

FEMALE MINORITY EDUCATOR PERCEPTIONS REGARDING ISSUES OF  
WOMEN OF COLOR IN HIGHER EDUCATION

By  
Teresa Margarite Sterling

A dissertation submitted to the Curriculum and Instruction Department.

College of Education

In partial fulfillment of the requirements for the degree of

Doctorate of Education

In Social Studies/ Social Education

Chair of Committee: Dr. Cameron White

Co-Chair of Committee: Dr. Laveria Hutchison

Committee Member: Dr. Leah McAlister-Shields

Committee Member: Dr. Jane McIntosh Cooper

University of Houston  
May 2020

Copyright [2020], Teresa Margarite Sterling

## Abstract

**Background:** Diversity in faculty hiring is an area where the combined consideration of politics, race, and gender could serve to increase diversity. As shown in a report examining hiring and promotion within the University of California System of schools (Lam, 2018), a continued lack of diversity is on par to continue with no foreseeable end in sight. Underrepresentation of women of color is compounded by what is referred to as “diversity fatigue” (Lam, 2018), the added pressure on minority faculty to take on supplemental duties based on cultural and/or racial connectivity with their students. An additional area that requires scrutiny regarding faculty hiring practices is how attitudes such as diversity fatigue, racial predispositions, and stereotypes are perpetuated within systems without question or investigation. **Purpose:** The purpose of this study was to discover the perceptions of female minority educators in higher education related to their entry and experience as faculty members. Viewpoints on their lived experiences from the hiring process to their daily classroom interactions were investigated. **Research Question:** What are female minority educators’ perceptions regarding issues of women of color in higher education? **Methods:** A qualitative case study design bound by location was used to explore participants’ perceptions of issues faced as female, minority educators in university settings. As Creswell and Creswell (2018) note, this type of study is “exploratory” and allows researchers “to listen to participants and build an understanding based on” the information shared by each of them (p.27). Four minority, women faculty participants self-selected based on stated research study criteria. Each is involved in teaching disciplines ranging from student success and science, technology, engineering, and math (STEM) as college faculty in a large Southern university. I

conducted initial and follow-up individual interviews lasting from thirty to sixty minutes each and a supplemental focus group meeting for triangulation purposes was conducted. The data collected were transcribed from handwritten notes into an easy to read typed layout. The data were also coded for themes and to determine subsequent follow-up questions for each interview session. This same cohort participated in a concluding focus group interview session and was member checked again allowing for the triangulation of all cumulative interview data. **Results:** Each of the study participants offered insight into their journey from being job applicants to becoming successfully hired college faculty members. Their feedback indicated that the resources, support and most notably, campus culture needed to get them there were lacking at times. Findings advocate for significant change from the way faculty recruitment and hiring replicates, as quoted by a study participant, an “old boys’ club”, to a system that creates and sustains open and sincere recruitment and hiring practices for college faculty ranks. **Conclusion:** University campuses faced with addressing diversity among faculty ranks can capitalize on the human resources within their applicant pools. Continuous training from an HR stance and within individual hiring units is needed to set and achieve benchmarks that gauge forward-moving progress. Recommendations from this study are to develop and implement a fair and consistent faculty hiring process that ensures diversity is valued and used as the standard for future onboarding consideration.

## Table of Contents

Chapter	Page
I. Introduction .....	1
Statement of the Problem .....	5
Conceptual Framework .....	6
Purpose .....	9
Supplemental Definitions and Concepts .....	15
II. Literature Review .....	18
General Background .....	18
Theoretical and Sociological Perspective .....	19
Race as a Social Construct .....	24
The Invisible Woman .....	28
Male vs. Female Presence in Higher Education .....	29
III. Methodology .....	48
Participant Recruitment .....	50
Interviews .....	52
IV. Findings .....	59
Alvin .....	63
Brian .....	69
Calvin .....	72
David .....	75
Focus Group Themes .....	77
V. Inferences .....	84
Recommendations .....	87
Future Research .....	89
Summary .....	91
References .....	94
Appendix A Focus Group Themes Word Cloud .....	104
Appendix B Recommendations for Diversity .....	105
Appendix C University of Houston IRB Approval .....	106

## List of Tables

Table	Page
1. Interview Protocol.....	80

## **Chapter I**

### **The Road to Increasing Minority Women Faculty in Higher Education: Opportunities for Discourse**

The underlying purpose of my inquiry was to investigate why there continues to be an absence of significant numbers of women of color in faculty roles at major public research universities. To gain insight into this phenomenon I researched the perceptions of female minority educators at a large Southern university for the depth and breadth of their individual and collective experiences. Based on a study (Koedel, 2017) from nearly three years ago data determined that “black faculty account for just 0.7-2.9 percent of faculty in biology, chemistry, and economics; ...Similarly, women account for just 18.1-31.1 percent of faculty in STEM fields.”

Beginning with a general overview of contributing issues, the problem of limited numbers of minorities and women teaching at the college level was identified from a broader perspective regarding the overall lack of diversity in higher education faculty ranks. Supported by both peer-reviewed literature and statistics from ongoing research studies, the problem was then isolated and examined at a large Southern university. Ultimately, remedies to address this concern were suggested based on aspects identified in the literature and subsequent input from the study participants.

#### **Personal Narrative**

Recalling my personal experiences from the past as a college student and now as an educator, I remarkably observed a general lack of minority women teaching in institutes of higher learning where I took classes and then eventually taught. In addition to that, there was a mystifying deficiency of discussions about women of color in

textbooks, literature, and the overarching approach to teaching and learning in higher education settings as compared to their nonminority counterparts like Anne Sullivan or Marie Curie. Outside of classes that specifically focused on gender or race studies, there continued to be an unnatural absence of informed and engaged discourse of, about or by minority women. As a student taking general education core classes I also observed that if and when women of color might be mentioned, they were indistinctly referred to as an inconsequential footnote or just omitted altogether.

After graduating from high school I was accepted into California State University, Los Angeles. My parents both attended Los Angeles City College and my older sister and I followed in their footsteps by taking college classes as well. While a student there I had a work-study job in the Pan African Studies department and discovered a whole new way of learning about world history and the contributions of multicultural peoples to its making. This was all relatively in contrast to the history lessons I along with many other students had in high school. More on that later in the literature review.

As a student worker in the Pan African Studies department not only was I exposed to literature and artifacts documenting the African diaspora, but I was also introduced to women and men from multicultural backgrounds who were scholars and educators well-versed in this discipline. I gained an immediate and immense appreciation for this newfound knowledge and all-new respect for those hailing from the Mother Land. Until then, I only felt this around Martin Luther King Day in January or Black History Month every February. However, this euphoria was short-lived

I attended Cal State L. A. until the Whittier Narrows earthquake in 1987. I was on campus when the quake first struck and once we were able to evacuate, it took me over

two hours to navigate the streets of East Los Angeles and finally make it home. My resolve to continue with my classes was greatly impacted by this event. I felt unsure and afraid and so began my extended break from being a full-time student.

After having two children and working temporary and low-wage earning jobs I decided to go back to school to work on getting my bachelor's degree completed. I started slowly by taking one to two classes per semester at a local community college to keep a steady focus on working full-time and raising the children. Once I completed the associate's degree I took a few more classes to meet the transfer requirements and was able to return to the Cal State system. At California State Dominguez Hills I finally zeroed in on a major in political science and was inspired by the minority and women faculty members there to make real-world connections between my learning and my career choices.

My professors at Cal State Dominguez helped me to realize that after working in college and university settings for a couple of years, that I could use that background, skill set, and knowledge to move forward in my career and collegiate aspirations. Even though they were few in numbers and teaching as adjunct faculty versus being tenure-track or tenured, I sensed my eyes were opened to see how their examples of being civil servants and educators were creating a positive impact on myself, my classmates, and each cohort that took their classes and eventually graduated from Dominguez.

The possibility to make such an impact is predicated on being present in the moment and on having staying power. In a published research article underrepresented minorities (URM) and women who served as professors in varying ranks were carefully analyzed to vet out what impact, directly or indirectly, their numbers as compared to

nonminority and or male faculty would have on the projected success or lack thereof for their career trajectories. The authors, Gumpertz, Durodoye, Griffith, and Wilson (2017) offered a significant summary of background events that caused hiring and promotion practices for this identified population set to be scrutinized. Examples of the causal connections included the rates at which one minority group was promoted as compared to another and whether or not faculty moved on to other workplaces as a result of not securing tenure.

While this study reflected movement in Science, Technology, Engineering and Mathematics (STEM) subject areas, the implications for a wider presentation concerning other fields and disciplines were evident. In reading about this examination I found similarities in my own experience as an adjunct faculty member. The institution I work for employs large numbers of minority and female adjunct faculty in varying disciplines and the turnover rate is high. The institution does not appear concerned about the unmet needs of faculty members who leave as there are multitudes of other adjuncts waiting in the wings to fill vacancies.

Conversations centered on diversity at colleges and universities of late are based more on acknowledging and respecting the identity of the collective, smaller and majority student voice. A few years ago, these discussions took on a different tone and tenor. Effective short term and long term planning, including faculty staffing, should aim to give equal consideration to all issues raised by students. As noted in the above-referenced investigation, minority and especially female educators at a significant number of universities were systematically shut out of recruitment, hiring and promotion

opportunities. Additionally, efforts to keep them duly employed if and when they were hired were found to be sorely lacking.

### **Statement of the Problem**

In my studies, while completing my undergraduate and graduate degrees I often came across articles, resources, and presentations relating to politics, race, and women. I found many ways in which they intersected and overlapped concerning principles, theory, and methodology. Diversity in faculty hiring is but one of them that more importantly often appeared as a question asked that was seldom or effectively answered. One particular resource, the University of California, Berkeley, maintains a designated office to address problematic approaches to faculty hiring on their campus. In introductory literature on their website (“Diversity and Faculty Recruitment” n.d.) it is stated that “Building a diverse pool of candidates requires conscious effort from the very beginning of the process. It is too late to discuss diversity when and if asked, ‘Why are there no women or underrepresented minorities on the short list?’”

Statistics provided by *The Hechinger Report* stated that “the proportion of annual faculty hires who are black did not increase in the 10 years ending in 2016, the most recent period for which the figures are available; it fell slightly, from 7 percent to 6.6 percent, according to additional federal data analyzed” (Krupnick, 2018). This in and of itself was a troubling indicator to read and recognize. Compounding this downward trend in diversity hires was the rationalization about how the prevailing attitudes, predispositions, and stereotypes that impeded their active recruitment and eventual hiring were and are still passed down from generation to generation without question or investigation and how so many have accepted this as just being the way things are.

To further illustrate this Brittany Slatton (2014) spoke to a kind of blind obedience people demonstrate in their acceptance of unspoken norms within our so-called civilized society. In her work, *Mythologizing Black Women* words were deftly used to create visual images of the ignorance demonstrated about women of color. This obtuse allegiance was rooted in the power dynamics of, about, and between women and men of all backgrounds. Slatton articulated that the mindset white men hold onto and use to image, represent, and reference black women when they should otherwise be thinking less of race and racial stereotypes about black women was the origin of such nonsense.

Slatton (2014) referred to their misinformed outlook as the deep frame and goes on to remark, “Inherent in this disciplinary power of society are whiteness, patriarchy, and elitism, which are often hard to recognize or analyze because they are so embodied in the normal. White elites have created and legitimized knowledge and meaning systems in society historically and presently, and this is the knowledge/information and the deep frames of contemporary whites (and many people of color in society)” (p. 71). This mentality and its ability to leech out like wildfire was the underpinning of too many instances of segregation and separateness in our past yet many in higher education still have not learned. One can only wonder if and when they will. To round off here with Slatton’s words these, “frames, the infrastructure of the mind, operate in an automatic and unconscious manner, and appear commonsensical.”

### **Conceptual Framework for the Study**

The theoretical base from which this particular topic evolved was a combination of the following: Critical race theory, as defined by Encyclopaedia Britannica online (n.d.), is “the view that race, instead of being biologically grounded and natural, is

socially constructed and that race, as a socially constructed concept, functions as a means to maintain the interests of the white population that constructed it.” Feminist theory held among the precepts that form its most rudimentary doctrines that, gender inequality is real, tangible and serves to disenfranchise women or the underdog gender. Enveloped in the imbalance of gender equality was the realization that almost always social order was and remains majorly dictated by having a male lead in family life, education, earnings, employment, and governance. A more contemporary lens offered the view of womanism, as defined by Merriam-Webster (n.d.) to be “a form of feminism focused especially on the conditions and concerns of black women.”

Lastly, Kimberlé Crenshaw (2017), a distinguished law professor and author regarded as an expert on intersectionality, explained it as serving as “a lens through which you can see where power comes and collides, where it interlocks and intersects.” All three of the aforementioned theoretical approaches were associated if not overlapping and firmly rooted in some of the most important events with lasting impacts in our nation’s history with regards to education. School segregation, lawsuits to desegregate, and eventual integration occurred during the Civil Rights era. Resulting decisions rendered by the Supreme Court and the reaction of communities and people across the U.S. helped to move education forward despite resistance by many to hold it at a standstill or keep it frozen in one of the worst periods of American history.

*Brown v. Board of Education* (1954) marked the starting point for widespread school desegregation. Countless attempts to prevent this left bloody stains on our history and in our hearts and minds. Those that wanted to hold on to the way of life they were comfortable with demonstrated behavior unbecoming of school administrators, elected

officials, educators, and especially children who were students in these settings. As Carlotta Walls LaNier (2009) of the Little Rock Nine recounts in her memoir,

*First, there was the smallest group...the easiest to identify. They were the tormentors... the... cowardly students...who used their evil efforts to push us out. She said they... spat on us, kicked, hit, pushed and slammed us into lockers and down stairs. (p.120).*

Words like these about children in schools were hard to hear and even harder to forget.

Belief systems greatly impacted educational administrators and teachers in their approach to addressing school-related matters and meeting the needs of their students. Aside from the longstanding albeit misinformed notions, practices, and procedures in segregated schools, eventually change won out and ways to develop every students' learning emerged. Critical Race Theory (CRT) provided a foundational basis for dismantling separate and unequal classrooms. The University of Vermont's online journal website (Garrett, 1999) offered that exclusion or separation based on race in education could result in muting the thought, action, and voice of students. Further:

(1) Victim groups are silenced because their perspectives are systematically excluded from the dominant discourse; (2) victim groups are silenced because the pervasive stigma of racism systematically undermines and devalues their speech; and (3) victim groups are silenced because the visceral "fear, rage, [and] shock" of racist speech systematically preempts response. (p. 143).

#### Critical Race Theory

One useful approach to the hate speech debate is critical race theory. "Critical race theory is grounded in the particulars of a social reality that is defined by our

experiences and the collective historical experience of our communities of origin" (Lawrence, Matsuda, Delgado, & Crenshaw, 1993, p. 3). It emerged in opposition to the concepts of race and racism held by the dominant paradigm; it comes from those who are oppressed. Critical race theory acknowledges the historical context of racism and its effect on oppressed groups. This history and therefore the meanings of race and racism are socially constructed. Certain hateful messages derive their power from this historical and cultural context (Lawrence et al.). In effect, hate speech silences and oppresses the targeted groups. To counter this silence, critical race theory seeks to create space and opportunities for silenced voices (Lawrence et al.).

Additionally, as pointed out by the Purdue Online Writing Lab (n.d.), critical race theory further illustrated the unfortunate legacy of slavery upon people of color in all aspects of American life, including education. After reading Garrett's (1999) contribution regarding CRT above, I continued to wonder about the voices of minority students being silenced and if it would lead to their voices as college graduates or eventual job-seekers being lost in the higher education conversation.

### **Purpose of the Study**

The purpose of this qualitative case study was to develop an understanding of the challenges female minority educators faced when applying to, being hired, and working as college and university faculty members. Additionally, viewpoints on their lived experiences, which included their daily classroom interactions with students, were investigated all to develop an informed discourse on promoting equality in hiring a diverse and inclusive college administration and faculty base, especially to include

female minority educators. In *Increasing Faculty Diversity* (Cole & Barber, 2003) Ivy League schools acknowledged that the problem is factual and tangible. Further, this study sought to determine whether the absence of substantial numbers of minority women across the realm of higher education and the profound absence of engaged discussion about minority women was a real-world problem.

Conducting individual interviews with each study participant offered insight into how they felt about diversity in higher education faculty ranks. To complement this, in what essentially served as a how-to guide for hiring managers seeking to alleviate access and equity concerns, the University of California, Berkeley (Taing, 2013) proposed that “Increasing diversity in the...workforce...is critical in alleviating some of these disparities. Diversity in the...workforce is associated with increased access for minority and underserved populations; improved...satisfaction; enhanced cultural competence and sensitivity within...the workforce” (p.5).

