcomings of minority faculty being recruited and retained on PWI's at upper Midwest colleges and university in the United States. The disparities among minority faculty members remain low; 78% of full-time faculty members and 84% of full professor were White in 2013 (National Center for Education Statistics, 2013). Minority faculty members in colleges and universities play an integral role in student's growth and development along with the development and progress of higher education. Umbach (2006)

revealed that diversity is “essential for the organization to understand and respond to changes in the environment” (p. 321).

Despite three decades of antidiscrimination legislation, affirmative action, and demographic changes, minority faculty members continue to be underrepresented at institutions of higher education (Harvey, 2001; Jayakuma, Howard, Allen, & Han, 2009; Tillman, 2001; Turner et al., 2008). Turner and Myers (2000) suggested that majority faculty perceived that faculties of color are undeserving and incapable of meeting the needs of their department or programs. The challenges for prospective faculty of color can be overwhelming in terms of employment at predominantly White institutions.

The challenges that face prospective faculty color are not new, however they present obstacles that can discourage minorities from become part of higher education. One myth is minorities prefer to make their living in the corporate sector (Moody, 2000; Olson, 2007).

Minority faculty believed there is a lack of support for their success, they feel isolated and do not have the mentorship or professional development to be successful (Moody, 2000). Hu-Dehart (2000) found that administration and faculty rarely voluntarily diversify. She suggested that newly hired minority faculty may not receive the same quality of mentoring by senior faculty in the traditional department, which would help with retention and tenure.

Chapter III: Methodology

Introduction

Chapter III describes the design and research methodology that were used in implementing the study. The purpose of the study was to examine the perspectives of a select group of minority faculty members, currently teaching at predominantly White institutions of higher learning in the United States, regarding the challenges and supports they experienced in obtaining their positions. Although the United States has experienced major demographic changes, such as an increase in the population of minorities, there remains a very low representation of minority faculty members in institutions of higher education compared to White faculty members. The study is intended to assist prospective minority candidates who seek faculty positions at higher education institutions and provide information valuable to higher education administrators in supporting persons of Color who seek higher education opportunities. There are very few studies that detail how faculty members of Color can be successful in obtaining positions of employment in higher education institutions. The study participants were selected as a result of their participation in a pre-doctoral program at an upper mid-western, predominantly White university.

According to Yin (1984), case studies are inquiries that “investigate a contemporary phenomenon within a real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used” (p. 23) were selected as a result of their participation in a pre-doctoral program at an upper mid-western, predominantly White university. The faculty of that university consisted of 458 employees of which 14% were minorities.

According to Yin (1984), case studies are an inquiry that “investigate a contemporary phenomenon within a real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used” (p. 23). As a research strategy, case studies are preferred when “how and why question are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context” (Yin, 1984, p. 13).

Based on the limited number of faculty members of color nationally, the case study includes interviews with five former minority doctoral fellows on their perceptions on securing faculty positions at predominantly White higher education institutions. The five minority faculty members were selected based on the assumption they had knowledge about the recruitment of minority faculty members.

Research Questions

The following research questions guided the case study:

1. What did select faculty members of color identify as challenges related to seeking faculty positions at predominately White higher education institutions?
2. What did select faculty members of color identify as the types of supports they received in seeking positions at predominately White higher education institutions?
3. How did select faculty members of color rate the importance of participation in pre-doctoral fellowship programs in obtaining faculty positions at predominately White higher education institutions?

4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?

Participants

The subjects in the study were identified by the researcher through information provided by the student directory at the mid-western university which the five participants were employed. The study sample size consisted of five participants of color who were former pre-doctoral fellows at the selected mid-western university in the United States. The doctoral fellowship program was established to increase minority faculty members at a mid-western university. The program entitled selected applicants to be employed on fixed term contracts for two years while they complete their degrees. Their contracts could be renewed for a third year. The fellows were assigned to teach 50% of the time and the remaining 50% of the time was allotted as release time for them to work on completing their degree. Funding for the fellow's program was allocated from cultural diversity budget and the department/college in which they had been employed.

The sample size was small due to the fact that the program only accepted one or two doctoral fellows each academic year depending on academic department acceptance and availability of funds. The anticipated outcome was that the department or college would employ the fellow on a probationary status, following degree completion, if there was an open position.

Human Subject Approval

At the time of the conduct of the study, the five participants were all are employed as faculty members at colleges or universities in the United States. The majority of the participants

are African American and males. Neither race nor gender was given special consideration in the selection process.

The participants were contacted by the researcher by email, then by telephone to secure their willingness to participate in an individual interview session that was scheduled at a convenient time. The participants were provided an informed consent document detailing the study purpose, the confidentiality and non-risk assurances, and their opportunity to accept or decline participation. Following receipt of the doctoral committee's approval of the study proposal, the researcher submitted the required application to the St. Cloud State University Institutional Review Board (IRB) prior to initiating data collection (see Appendix A). In the IRB application, the researcher outlined the details of the study, the procedures, any ethical implications, data collection, and security procedures. A research consent form was drafted and included with the survey for participants to review. Anonymity was assured in the research study as names and any identifying information would be changed. Data were securely stored and destroyed after three years. Participants received no benefits for participating in the survey, and the researcher did not influence the study's results. There is minimal risk involved with participation in the study.

The researcher was a former pre-doctoral fellow at the same Midwestern higher education institution. However, none of the participants of the pre-doctoral fellows were in the researcher's cohort, two participants were in cohorts before the researcher attended the university and three participants were in cohorts after the researcher left the university, any potential bias was controlled by having participant interviews transcribed by a professional transcriber; the

coding of transcript information resulted in three common categories; challenges, supports, and strategies.

Instrument for Data Collection

No research-based instrument tool was discovered in the literature that matched the needs of the study. Consequently, researcher developed an interview instrument from relevant findings in the review of literature. The interview protocol was developed by examining the problem and purpose of the study and through examination of related literature. The doctoral dissertation committee reviewed and tested the interview protocol and research questions. Each participant was interviewed using the four research questions and 13 additional interview prompts to formulate clarity and more in-depth responses. According to Tellis (1997), gathering of data is essential to the validity and reliability of the study. The study used interviews response data as primary sources of evidence. The participants' responses provided the necessary data for the answers to the four research questions.

Tellis (1997) described the advantages of conducting an interview for use as a research-based source of evidence as follows: the information is targeted on the case study topic and the ability to perceive causal inferences. Weaknesses as of using an interview could potentially include questioning and response bias, incomplete recollection, and reflexivity. In a qualitative study, inquirers state research questions, not objectives or hypotheses. These research questions assume two forms: a central question and associated sub-questions (Creswell, 2009). The central question is a broad one that asks for an exploration of the central phenomena or concept in a study (Creswell, 2009). The sub-question narrows the focus of the study, but leaves open the questioning (Miles & Huberman, 1994). The qualitative interview process is designed with open-

ended questions to enable the respondent to answer in as much detail as they like, in their own words and to retrieve qualitative data. The questions give no preset answer options but allow respondents to elaborate on their answers (Miles & Huberman, 1994). The value of this research method is that it is a process of steps used to collect and analyze information to increase the understanding of a topic or issue. The process consists of three steps: pose a question, collect data, and to answer questions (Creswell, 2009).

The interviews prompt for each research question are included below (see Appendix D):

1. What did select faculty members of color identify as challenges related to seeking faculty positions at predominately White higher education institutions?
 - 1.1 What challenges did you encounter in seeking a higher education faculty position as a minority candidate?
 - 1.2 How did you address or overcome those challenges?
 - 1.3 Which challenge was most frustrating to you as a person of color?
 - 1.4 Did other faculty members of color provide advice to you on seeking a position in higher education and/or how to address potential challenges?
2. What did select faculty members of color identify as the types of supports they received in seeking positions at predominately White higher education institutions?
 - 2.1 What types of support or resources were available to help you become successful in obtaining a faculty position in higher education?
 - 2.2 Did you have mentors or persons who were inspirational to you?

- 2.3 Did your faculty advisor in your doctoral program provide assistance and/or encouragement to you in seeking a faculty position at a predominately White institution?
- 2.4 Did you receive support from other people (e.g. friends, family, or colleagues) in your search for a faculty position at a predominately White institution? If so, what kind?
3. How did select faculty members of color rate the importance of participation in - doctoral fellowship programs in obtaining faculty positions at predominately White higher education institutions?
 - 3.1 Using the ratings of very important, important, somewhat important, or not important, how would you rate the importance of your participation in a pre-doctoral fellowship program in obtaining a faculty position at a predominantly White institution of higher learning?
 - 3.2 Please elaborate on why you selected the rating you did on the previous question.
4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?
 - 4.1 Did you use recruitment persons or agencies in obtaining a faculty position at a predominantly White higher education institution?
 - 4.2 Was networking part of your strategy for obtaining a position at a predominantly White higher education institution?

- 4.3 What specific strategy or strategies was/were most effective for you in seeking a position at a predominantly White higher education institution?

Research Design

Corbin and Strauss (2008) identified five reasons for grounded research theory as:

1. The conviction of the researcher based on research experience.
2. The nature of the research problem.
3. To uncover and understand what lies beyond any phenomenon about which little is known.
4. To gain novel and fresh slants on things about which quite a bit is known.
5. To give intricate details of phenomena that are difficult to convey with quantitative data.

The study's qualitative research design consisted of an in-depth investigation of five minority pre-doctoral fellows who had obtained faculty positions at universities in the United States. A qualitative case study approach was chosen in order to examine and explore the respondents' perceptions on the low number of minority faculty members employed at predominately White institutions. The former fellows were selected based on participation in the pre-doctoral program and completion of their doctoral degree. That information was extracted based on public information provided by the upper mid-western university school directory and the Office of Institutional Diversity, the awarder of the fellowships. This information was based on two variables: degree completion and gainful employment at a PWI.

For the five study participants, an interview process was determined to be the preferred research method to gain insights from those faculty members who were currently serving at

predominately White institutions of higher education the interview process was selected to obtain insights from the participants on the pivotal experiences and challenges they may or may not have face at predominately White colleges and universities.

According to Turner (2002), “Efforts to diversify the faculty continue to be amongst the least successful elements of campus commitments to diversity” (p. 14). Institutions of higher education continue to hire as they did 40 years ago with a greater emphasis on research and a lower emphasis on teaching (Trower & Chait, 2002). As a result, universities have tended to limit their pool of potential candidates for faculty positions to those who may possess diverse teaching and learning techniques.

Treatment of Data

Data collection occurred through interviewing five participants for one hour in separate recorded interview session. Urquhart and Fernandez (2006) stated that interview questions must be relevant and problematic for the participants in order for the investigation to be complete. The researcher identified themes that revealed commonalities in the responses provided by the respondents. Narratives were developed comparing and contrasting the experiences of each subject. Trends in data analysis were noted. Responses from the interviews were recorded and transcribed.

Following each interview recording and transcription, responses were interpreted and coded. The narrative data were then compiled into each sub-set theme. Incorporating multiple rounds of recorded interviews along with the coding of the interviews is considered a “risk mitigation strategy” (p. 462) by Urquhart and Fernandez (2006). Baxter and Jack (2008) stated that in all qualitative studies, the data collection and analysis within the case study occur concurrently. Auerbach and Silverstein (2003) defined coding as “a procedure for organizing the

text of the transcripts and discovering patterns within the organizational structure” (p. 4). The research sub-themes emerged as patterns within the interview transcripts employed in the study. Saldana (2009) wrote, “A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3).

The three main phases used with regard to the specific coding mechanics were:

- Making the text manageable
 - Explicitly state research concerns
 - Select the relevant text
- Hearing what was said
 - Record repeating ideas and group passages
 - Organize themes by grouping repeating ideas
- Developing theory
 - Develop theoretical constructs by grouping themes
 - Create a theoretical narrative by telling the participant’s story (Auerbach & Silverstein, p. 43)

Procedures and Timelines

During fall 2018, an information letter was emailed to five former pre-doctoral fellows in the upper Midwest, who had completing their doctoral degrees. The email outlined parameters of participation for the five- participants’ involvement in the study (see Appendix B). Additionally, follow-up phone calls and email contacts were made to the invited participants. Within each

emailed invitation, the purpose of the study and the assurance of confidentiality were cited in a clear and concise manner.

The five participants were asked to confirm their interest in participating in the study. All confidential interviews occurred by telephone due to the fact that a majority of the subjects did not reside in in the same state. The duration of the interviews was estimated to be one hour in length. Each study participant completed a consent form prior to the interview (see Appendix C), providing permission to use the findings prior to beginning the formal interview, and assuring the participants of the confidential treatments of their responses.

Following IRB approval in the fall of 2018, an information letter was emailed to the five former doctoral fellows who completed their doctoral degrees and are employed at predominantly White institutions of higher education. The email outlined parameters of participation (see Appendix B). After the emails were sent, follow-up phone calls will be made to invited participants.

Each participant in the study completed a consent form prior to the interview that outlined the use of the findings and assured participants of non-risk of participation and confidential treatments of their responses. The interviews were conducted from December 2018 to March 2019.

After the interviews were completed, narratives were transcribed, interpreted and coded in the stated themes of challenges, support, and strategies. Once the coding process was completed on March 25, 2019, Chapters IV and V of the dissertation were completed with the final defense scheduled May 2019.

Summary

In summary, the case study involved interviews of five minority faculty members who completed a pre-doctoral program at a mid-western university and subsequently employed by predominantly White institutions of higher education. The interview purpose was to ascertain the challenges, supports, and strategies the five participants identified that they experienced in the seeking and obtaining of a faculty position at a predominantly White college or university.

The study results are intended to assist other minority individuals who seek faculty positions in predominantly White institutions of higher learning and to provide insights to leaders of institutions of higher education on strategies that they may wish to employ to encourage recruitment of faculty of color members

Chapter IV: Findings

The purpose of the qualitative case study was to examine the perspectives and experiences of a select group of minority faculty members, who were teaching at predominantly White institutions of higher learning in the United States, regarding the challenges and supports they experienced as minority individuals who sought and obtained faculty positions at predominantly White institutions of higher education. The study may be of value to prospective minority candidates who seek faculty positions at higher education institutions. Further, it is anticipated the study will provide information to higher education administrators that is of value in supporting persons of color who seek higher education opportunities. Green (1989) stated, “Faculty are the core of the institution . . . A diverse faculty is essential to a pluralistic campus. Faculty create the curriculum [and litigate knowledge] and determine the quality of experience in every classroom and every department” (p. 81).

The three primary areas of research examined in the study included:

- Challenges encountered by faculty of color: Researchers Beachum (2015), Stanley (2006), and Whitfield-Harris, Lockhart, Zoucha, and Alexander (2017) identified the following challenges: “Learning to fit into the climate at the department level, and the university level; enduring and surviving the way the majority group behaves on campus toward minority faculty; and figuring out and working to acquire the specific job skills needed as faculty members.”
- Support systems in place for faculty of color especially through mentorships. Several studies found that there are numerous benefits of mentoring for minority faculty in higher education, not just the mentee, but also the mentor and the entire university

system (Pololi & Knight, 2005). Minorities in higher education adhere more categorically in a cooperative learning experience, including working with mentors (Gorman et al., 2010).

- Effective strategies for recruitment of faculty of color. The literature on recruitment processes for faculty of color revealed that advertising in minority newspapers, allocating resources for recruitment initiatives, along with communicating with minority communities institutions, are key factors in the successful recruitment of minority faculty (Turner & Myers, 2000; Turner et al., 2008).

The qualitative research methodology employed in the dissertation was a case study involving five former pre-doctoral fellows who were employed at predominantly White institutions of higher learning in the United States. The interview format included open-ended questions that allowed in depth discussions and corroborations with research found in the literature review.

Research Questions

1. What did select faculty members of color identify as challenges in seeking positions at predominately White higher education institutions?
2. What did select faculty members of color identify as the types of support they received in seeking positions in predominately White higher education institutions?
3. How did select faculty members of color rate the importance of participation in a pre-doctoral fellowship program in obtaining faculty positions at institutions of higher learning?

4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?

The data collection process included interviewing five selected faculty members of color in a single recorded interview session. The sessions were limited to one hour per interview. There were four research questions posed along with thirteen prompts to encourage participants' engagement in revealing as much information pertaining to their experiences as possible.

The interview data for each participant, A, B, C, D, and E are arranged by research question.

Research Question 1

1. What did select faculty members of color identify as challenges in seeking positions at predominately White higher education institutions?

Participant A. With regard to challenges experienced in seeking positions at predominately White higher education institutions, Participant A stated, "A lot of times for faculty of color, we don't get presented with the same opportunities as White faculty for some reason." This participant related that it was a challenge to have his application for a pre-doctoral fellowship approved because the deans of several colleges implied there was no money to support the fellowship. After contacting the Institutional Diversity department at the university, support for the fellowship application process was in place and his application was considered.

Participant A added:

I was encouraged to apply and was able to obtain the pre-doctoral fellowship as a minority candidate. So, a lot of times, faculty of color or minority faculty deal with these

issues, these small slights that people may be conscious or unconsciously have against us and when you see that an institution needs faculty of color, they have this program and then they're still saying, 'hey we can't do anything for you,' um, that is really uh, gets tiring and sometimes hurtful . . . at times, it appears to me that I'm a person of color and I might not fit within what they want to do and I might raise issues that they don't want to hear about and I might do research that they're not interested in.

A lack of university diversity and the need to seek outside resource support was definitely a personal challenge. Participant A believed he had to seek out external resources to obtain further support for consideration into the university community. The study participant agreed that the university has programs and workshops designed to assist faculty members of color but may not be totally effective for each person.

Participant B. Participant B stated with regard to challenges:

. . . so I am kind of looking at this as, as a two-fold type question. I guess, naturally, I'm open and optimistic. I go into situations and experiences with an open mind with the assumption that there is a level playing field, so I don't set up prescribed barriers that would hinder me in my progress.

Having completed an undergraduate program at the same institution as the pre-doctoral program was viewed as a possible advantage for Participant B because he already knew the diversity issues related to working in a predominately White institution of higher learning and he also knew some of the faculty.

Participant B mentioned that the “network” was not designed to be receptive to a person of color and reported “So, for me, one of the biggest challenges is being outside of the good old boy network.”

Participant C. Participant C stated that a challenge was that “there would be frustrating times because it’s a lot of unwritten rules in higher education. When White faculty sponsor me, they let me know, you know, the unwritten rules.” This participant also mentioned, as did Participant B, the frustration with the “network” and stated that he had mentors and advisors who were very supportive.

Participant D. Participant D said when asked about challenges experienced in seeking a faculty position that “For some reason, I had a little bit of a different experience. I got a notice of vacancy when I was actually in school.” Participant D applied for the position which was part of a national search and obtained the position and “had excellent work.”

In this participant’s experience, the process for seeking a position had challenges such as completing the application processes from beginning to end and finding that “. . . some of them make you feel as if you’re in and then you’re not in.” This was a frustration for this study participant.