### **Research Question**

While unknown before meeting the study participants and beginning the actual research, issues related to my inquiry remained as postulations based on my own experiences as a woman of color working and teaching in higher education combined with theories outlined in the literature reviewed. Once I was able to interview each participant and conduct the focus group, the issues presented as clear indicators to impediments preventing equal access and explanations behind the lack of diversity in faculty ranks at a large, Southern university. As I suspected, there were strong perceptions of gender and racial bias in recruitment and hiring practices.

If a female minority was hired to teach, she was almost immediately laden with additional duties not directly related to her teaching focus such as coordinating efforts to address diversity and equity concerns within her college. As one study participant recalled, she was expected to come into situations where there had been no previous discussion or actions taken to advance diversity and be the one designated to “create imaginary connections” between nonminority faculty to their minority counterparts. These efforts were almost always in vain. After evaluating these types of observations and reflecting on supporting academic literature I narrowed my specific question for this study to:

What are female minority educators’ perceptions regarding issues of women of color in higher education?

### **Significance of the Study**

The importance of this study crossed over multiple dimensions. On a relatively personal level, this story spoke to my lived experience as a student and now as an educator teaching and learning with a diverse student body. On a more practical level, the objective of remedying problems that prevent minority women faculty from being hired was aligned with developing best practices that would effectively increase diversity in faculty hiring. From the social and educational perspective, as evidenced by the numerous sources cited here, a general lack of diversity in higher education teaching ranks was identified as a recurring problem.

A few implications were examining whether this problem continued and further remained unchecked if it did then and does it now demonstrate an outward expression of systemic racism. Additionally, although not explicitly reviewed in this research study,

there were subsequent concerns along with their respective theoretical foundations and field studies that served to complement the focus of this endeavor in trying to determine ways to stimulate college faculty diversity. A matter of interest for university programs was in creating positive, not negative effects on the larger context of the entire college community or possibly society as a whole with regards to students who passed through those programs with little to no diverse teaching cohorts. This directly correlated with efforts aimed at enlarging student recruitment, retention, and graduation rates. Students need to see faces like theirs to feel connected and engaged in their learning. The resulting findings of this inquiry could also improve theory development and pedagogical practices in higher education across the board.

### **Organization of the Study**

The research was organized around initial and subsequent interviews conducted with minority women faculty. It concluded with a focus group that also contributed to this particular case study. As an external, but an informal source of input, I also, directly and indirectly, observed fellow teaching colleagues at both scheduled intervals and impromptu time slots during my normal day to day tasks. In this observation, I focused on the two variables of gender equity concerning the numbers of male faculty members and interpersonal interactions of my minority female colleagues.

In *Interviewing: A practical guide for students and professionals* by Daphne Keats (2000), the many types of interviews used for several applications from hiring and promotion to educational settings and even medical consultations were reviewed in great detail. As Keats covered research interviews in the second chapter of her book I found that for my study interviews worked best to reveal how participants felt about their

experiences as minority female educators. In turn, their shared experiences give voice to the periodically but silently suffered experience of gender and racial bias. With this voice, we can push for change.

To summarize, Keats (2000) remarked that there were intent and purpose for conducting interviews as a researcher implements the varying phases of their study. The purpose of my study was to allow the interviews to serve as a way of making known exactly how the subjects regarded their transition into the role of a college professor. As one participant shared with me, this was the first time anyone had ever asked her to express her feelings about the events and experiences encountered when she applied for and was hired to teach in a college setting. Lastly, to encapsulate Keats' (2000) writing on interviews, an important note she made is that for change to be possible, both the researcher and participants may need to focus on what is revealed in the research interviews as it can play a fundamental part in promoting transformation.

### **Preparation**

I unmistakably have identified an appropriate topic. Overall, recruitment, retention, and graduation rates have continuously been direct concerns of college leadership from city to city and state to state. Attracting the best and the brightest along with providing opportunities for inner-city students within college community boundaries is key to getting and maintaining numbers used for formula funding and continued sustainability of any university's goals and mission. There was substantial scholarly writing along with reports, guidelines, and other paraphernalia by think tanks, professional organizations, and interest groups alike all in support of this area.

One important fundamental to all of this was student voice. In their plans to boost retention and graduation rates, many colleges and universities turned back on themselves and looked inward to their practices and procedures guiding student retention efforts. As part of this reflective moment, a number of them have employed surveys and other mechanisms to gather as much intel as possible to guide the use of resources along with time and to gauge the amount and type of work that needed to be done. Knowing how students felt about diversity among faculty ranks is a significant determining factor for these decisions.

While employed as a college staff employee and most recently over the last five years, also an adjunct faculty member I have had the opportunity to see this from the inside out at several universities that I have worked for. I participated in enrollment campaigns to boost registration numbers and also administered college surveys to my students to garner feedback on what our schools did well and what areas required improvement based on student needs. One thing I've noticed is that many student survey questions focused on aspects of their collegiate experience that did not allow them to reflect on their emotional or sociological needs.

As this chapter has laid the groundwork or roadmap outlining my research including a brief introduction, problem statement, the framework, purpose, research question, a section highlighting the significance of a study of this nature, the organization, and preparation I will now move on to the next chapter. Chapter 2 reviewed background as well as a varied sampling of supporting literature that directly related to my research focus on the limited numbers of minority women in higher education faculty

roles. In turn, historical and modern-day implications regarding a continued lack of college faculty diversity were examined.

### **Supplemental Definitions and Related Concepts**

**Critical Race Theory.** In carefully examining faculty hiring in higher education concerning Critical Race Theory (CRT) Ladson-Billings' work (as cited in Hiraldo, 2010) "used CRT as a framework to further analyze and critique educational research and practice." This observation helped put the legal ramifications of instances of racially biased recruitment and hiring practices into context. From the research perspective, Ladson-Billings (as cited in Hiraldo, 2010) noted that "the majority of African Americans who earn their Ph.D. in education earn them in education administration, therefore continuing as practitioners and rarely becoming faculty."

**Feminist theory.** Noted author, educator, and researcher Dr. Rosemarie Tong has written comprehensively on a great number of topics including feminist theory. In her seminal work, *Feminist Thought: A More Comprehensive Introduction* (2018) she provided a detailed background on how feminist thought was borne out of early eighteenth-century works speaking to the need for equality and voting rights for women. Tong defined feminist theory as holding, "interdisciplinary, intersectional, and interlocking" (p.1) ideals, beliefs, and opinions on all things that advocate for women's rights.

**Womanism.** Womanism as an extension of feminism incorporates the voices of women of color into the collective conversation. There was a time within the feminist movement that race and class served to exclude a total account of issues faced by all women. As theorized in a study on identity "race would moderate the relationships

between the womanist and feminist” perception of self (Boisnier, 2003). These relevant and often silent, separate and distinct perceptions were provided the ability to be heard by way of this study from the female minority faculty members that participated.

**Intersectionality.** Building on the power dynamics within race and gender intersectionality serves as a lens to view and evaluate the way discrimination stifles movement along the diversity spectrum for faculty hiring in college and university settings. An *Inside Higher Ed* article (Jaschik, 2019) notes that “institutions of higher education are...slow to change, and they often rely on tradition as a bulwark of their prestige. Most university administrations are still predominantly white and male as they have been in the past. We still have racial disparities in hiring and promotion of faculty.”

**Higher education diversity.** Much research literature attests to the concerning statistic that faculty and administrative ranks on college and university campuses have historically been dominated by an influx of white men, followed by white women. This oftentimes is in stark contrast to varying levels of diversity reflected in the student body. Taylor, Burgan Apprey, Hill, McGrann, and Wang (2010) indicated in their collective review of this concerning reality that while this represented a real-world problem that warranted addressing, “the national report card on accomplishments remains unacceptably poor.” They go on to remark that hiring a diverse teaching staff has the added benefit of ensuring, “all students are better educated and better prepared for leadership, citizenship and professional competitiveness in multicultural America and the global community when they are exposed to diverse perspectives in their classrooms.”

**Student voice.** McLeod (2011) promoted student voice as possessing “appeal...as a political project, as a metaphor for identity and agency and as a strategy for promoting

empowerment, inclusion and equity” in higher education. She championed its ability to force change from mindlessly adhering to the status quo of how things had always been done at colleges and universities. Further, she offered that a rethinking of the application and competency of student voice could lend itself to reshaping how higher education responded to student needs.

## **Chapter II**

### **Review of Related Literature**

In researching collected works relevant to the intended focus of my inquiry I was able to gather a great deal of research that underpins the assertion that diversity in higher education hiring is a necessary constant that only occurs in modulating fashion. The real reasons why may not be easily unearthed, but one can surmise based on real-world experience coupled with documented observations such as those contained here. The literature cited within creates a balanced observation of the inquiry, aligns connections with recent research and writings from the field, and helps provide the historical context in which this issue persists.

#### **General Background**

The motivation through each text explored was to examine themes presented that correlated with the research focus on why there are limited numbers of minority women in faculty roles at institutions of higher education in comparison to their nonminority cohorts. Of the many approaches that serve to explain this phenomenon, critical race theory and feminist theory are two often referenced in the journals analyzed. Also, foundations in sociology serve to offer varying perspectives that support the contention that racial and gender bias plays a role as well. Further, the field of sociology allows a lens to determine whether the continuous absence of informed and engaged discourse of, about, or by minority women in college settings is having the effect of making said women come across as insignificant to the underlying focus and goals of curriculum building in higher education. Outside of classes that specifically emphasize gender or

race studies, there is an unnatural absence of informed and engaged discourse of, about or by minority women.

In turn, does this void restrict hiring of minority women for faculty positions? Special attention is given to instances of when and where there is an imbalance in the ratio of men to minority women represented in college faculty ranks. To expand on the premise above, this gives semblance to essentially reflecting that women are not integral in efforts to increase student recruitment, retention, and graduation in higher education settings. This appears antithetical to the Department of Education's (2018) estimation that women "are expected to account for the majority of college and university students in fall 2018: about 11.2 million females will attend in fall 2018, compared with 8.7 million males." And taking into consideration the existence of actual coursework that does focus on gender or race studies, it would be insightful if institutions offering these courses demonstrated a real adherence to the tenor and tone of the intended learning objectives.

**Theoretical and sociological perspective.** Reflecting on the abstract foundation and methodology of my inquiry I found that the authors of an extended edition of *Critical Race Theory: The Cutting Edge* offered a bit of theoretical background while developing a relatable timeline. Delgado & Stefancic (2000) recounted events from its earliest beginnings to critical race theory of the day through the use of anecdotal recounts by several contributors, article reviews, and suggested reading for further edification. The present volume expands on its model work by addressing relevant legal matters that intertwine race, societal norms and the human condition such as sexual identity and the tangled roots of what we now know as a social construct of race.

I found it important to preview the hefty publication by scanning the back cover for a brief synopsis of what was inside along with a quick review of what each section covered. Additionally, I spent some time learning a bit about the two educators responsible for gathering this collection of scholarly works. Moving back to the front matter, the way the volume is divided into parts seemed to give the semblance of moving along a logbook in synch with the history of our nation. For example, the first section covers such topics as slavery and Constitutional interpretations. While much of the jargon may be better suited for law school students, I found enough reference and source information to gain a modest understanding of concepts and ideas presented and make connections to my research inquiry.

For the sake of time and to relate direct application to my intended focus on minority women in faculty roles in higher education settings, I surveyed samplings of the more than sixty contributions to this book. As they provided a comprehensive overview, Delgado & Stefancic (2000) offered consideration that this collection is far from being quite complete. They noted the omission of a few timely and relevant works that, without elaborating on the reason why, could not be included. This sparked my interest in further research in the future.

Delgado & Stefancic (2000) proposed that critical race theory is, “a dynamic, eclectic, and growing movement in...law.” They provided background on the principle’s founders and chronicled the development of the theoretical movement. As I skimmed through each section I felt as if I was moving along a timeline, in one instance landing in the aftermath of America’s Civil Rights Movement. Under the microscope is the stagnant

‘progress’ of race relations. Legal maneuvering and flip-flopping abound. The time for a different way of undoing past harms births the critical race theoretical approach.

Feminism and the fight for gender equality were around long before critical race theory as is noted in this work. Further, this text records that inherent as well as outward and offensive acts of racism all need addressing. The law and legal remedies can only serve to correct what is known to be wrong. Silent suffering and below-the-radar racism were discussed here as well. In the second part of this book, the narrative took on many forms. One of the many mentions of, about or by Derrick A. Bell, Jr., an educational leader recognized for his many contributions responsible in developing critical race theory, throughout this text recalled a speaking occasion with the following quote, “A major function of racial discrimination is to facilitate the exploitation of black labor, to deny access to...opportunities...and to blame all the manifestations of exclusion-bred despair on the...victims” (p.71).

This quote was both powerful in the actual words used and in the implications of words, thoughts, follow-up not spoken. And it directly centered on causes related to the lack of diversity and gender parity in faculty hiring in college and higher education settings from colonial times and which persist through to the new millennium. In the fourth part of this book, Delgado & Stefancic (2000) put together contributions by four authors, including Delgado himself, which gave a view from behind the looking glass of how our nation views itself. However, much we want to show the world, shout from the rooftops, self-talk when we are alone and believe that we are ‘post-racial’, we are not. And we probably will never be.

This realization can serve as a shield for willful ignorance or at times as a dual-edged sword that cuts all who dare to brandish it. In the section discussing how we came to know what we think we know about race; this point is driven home repeatedly. A particular court case is discussed with distinct regard to the outcome solely based on perceived racial characteristics. Also, in this section, the contributor noted that the systemic basis of the notions about race and outward racial differences has its very foundation rooted in, “fallacies and fiction” (p. 165). For those charged with creating, implementing and carrying out a fair and balanced justice system, the contributor notes that much more needs to be done on their parts.

It may be technically impossible to neatly summarize the volume’s argument. I did not find that Delgado & Stefancic (2000) were trying to persuade me to one side over the other. More, it felt as if the authors instilled in me a sense of intrigue and inclination to read to learn more about how this topic underpins my assertion about the need for more minority women as college faculty members. I also found certain selected chapters have added information at the end with commentary, references to related articles, books for further reading, and queries to ponder while digesting all that I have read.

Overall this collection of essays, recitations, stories, and legal examinations adequately serves as reference points for legal research with substantial real-world examples that demonstrate how important it is for us all to give careful reconsideration to race in all its many forms and applications. I was able to do a bit of online searching to find that there are numerous contributors to this work from all walks of life with varying backgrounds and life experiences. The feminine perspective enjoys a fair share of representation here as well.

Delving into the sociological aspects of my inquiry, Ronald Takaki was another researcher offering insight through a multicultural lens. Takaki (1993) provides further material in his seminal book, *A Different Mirror: A History of Multicultural America*. I first read this timely research collection in 2006 as part of a sociology class for my undergraduate degree. I was struck by his portrayal of colonial America as essentially being a cosmoplastic grouping of people with different races, languages, and ethnicities. Takaki, in his research and review of history, presents for us an examination of our nation being multicultural by default.

Takaki was born in Hawaii and grew up in a working-class family. He learned American history as we all learned it from our teachers and in the textbooks from grade school through now that this nation was founded and settled by white and should be regarded as the sheer definition of what being American means; to be white or of some clearly defined European descent. In *A Different Mirror*, Takaki (1993) seeks to reexamine our establishment as a nation and further survey it and share a varied perception of the actual individuals cast here, whether by fortune or fate.

A quote in his writing expresses a sentiment that reflects on what truly embodies our make up by commenting that regardless of the face we see looking back at us in the mirror, we are more than what we, but more importantly than what others see when they look at us. Takaki walked through events in America's timeline from settling colonies on the East Coast to slavery and beyond. Classism and racism are sourced to roots of discontent for many in the working class of American societal ranks.

The way this was addressed is explained as Takaki (1993) points out how cataclysmic occurrences marked a decisive moment in our past with regards to slavery.

After Bacon's Rebellion, whites in the South assembled their meaning of freedom and equality in terms of race. As long as you were white, you were 'free' thus creating a superficial common bond among them that they hoped would serve to prevent any further uprisings where poorer whites and blacks worked together.