Participant E. Participant E said, “This is an interesting question and I am happy to answer. I will try my best. I think I did not face any challenges.” The study participant implied that a fellow faculty member of color, his advisor, was helpful in his applications for faculty positions.

Summary of Research Question 1 Findings

Four of the participants stated that they faced challenges especially related to accessing the “network” associated with predominately White universities of higher education. They also mentioned and lack of diversity at the institution as a challenge. One participant reported he encountered little to no challenges in seeking a faculty position at a predominantly White higher education institution. Three participants mentioned that mentors, advisors and colleagues of color assisted them in mitigating some of the challenges related to seeking a position

Research Question 2

2. What did select faculty members of color identify as the types of support they received in seeking positions in predominately White higher education institutions?

Participant A. Participant A discussed mentorship and the importance of mentors in his early experiences and faculty position. Participant A stated:

I think some of the things that we look for are definitely mentors and it doesn't have to be race based mentors, but mentorship goes a long way for faculty. So, any kind of mentorship program for new faculty of color is definitely helpful. I know I had a few mentors when I started my first tenure-track position.

Participant A continued on the topic of mentorship by saying:

I had a mentor that was identified for me once I got to my first institution. I had a mentor in the pre-doctoral fellowship. They were both White men, but they were really supportive . . . professionally. I found my own mentors and as I noted before, the Provost at my former institution, he's been inspirational and really supportive of me throughout my entire career. It was apparent that as important as mentorship was to Participant A,

there was some lamentation that “unfortunately none of them were people of color.”

Participant A stated that “I did have people of color that supported me, but they weren’t in my field . . . but they were there in support of the other ways.

Another area of support mentioned as important for faculty of color by Participant A was research support because faculty of color tended to be selected

a lot because we’re often one of a few people of color. Oftentimes, universities want diverse committees so that means if you’re the one, you’re going to be on a lot of committees. So, service is the guideway to like, research but research is the most important thing for tenure and promotions, so to make sure that faculty of color have research funds is important because of the amount of service that we do.

Participant A also emphasized the need for a supportive dean who understands diversity equity inclusion

because sometimes things creep up in our teaching evaluations that don’t creep up in other people’s teaching evaluations. You can’t just look at that with a blind eye. We need somebody to say, hey this happens a lot for faculty of color so . . . let’s make sure that we’re reminded of that when we are reviewing this person for their annual review or their tenure and promotion.

A support mentioned by Participant A was participation in Black faculty caucuses or multi-cultural faculty caucuses “. . . because it pulls all of the people of color together on the campus, so you are not a silo as you tend to be in some situations.”

Participant A recognized the importance of seeing students of color on campus and in classes taught by him. He said:

It makes me feel good when I see students of color coming through the pipeline so that lets me know that the institution cares about their recruitment and retention efforts of students of color. That lets me know that they are interested in the issues that our communities deal with. In the program I teach right now, it's a doctoral program, and the diversity of the program really blew me away once I stepped foot in the class the first time. So that was incredible, and it's really impacted my experience here because I see that we're so diverse.

A last support mentioned by Participant A was support from friends, family, colleagues, and prayers, encouragements and occasional financial support from people close to the participant. Also, the chair was reported by Participant A as "very inspirational" as was the Dean for Institutional Diversity. Participant A said:

Without people doing things like that, I wouldn't be a faculty member today . . . they didn't really help me with the faculty materials or working as faculty at a PWI but they did other things and those other things are also incredibly when looking for a faculty position.

Participant B. Participant B said that he had received support from the dean down to the chair, they were very strategic, so they provided the support that I needed. My chair was very inspirational, along with the Dean of Institutional diversity. My family and friends supported me with moral support, however, I received some assistance from colleagues in my department with the statistical analysis.

Participant B was complimentary of the chair and said:

So, I think . . . the reason for my success through the program . . . is primarily based on the chair. I also identify nationwide programs that support, sponsor development of minority faculty. There are a couple that I have been attending. One is professional development for minority faculty, and the other is the Academic Research and Leadership symposium which holds their workshop in conjunction with the National Society of Black Engineers annual convention.

Participant C. Participant C reported that he received the greatest support “from the Center for Teaching and Learning, which provided workshops and conference training.” Participant C also reported receiving “inspiration from Black faculty and from the Black Alliance” (an affinity group to assist minority faculty). He said that support came from different sources by stating, “The Black Alliance and my wife and family supported me through my dissertation and obtaining a faculty position.” His advisor was not considered a support by Participant C.

Participant D. Participant D reported receiving support from a number of individuals including “My advisor and the chair of my dissertation committee and the Center for Excellence and Research and the Office Institutional Diversity.”

Participant D also had a mentor and stated that “My doctoral advisor provided assistance and encouraged me to seek a faculty position with letters of recommendation and information on open faculty positions around the country.”

Participant E. Participant E reported that he had a mentor who was the chair of the department and that it was that person from whom he received assistance; he also mentioned support from his doctoral advisor in obtaining a faculty position. Participant E also mentioned

that colleagues and his advisor sent job advertisements to him to assist in his search for a faculty position. Finally, Participant E added that “My family and friends gave me moral and emotional support.”

Summary of Research Question 2 Findings

Three of the five participants stated in their interviews that they did not receive any advice or support from their doctoral advisor on obtaining a faculty position. However, all five participants stated they had mentors and support systems in place, such as family, friends, colleagues, and institutional resources. Four of the five participants stated that they relied on the Black Alliance, an affinity group for support and guidance for minority faculty.

Research Question 3

3. How did select faculty members of color rate the importance of participation in a pre-doctoral fellowship program in obtaining faculty positions at institutions of higher learning?

Participant A. When asked about the importance of the pre-doctoral fellowship program, Participant A responded:

I don't, I don't know, it was incredible for me, I know I got that experience so early, I was 23-years-old teaching masters' courses at a predominantly White institution in the Midwest where I was the only person of color in the classroom. That was an incredible experience for me so early in my career. I think that helped me blossom as a faculty member.

Participant A also believed that the program was valuable because it provided experience in teaching and to ability to pursue his doctoral degree. He stated, “I’ve done well on my next two faculty roles because I was involved in a pre-doctoral fellowship program.”

Participant A continued by saying:

But I do know that I was incredibly successful because of my participation in the program. For me the program was very important. I had the experience of being a person of color teaching graduate courses to all White students . . . who were 40 years older than me. So, from the generation they were from, they would have never imagined a 23-year-old African American male teaching them a masters’ course.

Participant A added, “I dealt with some racism. I’ve dealt with some slights, but those things help prepare me as I entered into a tenure-track position.”

Participant B. Participant B responded to the interview question and stated, “One, pre-doctoral fellowship prepared me to be successful; two, it also gave me some insight as to what to expect working at a university.” Participant B continued:

. . . it also gave this university an opportunity to see my skill set and performance, so it was kind of a dual approach . . . a kind of a trial and error on both sides. I would say it was very important.

He added that the pre-doctoral program helped acquaint him with the university policies and procedures, so he believed that this assisted in helping him be successful in applying for the faculty position.

Participant B concluded his remarks with this statement: “I think the pre-doctoral fellowship was very important in terms of my growth and development as a professor.”

Participant C. In response to the question regarding the value of the pre-doctoral program, Participant C stated, “I rate the pre-doctoral fellowship very important; without the program I would not be a faculty member. The fellowship program guided me through the good times, the bad times and the hard times.”

Participant D. Participant D rated the pre-doctoral program very high. He stated, “I think it helps to prepare me to understand what is out there especially if you have not taught in a university setting before.” Even if Participant D had not been hired immediately for a position, he believed that the pre-doctoral program provided valuable experience for future positions.

Participant E. Participant E also rated the pre-doctoral program as “very important.” Participant E added that it allowed him to teach part-time and to receive financial support while completing his doctoral degree.

Summary of Research Question 3 Findings

All five of the participants stated that they rated the pre-doctoral fellowship program as very important in obtaining a faculty position at institutions of higher education. All five participants identified several benefits from their participation in a pre-doctoral program which included obtaining teaching experience; gaining knowledge of university policies and procedures; and assisting in receiving gainful employment as they pursued their doctoral degrees.

Research Question 4

4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at a predominately White higher education institutions?

Participant A. In response to this interview question, Participant A stated:

One strategy that I did was, I just applied all over the country. I applied to 40 plus institutions, and I ended up with two interviews. So, the amount of places that you have to apply to is one strategy to make sure that you are in the pool of candidates.”

He also referred to the importance of finding and contacting people who would support him in seeking a position by writing letters of recommendation and serving as references.

Participant A said that he “. . . would email institutions even if they didn’t have any openings and introduced himself. He said that he “sent my CV and stated that I am a diverse candidate and I’m looking for a position in higher education.”

Another strategy mentioned by Participant A was to attend conferences related to supporting people of color such as the Association for Blacks in Higher Education (ABHE). Participant A was involved in ABHE and believed that created a network to “meet people who look like me, who were mover and shakers all across the nation particularly at predominantly White institutions.”

Participant A continued by saying:

. . . I just think you have to have a belief in yourself and stay engaged. I did not use a recruitment person or agencies in obtaining a faculty position at a PWI. I would network at conferences that I had attended and would also use networking at my home institution.”

In the end, networking did not help because he did not have any connections in the institution that selected him for a tenure-track role. But, he added, “I did do the networking. It kept me positive and active on the search.”

Participant A saw value in “. . . applying to so many different positions and making sure that what I wanted matched and fit the institution.” He continued:

When I was stretching (applying for just any position), I didn't do well in those positions and I didn't make it to Skype interviews or finalist interviews, but when I made sure that what I was looking for matched the institution that is when I did really well. Faculty of color should apply to places where you really want to be because tenure-track can be a grind so fit and match is so important.

Participant B. Participant B referenced the need to maintain a drive for accomplishing goals. Sometimes that meant keeping a rigorous academic schedule and having an understanding family. Participant B shared, “I completed my course work in two years and completed my dissertation the third year. I had to put my family on the back burner. It was a sacrifice, but it's only for a short period.”

When asked if Participant B used a recruiter or agency in the job search, he answered that he had not. He added, “I worked in industry for 15 years and made some solid contacts and used networking.”

Participant B also reported that he accessed some higher education websites and The Chronicle on Higher Education as other resource tools.

Participant B said that he was placed in a tenure-track position at the institution where pre-doctoral fellowship was located.

Participant C. Participant C did not use any recruiter or agency but said, “I had people on the inside and networking was an important tool for me.” Participant C also referred to using “. . . my Professional Development Plan as a strategy to track what I was doing every year at the

new institutions. It was not required however I did it anyway, which was double the work and double the success.”

Participant D. In response to the question, Participant D stated that, “No, I did not use a recruiter or an agency. I was a pre-doctoral fellow, and I was offered a tenure track position before I completed my degree at the institution where the pre doctoral fellowship was housed.”

Participant D continued:

My strategy was to publish at least one article and do one presentation per year. When I realized that was not the only way to survive in higher education, I decided to attend more classes, training and workshops organized for new teachers (professors).

Participant E. Participant E response to the question was:

No, I did not use a recruiter or an agency. I used networking as a strategy . . . I would attend conferences even if I was not presenting just to meet new people in the field. I would publish journal article, review papers and apply for as many jobs as possible.

Summary of Research Question 4 Findings

All five of the participants stated that they did not use a recruiter or an agency in obtaining a faculty position. They all stated they used strategies such as networking, multiple applications, and available resources for persons of color to increase their opportunities for gainful employment. Three of the five participants were hired at the institution where they participated in a pre-doctoral fellowship program.

Summary

Chapter IV presented the findings of the four research questions. Interview responses were reported from five, former, pre-doctoral fellows regarding their roles in identifying challenges, supports, and strategies for faculty of color members.

The first research question was related to challenges identified by faculty of color seeking positions at predominately White higher education institutions. One of the primary challenges was to overcome the lack of diversity at the institutions of higher learning,

The second research question was related to the types of support faculty members of color identified they received in seeking faculty positions in predominately White higher education institutions. The support of mentors, their chair, an advisor and family and colleagues were all mentioned.

The third research question was related to how faculty members of color rated the importance of participation in a pre-doctoral fellowship program in obtaining faculty positions at institutions of higher learning. All participants agreed that the pre-doctoral fellowship was very important in obtaining faculty positions.

The fourth research question addressed strategies that select faculty members of color used to increase their opportunities to obtain a faculty position at a predominately White higher education institution. The participants used various strategy such as networking, presenting scholarly work at conferences, applying to various institutions for employment, publishing articles, participating in teachers' training, being affiliated with minority organization, and making certain there was a "right fit" with the institution in which employment was sought.

Chapter V examines the findings in relationship to the literature and presents the conclusions and discussion of the study findings. Limitations of the study are presented and recommendations for further research and for practice are identified.

Chapter V: Conclusions, Discussion, Limitations, and Recommendations

Chapter V provides conclusions generated from the findings generated through interviews of five study participants related to the four research questions that guided the study. The study findings are compared with the related literature. Discussion, limitations and further recommendations for research and professional practice are provided in the chapter.

The purpose of the qualitative case study was to examine the perspectives and experiences of a select group of minority faculty members, who were teaching at predominantly White institutions of higher learning in the United States, regarding the challenges, supports, and strategies they experienced as minority individuals who sought and obtained faculty positions at predominantly White higher education institutions. The study may be of value to prospective minority candidates who seek faculty positions at higher education institutions. Further, it is anticipated the study may provide information to higher education administrators that is of value in supporting persons of color who seek higher education opportunities. The case study format allowed for the collection of individual interview responses from select faculty of color perspectives.

The following research questions guided the study:

1. What did select faculty members of color identify as challenges related to seeking faculty positions at predominately White higher education institutions?
2. What did select faculty members of color identify as the types of supports they received in seeking positions at predominately White higher education institutions?

3. How did select faculty members of color rate the importance of participation in pre-doctoral fellowship programs in obtaining faculty positions at predominately White higher education institutions?
4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?

Overview

The first research question was related to challenges identified by faculty members of color seeking positions at predominately White higher education institutions. One of the primary challenges determined for the participants was to overcome the lack of diversity at the institutions of higher learning. The participants also mentioned they need to learn about the university policies, procedures and “network.”

The second research question was related to the types of support faculty members of color identified they received in seeking positions in predominately White higher education institutions. The support of the chair, advisor, family, and colleagues was mentioned by the participants.

The third research question was related to how faculty members of color rated the importance of participation in a pre-doctoral fellowship program in obtaining faculty positions at institutions of higher learning. All participants agreed that the pre-doctoral fellowship program was very important in obtaining faculty positions.

The fourth research question addressed strategies that select faculty members of color used to increase their opportunities to obtain faculty positions at a predominately White higher

education institutions. The participants reported they used a variety of strategies such as; networking, attending conferences, and applying to multiple institutions.

Conclusions and Discussion

Research Question 1 addressed the challenges encountered by faculty members of color. Research indicated that minority faculty members encountered several challenges working at predominantly White institutions. Researchers Beachum (2015), Stanley (2006), and Whitfield-Harris et al. (2017) identified the following challenges: Learning to fit into the climate at the department level, and the university level; enduring and surviving the way the majority group behave on campus toward minority faculty; and figuring out and working to acquire the specific job skills needed as faculty members.

African American faculty members are more likely than White faculty to have experienced job stresses and dissatisfactions (Flowers, 2005). Turner et al. (2008) revealed in their research that many historical White institutions of higher education had no formal policies on recruitment of faculty members of color or any standard documents supporting diversity in their recruitment. They found in their research that most faculty members, including search committee chairs, had no idea on how to create a diverse pool of applicants leading to the successful recruitment of faculty members of color.

Four of the study participants stated that they faced numerous challenges in seeking faculty positions at predominantly White higher education institutions. One study participant stated he faced little to no challenges. One participant stated: “I think the challenges were the lack of diversity. . . and sought out external resources to help.” The same participant continued that sometimes universities acknowledge they need faculty members of color but fail to provide

the support (funding and programs) but “it’s just something that faculty of color deal with all the time.” The study participant also believed that the lack of programs to support faculty members of color, however unintentional may send a message that “I’m not a good fit for whatever reason and at times, it appears to me that I’m a person of color and I might not fit within what they want to do, and I might raise issues they don’t want to hear about and I may do research they aren’t.”

Turner and Myers (2000) cited four reasons for the persistent pattern of minority faculty members interested in.” According to Aguirre (2000), a major problem with recruiting minority faculty rests in the organizational structure and culture of the institutions which may not be supportive of diversity. Underrepresentation: pipeline, market force, chilly climate and turnover. The pipeline explanation assumed that minority faculties are poorly represented because there are too few minority candidates and that this underrepresentation of qualified minority candidates progresses along the “pipeline” from high school to completion of doctoral studies (Turner & Myers, 2000). This was affirmed by one study participant who said “So, for me, one of the biggest challenges is being outside of the old boy network . . . the network was closed to me because it was not made for African American males.” Another participant reported that he had applied to two other predominately White institutions but was not considered for the position. “If colleges and university are serious about having a diverse faculty, it is imperative for institutions to develop strong recruitment plans and procedures to attract qualified minority faculty” (Cooper & Stevens, 2002).

Research Question 2 addressed support received by faculty members of color in seeking positions in predominately White higher education institutions. The research suggested minorities in higher education adhere more categorically in a cooperative learning experience,

including working with mentors (Gorman et al., 2010). Several studies have found that there are numerous benefits of mentoring for minority faculty members in higher education, not just the mentee, but also the mentor and the entire university system (Pololi & Knight, 2005).

One of the study participants discussed mentorship and the importance of mentors in his background and in a faculty position. He stated:

I think some of the things that we look for are definitely mentors and it doesn't have to be race based mentors, but mentorship goes a long way for faculty. So, any kind of mentorship program for new faculty of color is definitely helpful. I know I had a few mentors when I started my first tenure-track position.

The study participant continued on the topic of mentorship and said:

I had a mentor that was identified for me once I got to my first institution. I had a mentor in the pre-doctoral fellowship. They were both White men, but they were really supportive . . . professionally. I found my own mentors and as I noted before. The Provost at my former institution, he's been inspirational and really supportive of me throughout my entire career. It was apparent that as important as mentorship was to the participant, there was some lamentation that "unfortunately none of them were people of color.

He said, "I did have people of color that supported me, but they weren't in my field . . . but they were there in support of the other ways." Faculty members with a mentor reported more career success and socio-emotional support than those with none (Sorcinelli et al., 2016).

Another participant was complimentary of the chair and said. "So, I think . . . the reason for my success through the program . . . is primarily based on the chair." He also stated:

I also identify nationwide programs that support, sponsor development of minority faculty. There are a couple that I have been attending: one is professional development for minority faculty and the other is the academic research and leadership symposium which holds their workshop in conjunction with the National Society of Black Engineers annual convention.