Takaki (1993) continued to walk through successive events from the past and introduced me to a plethora of people who make up the fabric of America such as Chinese men who were lured to California in search of gold and the Bracero program utilizing Mexicans to work in agriculture. As I learned from his labored collection of research including facts and first and second-hand accounts, life in our nation is much more than the folklore and long told tales we are used to. The long-standing manifestation of Native Americans, people brought over as slaves from Africa, people who migrated from Latin territories including Mexico before California and Texas changed hands and those hailing from Asian nations have added to life as we know it.

I am hopeful that at some point we will be ready as a Nation to acknowledge the multicultural origins of America and embrace our natural diversity. I found this all relative to what minorities and women experience in the application and interviewing processes for higher education. Diversity is often used as a feel-good talking point but is seldom more than that when consideration for actual hiring is given.

**Race as a social construct.** Another interesting source is *In The Shadow of Statues A White Southerner Confronts History* (2018) by Mitch Landrieu, Mayor of New Orleans. In the Prologue and introductory chapters, then-Mayor Landrieu attempted to unpack the real history of our nation, not just the tales of glory days and forgotten heroes. He pushed me to look past monuments built in these so-called heroes' honor and

question if their lives and actions warrant the acclaim they were given. More importantly, he challenged me to think critically about where to stand in this version of history.

Landrieu's work evoked consideration of tough questions about slavery and its lasting impact on race, racism and social justice in today's America.

At the heart of all this are those among us who hold close to a bygone era.

Publicly they pretend to be progressive and part of a United States that has advanced past its racial growing pains. This is regularly reflected in college and university recruitment and hiring paraphernalia. The words equal and opportunity are posted all over advertisements, webpages, and email announcements displaying job postings. Both in reality and as Landrieu notes, privately, people are stymied by the ignorance, hatred, and fear that slavery survived off of and to an extent, still endures and thrives on, thus preventing any real equality in decisions made. As an example that further discourages justice, Landrieu recounts how people who offered to help take down the statues mentioned above were threatened with financial and personal retaliation.

In each of the six chapters, Landrieu shared insight into how the people that were in control in his City fought covertly and at other times with no shame to advance the power and might slavery held over blacks in the South. This power and might was put on a full parade and celebrated each time a statue, monument or memorial was built from the end of the Civil War through Jim Crow and well into the Civil Rights era. Picking up on the rise of racism under the guise of 'nationalism' or 'patriotism', Landrieu does a solid job of bringing underlying issues to the forefront of thought and conversation. Racial justice may not be what people envision a white man thinks is important, but Landrieu normalizes it and shines a light on its relevance.

To summarize the connection of this book's argument to a lack of diversity in higher education faculty hiring, I would say that while many utter that we are post-racial, America still holds onto the ideals and ambitions of slavery. As Landrieu shared the backstory of the statues he took down, I could not help but begin to understand why this misguided allegiance runs so deep. Not only were these controversial figures memorialized, but they were also empowered to invoke a sense of fear and control over those who fell on the wrong side of the history they represented.

After the Civil War, Jim Crow was put into place to keep us in our place. Minorities were subjected to the most inferior housing and schooling and were threatened with lynching and burning crosses if we dared to speak up for ourselves. All of this is carried forward to present-day America through inequity in education, employment, and affordable housing. We see it also in the imbalance of gender and race among college teaching ranks.

A few things that made Landrieu's memoir slash historical retelling stand out for me were how he blended his personal, first-hand experiences with events that may have gone overlooked in history if not for his voice ushering me in for a closer look. I would say behind all the storytelling is his strong desire to reach people where they are and prod them in the direction of where he thinks we all need to be. With eyes wide open and ready to talk about slavery and race. He wanted us to understand the implications of glorifying these images and the lives of the people they represent. Further, the real impact it has on forward-moving progress for blacks and other people of color.

During the time that this account was written, Mitch Landrieu was the Democratic Mayor of New Orleans completing his final term in office. From the book chapters, I was

able to watch him go from his childhood days to college and beyond with an awakened sense of what social justice is all about. As a white person, Landrieu showed how easy it is to relax in the luxury of white privilege and not think once of how slavery still has a hold on so many people today. Once his racial awakening occurred, he felt compelled to right the wrongs of the past. From David Duke to Hurricane Katrina, Landrieu allowed a view of what a divided city and divided nation looked like and he also shared steps to undo much of what has been done to our memories and minds in the midst of all this.

To encapsulate his writing, I would say that Landrieu did a substantial job of providing incident after incident and real-world examples of times that institutionalized racism continues to be a fact of life for blacks in New Orleans and the South as a whole. Some strengths of his political work lie in the positive efforts he accomplished despite racial tensions. As I am not white, I could only speak to some of the apparent weaknesses or better yet ways his argument could be improved. In the prologue, Landrieu (2018) apologized to those who “lost loved ones” in the Civil War.

I did not feel this was necessary and can be perceived as a slight to those of us who did as well and even continue to do so now such as Trayvon Martin’s family, Freddie Gray’s family, Tamir Rice’s family and Sandra Bland’s family. Further, Landrieu continued to offer ‘dotted lines’ to separate the ‘bad’ whites from the ‘good’ whites. I always feel this is a slippery slope that must be avoided at all times. If we are to think of whites in those terms, then why do we not think of blacks or Latinos in those terms as well? Of course, we know that not all whites are neo-Nazis just as we know that not all blacks are lazy and do not want to work and not all Latinos are illegal immigrants.

Overall concerning racial equity Landrieu's (2018) writing does a decent job of putting race into context for a white person looking both outward and inward. As Landrieu concludes his journey in Chapter 6, he ends with an inspiring recount of a conversation with Wynton Marsalis that ultimately led him and New Orleans to the life-changing decision to remove the Civil War-era statues.

### **The Invisible Woman**

Another compelling resource used to inform my approach to lesson planning for my students as well as in formulating an answer to my research question is a lecture, I attended a few years ago by Dr. Brittney Cooper (2014, January 30) at the University of Houston, Downtown, titled *When Blackness was in Vogue: Intersectionality and Post-Racial Politics*. Dr. Cooper took charge of a variety of past historical instances, literary references, television, music, and film images to create visual and verbal descriptions for the audience. Further, she addressed how women in general and more specifically, people of color are forced to fit particular outlooks and expected to fall into prefabricated roles within society. Dr. Cooper also spoke about longstanding institutional factors that drive us to these conclusions and leave us not questioning authority where it is invoked or merely implied.

From her address listeners could glean that this occurs both unwittingly and with deliberate intention in a multitude of settings including within higher learning equally both inside and outside of the classroom. In addition to the other selected excerpts from my review on the experiences of minority women contained here, Dr. Cooper's lecture helped pontificate my research concentration. The lack of discussion about women of color in leading young adult literature coupled with the realization that if and when it is

discussed, it is ostracized helped point out an area with substantial capacity for informed discourse.

Continuing with the invisible woman theme support can also be found in *Identity* by Francis Fukuyama (2018). Of late the cloak of invisibility shrouding minority women seeking to become faculty at colleges and universities materializes from the same sense of resentment currently felt by many across our Nation. In this written work on identity politics, Fukuyama speaks to the invisibility that is born of this perceived resentment. To quote, “resentful citizens fearing loss of middle-class status point an accusatory finger... downward towards the poor, whom they feel are undeserving and being unfairly favored” (p.88).

The poor and unfairly favored are pointed out and instantly excluded from this in-crowd of middle-class citizens. One cannot help but wonder if their fingers also point towards minority women applying to teach in tenure and non-tenure positions in higher education. Further, Fukuyama (2018) expounds that, “the nationalist can translate loss of relative economic position into loss of identity and status” (p. 89). Is this status to be protected at all costs?

### **Male vs. Female Presence in Higher Education**

According to a research report (Hill, 2016), the American Association of University Women (AAUW) found that “of the recent academic and popular literature on women and leadership...existing research overlooks the experiences of women of color.” Further, it was evaluated that notwithstanding “gains in every profession, women remain underrepresented at all levels of leadership,” including many, “colleges and universities,” where, “male leaders outnumber female leaders by considerable margins.” The AAUW

goes on to include most importantly that “For women of color, leadership opportunities are even more elusive.”

Closer to home Gill & Jones (2013) formulated a local viewpoint and put together an evaluative summation of what it was like to be a woman attending as a student or working in college settings. The authors theorized that while a convenient majority of women may reach proportional gains, the small subset they evaluated were continuing to be regarded as best suited to the traditional stereotypical roles deemed appropriate for women. To quote, “higher education has traditionally been a hierarchical and patriarchal system that makes it more difficult for women to advance into administrative positions.” Their investigation significantly assisted to inform my thesis about the treatment of women working in colleges and university settings.

Gill & Jones (2013) left me wondering why the narrative of women having to recognize their place continues to hold in so many employment settings, especially education. The case study they implemented can be easily replicated in other institutes of higher education around the United States. Minorities, doubly for women of color have seen firsthand time and time again what it looks and feels like to be relegated to the sidelines and have to wait our turn for hiring and promotion opportunities. While Gill & Jones (2013) may feel their observation, notations and summaries are inspiring, I found them to be a sad reminder of the current state of things.

Regardless of the date and time, there was continual and renewed focus on matters that involve race and gender as each issue brought to light sheds insight on ways to prevent or mitigate the negative aftereffects in this unnecessary entanglement.

Recalling an earlier book by Zillah Eisenstein (1994) the feminine experience in a male-

dominated world was documented in her seven-chapter work, *The Color of Gender*. As the title suggests, she also helped provide an inside look at the dual-edged sword of being a woman and a minority.

Despite this written work being twenty plus years old, it holds timely examinations of gender inequity and relevant admonitions that can easily be applied to matters at hand in the new millennium such as white men in power sexually assaulting women with no compensable recourse, a la Kavanaugh, Weinstein, etc. The Time's Up and #MeToo movements are making strides to address this, but one wonders why this continues to be a problematic part of human nature.

*The Color of Gender's* publication year is important in that it parallels the onset of the first Clinton administration which is noted as a turning point in the United States, specifically in our governance and political appointments. As recalled by the History.com (2009) website "Clinton appointed a number of women and minorities to top government posts, including Janet Reno, the first female U.S. attorney general, and Madeleine Albright, the first female U.S. secretary of state."

In the Postscript Eisenstein (1994) lamented this era's shortcomings for stronger, potentially forward-thinking progress. She especially noted that with the many changes ushered in under Clinton's influence, government leadership for the most part, and "is still dominated by white men" (p. 223). This can be cut and pasted to so many other facets of American reality including faculty positions in higher education. The author's charge or call to 'reimage' democracy did not go unheard. But as agendas and policies change in both political and educational administrations from year to year I could not

help but wonder if the bar was being unrealistically set too high. Eisenstein ended on that note with no postulations as to how best to create and sustain this much-needed progress.

Eisenstein pondered on the witnessed changes in policy and the direction of government in the 80s. During this time, she saw the racial and sexual equality long fought for in the Civil Rights era chipped away at. With the election of Clinton, he automatically had hope pinned on his back to undo much of the damage done by his predecessors. In retrospect, Obama was similarly imaged as some sort of elusive unicorn with magical powers to save the day.

I also found the author spoke to the revolution in governance as ideologies overtake and consume our way of doing things. Whether politics are truly cyclical, many signs pointed to this conclusion and were evident even more so now in the years since the last presidential election. According to the Pew Research Center (2016), there exists an obvious “rise in identity-based animus of one party toward the other that extends far beyond the issues. These days Democrats and Republicans no longer stop at disagreeing with each other’s ideas. Many in each party now deny the other’s facts, disapprove of each other’s lifestyles,” and “doubt each other’s patriotism.”

Eisenstein used powerful words that helped me form the mental images necessary to follow her thought and theory. On the first page, she shines a spotlight on how government affairs intertwine race and gender with outcomes that overlap and diverge down differing paths, both intentional and by happenstance, especially for minority women trying to compete academically, socially and in the workplace. For me, it brought to mind slavery, specifically the sale of female African slaves with and without their children, whichever brought the highest price or satisfied an owner’s or buyer’s whims.

As an economic driver of this fledgling nation, a clear picture of the competitiveness slavery afforded us was presented by Eisenstein.

Another important legal drama played out was the Clarence Thomas confirmation to the Court. Here, Eisenstein again walked me through the muddy waters of racialized patriarchy, but with a twist. While both Thomas and Hill are black, the political maneuvering of President Bush is under the microscope here. At the end of the day, Anita Hill's report of sexual harassment was diminished to the same conflicting stories and recollections that dominated media during the Kavanaugh confirmation proceedings. Thomas was ultimately used by Bush in the great game of politics.

Eisenstein covered women's health rights including abortion in great detail. She helped me gain insight into what makes political fodder versus what is inherent to the sanctity of our rights against government interference. In Chapter 7 she reinforced for each of us that none of the freedoms we so carelessly take for granted could be possible without the fight and sacrifice of those before us. Also, we have to recognize and understand our shared journey in all of this. At times we take for granted that equal rights are abundantly available for everyone. In reality, they are not. And if and when we witness times this occurs, we have to do and say something whether we are white, a minority or a woman.

Connections between the relevance of her work then to societal issues of today can be found in content that examines these issues along with crediting Eisenstein for laying the foundation for this scholarship. Another author with the same last name, Hester Eisenstein (2009) found that despite all the many attempts to spark change "feminism in its organized forms has become all too compatible with an increasingly

unjust and dangerous corporate capitalist system.” This does not bode well for our continued fight for equality inside academia or out.

**Male vs. female in other realms.** To provide additional perspective on the reality of male dominance in the working world, this snapshot of employment in film and television is provided. In an interview for *Variety* (Lang, 2019) actor, writer, and producer Mindy Kaling talked about being a minority woman working in a business mostly controlled by white men. Her latest artistic endeavor provided a “penetrating look at feminism and inclusion at a time when the entertainment business is being pressured to provide more opportunities for women and people of color” (Lang, 2019).

Kaling has taken this on as a personal mantra of her own as she navigates through Hollywood. In projects where she exercised hiring control, she intentionally filled roles with qualified minorities including more women. The article goes on to cite bleak statistics from a “recent study by USC Annenberg” about the representation of diversity in the industry. The author (Lang, 2019) wrote that “numbers are even starker for women of color. Only five black females, three Asian females and one Latina directed any of...1,200 films over” the last ten plus years.

### **Minority Woman Perspective**

In reflecting on higher education, Bilimoria & Buch, (2010) stated clearly in their magazine article that recruitment and hiring for minority women in the STEM fields needed to be expanded and improved upon to diversify faculty pools and increase retention efforts. This starts with instituting diversity and awareness training for hiring committees. Launching somewhat of a science experiment using their places of employment in the process these two professors took apart the recruitment and hiring

stages piece by piece to root out the instances that created glass walls and ceilings and incorporated tools to allow a more diverse applicant pool to successfully navigate the process. Once all was said and done, they found that “diversity within the faculty body is of critical importance to American universities in the 21st century. Gender and racial/ethnic diversity in the faculty body...creates a generally more vibrant academic climate.” Further, Bilimoria & Buch, (2010) suggested that “modifications to the search process such as those undertaken...can reduce unconscious biases and increase the diversity of faculty applicant pools, shortlists, and, ultimately, final hires.”

Unfortunately, the problem with a lack of diversity in faculty recruitment and hiring was not limited to this one circumstance. Across the Nation in small towns and large cities colleges and universities struggled to acknowledge and effectively address this growing difficulty. Boyd, Cintron, & Alexander-Snow, (2010) speak to this very issue confronted by Floridian faculty members who decide to take on the glass ceiling. Statistics are presented that show the disproportion in hiring and retention for minorities, especially women. Their research is guided by this dismal outlook in the hopes of empowering faculty to affect positive and lasting change. The concerning statistic that minority women do not have well-established peer networks or institutional support surfaced in their findings.

First-person experiences comprised much of what these three educators evaluated in their examination of this troubling trend. Boyd, Cintron & Alexander-Snow (2010) found, as is the realization in many other instances of poor hiring practices that with regards to the tenure process, “minority faculty are burdened with more service activities and committee appointments, largely because it is assumed, they are experts on culture

and cultural differences.” This serves as a deterrent for those remotely planning to achieve tenure. Additionally, the professors found that minority faculty “continue to perceive both individual and institutional racism, particularly when they perceive negative reactions to their being an affirmative action hire.” In their closing, Boyd, Cintron & Alexander-Snow stated, “expanded research on this topic should generate policy recommendations to better support underrepresented faculty, to facilitate their growth and retention—not to mention their promotion to senior faculty ranks.”