A third participant revealed that he accessed mentors and “sponsors” who were part of the network which allowed him into the network. He stated there would be frustrating times because of unwritten rules in higher education but with a faculty, even a White sponsor, that helps understand what those are.

Two other study participants reported receiving support from a number of sources including advisors and committee members from the Center for Excellence and Research, the Office Institutional Diversity, and from friends, family, and colleagues. Four of the five participants mentioned support from the Black Alliance (an affinity group for support and guidance for minority faculty).

Three of the five participants stated in their interview that they did not receive any advice or support from their doctoral advisor on obtaining a faculty position. However, all five participants stated they had mentors and support systems in place, such as family, friends, colleagues, and institutional resources. The study findings support the literature which suggests that mentoring and support systems are very important in terms of faculty of color members becoming successful at predominantly White institutions. Santo et al. (2009) maintained that mentoring at institutions of higher learning requires the continued support of the administration, staff, and faculty.

Research Question 3 asked respondents to rate the importance of a pre-doctoral fellowship program. The literature identified several effective programs that promote faculty of color in obtaining positions and revealed that successful recruitment plans are related to factors that contribute to retaining faculty. Retention of minority faculty members must consider such personal concerns as academic isolation as well as specialized programs to promote recruitment and retention of faculty members of color. Turner et al. (1999) conducted a study on recruitment initiatives and development of minority faculty members of color. Their study revealed that faculties of color were underrepresented, and they experienced a chilly work environment. This chilly work environment was exemplified by a lack of communication from colleagues in the respected department, being excluded from staff meetings, and being made to feel inferior. Further, their study suggested that, the problem facing predominately White institutions was one of supply of minority students to increase the number of doctoral recipients.

When asked about the importance of the pre-doctoral fellowship program, all five of the participants were extremely positive about the program. One participant stated, "I don't, I don't know, it was incredible for me." The program allowed the participant to teach part-time and he said:

I was 23-years-old teaching masters' courses at a predominantly White institution in the Midwest where I was the only person of color in the classroom. That was an incredible experience for me, so early in my career, I think that helped me blossom as a faculty member.

This participant also believed that the program was valuable because it provided experience in teaching and to pursue a doctoral degree. He added “I’ve done well on my next two faculty roles because I was involved in a pre-doctoral fellowship program.”

Another study participant responded to the interview question and stated, “One this pre-doctoral fellowship prepared me to be successful; two, it also gave me some insight as to what to expect working at a university.” He continued, “. . . it also gave this university an opportunity to see my skill set and performance, so it was kind of a dual approach . . . a kind of a trial and error on both sides. I would say it was very important.” He also believed that the pre-doctoral experience helped him to understand about the university policies and procedures, so it helped him to be successful in applying for a faculty position and contribute to his growth as a professor.

A third study participant stated “I rate the pre-doctoral fellowship very important, without the program I would not be a faculty member. The fellowship program guided me through the good times, the bad times and the hard times. “

A fourth study participant rated the pre-doctoral program very high. He believed that the pre-doctoral program provided him with valuable experience for future positions.

The fifth study participant also rated the pre-doctoral program as “very important” and added that it allowed him to teach part-time and to receive financial support while completing the doctoral degree.

Although there was no specific research found directly supporting the presence of a pre-doctoral fellowship as a strategy to help faculty of color, the research did suggest that when institutions establish budgets to increase faculty members of color, more minority faculty

members could be attracted to available positions. This could include programs such as pre-doctoral fellowships.

Newspaper advertisement, minority recruitment, and direct contact with the minority community also connected predominantly White institutions with Historical Black Colleges and Universities (Moody, 2000; Turner, 2003).

Research Question 4 addressed effective strategies used by faculty members of color in their quest to obtain faculty positions at predominantly White institutions. The literature revealed that successful recruitment plans relate to factors that contributed to retaining faculty members. Retention of minority faculty members must consider personal concerns of academic isolation as well as specialized programs to promote recruitment and retention of faculty members of color. Turner et al. (1999) conducted a study on recruitment initiatives and development of minority faculty members of color. Their study revealed that faculties of color were underrepresented, and they experienced a chilly work environment. This chilly work environment was exemplified by a lack of communication from colleagues in their respective department being excluded from staff meetings and being made to feel inferior. Further, their study suggested that the problem facing predominately White institutions was one of supply of minority students to increase the number of doctoral recipients. Most institutions have been unsuccessful in their efforts to recruit and retain faculty of color, thus they have maintained largely White, male composition (Harvey, 2001; Smith et al., 2002; Sullivan & Nowlin, 1990; Turner & Myers, 2000). The literature provided clear examples of how to recruit and retaining faculty of color. The participants have elaborated on effective strategies for seeking and obtaining faculty positions at predominately White higher education institutions.

One study participant said that he “. . . would email institutions even if they didn’t have an opening and introduced myself and send my CV and state that I am a diverse candidate and I’m looking for a position in higher education.” Another strategy mentioned by the participant was to attend conferences related to supporting people of color such as the Association for Blacks in Higher Education (ABHE). This creates a network to “meet people who look like me, who were mover and shakers all across the nation particularly at predominantly White institutions.”

Another participant added, “I worked in industry for 15 years and made some solid contacts and used networking.” This participant also used some higher education websites and *The Chronicle on Higher Education* as other resource tools. This participant did not use a recruiter and obtained a position at the institution in which the pre-doctoral program was located.

A third participant did not use any recruiter or agency but said, networking was an important strategy as was his Professional Development Plan as a method to track his activities and accomplishments each year.

A fourth participant stated, “No, I did not use a recruiter or an agency, I was a pre-doctoral fellow, and I was offered a tenure track position before I completed my degree at the institution where the pre-doctoral fellowship was housed.” Participant D continued:

My strategy was to publish at least one article and do one presentation per year. When I realized that was not the only way to survive in higher education, I decided to attend more classes, training and workshops organized for new teachers (professors).

One participant’s response to the question was:

No, I did not use a recruiter or an agency. I used networking as a strategy . . . I would attend conferences even if I was not presenting just to meet new people in the field. I would publish journal article, review papers and apply for as many jobs as possible.

All five of the participants stated that they did not use a recruiter or an agency in obtaining a faculty positions. They all stated that they did use strategies to increase their opportunities for gainful employment. Three of the five participants were hired in a tenure track position at the Midwestern institution where they participated in the pre-doctoral fellowship program. The pre-doctoral fellowship program was a “grow you own” program, its mission addressee’s diversity and inclusion at a predominantly White institution of higher education. The responses of the study participants suggested the institutional support of specialized programs designed for persons of color to gain access to higher education opportunities and for entrance into faculty level positions.

I believe it was important that virtually every challenge and support mentioned by the study participants was validated by research cited in the related literature. For example, lack of diversity at PWIs’ and the difficulty in navigating the culture the culture of PWI institutions were mentioned by most of the study participants as challenges; the important of mentors, networking, and the pre-doctoral program were cited as strong supports in seeking faculty positions. I also believe, but cannot substantiate that some participants were very brief in some comments, even though participants were assured of confidentiality, some participants were still in probationary status in their positions may have been concern about revealing all in seeking faculty positions, especially if employed at the same institution in which the participated in the pre-doctoral fellowship PWim of the challenges encounter

In my opinion as a researcher, I found it surprising that none of the participants mentioned student evaluation. In my time as a professor, my student evaluations were above average; however, the students' comments section was filled with inappropriate comments in regard to the curriculum, my attire and me as an African American male. One example was a student stated in the comment section that I reference to African Americans too much; however, the course title was Perspectives on African Americans, a writing intensive course. Another example was majority group students would challenge the validity of the information I was decimating in the lecture.

Limitations

The limitations of a study are defined as potential weaknesses that are beyond the control of the researcher (Simon, 2011).

1. The participants in the study were all males. Two females were invited to participate in the study but declined.
2. The lack of more in-depth responses from some of the participants was not anticipated and may be due to the emotional nature of the study questions.”

Recommendations for Further Research

Given the findings of the research and its potential for contributing to the literature, the following future research studies are suggested:

1. It is recommended that a mixed method study be conducted of Institutional Diversity Directors to ascertain effective recruitment strategies of minority faculty members in predominately White higher education institutions.

2. It is recommended that a replication of the study be conducted including only female participants.
3. It is recommended a qualitative study be conducted to assess the effectiveness of college and university fellowship programs to paralleling “Grow your Own” philosophy to encourage minority faculty positions at predominantly White colleges and universities.
4. It is recommended a replication of the study be conducted to include a larger study population.

Recommendations for Practice

After an analysis of the qualitative interview data, the researcher offers the following recommendations based on the illustrated trends.

1. It is recommended that administrators at predominantly White colleges and universities collaborate and design recruitment and retention initiatives to support faculty of color in the United States.
2. It is recommended that higher education administrators include faculty members of color in designing and implementing a network to serve minority faculty at predominantly White colleges and universities to encourage recruitment and retention of minority faculty.
3. It is recommended that Diversity Coordinators and Directors at institutions of higher learning develop methods for the articulating the academic and achievement benefits of employing a diverse faculty to all administrators, faculty, and students at predominantly White colleges and universities.

4. It is recommended that purposeful communication and collaboration between Historical Black Colleges and Universities and predominantly White colleges and universities be instituted to increase the number of minority faculty as well as minority students in predominantly White colleges and universities.
5. It is recommended that pre-doctoral fellowship programs be instituted and /or expanded at predominately White institutions of higher learning.

Summary

Chapter V examined the findings of the study in relationship to the literature and presented the conclusions of the study. Limitations of the study were also presented. In addition, recommendations were tendered in support of faculty members of color recruitment, retention, and initiatives to support them in securing faculty positions at predominantly White colleges and universities along with recommendations for future research studies.

The study results indicated that faculty members of color at predominately White institutions experienced challenges in seeking and obtaining faculty positions. Many of the challenges were related to understanding the culture of the organization, gaining access to knowledge of positions, and finding support for their candidacy as a viable faculty member. Study participants revealed that support from a mentor, advisor or doctoral committee member was essential to their success. All participants stated that their participation in a pre-doctoral fellowship program was instrumental in their obtaining a faculty position and realizing success.

As a result of the study findings, suggestions for persons of color to obtain faculty positions include participating in a university program leading to a doctor degree, persevering in applying for positions, seeking networking opportunities, securing a mentor, and serving as a

mentor, attending conferences to broaden connections with people and organizations specific to minority educators, and relying on respected colleagues for advice, letters or recommendation, and professional references.

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Appendix A: IRB Application



Institutional Review Board Protocol For Conduct of Research Involving Human Subjects

PROJECT

Project Title: Faculty of Color At: Predominantly White Colleges and Universities

Project Start Date: 11/30/2019

Project End Date: 04/29/2019

RESEARCHER(S)

Principal Investigator(s) Also referred to as PI(s)		Status (select one)	SCSU Email	Phone Number	IRB Training Completed	Training Date
First Name	Last Name					
Dalton	Crayton	<input checked="" type="radio"/> faculty/staff <input type="radio"/> undergraduate <input type="radio"/> graduate masters <input type="radio"/> graduate doctoral	crda1101@stcloudstate.edu	507-3881138	<input checked="" type="checkbox"/> Yes	09/08/2018
		<input type="radio"/> faculty/staff <input type="radio"/> undergraduate <input type="radio"/> graduate masters <input type="radio"/> graduate doctoral			<input type="checkbox"/> Yes	
		<input type="radio"/> faculty/staff <input type="radio"/> undergraduate <input type="radio"/> graduate masters <input type="radio"/> graduate doctoral			<input type="checkbox"/> Yes	

Faculty Mentor/Course Instructor (if Principal Investigator is a student): Kay

Worner

Yes, ALL Principal Investigator(s) completed SCSU's required CITI IRB training, <https://www.citiprogram.org/>
 If you collaborate with an individual from another institution, we may be able to use an Authorization Agreement with another institution's IRB. Contact ResearchNow@stcloudstate.edu for more information.

SPONSORS

Is there external funding source(s) for this research project? No Yes Pending

Funding Agency/Sponsor:

Account #:

PROTOCOL SUBMISSION CHECKLIST

To submit a complete packet to the IRB, INCLUDE all of the following:

- Complete, signed IRB protocol form
- Data collection instrument(s)
- Consent form(s)
- If applicable, support letter for participant recruitment
- If applicable, debriefing statement or handouts
- Submit **completed IRB protocol with all attachments** to Research & Sponsored Programs (AS 210) or scan packet to ResearchNow@stcloudstate.edu.

CERTIFICATION STATEMENT

PI Initial here	As principal investigator, I certify that the information provided in this protocol represents a truthful and accurate description of the proposed research, this research will not begin until IRB approval is received, and this research will be conducted in compliance with IRB recommendations and requirements.
PI Initial here	As principal investigator, I understand that modifications, significant new findings which develop during the course of the study or increase the risk to participant, or reporting to the IRB any adverse or unexpected events, and that protocols approved as expedited or full require an annual/final report (protocols approved as expedited do not require continuing review/final report process). To submit a Continuing Review/Final, please complete the Continuing Review Form .
Faculty Mentor Initial here	As faculty adviser, I certify that I have reviewed this research protocol and that I attest to the scientific merit of this research study. I will advise and provide continued guidance to support the research/study as appropriate for the student's academic development.
Signature of Principal Investigator _____ Date _____	
Signature of Faculty Mentor/Course Instructor _____ Date _____	

TYPE OF REVIEW REQUESTED

Select **ONE** category that best aligns with your research.

Common Categories for Exempt Review

- 1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- 2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
- 3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category 2, if (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- 4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
STOP: For Exempt Category 4, please complete the [Use of Existing Data Protocol](#)
- 5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:
(i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

CERTIFICATION STATEMENT

PI Initial here	As principal investigator, I certify that the information provided in this protocol represents a complete and accurate description of the proposed research, this research will not begin until IRB approval received, and this research will be conducted in compliance with IRB recommendations and requirements.
PI Initial here	As principal investigator, I understand that modifications, significant new findings which develop during the course of the study or increase the risk to participant, or reporting to the IRB any adverse or unexpected events, and that protocols approved as expedited or full require an annual/final report (<i>protocols approved as exempt do not require continuing review/final report process</i>). To submit a Continuing Review/Final, please complete the <u>Continuing Review Form</u>
Faculty Mentor Initial here	As faculty advisor, I certify that I have reviewed this research protocol and that I attest to the scientific merit of this research study. I will advise and provide continued guidance to support the research/study as appropriate for the student's academic development.
Signature of Principal Investigator	Date
Signature of Faculty Mentor/Course Instructor	Date

TYPE OF REVIEW REQUESTED

Select **ONE** category that best aligns with your research.

Common Categories for Exempt Review

- 1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- 2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.
- 3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category 2, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- 4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
STOP: For Exempt Category 4, please complete the Use of Existing Data Protocol
- 5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:
(i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

- 8) **Continuing review of research previously approved** by the convened IRB as follows: a where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects, or b. where no subjects have been enrolled and no additional risks have been identified; or c. where the remaining research activities are limited to data analysis.
STOP: For Continuing Review, please complete the Continuing Review/Final Report Form
- 9) **Continuing review of research, not conducted under an investigational new drug application or investigational device exemption** where categories two (2) through eight (8) do not apply but the IRB has determined and documented at a convened meeting that the research involves no greater than minimal risk and no additional risks have been identified.
STOP: For Continuing Review, please complete the Continuing Review/Final Report Form

PROJECT DESCRIPTION

1. Project Summary/Abstract (Limited to 250 words):

Although the United States has experienced major demographic changes, such as the increasing population of minorities, there still exists a very low representation of minority faculty members in institutions of higher education compared to white faculty members (Antonino, 2002).

There are very few studies that detail the challenges and supports that qualified persons of color experience in obtaining positions in higher education. The case study was chosen because the study focused on five individuals of color who attended the same pre-doctoral fellowship program at a mid-western university. They are currently employed as faculty members at various higher education institutions in the United States. The experience of this group of people will be revealed through one-on-one interviews. The study will be of value to prospective minority candidates who seek faculty positions at institutions of higher education and, it is anticipated, the study will provide information valuable to higher education administrators in identifying strategies that support persons of color who seek faculty positions.

2. Purpose of the research (Limited to 1 sentence):

The qualitative case study was to examine the perspectives and experience of a select group of minority faculty members who were teaching at predominantly white institutions of higher learning in the United States, regarding the challenges and supports they experienced as minority individuals who sought and obtained faculty positions at predominantly white institutions.

3. Research question(s), if applicable include hypothesis:

1. What did select faculty members of color identify as challenges related to seeking faculty positions at predominately White higher education institutions?
2. What did select faculty members of color identify as the types of supports they received in seeking positions at predominately White higher education institutions?
3. How did select faculty members of color rate the importance of participation in pre-doctoral fellowship programs in obtaining faculty positions at predominately White higher education institutions?
4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?

4. Research design, if applicable, include independent/dependent variables:

Corbin & Strauss(2008), five reason for doing qualitative research:

- 1.The conviction of the researcher based on research experience.
- 2.The nature of the research problem
- 3.To uncover and understand what lies beyond any phenomenon about which little is known.
4. To gain novel and fresh slants on things about which quit a bit is known.
5. To give intricate details of phenomena that are difficult to convey with quantitative data.

The study's qualitative research design consisted of an in-depth investigation of five, minority pre-doctoral fellows who had obtained faculty positions at universities in the United States(Tellis,1997). A qualitative case study approach was chosen in order to examine and explore the respondents perceptions for the low number of minority faculty members employed at predominantly white institutions. An interview process was determined to be the preferred research method to gain insight from faculty of color members who currently serve at predominantly white institutions of higher education. The one-on-one interview process was selected to obtain insights from the participants on the pivotal experiences and challenges they may or may not face at predominantly white colleges and universities. The interviews will be conducted by telephone with the principle investigator(after informed consent is obtained, see attached). There will be one interview session lasting approximately 1 hour in length. Responses to predetermined questions(attached) will be recorded and coded looking for both common and unique responses to the questions. Confidentiality, will be maintained; If quotes are used, they will not be specific to a participant.

The participants were selected based on completion of their doctoral degrees and who are currently employed at predominantly white college and universities. the information for the participation was obtained through a predominantly white Midwestern university directory at the institution they attended for the pre-doctoral study.

PARTICIPANTS

5. Describe/List in experiential fashion what activities/behaviors participants will be required to complete during the research project:

The participants will be asked to sign and scan to researcher an informed consent form. The participants will be asked to agree to an interview answering 4 research questions lasting approximately 1 hour (attached).

6. Description of potential participants:

Number of Participants:

Age(s): 0-7 8-17 18 or above

Describe demographic characteristics of potential participants:

All will be identified as minority; all will have attended the same Midwestern university as part of a pre-doctoral program; all will be currently employed as a faculty member at a predominantly white college or university.