In the vein of sources and content serving as a motivator, the following authors’ offering also provided substantial credibility in that it can be used to encourage women of color to do their utmost in breaking through glass ceilings and tearing down color lines. Grant & Ghee (2015) gave a unique perspective on both doctoral students and female faculty succeeding in places they may not know they can. They also reiterated many of the same sentiments as other sources reviewed about the disregarding and segregation of women in college settings. This is all the more felt if the women are black. The student experience for minority women was recounted as one lacking in key and critical mentorship opportunities as well as literature or discourse that speaks to their culture or pre-college background.

Grant & Ghee (2015) extended an intimate look into what it was like to navigate student life as the odd man out in their how-to guide. Although the introduction was a wake-up call to the realities of being a black woman in this world today, the authors’ sense of urgency could be felt and served to undergird one’s resolve to succeed. The key to any success was readily identifying roadblocks and obstacles, learning ways to overcome them, and working with the right people. Grant & Ghee proposed in this

situation, a supportive and experienced mentor was the right person for minority women aspiring to complete advanced degrees and teach in academia.

As a follow-up, Joseph & Hirshfield (2012) sent out a battle cry for women of color in higher education to press forward. They gave special focus to the reasoning behind additional expectations placed on college educators who happen to be nonwhite, including female minorities. Student perspectives were also accounted for. Intersectionality was built into previous research to demonstrate what women of color teaching in higher education settings encounter and how it affects their work and their sense or lack of a feeling of belonging.

Using previous research of a noted educator and published author Joseph & Hirshfield (2012) expanded on this theoretical base and examined real-world consequences of the impact and detrimental effects societal expectations and norms within academia can have on nonwhite faculty members. To quote:

Thus, faculty of colour are expected to bear the burden of dealing with diversity-related issues in ways that white counterparts are not. There is a shared assumption that faculty of colour have more experience because they 'live' race on a daily basis whereas white faculty are not similarly affected by 'those kinds of issues'. Therefore, being the stereotyped voice of diversity marginalizes faculty of colour by belittling their contributions in departmental dialogues, since often, if they say something unrelated to race, it is given little consideration. On the other hand, as the designated departmental race experts, faculty of colour are sometimes viewed as overly sensitive to such issues and their opinions are disregarded. Such

marginalization also implies that diversity-related issues are unimportant for white faculty's engagement because racism does not negatively affect whites. It was not enough that the minority faculty members had to jump the hurdle of getting their foot in the door. They were also laden with busy work in addition to their contractual obligations. The continuing accumulation of task after task, as one of the study participants noted, "Presents as an obstacle to be overcome."

### **Society, Gender, and Race**

Shifting to the sociological prism, Howard Zinn (1980) offered relative insight into reasons why race and gender are exploited in the many realms of our daily lives. In his seminal work, *A People's History of the United States*, Zinn spoke of the downtrodden masses, including a multitude of races and genders regrouping to better address their collective concerns. He almost appeared to lament their neglect for recognizing the opportunity to launch a campaign to force the government's hand to act on their behalf. During this period employment conditions had not improved. But once the government was spurred on to act, policies were implemented during the Civil Rights era. Despite all this, women and minorities continue to struggle for equity today.

Zinn (1980) pointed out racial unrest and unease between the masses. Minorities and women are made to compete with each other and against others in the maze of white supremacy. Events spoken of in Zinn's work connect to issues in communities of color today by repeating the same pessimism and instilling the same uncertainty and distrust as then. Zinn challenges us to learn from the past and acknowledge events as they naturally occurred. A way to bring history into focus and secure more engagement within the walls

of higher education is to start by taking in-depth examinations of people and past events. An important focus is to also allow student input to guide conversations.

Another takeaway from Zinn's (1980) writing was themes presented such as resistance to the status quo; the power of ONE/individual thought; control; taxation and power dynamics among others. The importance of history was demonstrated through a few of the themes listed here in that Zinn is calling to arms those of us who seek to challenge the societal norms, i.e. white men are best to lead administration and faculty in college settings, history, and folklore we have been spoon-fed all these years and rethink, even dare to rewrite it to fit what students and communities need and desire now.

Rethinking history by linking present to past and present to future is vitally important because we are destined to repeat all the mistakes of the past and be mired in willful ignorance if we continue to accept history as it has been written, read and retold. Zinn's (1980) commentary on all the issues that have brought us to this quagmire of a place in time seemed to urge us on in some unknown direction. People like to complain but are slow to act. Even the inspiring rally cry of the Parkland survivors has the propensity to fade into the background as the media cycles in the newer news.

Many of these themes link to social education, urban issues, and current issues in education by reflecting on the commonalities among them. Resource scarcity, the growing wealth inequalities, and any resulting social movements are what Zinn felt should serve to unite people. How long they stay united and if they are easily disbanded will be the true test of Zinn's challenge.

### **Student Body Impact**

As discussed in my earlier chapters, student voice is regarded as being equally empowering for learners and in serving as a vehicle to convey a sense of equity and inclusion. University administrators are encouraged to collect such input and strategize around it when developing long-term planning since this feedback can foster retention and graduation rate growth. Students and educators are the most important stakeholders in education. Student performance, feedback, life experience, and their abilities have to be taken into consideration. Educators, in turn, analyze the results of a compilation of this student information and respond accordingly. Content is adjusted, students' needs are addressed, and coping skills are taught to manage expectations and set realistic boundaries. This can be done starting towards the end of elementary school to ensure a smooth transition to middle school and eventually leading to a college degree. Parents have to assist their children in this process as well.

Gazing in the rearview mirror backward from factors that can impact higher education faculty recruitment and hiring practices all that it takes to maintain engagement during the student years should be examined as well. In doing so, Beasley & Fischer (2012) looked at factors behind the attrition of women and minorities from science, math, and engineering majors. In line with many of the works I have reviewed the authors here took a view of how external anticipations and peer influence could affect the mindset of many students. They also examined existing records and provide inferences based on that data. They specifically assessed the retention of women and minorities in selected college areas of study. Their conclusions gave a glimpse of what goes on and the thought processes of students in higher education settings as they react to the world around them.

In their own words, they sought to, “focus on the impact of stereotype threat--the anxiety caused by the expectation of being judged based on a negative group stereotype. Using data from the National Longitudinal Survey of Freshmen, our findings indicate that minorities experience stereotype threat more strongly than whites” (2012). They also found that with faculty “stereotype threat has a significant positive effect on the likelihood of women, minorities...leaving science, technology, engineering and math majors.”

The next selection was from authors, Joy Rose, a school counselor and Sam Steen, an associate professor of school counseling, who sought to infuse student voice into the conversation. I am considering modeling my future research based on some of their past work. They imposed a mediation method using a group counseling setting to determine if students benefited from the implied application of their theoretical approaches. Rose & Steen (2015) provide useful definitions and cite previous work in their respective fields that offered insight into what can be achieved with this particular methodology. As with most research documentation, they lay out their purpose and approach in addition to discussing the instruments used to collect vital information along with summarizing their conclusions.

One of the most useful definitions the authors provided and continuously referenced throughout their report is Achieving Success Everyday (ASE), a group counseling model they selected to help the students in their research study learn how to be resilient in their academic and personal interactions. While their research location site included grades 6-12, the implications remained applicable to a general focus of fostering student success in urban settings. The majority of participants were minorities, struggling

in at least one academic subject and demonstrating behavior problems. Based on these factors, a set of them provided consent and began the study. By gaining cooperation from the students and approval from their parents and teachers, the ASE model allowed them to move from the beginning through to the final stages of the program.

By observing the students in the group settings Rose & Steen (2015) were able to administer and facilitate surveys in addition to monitoring their grades for indications of how well the program was progressing. They looked at each students' averages before and after they participated in the group. They compared survey results and they also went over what the students wrote about their overall feelings about their participation. One thing I noted is that with such a small group in this particular study the reliability of the implications should be measured carefully against comparable studies with larger participant pools. The students' grades did increase along with their positive opinions of themselves.

I feel that there was much to be learned from this actual study and that it speaks to several factors related to my research interests such as pedagogy and how well students transition from one school setting to their next school setting. Student success depends on internal and external factors encountered both within the walls of any educational setting and out in the communities that the students hail from. The authors combined qualitative and quantitative research methods that yielded outcomes that relate to my focus area of the role of faculty in student engagement. As noted in previous studies, students thrive in multicultural learning environments.

This next piece of literature focused on the link between student success and the involvement of their school teachers and administrators. An interesting crossroads is the

point of racial identity with assimilation. It examines how educators can help or hinder their minority students' success. It also addresses social and economic inequity and how that directly affects student achievement. The author, Holly King (2017) puts together convincing literature to substantiate many of the points in this piece. The main point King (2017) makes here is that it is up to school educators and administrators to bring about the change needed to level the playing field for minority students. This speaks directly to my research focus on the structure and makeup of faculty ranks as well as recruitment and hiring practices.

I have had the opportunity to attend a few speaking engagements. One such event was a lecture held at the University of Houston Downtown on April 9, 2018, presented by the College of Public Service and the Department of Minority Male Recruitment. The discussion was titled, "*The Scholar Identity Model: Black Male Success in the K-12 Context Lecture*" and centered on ways to recruit, retain and graduate minority and underrepresented males. Of the many ways, the role of educators was a main contributing factor as they are essentially conduits of information for their students.

The highlighted speaker was Dr. Gil Whiting, Director of the Scholar Identity Institute, and Associate Professor of the African-American and Diaspora Studies and Callie House Research Center at Vanderbilt University. Once he was introduced, he quizzed the audience on several visual perception and memory skill-related images more as an icebreaker, but then immediately moved to the heart of his discussion concentrating on movers and shakers in education over the years. He shared with us stories of his former teachers that left indelible marks on his psyche and inspired him in his research and life's work.

Among the number of people bearing influence on the discipline of education Dr. Whiting spoke of were Dr. Benjamin Mays, Kimberle Crenshaw, and Lewis Terman to name a few. Through their collective research and writings, we can better develop ways to ensure diversity is fostered, equity is available, and access and opportunity presented to all students from varying backgrounds. As each has inspired him, Dr. Whiting charged us to be the mentors and role models our students need in today's climate.

Dr. Whiting also walked us along a timeline of his educational endeavors ultimately leading to his doctoral research and focus on such areas as achievement gap and his creation, the Scholar Identity Model. He spoke of the stigmatizing effects slavery, reconstruction, Jim Crow and segregation still impart and how each has institutionalized itself into education. Since the end of mandated school integration has ended, Dr. Whiting theorized that the educational achievement gap has widened.

Moving back to the written word, this next journal article took a qualitative approach in looking at the success or failure of minority students as compared to their non-minority counterparts in classes for high achieving programs of study. This particular study also had a central focus on resiliency and academic persistence was evaluated using test scores. Where the research took a turn was by examining two fallacious archetypes that may well be at the root of the problem here. The authors, Carol Tomlinson and Jane Jarvis (2014) cited sound and credible sources for vetting out and disproving these wayward lines of thinking.

Once dispensed with, they got straight to tracking ways schools have experienced the realization of high achieving classes with more minority students. Teacher involvement in partnering with students and their parents led to this. Tomlinson & Jarvis

(2014) structured their research focus on not if, but when and how best to support successful outcomes for minority students. The teachers played a big role in setting up the development of the processes. They designed a case study for multiple locations with varying grade levels, but each with the ripe potential to provide specimens for their research.

The authors reviewed the settings and data collected in staggered years which included observations and interviews. Again, the teachers played pivotal roles in facilitating student success here. Of important note here was that many teachers were the same race as many of their participating students. This was a key footnote as it directly related to my research project. Student voice was weaved in to emphasize the importance it played as well. The endnote to this study was that school educators and administrators need to recognize the potential in their minority student population.

The limited appearance of minority women in colleges and university faculty ranks is concerning for the very real reasons listed above as well as other important provoking factors. In lesson planning the aim for educators is to have students take part in their learning and help them understand that ultimately, they have to be a major force driving their capacity to absorb and understand the information presented. There is only a limited amount of time to do this and each educator should aspire to make every second count. With this in mind, weight should also be given to how students learn, what has the potential to motivate them, and the type of learning environment being facilitated.

Directly related to this as part of planning to increase a university's impact their admission goals would most certainly center on increasing student recruitment and retention. These are recurring objectives that require year-round consideration. Along

with varying approaches to achieving this, acknowledging diversity and inclusion plays a big role in planning. Part of effective strategy around all this should consist of, as noted in a Department of Education (2016) report “campus leadership, including a diverse faculty.” The report indicates this “plays an important role in achieving inclusive institutions;” further, that, “students report that it is important for them to see themselves reflected in the faculty and curriculum to which they are exposed to create a sense of belonging and inclusiveness.” For many students, this does not fully happen.

In a subsequent piece of literature reviewed minority students were surveyed and asked to respond to indicators for cultural identity among a few other categories. Most of the students participating were women. In their findings, Walker & Syed (2013) concluded many ways that students gain a sense of belonging. This may prove valuable for my own and others’ research examining varying perspectives to infer or deduce whether the realized sense of belonging affected any impact on retention rates and degree completion or better still, faculty recruitment and hiring in college settings.

### **Conclusion**

Through the survey of scholarly articles, we can see how working to improve faculty hiring helps create classroom culture which in turn leads to development and nurturing for many students. Diversity and inclusivity are buzz words heard across many realms from professional sports to film and music and ultimately for all levels of education. The importance of reviewing the above is a concerted focus on research and scholarship related to minority women in higher education. The aspiration is that it can serve as a launching pad for current planning and future approaches that delve into best practices for recruitment and hiring. As evidenced by the resources and materials

reviewed, if less than acceptable efforts are put forth in increasing their numbers in the higher education faculty ranks the existence of minority women will stagnate. There is the considerable consequence that as the situation continues unchecked, it will mirror the outward expression of systemic racism and impart a negative effect on the larger context of the entire college community or possibly society as a whole.

## **Chapter III**

### **Methods**

#### **Introduction**

This chapter will review the methodology and seek to describe in brief the nature and background of the type of study chosen. Also, it will offer insight as to why this approach was most appropriate including the procedures involved. As tending to college and university personnel matters which include recruitment, retention, and promotion of female faculty members can be a sensitive area, the practices and policy at hand may not always map clear, direct paths to desired outcomes, goals or objectives. A qualitative research design approach that combined individual interviews and a focus group ultimately yielded considerable data to effectively evaluate the circumstances surrounding this phenomenon.

The purpose of this study was to discover the perceptions of female minority educators in higher education related to their entry and experience as faculty members. Viewpoints on their lived experiences from the hiring process to their daily classroom interactions were investigated. Qualitative case study design to include interviews was the most appropriate way to address the research question. The conceptual framework combines elements from several noted theoretical approaches in education and sociological research. The method and procedure for analyzing the interview sessions stemmed from open-ended questions as part of the interview protocol.

In speaking with several other non-participant women faculty members in higher education settings I found them to be candid in sharing the high and low points of their ascension through the faculty ranks; however, each was reluctant to officially go ‘on the

record' for fear of retribution. This spoke to the very core of my inquiry. Not only is it a struggle to get your foot in the door for consideration of hiring, notwithstanding professional credentials, but once women finally arrive, they, both minority and nonminority *are constantly reminded* to stay in their place. When will this not be our lived existence?

A qualitative case study design bound by location was used to explore participants' perceptions of issues faced as female, minority educators in university settings. Four minority, women faculty participants self-selected based on stated research study criteria. Each is involved in teaching disciplines ranging from student success and science, technology, engineering, and math (STEM) as college faculty in a large Southern university. I conducted initial and follow-up individual interviews lasting from thirty to sixty minutes each and a supplemental focus group meeting for triangulation purposes was conducted. The data collected were transcribed from handwritten notes into an easy to read typed layout. The data were also coded for themes and to determine subsequent follow-up questions for each interview session. This same cohort participated in a concluding focus group interview session and was member checked again allowing for the triangulation of all cumulative interview data.

I conducted initial and follow-up individual interviews with each participant for triangulation purposes. The data collected were transcribed from handwritten notes into an easy to read typed layout. The data was then coded for themes and to determine subsequent complementary questions. This same cohort was invited to participate in a focus group interview and member checked again allowing for the final triangulation of all cumulative data.

Of the varying research designs, a qualitative case study worked best for my inquiry. Interviewing minority women already serving as higher education faculty was ideal as their individual and collective experiences would ultimately serve as the opportune facsimile of a workspace to fully evaluate the problem being investigated. The University of Southern California's Academic Senate (2016) researched current ways that serve to increase diversification amongst teaching ranks at a number of college campuses and found that "the strongest existing support for faculty diversity initiatives is reflected in mentoring programs, including programs from UC Berkley, Dartmouth, University of Notre Dame, and Columbia." While this can greatly assist those who successfully navigate the hiring process, more is needed to get increasing numbers of minority women a first and second look from the time open positions become available and job application packages are submitted.

### **Research Question**

What are female minority educators' perceptions regarding issues of women of color in higher education?

### **Participant Recruitment**

I employed purposive sampling to initiate a foundation for the participant pool. This research technique has the ability to "produce a sample that can be logically assumed to be representative of the population" (Lavrakas, 2008). It has effective operating capabilities for qualitative research endeavors and served well to direct the selection of potential and eventual participants.

From the online directories of multiple colleges and programs at a large, Southern university, I was able to randomly select a considerable number of female, minority

faculty members. This sample set was introduced to the study using blind copy emails and attached flyers delineating the study criteria and my contact information.

As participants self-selected and volunteered to be part of this research, I was able to schedule preliminary interview sessions. This, in turn, allowed me to gain a wide array of experiences and perspectives on what it means to hold positions at a major research institution in a large Southern university. The final population included four female faculty members. I considered Science, Technology, Engineering and Math (STEM) faculty in particular because there is extensive existing research on the great divide in who serves in teaching and leadership roles in these collective disciplines. As noted above a Brookings Institution report (Koedel, 2017) highlights the dearth of minority women who are STEM faculty. It states clearly, “the underrepresentation of...minority and female professors among faculty overall is driven predominantly by a lack of diversity in STEM fields. Non-STEM fields are much more diverse. For example, black faculty account for just 0.7-2.9 percent of faculty in biology, chemistry, and economics; but 8.8-15.1 percent of faculty in educational leadership/policy, English, and sociology. Similarly, women account for just 18.1-31.1 percent of faculty in STEM fields, but 47.1-53.2 percent of faculty in non-STEM fields.” This is something that cannot be continuously overlooked or downplayed.

The report goes on to speak to the ill-effects this can and often does have on faculty-student relationships. It has been well documented that students succeed when they see themselves reflected in the teaching and administrative examples surrounding them throughout their collegiate careers. Further, “the concern raised by the disparate diversity conditions between STEM and non-STEM fields is that they may serve to

perpetuate an already-existing field imbalance in the workforce, both in academia...and the broader labor market. That is, if disadvantaged-minority and female students are drawn to fields with more professors who share their characteristics, and such professors are disproportionately in non-STEM fields, the current diversity structure in higher education may serve to reinforce STEM/non-STEM diversity gaps” (Koedel, 2017).

After interviewing this select group of faculty members, I invited them to participate in an anonymous and confidential focus group to discover any shared experiences between them. While there may be limits geographically, I found using online communication and platforms such as Zoom and email greatly assisted in the overall design. I was able to gather information that enhanced the ability to gain input from the study participants who currently serve faculty members in higher education settings. Each initial interview session was conducted in person with a number of subsequent meetings by online means. I was also keenly aware that attention to potential bias was needed to ensure that my efforts were not negatively impacted.

## **Interviews**

The main method of collecting data was by direct encounters with study participants via initial and subsequent semi-structured interviews. Each interview session was conducted in a setting most convenient for them and which allowed flexibility to work around their teaching loads and daily work schedules. After the individual interview rounds, a focus group interview session was conducted to discuss themes that emerged from our previous sessions.

I created and fine-tuned an interview protocol with questions that gravitated around the central focus of this study. In each session with the participants, the protocol

guided our conversations based on a predetermined list of open-ended questions covered in no particular order. There was no set configuration or steps to follow; each session started with an opening chat to establish rapport and then immediately moved into more specific and detailed discussion. The protocol did help keep each session on track as far as time was concerned.

The participants presented as idyllic for the individual interview sessions and subsequently for the focus group because of convenience. They are all part of a limited population that is close to hand here teaching at a large Southern university in Texas. Each participants' identity is confidential and for reporting purposes in this study, they will be only referred to as Alvin, Brian, Calvin, and David. The first round of initial interviews with each participant was conducted separately. Based on the extent of discussion a second or third session was scheduled to follow-up. Everything concluded with the focus group meeting with all participants engaging to discuss themes that emerged. At each one of these steps, the data were triangulated to focus on the research question. Notes from each interview were transcribed and coded for emerging themes.

The participants were all female minority faculty members at a large Southern university and each possessed advanced degrees beyond a bachelor's degree. The specific types of questions used in the initial round of interviews were open-ended to allow each participant to express themselves freely without any guiding or coaching. In the second round of interviews, the first set of questions was reframed to create uniform follow-up questions and to touch on initial themes that emerged. Member checking was conducted, and data coded in groupings of similar talking points to isolate all themes that emerged as a result of the entire process.

## **Procedures**

After careful review of both qualitative and quantitative methodology and procedures, I decided to use a qualitative case study design approach to guide my research. This particular technique, which includes much of the information found in both Creswell's (2014) work on research design as well as what Johnson & Christensen's (2012) offering on data collection and sampling, appears to support the focus of my research the best. How the findings and analysis that result stand to spur on engaged discourse surrounding my questions is yet to be seen.

In my research approach, I used an interview protocol based on qualitative methods research design. The open-ended questions were incorporated into participant conversations and allowed great flexibility in application. This data gathering mechanism as Creswell (2014) summed up is dependable, sound and has great capacity to provide for impartial analysis. Johnson & Christensen (2012) also provided a detailed roadmap to navigating the methods section. They presented in no particular order of importance a number of ways to gather and assemble data as I looked for patterns or reviewed outcomes for indications to answer my inquiries.

Additionally, I felt that many aspects of ethnography along with grounded theory contributed to how I set about completing my work. The checklist that Creswell (2014) puts forth in his chapter on qualitative methods can easily translate to mixed-method approaches as well. Of the steps recorded, procedure, timeline, and scaling stood out for me. The timeline was especially important as it speaks to the long-standing concern identified in my research focus that has yet to be appropriately addressed in higher education.

After taking a contemplative review of the different types of research design styles I decided that the qualitative case study approach worked well for what I was trying to accomplish. I sought to garner interest and engage in enlightened discourse with my colleagues and superiors in higher education settings about how best to collaborate and contribute to ways to effectively bolster recruitment and retention. While this is a revolving issue for colleges and universities, my concerted efforts will focus mainly on creating and advancing access and opportunity for minority women serving in faculty roles.

The qualitative case study approach allowed me to combine data from the individual participant interviews with the focus group discussion notes. I then combined them all to produce resourceful ways of analyzing the cumulative sourced information and offer up varying perspectives of the findings. As Jamshed (2014) reasons, taking the best that each has to offer is “considered to be complementary,” as it relates to our desired research goals. I created an interview protocol using open-ended questions reviewed in upwards of three individual sessions to allow each faculty member the time and flexibility to engage based on their teaching loads and regular workday schedules. I categorized themes from the interview sessions to look for patterns and notable markers.

Sources that supported my selection of a qualitative case study framework include the work of Creswell (2014) along with detailed discussions by Evans, Coon, and Ume (2011). In reading these selections I was able to determine that taking this particular approach helped minimize the time spent in creating tools to gather data and then efficiently sorting and analyzing it all to draw out conclusions and recommendations for

action steps. This served as foundational support for the contentions I built based on theoretical perspectives of scholars in areas such as critical race theory.

As I cataloged all the data sets collected, I discovered a relatively broad overview from which to narrow down and zoom in as the focus and direction of the research took me. Describing the purpose and intent of my interview protocol as well as how the participant responses related to each other, as well as my research focus, required a great deal of time and well thought out writing. I discovered that there were a significant number of relational measures after the work began to take form. This is where attention to internal and external validity was especially vital.

While I remain hopeful that more emphasis will be placed on my findings instead of all I had to do to get them, I understand how the methodology matters. My intended audience, along with anyone who happens to read this writing, needs to know what prior work was done to examine this issue, how the interview responses reflect a necessary perspective, and why all of this is significant enough to warrant discussion and makes a difference in the grand scheme of things. As a minority woman teaching college courses myself I shared in many of the participant responses and revelations.

As Creswell (2014) noted in his opening chapter on research design, pragmatism focuses on finding effective ways to get around our most troubling obstacles. For my work, creating and sustaining access to teaching opportunities in higher education for women of color was the initial and continues to be the ongoing objective. From a personal, practical and social justice perspective it would be mutually beneficial to learn and understand what worked well over a historical timeline so as to increase our collective insight on what is needed to work well into the future to ensure diversity.

## Analysis

All of the data shared by each research study participant is an honest representation of their perspective on issues encountered while serving as faculty at a large, Southern university. This assessment from their vantage point allows others to gain understanding and insight into the need to be able to, as one participant stated, “Speak openly and honestly without fear.” That is the only way real change can be accomplished. The underlying goal is for others to read this study and learn ways to refresh and enhance current college faculty recruitment and hiring practices. The system cannot remain “an old boys club”, as quoted by another research participant, that continuously excludes minorities and women of color. This does not serve our student body. Taking the tenets of CRT, feminist theory, and intersectionality into consideration, the following analysis was conducted.

**Summary of analysis.** My point of reference for each phase of this research is quite similar to that of every study participant. I, too am a woman of color who teaches in a college setting. I understand all too well the nuances of CRT, feminist theory, and intersectionality and how issues examined by each of them can serve to wreak havoc on the career aspirations of minorities, especially minority women. While my starting point may serve as a screen to filter or put into context challenges faced by women and minorities in higher education, I am hopeful that the resulting outcomes of this study extend further to create level playing fields for students seeking a college degree as well.

I seek to engage my colleagues in higher education towards a sincere discussion about the dearth of minority women serving as faculty in college settings. Collectively,

we can review observations about whether barriers to access are being taken into consideration and if any solutions are theorized or put into practice to abate this problem. A subsidiary concern is whether this, in turn, imparts the effect of making said women come across as insignificant to the underlying focus and goals of teaching and learning in higher education. If we are to effectively address college retention and graduation rates the low numbers of women of color in faculty roles cannot be deemed as an inconsequential footnote. With my research, I hope to continue the discourse on this problem and seek to offer remedies for it.

## **Chapter IV**

### **Findings**

Here I will describe what was found after the interview sessions and focus group meeting. Themes uncovered illustrate parallels between the participants' experiences. Their individual stories converged to signify a change in faculty recruitment and hiring is long overdue and much needed. As their reflections were unpacked it allowed me to conduct an initial simplified analysis of patterns of behavior the study participants deemed uncondusive to effective hiring practices for faculty diversity. Based on their input and evaluation of emerging themes I was able to begin formulating conclusions as to whether their experiences were isolated, shared or a combination of the two.

One overriding sentiment expressed by the research study participants was that they were intent on helping their minority and female students acclimate to the learning environment. Recalling their own experiences as students struggling to fit in and adjust to cultural norms, the participants found that the added stress could have easily derailed their path to college degree completion. Being mentored as students definitely helped them stay the course and in turn, mentoring their students allowed them to create connections that would have otherwise been missed opportunities. They also felt that this was part of preparing their students to transition to the workforce.

University personnel hiring practices that involve recruitment, retention, and promotion of female faculty members can be a sensitive area and the normative procedures may not always lay out clear or direct paths to desired outcomes such as inclusivity of a diverse mix of applicants. A goal of creating a sense of equity across

faculty ranks can involve abstract objectives that current faculty and college administrators can find cumbersome and intrusive to their autonomy in executing hiring as they see fit. An opinion piece from *The Hechinger Report* (Gasman, 2016) made the argument that arbitrary standards are haphazardly applied to screen out otherwise eligible candidates. To quote, “Typically, ‘quality’ means that the person didn’t go to an elite institution for their Ph.D. or wasn’t mentored by a prominent person in the field. What people forget is that attending the elite institutions and being mentored by prominent people is linked to social capital and systemic racism ensures that people of color have less of it.” Women of color can face increasingly steeper odds.

To test this theory among others, a qualitative case study design was used in this research where more than ten minority, women faculty participants were invited to engage and discuss their individual and shared experiences from the onboarding process through their current roles as professors in higher education. Using clearly stated study criteria each member self-selected and volunteered based on their involvement in teaching in a variety of disciplines such as science, technology, engineering, and math (STEM) and the arts in a major public research university in the Southwest region of Texas. As Creswell (2014) noted too effectively endeavor in scholarship around this particular concern requires that distinct and specific information be gathered closest to home. Home was regarded as the setting best suited to shed light on the contributing factors of an issue. For this particular research study, home was a larger Southern university.

In working with the participants, I found the one-on-one interview sessions produced considerable records to effectively evaluate the circumstances surrounding the phenomena rooted in my inquiry about the experiences women of color have as they enter the teaching ranks of higher education. In recounting their roles as faculty members, they were candid in sharing the high and low points of their ascension through the faculty recruitment and hiring processes. There was some initial hesitance which read as reluctance and tentative fear of retribution. To assure them that engaging in the study offered a safe place for them to express their concerns I found myself constantly reminding them of the confidentiality and privacy protections available through the Institutional Review Board (IRB) review as well as built into the consent forms they each signed.

This speaks to the very core of my inquiry. Not only is it a struggle to get your foot in the door for consideration of hiring, notwithstanding professional credentials, but once women finally arrive, they, both minority and nonminority *are constantly reminded* to stay in their place. As a woman of color who teaches as well, I cannot help but wonder at what point in time this will cease to be our lived existence.

As mentioned earlier I was also able to take in, as strictly an informal source of input, observations of my female minority colleagues that I teach with regularly. As I did not know either of the participants before the study began, I opted to include what I see my fellow faculty members experience in their day to day tasks as they interacted with other coworkers, deans and other administrative staff, and in some instances, their students. This reflection was used as a method for developing external validity.

In comparison with the actual human subjects, my colleagues demonstrated similarities in the careful exchange of both spoken and body language between men and women and also most notably in the conversation between nonminority deans or other administrative staff and the minority adjuncts they supervised. Gender equity is nonexistent as there are more men, especially white men, who serve as both full time and adjunct faculty members over the number of minority or women faculty.

### **Researcher as Data Collection Coordinator**

I completed my bachelor's degree and master's degree both with concentrations in political science/public administration. As the researcher for this study my background was based on working in college and university settings for over twenty years in a variety of positions that interacted with faculty, staff and students alike. I also teach Texas State and federal government at a minority-serving, local community college. The student population is over fifty percent female and over forty percent Hispanic. My colleagues there do not accurately reflect the diversity in our student body. I did not have any prior relationship with either of the four study participants to minimize any potential conflict of interest and to control for bias.

### **Study Participants**

I used blind copy emails and flyers to seek out and interview several minority women faculty to gain a wide array of experiences and perspectives on what it means to hold positions at a major research institution in the Southwest region of the United States. The target population was anticipated to include upwards of five to ten female faculty

members. Four participants each self-selected to engage based on the stated research criteria. I considered Science, Technology, Engineering and Math (STEM) faculty in particular because as evidenced in the preceding chapters there is extensive existing research on the great divide in who serves in teaching and leadership roles in these collective disciplines.

Each participant was assigned sequential aliases to include Alvin, Brian, Calvin, and David. This permitted the confidentiality and anonymity needed as part of the consent process and also allowed them the freedom to speak without fear of their true identity being discovered. The very first interview session unwittingly set the general feel of unburdening for each session to follow. Each opportunity to engage with the study members allowed us to cover a substantial number of questions from the interview protocol. In one way or another, the four participants expressed surprise in the realization that no one had sought out their insight on diversity in faculty hiring at any time prior to the study while they worked in higher education. We reflected in lengthy discussions about the expansive diversity in a student body at a large Southern university not being replicated in college faculty and administration within the particular schools each worked for.

**Alvin and her most relevant themes.** Alvin was one of a total of four study members to reply to my blind copy email and flyer eliciting responses. She willingly volunteered to engage in the research study. Using email, we scheduled our first face to face interview session based on her availability. Once I arrived at her office, we were able to engage in light-weight introductory conversation as we got to know one another.

She presented as very interested in learning about my research topic and being able to offer as much insight as she could. Our discussion was guided by the interview protocol questions that I had previously prepared.

This interview session began as the others did by reviewing background information about how Alvin came to be an educator in a college at a large Southern university. Her path did not follow the traditional apply, interview, hire trajectory of higher education faculty. She left the large Southern university for a job at another school and after nearly two years was requested by a former administrator to return for a better position. She returned and much to her dismay quickly realized she was asked to return to help the college meet a diversity hire goal. This has served as a dual-edged sword in that it allows her to represent as a woman of color on the surface, but her actual worth is not fully realized as reflected in numerous decisions made without consideration of her opinions or input.

Alvin is an immigrant and the daughter of immigrants. She is first-generation and arrived in the United States as a 3-year-old refugee. During this time because of the differences between her culture and American culture, she experienced rejection. She rediscovered her natural identity and developed a critical consciousness about her heritage. She first came as a student to the large Southern university she currently works for wanting to be a doctor. She then decided to change her major to English; a decision that resulted in her parents being disappointed. Alvin then decided to teach as a default career. Next, she worked for a regional youth organization, but she missed being a teacher and returned to school to complete her master's degree. While working on it she

took a graduate assistant position to remain on the large Southern university campus. She then went on to academic advising. Alvin left the large Southern University for a period although she was called back for a better position.

*Creating connections.* Alvin sees her students struggle as she did and wants to be able to help them. A particular area where her students struggle is with identity and developing a sense of belonging. The Deferred Action for Childhood Arrivals (DACA) and similar Deferred Action for Parents of Americans (DAPA) initiatives are two areas that directly affect her students with many of them having to translate conversations and information for their parents. In these circumstances, Alvin realizes that it will take time to build trust with her students. She regards the most rewarding aspect of her work as being the times when she can establish and maintain their trust and moments where they feel comfortable enough to share their struggles with her despite her role as faculty or a college administrator.

When it comes to staffing within the faculty ranks, Alvin echoed Freire (n.d.), a Brazilian educator with regards to empowering your students instead of lording your power over them. Being aware of the power we possess as higher education teachers or college and campus administrators helps to broker positive power dynamics between our students and ourselves. In the past, she has served on faculty hiring committees where diversity is expected but still not actively practiced. Alvin recalled non-minority committee members making offhand comments during hiring periods as if she was not even in the room. The bias and racism felt real and tangible. To quote, “Common sense does not equal common practice.” She felt this did not serve to unite them as colleagues

with a shared, vested interest in departmental goals. It also left her wondering how students felt if exposed to this type of behavior by their professors.

Recalling her rehire in the college, Alvin remembers as if it were yesterday how her the superior college administrator called her back for a better position when there was a critical need for hiring within their Department. Her experiences after being hired the second time were interesting, to say the least. As a minority and a woman, she could feel the assumptions mounting about her demeanor in this new role as she interacted with her colleagues. She felt that it was assumed she would be “quiet and hardworking.” This led to her being “taken advantage of” and assigned many tasks which she felt we’re not suited for her new position. She does all the work that she is given regardless because she finds an opportunity to make each task student-centered.

Diversity is important as a means of establishing strong student connections and ultimately to prepare them to be competitive in this global world. As a member of the faculty at a large Southern university, Alvin feels that opportunities are not taken or are missed in being able to effectively show and demonstrate diversity and inclusion for all students. As she grows older, she has found herself “becoming more strategic in speaking up about diversity.”

***Workplace culture.*** When reflecting on colleagues hired within her field and the college that she works for, Alvin recalls that they are predominantly white males and the academy typically reflects this as well. When initiatives or simply discussions about diversity and inclusion are taken up, they “feel forced” instead of genuine, open, and honest. Expanding out from her college to the entire Southern university and academia

across America she reflects that higher education does not put forth sincere effort to support diversity and equity actions for historically marginalized applicants. “Navigating the tenure process is complicated and many can lack social and other capital to be successful.” Alvin feels that minorities and women often must “prove their worth.”

On the campus that Alvin works there is a center that states it aims to be focused on improving access to faculty and administrative roles for minority women. The goal is to have “equal stakeholders”. In her experience with this training and programmatic design stakeholders may be “equal on paper but not so much in the qualitative sense.” In a training presentation that she attended, there were quantitative figures put forth but Alvin, as well as other attendees, remarked that qualitative research needs to be done to bring the human aspect and experience into play.

*Safe spaces.* Notwithstanding all the unpleasantries Alvin is driven by core values that keep her focused on serving her students. She often reflects on her own experience as an immigrant and a woman navigating her path through higher education and she does not want her students to be made to feel as though they are “outsiders having to work harder.” A recurring source of motivation for Alvin is the ability to create a safe space for her students to speak freely about their own experiences on campus.

Something that she finds ironic is that for faculty and staff within the college she works for and across the campus of the large Southern university a generalized sensation of having a safe space is greatly limited. Faculty and staff are expected to “tow the line” and are not allowed to openly speak about their true feelings. Even with programming in place such as the center charged with helping women gain a footing in faculty and

administrative roles, all the discussion feels “curated.” Alvin finds that there is a high level of “tokenism” and the center gives the feel of being more of a “marketing ploy” and less about making real forward-moving progress for diversity in faculty hiring.

Nonetheless, she finds purpose in her role within the college and as a faculty member working with her students. One of the interview protocol questions allowed participants to share something they consider important that directly contributes to creating real and lasting change with regards to faculty hiring. As Alvin shared above, these are the instances where she allows her students the safe space to speak openly and frankly about how they are feeling about their professors, academic challenges, and life in general. In this space, her students, especially her international students often speak to their issues encountered as minorities being new to the States and studying on a campus where the student demographics are predominantly white. Interestingly enough the campus president is a minority woman, but Alvin’s “students report they feel she has not performed on their behalf.”

A few other themes that emerged in my interview sessions with Alvin are listed as follows: Alvin’s insight as revealed from the individual interview sessions and through her reflections on the protocol questions and related discussion prompts show that she feels that while there appears to be much talk and discussion about increasing faculty diversity, this talk seldom advances to real actionable items. She feels that “tough conversations” regarding race and gender are needed to assess progress towards this end. Alvin also shared that despite much of this she finds a great deal of reward in her work.

She works hard to create and represent a welcoming environment for her students so they will always feel valued.

The one most important thing Alvin has done to contribute to change in faculty hiring was empowering her students to question and challenge faculty and campus administrators on issues they feel warrant addressing. She sincerely feels that engaging in the research study and participating in the interview sessions will impact hiring practices because she now knows that others share in her strong desire to have more faculty of color on college campuses. To support this effort, she feels that much “more qualitative research is needed to advance conversations in academia” about diversity. Adding to all this is her intention to “seek out” through her research “the international student perspective along with the international faculty of color perspective.” Purpose, core values, and inclusivity are what drive Alvin’s interactions with her students and colleagues.

**Brian’s discussion themes.** I first met Brian in person for coffee at an off-campus location of her choosing. We engaged in introductory conversation to develop a comfortable rapport and then immediately delved into the interview protocol questions to be mindful of our time that day. Brian was the second participant that replied to the blind copy email and flyer I sent. She also willingly volunteered to engage in the study. She expressed a keen awareness of factors that contribute to a lack of great numbers of female minority faculty members in higher education. Being one of the few she was eager to share about her experiences and offer her perspective on the journey.

Brian's mother was a teacher and her grandfather was a school principal. This eventually played a role in her decision to be an educator as well. Her initial career goal was to be a professional in her field and she taught as a second career on the side. There were two events that occurred over time that turned out to be "game-changers" for her. Brian moved from one regional location to a very diverse and urban setting and the cultural shifts influenced her thought and intention. The second event was an opportunity to work with children in a youth organization. This helped her transition to teach more and she has not looked back.

In addition to now working with graduate students in higher education, she is also a program director within a college at a large Southern university. Brian teaches classes in the evening and also provides one-on-one advising for students. When discussing both her application and hiring for her current role she noted a few things that stood out in the process. Brian applied to two different positions within her college and was interviewed and hired for one of them. Subsequently, she participated in the selection and interview process for the second position. One of the applicants was a minority woman that was very qualified for the role but was not offered the position. Instead, a white male, which is the norm for Brian's field, was hired.

***Cultural competence.*** She goes on to note that she currently serves on a board for diversity, inclusivity, and equity matters now. Cultural competence, as defined by the National Education Association (n.d.) "is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to

understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry”. Brian regards employing cultural competency as a guiding force for the work that she does with the board she serves on. Brian notes that instead of having separate boards or committees to address diversity, inclusivity, and equity these “goals should be incorporated into everything that is done” within any given college at the large Southern university that she works for. Further, she feels that without this effort a sense ‘separateness’ is allowed to persist.

As this all can play an important part when it comes to diversity in faculty hiring Brian states that it is “important for students to have varied viewpoints” and to have faculty and college administrators “reflect” the diversity of the overall student body. One thing about faculty hiring and candidate selection she noticed is that an ideal candidate may look “good” on paper but may not actually be the right fit in reality. As someone who is now in charge of hiring for her program, Brian made it a point to infuse diversity into the process.

***Creating change.*** As Brian shared above, she was part of a hiring committee to staff a secondary position within her college. Of the applicants, a minority woman applied along with the white male who was eventually hired. Brian was “shocked when she wasn’t hired. She was a very strong candidate. She had great gallery experience.” Brian asked one of the college administrators tasked with making the final decision why the minority woman was not hired and was told that the particular candidate “needed a stronger business background”. Brian felt this “was a missed opportunity” and in turn

uses it to guide her future considerations when reviewing teaching applicants for her college.

A few additional themes that emerged in my interview sessions with Brian were she views herself as a lifelong student, adding that as we teach, we engage in learning as well. She feels that employing diversity in faculty hiring is especially significant because, as she restated it's, "important for students to have varied viewpoints and that students need to see their own faces reflected in the faculty they learn from." A significant action that Brian took to contribute to positive change in faculty hiring was to speak with her college's administration about the woman of color discussed above who was not hired.

In reflecting on what teaching and learning would be like for students if faculty was comprised of only white males Brian recalled that she actually lived through this experience herself and found it to be a restrictive learning environment for women and women of color. This presents an obstacle to be overcome by those very students. Brian does feel our sessions together will impact hiring practices in such a way that they will help her develop strategies for future hiring within her college at a large, Southern university. Further, she remarked, "We have to be intentional in expanding opportunities for marginalized peoples." Lastly, Brian feels that to increase individual and collective cultural competencies, we each must be allowed to tell our own stories.

**Calvin and her theme reflections.** My first meeting with Calvin was inside a private library meeting room at a large Southern university. We decided to meet there due to it being convenient with her work schedule for that particular day. After our introductory chat to share backgrounds and teaching interests we started working through

the interview protocol questions. Calvin initially only worked in her field and then returned to school to get an advanced degree and began teaching at that point. When working on completing her advanced degree she was identified as a “good” candidate for teaching and was eventually hired.

Originally, she was an adjunct but is full-time faculty now. Her particular industry is driven by supply and demand and there are a number of faculty within her field that are set to retire within the next five to ten years. With a limited number of faculty to provide service, this, in turn, limits the number of students that can enroll in her college’s programs. Additionally, students in her field struggle to maintain a reasonable balance between school and life as they have to be committed to being full-time students.

***The right mix.*** Calvin has served on hiring committees for her college and is also taking formal training to enhance the process. When considering applicants, she notes that the college may be looking for a “good fit” that corresponds with colleagues and students alike. However, a “good fit on paper” versus someone that works out ideally after being hired can be a hard goal to actually attain. There are varying issues to attend to when faculty are hired from an administrative perspective as well as the student perspective. Consideration is given to the new hire being able to manage their teaching load and ultimately whether they will be tenure or non-tenure track.

***Diversity.*** Calvin noted that considering diversity when screening and interviewing applicants for faculty positions is important because it “helps students develop strong connections with their educators”, especially reflecting on the diverse students in her college. Further, she notes that having a “mentor that looks like you is

important for students.” Two out of three additional faculty hired into her program since she started were minority women. There is a “good” amount of diversity represented in her college’s student population when compared to the total student body as part of the large, Southern university.

*Culturally competent.* Being attentive to how her students interact with the patient population they will serve after graduation, Calvin knows all too well how being trained to tend to different needs and cultural expectations plays a role in the lecture and instruction she and her fellow teaching colleagues provide. Calvin strives to emphasize awareness both in their clinical rounds and even with the training tools and workbooks her students use. She also works to incorporate focus on a variety of concerns such as religious observations and multicultural gender norms, so her students develop the skillset needed to work with a diverse community. She feels that “more training for both their faculty and students would be beneficial” to their current and future interactions.

Additional themes that emerged when interviewing Calvin are reflected in her responses to a few of the questions and ensuing discussion prompts and are as follows: Calvin finds the most rewarding aspect of her work is seeing her students recognize the real-world application of their textbook and classroom lecture learning. Two of the most important things Calvin has done to contribute to change in faculty hiring included serving on search committees and currently mentoring students now. If teaching and learning was only comprised of white faculty it would result in a one-sided viewpoint and be severely limited in offering varied perspectives for students. Further, Calvin feels that there should be expanded opportunities for students to learn about cultural competencies

in theory and clinical practice such as how religious beliefs or gender norms can impact patient care.

**David's intuitive themes.** My initial meeting with David was inside her office for a closed-door discussion about the research study. David shared with me details about her educational background and work leading up to her hiring as faculty in the college where she currently works. David's family values education. David also finds value in knowing that she is able to help her students, especially those who are struggling. She finds it important to represent as a "face of color for all students." The most rewarding aspect of her work is to see her students, including those who struggle, persevere and eventually graduate.

When it comes to issues regarding hiring faculty in higher education, she notes that it can be difficult to find qualified candidates from diverse backgrounds. If and when they are hired the "college administration needs to be prepared to support them." Currently, David serves on a hiring committee. Her hiring was a little unconventional in that when she was offered the role, a position was created for her as an adjunct faculty member. She feels that diversity in faculty hiring is a priority because as they provide training for students who in turn provide care to the community, a lack of cultural competency as a result of limited faculty diversity can result in deficient patient care.

**Cultural competency.** She noted that there appears to be a generalized lack of cultural competency across the entire campus of the large Southern university. Improvement is needed in making it a campus-wide value and objective. If there is no diversity within the faculty ranks it will not create a student body that is adequately

prepared to handle the patient population facing issues that can be limited to certain ethnic groups within the total population. As far as recruitment is concerned, “diversity and inclusion should be considerations.” Also, “support in the form of training and guidance for faculty is needed.”

Recently she was able to attend a regional training event focused on cultural competency with a multidisciplinary team of other faculty members from her field and other related fields. The conference was focused on developing curriculum but there was a limited representation of minorities in attendance. Despite this, David found an important takeaway from this training was that when it comes to “patient care, providers have to reflect the patient population”.

*Hiring practices.* Her college is aware of the center at the large Southern university that creates directives for applicant pools and hiring and she feels that accountability is built into the overall faculty recruitment process because of this. While it may not be a one-stop solution, David feels it is a respectable place to start. Moreover, there has to be ongoing education for faculty and administrators tasked with hiring so that they are aware of diversity and inclusivity measures.

As we reviewed the interview protocol questions the following additional themes emerged in David’s reflections on her work and research: Just as another study participant did, David regards the most important thing she has done to contribute to change in faculty hiring as being her opportunity to serve on hiring committees when asked to do so. Additionally, she finds that if and when teaching and instruction are provided by a non-diverse faculty this will not prepare students to handle diverse patient

populations. A guiding principle she uses when interacting with her students is to encourage them to emulate the patience she exhibits with them with everyone they see in their clinical rounds. David wholeheartedly believes that we have to be intentional in creating a workplace culture that is conducive to global learning.

### **Focus Group Themes**

A few shared attributes or themes were discovered during the meta-analysis of the individual interview sessions. I believe these ideas can greatly assist in improving faculty diversity within the study participants' respective colleges as well as across the entire large, Southern university. From the combined individual interview sessions, the graphic, *Word Cloud* in Appendix A represents a number of recurring themes and talking points as well. This visual representation brings together many of the repeated thoughts, phrases, imagery, and frequently used words that symbolize what each participant experienced in their quest to become faculty in the colleges they work for at a large Southern university. The concerns they shared for their students were represented as well. Remarkably, the study participants commented on feeling many of the same sentiments as express by their students.

***Creating needed change.*** While only three of the four participants spoke emphatically about change, the fourth shared a somewhat dissimilar experience with this term. Of the first few each of them agreed that being a changemaker did at times feel like an unwelcome burden in addition to all the other work they were tasked with, notwithstanding their obligations outside of teaching. To quote, Brian felt that it “sucks to always have to be the one advocating for yourself and others.” Each of the three were

also of the same opinion that they all shared in an ethical and moral obligation to answer the call to duty such as serving on diversity and inclusion boards or college hiring committees.

Brian went on to remark that at times she felt like a “sacrificial lamb.” This feeling was multiplied when practices time and time again reflect little to no progress on the diversity in faculty hiring horizon and she was left as the sole promoter for change within her college’s teaching ranks. Alvin added that her college and the large Southern university as a whole did hardly anything to acknowledge its faults and that there was major “pushback” when complaints about diversity in personnel were made.

***Towards an attainable goal.*** This led to an engaged discussion about intentionality. Alvin shared that “on paper” her college might have appeared to be intentional in incorporating diversity and inclusion into faculty hiring, but in practice, any diverse hire was by sheer coincidence. She then posed the rhetorical question about whether or not the large Southern university had ever reviewed itself for an accurate reflection of efforts to increase diversity within its faculty ranks. Alvin felt that notwithstanding the Southern university’s center that was charged with increasing teaching opportunities for women and minorities, the narratives all felt “crafted.”

***Busy work.*** In the midst of answering the call to push for faculty diversity, the study participants also protested being assigned or assumed to take on supplemental tasks that somehow were mysteriously associated with being minority women such as coordinating diversity committee work or student activities centered on inclusivity and equity. Whittaker and Montgomery (2014) offer the graphic, Figure B1, (see Appendix

B) that presents ways to mitigate creating custom-made chronicles of what faculty ranks should look like. Their detailed methodology involves a move towards eliminating barriers and opening access for minority and women educators in higher education while also allowing time within the regular workday to accomplish advocacy for all of this. To quote approaches “associated with transformation must include evidence-based strategies for addressing” diversity in higher education. Whittaker and Montgomery’s accumulation of a number of scholarship endeavors launched around this topic reflect outcomes that can serve in “promoting and sustaining institution-wide diversity...through faculty developmental initiatives.” It is believed that the combination of all of the above will help higher education administrators, faculty, and their students create successful approaches to increasing faculty diversity.

### **Instruments**

Table 1 contains a sampling of questions built into the interview protocol used as one of the data-collection instruments. This format allowed ease of use and flexibility to ensure conversation with each participant flowed naturally and that they were comfortable in their contemplation and response times.

Table 1

*Interview Protocol*

<b>Interview</b>	<b>Data Source</b>		
	<b>1=Initial Session</b>	<b>2=Subsequent Session</b>	<b>3=Final Individual Session</b>
<b>Questions</b>			
1. Try to recall when you were hired. How did you feel when applying for the position and throughout the interview process?			
2. Have you ever served on a faculty hiring committee? What was significant in this process for you?			
3. What would teaching and learning be like for students if faculty was comprised of only white males? Are there potential benefits to situations like this? Drawbacks?			
4. Why is diversity in faculty hiring important? Have you always felt like this about it?			

**Design Considerations**

The following is an overview of the research design utilized. After careful review of both qualitative and quantitative methodology, procedure and design, I decided to use a qualitative case study research approach to guide the study. The particular technique which includes much of the information found in both Creswell's (2014) work on research design as well as what Johnson & Christensen's (2012) offering on data

collection and sampling provides appears to support the focus of my research the best. After the individual participant interviews, I member checked to vet out emerging themes.

According to Grove (1988), “Member checking seems to aid both induction and coherence and brings an issue into focus.” Further, it is noted that this tool allows both a researcher and participant to review discussions and activities to date as an added measure of ensuring study validity. As Grove postulated, “by enabling the research participants to become collaborative ‘researchers’...participants would be enabled to reconstruct their own ideas and to perform tacit member checks throughout the data processing.” Johnson & Christensen (2012) also provided a detailed roadmap to navigating the methods section. They articulated many means to gather and assemble data as I looked for patterns or reviewed outcomes for indications to answer my inquiries and create a relatable story from the participants’ input.

I desired then and still seek now to gather interest and participate in enlightened discourse with my colleagues and superiors in higher education settings about the skills, knowledge, and abilities needed to collaborate and develop tools and procedures to effectively bolster recruitment and retention. While this is a revolving issue for colleges and universities, my concerted efforts will focus mainly on creating and advancing access and opportunity for minority women serving in faculty roles.

Each of the study participants offered insight into their journey from being job applicants to becoming successfully hired college faculty members. Their feedback indicated that the resources, support and most notably, campus culture needed to get them

there were lacking at times. Findings advocate for significant change from the way faculty recruitment and hiring replicates, as quoted by a study participant, an “old boys’ club” to a system that creates and sustains open and sincere recruitment and hiring practices for college faculty ranks.

### **Conclusion and Future Action**

In reflecting on the main research question about how female minority educators perceived issues they encountered when applying to and eventually being hired at a large Southern university, I found the study participants’ responses to be enlightening and deftly qualified to encourage further discourse on faculty diversity. As a woman of color who teaches in higher education myself, I concur with much of their sentiment about the gender and racial barriers to employment for minorities and women. These barriers are allowed to remain with little to no protest from the powers that be. In the midst of it all I, along with the study participants and many other minority women remain undeterred by the reluctance to change.

Using established literature and the countless previous studies on reasons behind the lack of diversity in higher education teaching ranks, college and university campuses faced with addressing these matters can capitalize on the human resources within their applicant pools. Continuous training from an HR stance and within individual hiring units is needed to set and achieve benchmarks that gauge forward-moving progress as well. To diminish some of the lingering gender and racial bias that stymies effective measures to ensure diversity in staffing processes, this study found that focusing on essential relationship-building tactics between administrators, colleagues, and among students is

one way to counter unfair practices and interactions. Each study participant spoke to cultural competency implementation as an added necessity in all that is done on the large, Southern university campus instead of just being a focus of limited, nonrecurring training.

## **Chapter V**

### **Concluding Discussion**

This concluding chapter offers discussion and summary in a review of the data that emerged during the study. Limitations are noted as well as several future courses of action. I shared earlier that in unrelated conversation with several women faculty members in higher education settings I found them to be candid in sharing the high and low points of their ascension through the faculty ranks. However, they remained reluctant to officially go ‘on the record’ for fear of retribution. I cannot help but marvel at how this speaks to the very core of my inquiry. Finding ways to increase faculty diversity will always contend with pushback and resistance of this nature.

### **Inferences**

As subscript to all of the individual interview sessions along with the focus group meeting notes implications of the study findings are discussed here. This also includes implications for faculty recruitment and hiring practices as well as implications for future research. These findings are well aligned with the significance stated in the opening chapter and correlate to the literature brought forward in the second chapter. Great consideration was given to ensuring that the findings reflect the concise nature of information gathered and be as transparent in their intent and purpose.

Building on the knowledge presented in each scholarly article and research study referenced earlier, the individual interview sessions and subsequent focus group produced easy to follow connections between the major issues and concerning impressions

discussed. It was not enough to merely cite statistics about the alarmingly low numbers of minorities and women who were actively being recruited and hired to teach in college and university settings. To gain relatable insight into how this happens four minority women teaching at different colleges on the campus of a large, Southern university were enlisted to share their own stories about entry into the exclusive club of higher education faculty.

From their distinct experiences to the commonalities between them, this study was able to identify what they viewed as predetermined obstacles on their paths to being hired. Each spoke to what it was like for them to navigate as a minority and a woman in the realm of post-secondary learning that has been for so long dominated by white men. There is no denying that race played a role in the hiring process as reported by one of the four participants. She was essentially a ‘gender and diversity hire’ for the college she works in at the large Southern university. Even after their hiring all four participants reported being treated differently and having undue expectations, such as being the one to have to take charge of diversity measures within their colleges, placed upon them because of what they believe are reasons related to them being minority women.

Of the theoretical frameworks reviewed here critical race theory, intersectionality, and feminist theory all served to effectively comprehend and analyze why the problem of invoking real change in faculty hiring persists. As witnessed by the study participants the reality may be that higher education in our Nation is too content with remaining the way it is with little to no room for change. As noted by one study participant, hiring in the

college she works for at the large, Southern university reflects trends in the Academy of a predominance by white men. This is also mirrored in the student population as well.

**Limitations of the problem.** As the literature reviewed and each interview session with the study participants supported, there were an expansive number of limitations that presented when evaluating diversity in higher education faculty ranks. Time was an overriding theme that stemmed directly from the research study members already impacted regular work schedules. In addition to their day to day tasks, they were often asked or expected to take on supplemental duties that included such activities as sitting on committees to develop diversity and inclusion practices for their respective colleges at the large Southern university. Time also played a role in their ability to engage in this inquiry.

Coupled with geographical location together they served as a limitation due to each participant having busy daily schedules in addition to maintaining work-life balance. Interview sessions and the focus group meeting were all planned based on their availability to mitigate any inconveniences or create unnecessary travel requirements. As witnessed by a number of the study participants being able to directly address their concerns regarding diversity and equity issues related to faculty hiring was limited by gender and racial norms within their respective colleges at the large Southern university. To paraphrase Alvin's words, they were made to feel as women they should be essentially seen and not heard.

Another type of limit was expressed by Calvin regarding the actual number of faculty available to teach students in her program. Future program building was

dependent on having a set number of educators to maintain a required student to faculty ratio. Calvin further indicated that the perspectives shared in teaching and learning were severely limited if there was not an ideal balance of faculty diversity to reflect the multiple ethnicities and backgrounds of the student body or patient population that the students will serve. Patient needs and treatment approaches can vary based on gender, religious observations, and cultural preferences. A final limitation shared by David was regarding the number of minority faculty sent to a cross-discipline conference. She was one of a very small grouping in attendance from the large Southern university, but the only one from her specific college.

### **Recommendations**

Recommendations from this study are to develop and implement a fair and consistent faculty hiring process that ensures diversity is valued and used as the standard for future onboarding consideration. I seek to engage my colleagues in higher education towards a sincere discussion about the dearth of minority women serving as faculty in college settings. Collectively we can review observations about whether barriers to access are being taken into consideration and what if any solutions are theorized or put into practice to abate this problem. A subsidiary concern is does this, in turn, impart the effect of making said women come across as insignificant to the underlying focus and goals of teaching and learning in higher education. If we are to effectively address college retention and graduation rates this cannot be deemed as an inconsequential footnote. With my research, I hope to continue the discourse on this problem and seek to offer remedies for it.

Further, to adequately address the limitations expressed above consideration should be given to the following: Study participants took exception to unwarranted assignment by college administrators of duties such as being the faculty member always singled out to address issues related to diversity and inclusion just because they were female minorities. This created additional jobs and added to their already full workdays. As part of a federal government grant program that created the center designated to address hiring more minority women in specific teaching disciplines at the large Southern university, each study participant felt that there were still real limits on them being able to openly discuss factors that contribute to the lack of diversity. These limits are benchmarked by long-standing, traditional workplace norms of male dominance and minority exclusion in faculty and administrator leadership roles.

As evidenced by a review of the relevant literature that documents past and continuing research on faculty diversity in higher education, the issue of an imbalance concerning gender and race persistently remains. While the large, Southern university that was home to this particular research study asserts that it is focused on ensuring accountability is built into its faculty recruitment and hiring practices, the stories shared by study participants paint a different picture. They reported that regardless of their colleges taking part in efforts by a university center charged with improving opportunities for women and minorities in science-based teaching roles, progress stayed slow at best.

The study participants opined that while initiatives may be drafted on paper, discussed in college administrator meetings, or put into limited practice, the initiatives failed to materialize any real change. As a result of the focus group meeting, each

participant felt a renewed sense of purpose about continuing the conversation with more women of color across the campus at the large, Southern university. They understood that in an effort to garner buy-in from more of their colleagues, they must continue to wear the 'Changemaker' hat and be the ones who keep diversity and equity as agenda items, whether self-appointed or nominated by their college administration to do so.

They also developed the understanding that having more minorities and women of color within their colleges speak up would eventually lead to a shared vision of the best ways to increase faculty diversity. In hearing about the experiences of their colleagues, the study participants are hopeful that nonminority faculty members will gain an appreciation of different backgrounds and norms. This can, in turn, allow them to better understand cultural differences as well as be more aware of gender and racial biases that prevent forward-moving progress.

**Future Research.** As noted earlier in the writing Jaschik (2019) speaks to intersectionality in higher education and how to best provoke change. Previously this change centered on gender and race. Of late, many more factors are competing for our attention. Circling back to gender and race, change in faculty hiring practices has been incremental at best. This change is not only needed to level the playing field for minority educators but more importantly to incorporate the needs of an ever-changing student body.

Jaschik communicates that there needs to be, "a broad discussion of how people in different positions experience higher education and highlight groups who may not be fully included in conversations about the inequalities on our campuses." This can

facilitate a much-needed push to, “move discussions forward about how multiple experiences with inequalities are related to explore possible solutions” (2019). Jaschik also states that “conversations about graduate student experiences are vital for identifying ways to be more supportive of the next generation of faculty and limit reproducing the same issues of marginalization and alienation in our departments.” To close, in Jaschik’s (2019) words, “All of these groups have important experiences we must consider if we aim to create a more equitable and inclusive environment for people to live, work and study...In the end, using a more intersectional lens for higher education shows how inequality is as much of a lived experience as an outcome that our institutions need to take seriously.”

My future research will be formed with student voice as the foundation on which to build conversations around gender and racial equity and inclusion for higher education. As I did, other students may eventually become educators, too. If they are taught or conditioned to stay silent about what they see and experience in their day to day interactions, this will only perpetuate the barriers to a fair and balanced schooling system.

An equally accessible and sufficiently resourced educational starting point is the only way many can overcome poverty and gain social agency to survive and thrive in today’s economy. We must dispense with the misguided notion that failing students and schools suffer only due to internal conflict or misappropriation of funds. As a Brookings Institution article (Darling-Hammond, 1998) reported, we should never “forget that as late as the 1960s most African-American, Latino, and Native American students were

educated in wholly segregated schools funded at rates many times lower than those serving whites and were excluded from many higher education institutions entirely.”

### **Summary**

Employing a qualitative study design to collect data proved superlative in this instance where the objective was to closely examine the impact lived experience had on female minority educators in colleges at a large Southern university. Notwithstanding the trials and tribulations each study participant experienced, they each landed a place among the faculty ranks of higher education. Their story is important as it speaks to the ongoing fight to once and for all end racial and gender discrimination in college and university hiring. This study has the potential to bring home this reality to those who willfully force themselves to believe we are post-racial. This is relevant for additionally seeking ways to increase college retention and graduation rates as student bodies become increasingly diverse. I am hopeful that I can continue to research this problem with an anticipated decrease in these types of results. That is the only way we can as members of the higher education community effectively move forward towards being globally competitive.

A point that each study participant emphasized in their own words, both directly related to being hired as university faculty and to hiring practices, in general, was that once diverse hires gain entry into the ranks of higher education teaching staff, there needs to be a support system in place to cultivate their growth and success. If they are assigned a mentor, special attention should be given to the mentor’s position and to whether or not they are adept in delivering culturally competent leadership and guidance. A second consideration is designed around the experiences of two of the study participants. As

students and then adjunct faculty they were prepared and primed to move into their full-time teaching roles once the positions were created.

This research study contributes to relevant literature focused on addressing diversity in higher education from a number of different vantage points. Initially, the perspectives of female minority educators were solicited so as to identify issues they distinguished as possible deterrents to their successful application and hire as college faculty. Each participant shared about instances where they experienced gender and racial bias in the screening process as well as once, they were hired, which reflects on their retention as women of color faculty members. Based on an article (Abdul-Raheem, 2016) centered on diversity in college and university settings the call is repeatedly issued for, “an increase in the diversity of faculty in higher education along with encouragement to obtain tenure. Tenured minority faculty will have more autonomy with teaching and scholarship along with the ability to advocate equity among diverse populations.”

The advocacy referenced above was clearly identified by study participants in this research endeavor as feeling like an unwelcome but accepted challenge in addition to their daily job duties. They described the sensation of being appointed by their superiors or colleagues as the one person in their colleges to take on supplemental work such as serving on committees to address diversity and inclusion personnel-related matters. The study participants felt that these decisions were made about them because of their race and because they were women. Using both a scientific approach and examination of historical literature centered on the issue of a lack of diversity in higher education faculty ranks, this research study has brought forward relevant talking points and emphasized

that more scholarship and real effort on the part of college and university hiring administrators are needed to increase faculty diversity.

An additional area in the body of scholarly work this research study reflects on is cultural competency as a means of expanding the knowledge base of a student body and its educators. Each participant noted that without a concerted focus on integrating cultural competency into program planning, teaching, and learning it will continue to fall by the wayside or be a small section of learning as opposed to a much-needed application built into lesson planning as well as clinical instruction and supervision. In line with erstwhile literature and data from countless studies, including one related to patient care collectively cite that the ever-changing and expanding “diversity of patient populations in the United States demands a diverse healthcare workforce to provide optimal cultural competent care” (Wilson, Sanner & McAllister, 2010). Understanding patient needs based on gender preferences, cultural practice, and religious observation is key to ensuring their health concerns are adequately addressed.

This research study allowed us to review in great detail the background of the particular problems surrounding the lack of diversity in higher education faculty, why all of this is important for every constituent within the higher education community, and what can be done to expand our learning in the realm of ways to increase college faculty diversity.

## References

- Abdul-Raheem, J. (2016). Faculty Diversity and Tenure in Higher Education. *Journal of Cultural Diversity*. 2016; 23(2):53-56. Retrieved from <https://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=2&sid=706a04e9-0ba8-4985-ad26-cc90f7500e5e%40sessionmgr101>
- Academic Senate. University of Southern California, Los Angeles, California. Retrieved from <https://academicsenate.usc.edu/files/2015/08/Climate-Committee-Faculty-Diversity-Best-Practices-11-10-16.pdf>
- Beasley, M.A., Fischer, M.J. (2012). Why they leave: the impact of stereotype threat on the attrition of women and minorities from science, math and engineering majors. *Social Psychology of Education* 15,427-448.
- Bilimoria, D., Buch, K.K. (2010). The Search is On: Engendering Faculty Diversity Through More Effective Search and Recruitment. *Change: The Magazine of Higher Learning*, 42(4), 27-32.
- Boisnier, A.D. (2003). Race and Women's Identity Development: Distinguishing Between Feminism and Womanism Among Black and White Women. *Sex Roles*. 49: 211. <https://doi.org/10.1023/A:1024696022407>
- Boyd, T., Cintron, R., Alexander-Snow, M. (2010). The Experience of Being a Junior Minority Female Faculty Member. *Forum on Public Policy Online*, 2010(2)
- Cole, S., Barber, E. (2003). *Increasing faculty diversity: The occupational choices of*

*high-achieving minority students*. Cambridge, Mass: Harvard University Press.

Cooper, Brittney. C. (2014, January 30). When Blackness was in Vogue:

Intersectionality and Post-Racial Politics. Lecture presented at the University of Houston, Downtown. Houston, Texas.

Crenshaw, K. (2017). *Kimberlé Crenshaw on Intersectionality, More than Two Decades*

*Later*. Retrieved from <https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.

Creswell, J. W., Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.

Critical race theory (CRT). (n.d.). In *Encyclopædia Britannica online*. Retrieved from <https://www.britannica.com/topic/critical-race-theory>

Darling-Hammond, L. (1998, March 1). *Unequal Opportunity: Race and Education*

Retrieved from <https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>

Delgado, R., Stefancic, J. (2000). *Critical Race Theory: The Cutting Edge*. Temple University Press, Philadelphia, PA.

Diversity and Faculty Recruitment: Myths and Realities. University of California,

Berkeley. (n.d.). Retrieved from <https://ofew.berkeley.edu/recruitment/senate-searches/introduction-and-purpose/diversity-and-faculty-recruitment-myths-and>

Eisenstein, H. (2009). *Feminism Seduced*. New York: Routledge.

Eisenstein, Z. R. (1994). *The color of gender: Reimagining democracy*. Berkeley: University of California Press.

Evans, B. C., Coon, D. W., & Ume, E. (2011). Use of Theoretical Frameworks as a Pragmatic Guide for Mixed Methods Studies: A Methodological Necessity? *Journal of Mixed Methods Research*, 5(4), 276–292.  
<http://doi.org/10.1177/1558689811412972>

Fukuyama, F. (2018). *Identity: The Demand for Dignity and the Politics of Resentment*. New York: Farrar, Straus and Giroux.

Garrett, D. M. (1999). Silenced voices: Hate speech codes on campus. *The Vermont Connection*, 20, 32-40. Retrieved from <https://www.uvm.edu/~vtconn/v20/garrett.html>

Gasman, M. (2016, September 20). The five things no one will tell you about why colleges don't hire more faculty of color. It's time for higher ed to change its ways. *The Hechinger Report*. Retrieved from <https://hechingerreport.org>

- Gill, K., Jones, S., (2013). Fitting In: Community College Female Executive Leaders Share Their Experiences—A Study in West Texas, *NASPA Journal About Women in Higher Education*, 6(1), 48-70.
- Grant, C.M., Ghee, S. (2015). Mentoring 101: Advancing African-American Women Faculty and Doctoral Student Success in Predominantly White Institutions. *International Journal of Qualitative Studies in Education (QSE)*, 28(7), 759-785.
- Grove, R. W. (1988). An analysis of the constant comparative method, *International Journal of Qualitative Studies in Education*, 1:3, 273-279, DOI: 10.1080/0951839900030105a
- Gumpertz M, Durodoye R, Griffith E, Wilson A (2017). Retention and promotion of women and underrepresented minority faculty in science and engineering at four large land grant institutions. *PLoS ONE* 12(11): e0187285. <https://doi.org/10.1371/journal.pone.0187285>
- Hill, C. (2016). The Color of Leadership: Barriers, Bias, and Race. Retrieved from <https://www.aauw.org/2016/04/19/color-of-leadership/>
- Hirald, P. (2010). The Role of Critical Race Theory in Higher Education. *The Vermont Connection: 31*, 7. Retrieved from <https://scholarworks.uvm.edu/tvc/vol31/iss1/7>
- Hirshfield, L.E., Joseph, T.D. (2012). ‘We need a woman, we need a black woman’:

gender, race, and identity taxation in the academy, *Gender and Education*, 24(2), 213-227.

History.com Editors. (2009, Nov 9). Bill Clinton. Retrieved from

<https://www.history.com/topics/us-presidents/bill-clinton>

Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87–88. <http://doi.org/10.4103/0976-0105.141942>

Jaschik, S. (2019, April 30). Intersectionality and Higher Education. Inside Higher Ed.

Retrieved from [https://www.insidehighered.com/news/2019/04/30/editors-discuss-their-new-book-intersectionality-higher-education#.Xem7beTf\\_PU.link](https://www.insidehighered.com/news/2019/04/30/editors-discuss-their-new-book-intersectionality-higher-education#.Xem7beTf_PU.link)

Johnson, B., & Christensen, L. B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches*. Thousand Oaks, Calif: SAGE Publications.

Keats, D. M. (2000). *Interviewing: A practical guide for students and professionals*.

Sydney: University of New South Wales Press.

King, H. (2017). Responding to Marginalization of Students of Color in K-12 Education

*AdvancED*, Spring 2017. Retrieved from <http://www.advanced.org/source/responding-marginalization-students-color-k-12-education>

Koedel, C. (2017, October 5). *Examining faculty diversity at America's top public*

*universities*. Brookings Institute. Retrieved from  
<https://www.brookings.edu/blog/brown-center-chalkboard/2017/10/05/examining-faculty-diversity-at-americas-top-public-universities/>

Krupnick, M. (2018, October 2). After colleges promised to increase it, hiring of black faculty declined. Data show the proportion of nonwhite faculty is far smaller than of nonwhite students. *The Hechinger Report*. Retrieved from  
<https://hechingerreport.org>

Lam, M. B., (2018). Diversity Fatigue Is Real And it afflicts the very people who are most committed to diversity work. *Chronicle of Higher Education*. Volume 64, Issue 05. Retrieved from <https://www.chronicle.com/article/Diversity-Fatigue-Is-Real/244564>

Landrieu, M. (2018). *In the shadow of statues : a white southerner confronts history*. Viking, New York.

Lang, B. (2019, January26). Mindy Kaling Created Her Own Opportunities (and Doesn't Plan on Stopping). *Variety*. Retrieved from  
<https://variety.com/2019/film/features/mindy-kaling-late-night-sundance-1203112400/>

Lavrakas, P. J. (2008). *Encyclopedia of survey research methods* Thousand Oaks, CA: Sage Publications, Inc. doi: 10.4135/9781412963947

McLeod, J. (2011). Student voice and the politics of listening in higher education,

*Critical Studies in Education*, 52:2, 179-189, DOI:

10.1080/17508487.2011.572830

National Center for Education Statistics (NCES). Department of Education. (2018). *Fast*

*Facts. Back to school statistics*. Retrieved from

<https://nces.ed.gov/fastfacts/display.asp?id=372>

National Education Association. (n.d.) *Why Cultural Competence?* Retrieved from

<http://www.nea.org/home/39783.htm>

Paulo Freire. (2019, December 1). Retrieved from <https://www.freire.org/paulo-freire/>

Purdue Online Writing Lab. (n.d.). *Critical Race Theory (1970s-present)*. Retrieved from

<https://owl.english.purdue.edu/owl/resource/722/14/>

Rose, J., & Steen, S. (2015). The Achieving Success Everyday Group Counseling Model:

Fostering Resiliency in Middle School Students. *Professional School Counseling*,

*v18 n1* p28-37. Retrieved from

<http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=08fc066c-424b-4b4c-a56f-5761104e00f2%40sessionmgr4010>

Slatton, B. (2014). *Mythologizing Black Women. Unveiling White Men's Racist Deep*

*Frame on Race and Gender*. New York: Routledge.

- Taing, E. (2013). A toolkit for recruiting and hiring a more diverse workforce. UC Berkeley School of Public Health Multicultural Health. Retrieved from [https://diversity.berkeley.edu/sites/default/files/recruiting\\_a\\_more\\_diverse\\_workforce\\_uhs.pdf](https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf)
- Takaki, R. (1993). *A different mirror: a history of multicultural America*. Boston: Little, Brown, and Co.
- Taylor, O, Burgan Apprey, C., Hill, G., McGrann, L., & Wang, J. (2010). Diversifying the Faculty. *peerReview*, Vol 12, No. 3. Retrieved from <https://www.aacu.org/publications-research/periodicals/diversifying-faculty>
- Taylor, P. Pew Research Center. (2016). The demographic trends shaping American politics in 2016 and beyond. Retrieved from <http://www.pewresearch.org/fact-tank/2016/01/27/the-demographic-trends-shaping-american-politics-in-2016-and-beyond/>
- Tomlinson, C.A., & Jarvis, J. (2014). Supporting Academic Success for Students With High Potential From Ethnic Minority and Economically Disadvantaged Backgrounds. *Journal for the Education of the Gifted*, Volume: 37 issue: 3, page(s): 191-219. <https://doi.org/10.1177/0162353214540826>
- Tong, R. (2018). *Feminist Thought*. New York: Routledge. Retrieved from <https://doi.org/10.4324/9780429495243>

U.S. Department of Education, Office of Planning, Evaluation and Policy Development

and Office of the Under Secretary, *Advancing Diversity and Inclusion in Higher Education*, Washington, D.C., 2016. Retrieved from

<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

Walker, L.H.M., Syed, M. (2013). Integrating Identities: Ethnic and Academic Identities among Diverse College Students. *Teachers College Record*, 115(8).

Walls LaNier, C., Frazier, L. (2009). *A mighty long way: my journey to justice at Little Rock Central High School*. New York: One World Ballantine Books.

Whiting, G. (2018, April 9). The Scholar Identity Model: Black Male Success in the K-12 Context Lecture. Lecture presented at the University of Houston, Downtown. Houston, Texas.

Whittaker, J.A. & Montgomery, B.L. (2014). Cultivating Institutional Transformation and Sustainable STEM Diversity in Higher Education through Integrative Faculty Development. *Innovative Higher Education*. 39 (4), 263–275. Retrieved from <https://doi.org/10.1007/s10755-013-9277-9>

Wilson, A.H., Sanner, S., McAllister, L.E. (2010). A Longitudinal Study of Cultural Competence among Health Science Faculty. *Journal of Cultural Diversity*. 17(2):68-72. Retrieved from

<https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=51228705&site=eds-live&scope=site>

Womanism. (n.d.). In Merriam-Webster.com. Retrieved from <https://www.merriam-webster.com/dictionary/womanism>

Zinn, H. (1980). *A people's history of the United States*. New York: Harper & Row.

## Appendix A

### Focus Group Themes Word Cloud.



## Appendix B

### Recommendations for Diversity (Whittaker and Montgomery, 2014).

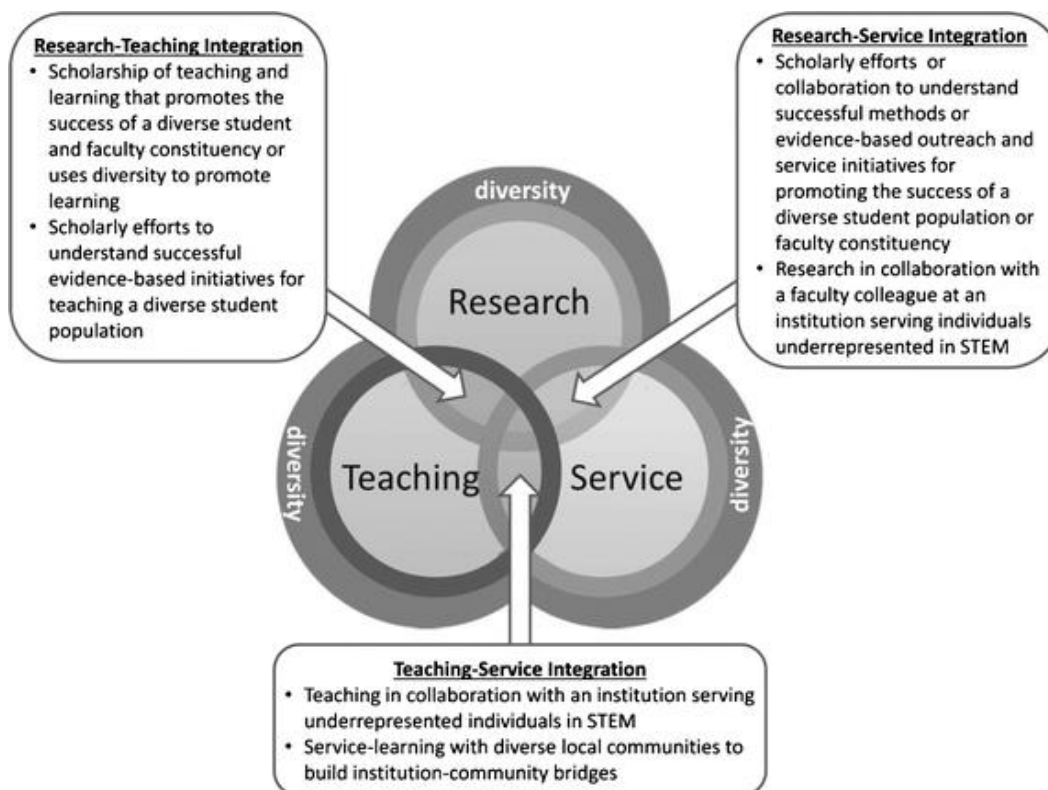


Figure B1. Ways to increase campus diversity.

## Appendix C

### University of Houston Institutional Review Board (IRB) Approval.

#### UNIVERSITY of HOUSTON

DIVISION OF RESEARCH  
Institutional Review Boards

#### APPROVAL OF SUBMISSION

October 14, 2019

Teresa Sterling

sterlingt@uhd.edu

Dear Teresa Sterling:

On October 3, 2019, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Female Minority Educator's Perceptions Regarding Issues of Women of Color in Higher Education
Investigator:	Teresa Sterling
IRB ID:	STUDY00001869
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> <li>• Modified HRP-502a Consent Form 10112019, Category: Consent Form;</li> <li>• Modified HRP-503 Protocol 10112019, Category: IRB Protocol;</li> <li>• Recruitment Document, Category: Recruitment Materials;</li> <li>• Modifications Response Letter, Category: Completed Checklists;</li> <li>• Study Tools, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.);</li> </ul>
Review Category:	Exempt
Committee Name:	Not Applicable
IRB Coordinator:	Danielle Griffin

The IRB approved the study on October 3, 2019 ; recruitment and procedures detailed within the approved protocol may now be initiated.

As this study was approved under an exempt or expedited process, recently revised regulatory requirements do not require the submission of annual continuing review

UNIVERSITY of  
**HOUSTON**

DIVISION OF RESEARCH  
Institutional Review Boards

documentation. However, it is critical that the following submissions are made to the IRB to ensure continued compliance:

- Modifications to the protocol prior to initiating any changes (for example, the addition of study personnel, updated recruitment materials, change in study design, requests for additional subjects)
- Reportable New Information/Unanticipated Problems Involving Risks to Subjects or Others
- Study Closure

Unless a waiver has been granted by the IRB, use the stamped consent form approved by the IRB to document consent. The approved version may be downloaded from the documents tab.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Research Integrity and Oversight (RIO) Office  
University of Houston, Division of Research  
713 743 9204  
[cphs@central.uh.edu](mailto:cphs@central.uh.edu)  
<http://www.uh.edu/research/compliance/irb-cphs/>