7. Potential participants will be *limited* to specific populations:

Yes	No	
<input type="radio"/>	<input checked="" type="radio"/>	Children (under age 18)
<input type="radio"/>	<input checked="" type="radio"/>	Prisoners
<input type="radio"/>	<input checked="" type="radio"/>	Pregnant women
<input type="radio"/>	<input checked="" type="radio"/>	Economically/educationally disadvantaged
<input type="radio"/>	<input checked="" type="radio"/>	Cognitively Impaired; having trouble remembering, learning new things, concentrating, or making decisions that affect everyday life. Cognitive impairment ranges from mild to severe.
<input type="radio"/>	<input checked="" type="radio"/>	Non-English speaking
<input type="radio"/>	<input checked="" type="radio"/>	Students of specific/targeted organization where information collected could affect the participants academic standing or reputation if the participant is identified
<input type="radio"/>	<input checked="" type="radio"/>	Employees of a specific/targeted organization where information collected could affect the participants financial standing, employability, or reputation if the participant is identified
<input type="radio"/>	<input type="radio"/>	Other:
<p>If you checked "YES" to any, provide rationale for limiting/targeting a specific population and describe safeguards that will be used to protect potential participants:</p>		

PARTICIPANT RECRUITMENT AND COMPENSATION

8. Techniques that will be used to identify, recruit and access potential participants (check all that apply, and at **least one MUST be yes** to explain how potential participants will be recruited):

Yes	N/A	Source	Support Letter Required by IRB
<input checked="" type="radio"/>	<input type="radio"/>	Publically available listserves, directories, memberships, etc.	No
<input type="radio"/>	<input type="radio"/>	Non-public listserves, directories, memberships, etc. List Supporting Organization(s):	Support Letter(s) Attached <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	Open advertising via internet/website announcement, bulletin board notices, telephone, letters or other	Advertisement or Script Attached <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	Professor(s) allowing you to distribute materials in their classes; List Professor(s):	Support Letter(s) Attached <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	Independent school(s)/Institutions of higher education willing to provide access to students; List School/College(s):	Support Letter(s) Attached <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	Medical organization(s) willing to provide access to clients/patients; List Agency/Organization(s):	Support Letter(s) Attached <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	Other, please explain:	Support Letter(s) Attached <input type="checkbox"/>

9. Will participants be compensated for participating in the research? Yes No
 If yes, please provide additional information regarding compensation model:

Compensation Type	Compensation Details
<input type="checkbox"/> Monetary Amount:	Distribution Model: <input type="checkbox"/> Completion of research procedures, OR Lottery/Give-away
<input type="checkbox"/> Non-monetary	Describe:
Extra Credits	Describe other extra credit opportunities available to participants:

DATA AND PROCEDURES

10. Describe the data to be collected:

The data will be collected from participants' responses to four research questions with 2-4 prompts per question(see attached) Data collection is derived from interviewing a group of five participants for one hour in separate recorded interview sessions. Interviews will be conducted by phone. Responses from interviews will be recorded and transcribed. the researcher will look for commonalities in the responses given by participants. Narratives will be developed comparing and contrasting the experiences of each participants.

11. How will data be collected (select all that apply):

Yes	N/A	Data collection Process
<input type="radio"/>	<input type="radio"/>	Surveys or data collection instrument (reminder: submit copy with IRB protocol)
<input checked="" type="radio"/>	<input type="radio"/>	Interview guide (reminder: submit copy with IRB protocol)
<input type="radio"/>	<input type="radio"/>	Other, please describe the research procedures and list tasks/activities participants will be asked to complete please explain

12. How will data collected be anonymous or confidential? (select only one):

- Anonymous; no names/identifiers will be collected, AND no signed consent form
- Confidential; identifiers collected will be not-linked to participant responses (i.e. signed consent is only identifiable data, identifiable data stored in a separate data set for raffles/drawings/give-a-ways, participant follow-up)

The signed consent is the only identifiable data and that will be destroyed at the conclusion of the study. The consent forms will be kept in a locked file cabinet accessible only to the researcher until that time.

For confidential data, explain IN DETAIL the coding process and when the key will be destroyed

The coding process for the transcripts of the interviews will involve using three main themes(challenges, supports, and strategies). The responses will be coded first by research question, then by themes. The transcripts will only have participant, A,B,C,D, and E, as any identifiable markings and will be kept in a locked file cabinet and then destroyed when the research has concluded

13. How will data be storage and accessed?

Where will data be securely stored (password protected computer, locked file cabinet [include location], encrypted/secure file space, etc.)?

All data will be securely stored on a password protected computer; written data will be stored in a lock file cabinet at the researchers' home.

If applicable, who will have access to the data key?

Only the researcher will have access to data key.

Who will have access to the data set?

Only the researcher will have access to the data set and file cabinet.

14. How will results data be presented?

Yes	N/A										
<input type="radio"/>	<input checked="" type="radio"/>	Data will be presented in aggregate form, with no more than 2 demographics presented together									
<input checked="" type="radio"/>	<input type="radio"/>	Direct quote will be presented If direct quotes will be presented: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td>Participants will be able to review transcript, and make additions/omissions to quotes</td> </tr> <tr> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td>De-identified quotes will be use; explain de-identification process: To direct quotes and De-identified quotes by participant. The quotes will be cited by Participant A,B,C,D, or E.</td> </tr> </tbody> </table>	Yes	No		<input type="radio"/>	<input checked="" type="radio"/>	Participants will be able to review transcript, and make additions/omissions to quotes	<input checked="" type="radio"/>	<input type="radio"/>	De-identified quotes will be use; explain de-identification process: To direct quotes and De-identified quotes by participant. The quotes will be cited by Participant A,B,C,D, or E.
Yes	No										
<input type="radio"/>	<input checked="" type="radio"/>	Participants will be able to review transcript, and make additions/omissions to quotes									
<input checked="" type="radio"/>	<input type="radio"/>	De-identified quotes will be use; explain de-identification process: To direct quotes and De-identified quotes by participant. The quotes will be cited by Participant A,B,C,D, or E.									

<input type="radio"/>	<input type="radio"/>	Other, please explain

15. The raw data and/or coding key from this research will be destroyed (*Check ONLY one*):

- when the study is complete
- when my degree is awarded
- within three years
- other:

RISKS AND BENEFITS

16. What are the anticipated benefits associated with this research?

The study will be of value to prospective candidates who seek faculty positions at higher education institutions; it is anticipated that the study will provide information valuable to higher education administrator in supporting person of color who seek higher education opportunities.

17. What are the potential risks associated with this research?

There are no potential risks associated with this research.

18. Does the research involve:

Yes	No	
<input type="radio"/>	<input checked="" type="radio"/>	Physical pain, discomfort, or injury from procedures or drugs
<input checked="" type="radio"/>	<input checked="" type="radio"/>	Undesired and/or unexpected psychological changes (e.g. depression, anxiety, emotional discomfort, confusion, hallucination, stress, guilt, embarrassment, loss of self-esteem)
<input type="radio"/>	<input checked="" type="radio"/>	Invasion of privacy/absence of informed consent (e.g. covert observation, review of private medical or educational records, etc.)
<input type="radio"/>	<input checked="" type="radio"/>	Sensitive information (e.g. alcohol/drug use, sexual orientation, illegal activities, suicidal thoughts, physical/mental illness, violence, depression, gang related activities, psychological/physical abuse, pro-life/pro-choice, relationship issues, etc.) that could result in social and economic harm (e.g. civil/criminal liability or damage to financial standing, employability, insurability, reputation, etc.) if a breach in confidentiality occurred.
<input type="radio"/>	<input checked="" type="radio"/>	Deceptive techniques (e.g. giving false feedback about performance, staging an event or situation, concealing the purpose of the research, etc.) <u>A debriefing statement is required; see the handout on deception and the debriefing process.</u> If yes, how will subjects be misled (i.e. what information will be withheld or what false information will be provided)? Describe when and how this deception will be revealed to subjects and provide a copy of the oral or written debriefing statement.
<p>If you checked "YES" to any, what precautions will be taken to minimize or prevent potential risks, inconveniences, and discomforts (e.g. anonymous data collection, presence of trained personnel who can respond to emergencies, etc.)?</p>		

INFORMED CONSENT PROCESS

19. The informed consent process begins when you first approach potential subjects and continues throughout your research. Potential participants must understand the nature of the study and the risks and benefits involved if they are to make an informed decision about their participation

Yes	N/A	All projects require consent, which form(s) will be used?
<input type="radio"/>	<input type="radio"/>	Implied Consent; a cover letter/page accompanying a confidential/anonymous survey to adults
<input checked="" type="radio"/>	<input type="radio"/>	Informed Consent; a signature form for a study with adult subjects
<input type="radio"/>	<input type="radio"/>	Parental/guardian Consent; a signature form for a study with subjects under the age of 18
<input type="radio"/>	<input type="radio"/>	Child Assent; a signature form for a study with subjects who are between the ages of 8 and 18 If study includes subjects under the age of 18, explain the procedures that will be used to obtain parental/guardian and child/minor assent (when applicable):

20. Develop your consent form, REQUIRED to be submitted with your IRB protocol. **Download the fillable consent template, complete by replacing [text brackets] with details about your study.**

Appendix B: Interview Email

Participants

Greetings,

My name is Dalton Crayton, a doctoral candidate at Saint Cloud State University in Minnesota. I am requesting your help in a study on minority faculty of color working at predominantly White colleges and universities. Additionally, the study focuses on pre-doctoral fellowship programs for minority faculty. I have been approved by the Institutional Review Board on (12/19/18) to conduct my research. Please review the attached consent form that outlines the research and if you would like to be part of this study.

Sincerely,

Dalton Crayton

Appendix C: Informed Consent Form and Stamp

Interview: Informed Consent Form

Title: Faculty of Color: At Predominantly White Colleges and Universities

Primary Investigator: Dalton C. Crayton

Contact: 504-939-1340 or email: crda1101@stcloudstate.edu

Dissertation Advisor: Dr. Kay Worner

Contact: 320-308-2219 or email: ktworner@stcloudstate.edu

Dear Participant:

You are invited to participate in a research study of Minnesota Minority Faculty at predominantly white colleges and universities. You were selected as a possible participant because you are listed as a former pre-doctoral fellow. This research project is being conducted to satisfy the requirements of a doctoral degree in Educational Administration and Leadership at St. Cloud State University.

The purpose of this study is to examine the perspectives of a select group of minority faculty currently teaching at predominantly white institutions in the United States regarding the challenges and supports they experienced in obtaining their position.

1. What did select minority faculty of color identify as challenges related to seeking a faculty position at a predominately white higher education institution?
2. How did select faculty of color rate the importance of participation in a pre-doctoral fellowship program in obtaining a faculty position at an institution of higher learning?
3. What advice did select minority faculty of color provide to minority doctoral students aspiring to obtain a faculty position at a predominately white higher education institution?
4. What advice did select minority faculty of color provide to minority doctoral students aspiring to obtain a faculty position at a predominately white higher education institution? The study will be of value to prospective minority candidates who seek faculty positions at higher education institutions and, it is anticipated that the study will provide information valuable to K-12 administrators in supporting students of color seeking higher education opportunities.

Data will be gathered in the form of an interview protocol of four open ended questions. The estimated time for the interview is 1 hour. There are no foreseeable risk or discomforts associated with this study. A recording device will be used to collect and verify interview data; all recordings will be destroyed upon conclusion of the study. Transcripts of recording will be destroyed within 3 years. Direct quotes will not be used in the reporting of research results.

There is no compensation for interview participants

The confidentiality of the information gathered during your participation in this study will be maintained. Your personal identity will remain confidential. You will not be identified by your

name in any published material. All data will be kept in a locked file cabinet in a secured office and /or on a password-protected computer.

Your participation in this study is voluntary. You may decide not to participate or withdraw your consent to participate in this study at any time, for any reason, without penalty. Your decision whether or not to participate will not affect your current or future relations with St. Cloud State University, the Educational Administration program, or the researchers.

This investigator may stop your participation at any time without your consent for the following reasons; if it appears to be harmful to you in any way, if the study is canceled, or for reasons deemed appropriate by the research coordinator to maintain subject safety and the integrity of the study.

If you are interested in learning the results of the study, please contact me at 504-939-1340 or crda1101@stcloudstate.edu. You may also contact the Educational Administration Doctoral Center staff at 320-308-4422 or go to the SCSUE Educational Administration Doctoral Center, 720 4th Avenue South, Education Building B121, St. Cloud, MN 56301

Acceptance to Participate in the Faculty of Color: At Predominantly White Colleges and University

Subject Name (Printed) _____

Subject Signature _____

Date _____

St. Cloud State University
Institutional Review Board
Approval date: 12-19-18
Expiration date: 12-18-19

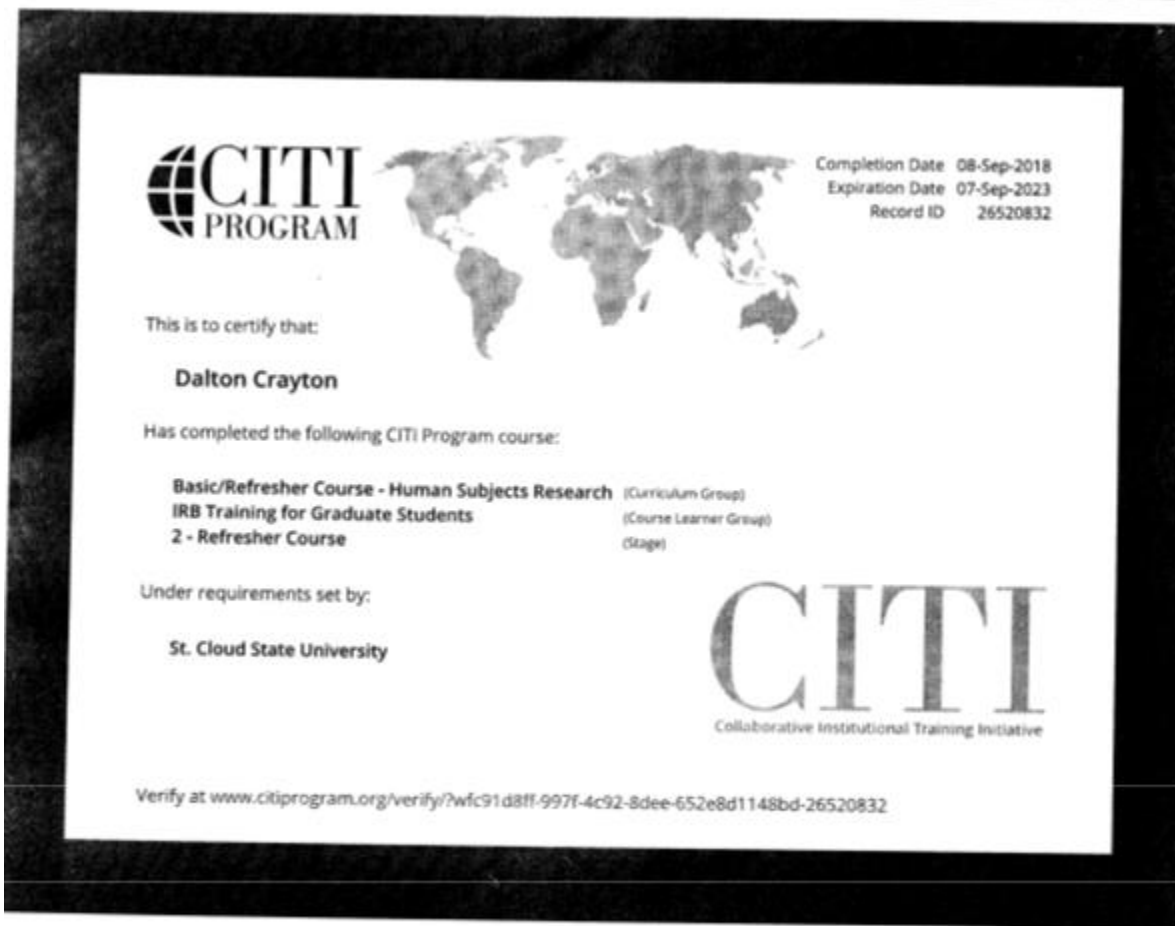
Appendix D: Interview Protocol

Interview Protocol: The interviews prompt for each research question are included below:

1. What did select faculty members of color identify as challenges related to seeking faculty positions at predominately White higher education institutions?
 - 1.1 What challenges did you encounter in seeking a higher education faculty position as a minority candidate?
 - 1.2 How did you address or overcome those challenges?
 - 1.3 Which challenge was most frustrating to you as a person of color?
 - 1.4 Did other faculty members of color provide advice to you on seeking a position in higher education and/or how to address potential challenges?
2. What did select faculty members of color identify as the types of supports they received in seeking positions at predominately White higher education institutions?
 - 2.1 What types of support or resources were available to help you become successful in obtaining a faculty position in higher education?
 - 2.2 Did you have mentors or persons who were inspirational to you?
 - 2.3 Did your faculty advisor in your doctoral program provide assistance and/or encouragement to you in seeking a faculty position at a predominately White institution?
 - 2.4 Did you receive support from other people (e.g. friends, family, or colleagues) in your search for a faculty position at a predominately White institution? If so, what kind?

3. How did select faculty members of color rate the importance of participation in pre-doctoral fellowship programs in obtaining faculty positions at predominately White higher education Institutions?
 - 3.1 Using the ratings of very important, important, somewhat important, or not important, how would you rate the importance of your participation in a pre-doctoral fellowship program in obtaining a faculty position at an predominantly White institution of higher learning?
 - 3.2 Please elaborate on why you selected the rating you did on the previous question.
4. What strategies did select faculty members of color identify that increased their opportunities to obtain faculty positions at predominately White higher education institutions?
 - 4.1 Did you use recruitment persons or agencies in obtaining a faculty position at a predominantly White higher education institution?
 - 4.2 Was networking part of your strategy for obtaining a position at a predominantly White higher education institution?
 - 4.3 What specific strategy or strategies was/were most effective for you in seeking a position at a predominantly White higher education institution?

Appendix E: CITI Program Certificate



Appendix F: IRB Approval Form



Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Dalton Crayton
Email: crda1101@stcloudstate.edu

IRB PROTOCOL DETERMINATION: Expedited Review-1

Project Title: Faculty of Color at Predominantly White Colleges and Universities
Advisor: Kay Worner

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).
- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.
- Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.
- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.
- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-4932 or email ResearchNow@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Chair:

Dr. Benjamin Witts
 Associate Professor- Applied Behavior Analysis
 Department of Community Psychology, Counseling, and Family Therapy

IRB Institutional Official:

Dr. Latha Ramakrishnan
 Interim Associate Provost for Research
 Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1863 - 2386	Type: Expedited Review-1	Today's Date: 12/19/2018
1st Year Approval Date: 12/19/2018	2nd Year Approval Date:	3rd Year Approval Date:
1st Year Expiration Date: 12/18/2019	2nd Year Expiration Date:	3rd Year Expiration Date: