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The Retention of Newly Tenured Faculty of Color at a Community College in New York State

Abstract

Given the lack of retention of employees of color from 1991 to 2001, this qualitative descriptive case study investigated the benefits of, barriers to, and strategies for the retention of faculty of color at a community college in New York State. The participants were five administrators and eight faculty members who self-identified as people of color and as White people. Each participant was interviewed using semi-structured questions via Zoom and all interviews were recorded. A notebook was created, and participants' interviews were transcribed and coded.

Six categories were identified through the coding process, which included the social, psychological, physical, intellectual, economic, and mental barriers to retention and strategies for retention. The participants indicated that there was sometimes a hostile environment that became a psychological barrier and destroyed their sense of belonging as faculty members. Another area mentioned by the participants as a major economic barrier was the amount of extra work faculty of color felt they needed to do to survive. The findings highlight the need for specific strategies to be implemented to break the barriers to the retention of faculty of color. Strategy recommendations highlighted the need for mentoring, purposeful recruiting, and effective onboarding activities.

Document Type

Dissertation

Degree Name

Doctor of Education (EdD)

Department

Executive Leadership

First Supervisor

Josephine Moffett, PhD

Subject Categories

Education

The Retention of Newly Tenured Faculty of Color at a Community College in New York State

By

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Submitted in partial fulfillment
of the requirements for the degree
EdD in Executive Leadership

Supervised by

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St. John Fisher University

December 2023

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2023

Dedication

My favorite song is “Great is Thy Faithfulness.” This song speaks to God’s continuous protection of my life. He has kept me over the years and tremendously blessed me. The completion of this doctoral journey has only been achieved because my father God, Abba, has kept me. This song was my mother’s favorite song who always supported me in the completion of my goals. Every time I sing this song, I feel her presence. Thank you, Mama. Thank you to my husband, Lynford, who encouraged me prayerfully and lovingly and even pushed me when I needed a quick “shove.” I could not have done this without you. Thank you to Aunt Ruby, Uncle Les, Aunt Hope, Mr. B., and my McNish Family.

Thank you, Grandfather. You sacrificed to ensure that the generation before me all completed their education for successful careers: teachers, nurses, postmasters, and public health inspectors. My generation has all completed college degrees with a medical doctor and a lawyer in the group. The generation after us has carried on Papa’s tradition and one has already completed a PhD: Dr. Dillon. I am hoping this is a good example for Omri, Moriah, Abby, and Matthew. Thank you, Papa.

Thank you to my sister, Winsome and Errol, in Florida, and the boys who constantly called and checked on my progress. Thanks to my women’s group, “The Monday Night Ladies,” who prayed for me all the time and sent me gifts and words of encouragement. Pastor Dr. Rev. Hunt and my church family, The Bethel Missionary Baptist Church, helped me when I needed people with whom to share ideas.

Thank you, cohort members, Rhonda, Jackie, Lashawna, Courtney, Danielle, Alina, Kashonda, Fabiola, Nicole, Nneka, and Ana. My mentors, Dr. Ellen Gambino and Dr. Angela Rios gave me honest responses and helped me overcome the many bumps in the road. Special thanks to the faculty and administrators of the upstate community college who participated in my study. Dr. Moffett, my chair, and Dr. Kelly, my committee member, I cannot thank you enough. I could not have completed this process if it were not for your guidance, support, and kindness. I appreciate your support.

Biographical Sketch

Jacqueline Goffe-McNish was a full professor of English and Humanities at Dutchess Community College (DCC) for 32 years. She has been a teacher since 1980 and has worked in private and public schools at the elementary, secondary, and tertiary levels in Jamaica and the United States. She has taught Composition, Introduction to Literature, African American Literature, Caribbean Literature, Technical Writing, and Bible as Literature since 1991 at DCC. She served as the Chief Diversity Officer for 2 years and supervised the teaching of English in the DCC Concurrent Education Program in the area high schools for 15 years. She was the Chairperson of the Liberal Arts Humanities program for 7 years, chaired DCC's Professional Staff Organization, and was Vice President of the Union. She also served on the Board and Cabinet of the New York State National Education Association and represented the Northeast at the national level on the Women's Issues Committee. She served two terms as a member of the Board of Examiners for the National Council for the Assessment of Teacher education. She graduated from St. John Fisher College in Rochester and SUNY Brockport. Her master's thesis was "The Teaching of African American Literature in High Schools." She has written two textbooks: *Composition in Fifteen Weeks* by Kona Publishers and *Analysis, Approaches, and Appeals in Introductory Literature* by Kendall Hunt Publishers. She was awarded the SUNY Chancellor Award for Excellence in Teaching and the DCC Orrcut Endowed Chair for Humanities. She also received the Athena Award from the DC Chamber of Commerce and TWINKS from the Diversity Council of Dutchess County. She is the Superintendent of Sunday school at Bethel Missionary Baptist Church and teaches the Adult Sunday school class. She is

actively involved with Poughkeepsie AAUW, served as President in 2012 and 2013, and served as the chair of the Diversity Committee for 5 years. She continues to volunteer as a Black literature teacher with the Center for Lifetime Studies at Marist College and the Life Learning Institute at Vassar College. She came to St. John Fisher University in the summer of 2021 and began doctoral studies in the EdD Program in Executive Leadership. Mrs. Goffe-McNish pursued her research in the retention of faculty of color in community colleges in New York State under the direction of Dr. Josephine Moffett and Dr. Janice Kelly and received the EdD degree in 2023.

Abstract

Given the lack of retention of employees of color from 1991 to 2001, this qualitative descriptive case study investigated the benefits of, barriers to, and strategies for the retention of faculty of color at a community college in New York State. The participants were five administrators and eight faculty members who self-identified as people of color and as White people. Each participant was interviewed using semi-structured questions via Zoom and all interviews were recorded. A notebook was created, and participants' interviews were transcribed and coded.

Six categories were identified through the coding process, which included the social, psychological, physical, intellectual, economic, and mental barriers to retention and strategies for retention. The participants indicated that there was sometimes a hostile environment that became a psychological barrier and destroyed their sense of belonging as faculty members. Another area mentioned by the participants as a major economic barrier was the amount of extra work faculty of color felt they needed to do to survive. The findings highlight the need for specific strategies to be implemented to break the barriers to the retention of faculty of color. Strategy recommendations highlighted the need for mentoring, purposeful recruiting, and effective onboarding activities.

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Chapter 1: Introduction

The Importance of Diverse Faculty

Diversity promotes innovation, problem-solving, new ways of thinking, and campus integration (Tienda, 2013). It also recognizes heterogeneity (Tienda, 2013). Diversity hiring is more than an outlawing of discrimination but an initiation of intellectual awakening (Tienda, 2013). Mayo and Chhoun (2014) agreed that “Faculty of color leads to positive effects on student’s learning and preparation to live and work in a diverse society” (p. 223). Jayakumar et al. (2009) reported that faculty of color are more likely to use pedagogical techniques known to improve students’ learning. Wyatt et al. (2021) found a limited number of courses in higher education on race. The lack of multicultural perspectives was even more prevalent in limited course offerings, and only a few diversity issues were incorporated into existing courses. In their study, Kelly et al. (2017) found that more Black students are speaking up about the lack of diverse experiences because of the lack of faculty of color. Black students are aware of the absence of these faculty and want to see themselves represented. For this current study, minorities and immigrants are referred to as non-White individuals. They are also labeled as *diverse* in the research.

The Importance of Community Colleges

According to Tran (2022), in 2019, students of color made up 45.2% of undergraduate students and 32% of graduate students. Faculty of color only comprised 26.8% of college faculty. The growth of higher education during the last 20 years is directly attributed to the availability of community college education (Eaton, 1999). Minorities comprise 22% of five

million students in community colleges but they only include 15% of the students in 4-year colleges. Almost 50% of all minorities in higher education participate through community colleges (Eaton, 1999). Eaton (1999) also contended that community colleges create more hospitable environments for minority students and tend to have more minority faculty. These colleges are better sources for a developmental education, and they are available to adult students (Eaton, 1999). Community colleges are also significant for immigrant students. It has been projected that between 2005 and 2050, the U.S. population will increase by 48% in immigrants (Teranishi et al., 2011). Community colleges provide access to affordable postsecondary education, which helps immigrants learn English and trains them for the labor force (Teranishi et al., 2011). International students tend to be over 25 years old and work an average of 15 hours per week, and community colleges are equipped to accommodate those students (Teranishi et al., 2011). A survey of community colleges from 2010 to 2011 found that community colleges were less costly to attend. The average cost was \$2,439.00 per year; public 4-year colleges were \$7,136.00 per year, and private 4-year colleges were \$22,771.00 per year (Denning, 2017).

During President Barack Obama's administration, community colleges were recognized as the institutions that provide the career skills demanded by employers and the critical thinking skills needed for students to succeed. President Joe Biden has recently voiced advancing community colleges' success as a priority. Mangan (2021) outlined President Biden's plan and reminded that "[he] wants to make community colleges free, which would make college more affordable and accessible to millions of Americans" (p. 1). Howard (2016) stated that "Black Lives Matter is used as a backdrop . . . because it is engaging in efforts to reclaim [the] humanity and dignity of Black children" (p. 1). Community colleges meet the total educational needs of students of color.

The Importance of Inclusion

As higher education expands with changing global knowledge and economy, colleges must link subjects and disciplines to new professions, including new critical approaches and perspectives (David, 2012). Retaining faculty of color would ensure that these colleges engage and include effective student involvement in their learning, which is necessary for education and social success (David, 2012). Colleges need to restructure their cultures, policies, and practices to respond to the diversity of their students (Bădescu & Pop, 2012). This restructuring should be reflected in the onboarding activities of students. A revised onboarding system would provide a process for increasing the participation of students and reducing exclusion (Bădescu & Pop, 2012). A college that promotes inclusion shows it is concerned with the learning and participation of all students, especially vulnerable students (Bădescu & Pop, 2012). Inclusion is a process concerned with identifying and removing barriers, the presence and participation of all students, and emphasizing those groups of learners at risk for marginalization, exclusion, and underachievement (Ainscow, 2021). In the 2000s, community colleges began to provide more inclusive education for minorities who were less likely to be educated. Community colleges provide more than 30% of vocational training (Tomlinson, 2021).

The Importance of the Retention of Faculty of Color

Reports reveal that higher education institutions value diversity, but these values must be reflected in hiring and retention practices. Robinson et al. (2013) noted that community colleges risk losing professors to other industries without programs designed to develop their faculty. Robinson et al. (2013) concluded that “without programs designed to develop faculty, community colleges risk losing professors to other industries. Faculty development and support activities motivate retention and professional growth” (p. 4). A low retention rate means that

faculty of color do not stay long enough to impact the culture of the college either positively or negatively (Jayakumar et al., 2009). Students of color often do not positively engage with White faculty (Diggs et al., 2009). Fujimoto (2012) addressed the gap between the rise in multicultural perspectives in 4-year schools and the lagging of it in community colleges. The study on Black faculty retention conducted by Kelly et al. (2017) regarding Black faculty unrest found that faculty hired into these positions in the past found themselves uncomfortable in proving their legitimacy. Community colleges have a marked lack of diversity, and the faculty of color remains invisible (Levin et al., 2014). Jayakumar et al. (2009) discovered a positive correlation between faculty intention to leave campuses and their leaving.

Problem Statement

Lack of Inclusion

Robinson et al. (2013) agreed and advocated that “community colleges should find ways not to hire faculty of color, simply, but to find, implement, and execute processes, modules, and programs that will develop and retain faculty of color” (p. 7). Levin et al. (2014) related to the evidence of microaggressions, conditions of invisibility, and a lack of connection to other faculty across campus when they served on committees, are usually seen as representing their race, not just as faculty members. In the first 5 years of a faculty member’s employment, the priority is to teach effectively, develop oneself professionally, and positively contribute to the department, college, and community. Tran (2022) discussed the disconnection between jobs and expectations and institutional politics. She further investigated the connection between campus culture and bias and concluded that this isolation and marginalization are entrenched in college campuses’ social and cultural biases. The new faculty do not have the time, motivation, or knowledge of the college to actively participate and contribute to the community as they focus on achieving tenure

(Tran, 2022). This focus consumes their time and energy. It is difficult for faculty of color to contribute to institutional change, and they can later face tokenism and isolationism, which threaten their identities (Diggs et al., 2009). This adversely affects students of color who sometimes do not positively connect to White faculty (Diggs et al., 2009).

Invisibility and Voicelessness

Faculty of color leave community colleges for better opportunities or because they feel they could not be successful (O'Meara et al., 2014). Robinson et al. (2013) noted that “without programs designed to develop faculty of color, community colleges risk losing professors to other industries. Faculty development and support activities motivate retention and professional growth” (p. 630). They are also not retained at the highest levels in the academy (Kelly et al., 2017). This current study investigated the onboarding activities for newly tenured faculty of color to encourage retention and counter and correct entrenched silence (Kissack, 2009). Perna (2001) contended that people of color are less likely than White individuals to hold the rank of full professor. Perna (2001) concluded that the recruitment policies had been adjusted and were successfully attracting more minority members. However, minority faculty do not stay and do not seem to achieve their promotion milestones. These milestones include the movement from instructor/lecturer to assistant professor, to associate professor, and finally to full professor. Tran's (2022) study found a disconnect between job expectations and institutional politics. Job requirements are outlined in most professional staff handbooks, but job expectations are grounded in the unwritten culture of the institution. Robinson et al. (2013) noted that “faculty development and support activities should be the vehicles for retention as well as professional growth” (p. 4). It is difficult for faculty of color to contribute to institutional change as they face tokenism and isolationism, which threaten their identities (Diggs et al., 2009).

Theoretical Rationale

There are multiple inequalities in the college community (Reddick, 2021). Faculty of color tend to be marginalized (Levin et al., 2014) and experience microaggression (Wood, 2021; Levin et al., 2014). Faculty of color also report feeling isolated and having multiple experiences of covert racism (Levin et al., 2014). There is also a disproportionate amount of labor placed on faculty of color (Reddick, 2021), so there is an inability to develop personal and professional identity (Diggs et al., 2009). They need to be busier to create new courses that are unique to them. Some faculty of color are seen as “opportunity hires,” (Kelly et al., 2017, p. 311), and they are not expected to impact the institution. There is a hostile work environment (Jayakumar et al., 2009), and faculty of color report that they are often left to work alone (Robinson et al., 2013). Faculty members are sometimes subject to racist ideology and racially discriminatory behaviors (Jayakumar et al., 2009).

Muted group theory was created by Kramarae (2009) who postulated that a culture’s worldview is determined by its dominant culture (Elgin, 1982). Even though muted group theory was created to address the voicelessness of women in the culture, it can be applied to people of color. Faculty of color many times remain voiceless within organizations. Elgin (1982) further contended that the dominant culture’s language is inadequate to express the perceptions of the nondominant group. Muted group theory has three main assumptions: members of different groups have different experiences; some groups are privileged and dominate others; and subordinate groups must speak as the dominant group to be heard (Kissack, 2009). Muted group theory also connects with issues in peoples’ lives and the world in general. *Mutedness* is not usually present in the workplace, but faculty of color experience this same community experience. There is sometimes a reception of powerlessness. When there is an understanding

that these power relationships are interconnected with "voicing," then alternate means of communication can be developed (Kramarae, 2009, p. 56). Many times, faculty of color do not have the opportunity to advocate for themselves as they feel disempowered.

There is also an encouragement of muted group theory to consider and learn from others' experiences within the community because environments and experiences shape the way we think and act (Kramarae, 2009). New faculty enter institutions with minimal knowledge of the internal workings of the community. They learn quickly that most of the information needed to address issues to succeed needs to be written somewhere. College culture is learned by social interaction, not by studying the by-laws of a community. This theory explores the disconnection between language theory forms the basis for this study, which investigated the interactions between faculty of color and their perceived voicelessness, which resulted from a lack of integration in the community.

Muted group theory can be directly applied to institutions of learning specifically to faculty and students of color. Jayakumar et al. (2009) reported that faculty of color are more likely to use pedagogical techniques known to improve students' learning. A study by Cole (2007) found that classroom diversity needs to be contained within the structure of the courses. Racial and ethnic diversity on campuses enhances students' intellectual development and helps them grow in their critical thinking skills. Mayo and Chhoun (2014) agreed that "Faculty of color leads to positive effects on student's learning and preparation to live and work in a diverse society" (p. 223). Tran (2022) discussed the disconnection between jobs and expectations and institutional politics. She further investigated the connection between campus culture and bias and concluded that this isolation and marginalization are entrenched in college campuses' social and cultural biases. Even though colleges are doing better and recruiting and hiring faculty of

color, they have yet to be able to retain faculty after they receive tenure. Kelly et al. (2017) described this as recruitment without retention. Before tenure, faculty concentrate on teaching and professional development, which are the requirements for tenure. Faculty of color are placed in positions to prove their worth (Kelly et al., 2017).

Another theory that addresses this issue is the critical race theory (CRT). CRT was created in 1980, and Minda (1995) described CRT as a movement that emerged when minorities developed a race-conscious form of legal criticism and focused on addressing the question of color in American law. It was discovered that existing scholarship does not address perceptions of racial minorities (Minda, 1995). Solorzano et al. (2000) identified five elements that CRT addresses. They are the centrality of race, racism, intersectionality, the challenge of the dominant ideology, a commitment to social justice, the centrality of experiential knowledge, and a transdisciplinary perspective. The goal was to understand race ideology to create a “voice of color” (Minda, 1995, p. 180) to give the minority perspective. Tate (1997) connected this to education by addressing education inequities and the need to actively engage in a process to set equity and equality focuses for learning. This type of learning should highlight equity research in education that is focused on the individual student and recognizes racism as endemic in U.S. society (Tate, 1997). CRT focuses on the loss of the voice of people of color and the educational inequities in institutions directly connected to this study’s purpose.

Statement of Purpose

This qualitative study examined the retention of faculty of color in a community college. A phenomenological analysis approach was used, and the goal was to provide insight from all of the individuals interviewed. The study findings provide a new perspective on creating a culture of inclusion that can foster the retention of faculty of color. Onboarding activities for the tenured

faculty of color were examined to encourage retention. The findings of this study will help to identify programs, modules, and mentoring activities that were recognized to encourage the retention of faculty of color.

Research Questions

1. What are the barriers to retaining newly tenured faculty of color at community colleges?
2. What are the strategies for retaining newly tenured faculty of color at community colleges?

Potential Significance and Importance

This study provides the medium for creating diversity meaningfully and purposefully, the needed expertise for offering diverse courses, and highlights multiple voices. Mayo and Chhoun (2014) noted that “having faculty of color on campus will likely lead to greater diversity in curriculum materials since faculty of color are more inclined to incorporate diversity-related course content as compared to White faculty” (p. 223). Diggs et al. (2009) found that “issues of marginalization, racism, and sexism can manifest unintended barriers . . . and faculty of color struggle with issues of developing a personal and professional identity within the academy” (p. 313). Jayakumar et al. (2009) suggested that “faculty socialization into the academy, including whether they receive mentoring from senior faculty” (p. 541) remains one of the more important factors in successful promotion and tenure of any faculty member. Recruitment and retention of diverse faculty should be an important goal for higher education institutions. They should create learning environments that incorporate diverse perspectives, knowledge, and points of view (Williams et al., 2017). The administration must be informed about the gaps in the retention process. Allen et al. (2000) reported that African American faculty of color account for

4% of assistant and full professors in colleges in America, while White faculty account for 87% of the same. Even at the instructor/lecture level, African American faculty members are 7% of the total teaching staff, and White faculty members are at 82%. Institutions need to provide a voice for faculty of color. Stanley (2006) concluded that faculty of color are silenced and rarely asked to speak. Hence, institutions must create strategies to retain diverse faculty (Stanley, 2006). Stanley further stated that without these strategies, faculty of color remain silent, and White faculty are afraid to speak the truth and stand up for faculty of color when they observe racist behavior.

Chapter Summary

This study investigated the needs, barriers, benefits, and strategies for retaining faculty of color in community colleges in New York State. The significant areas of concern are college culture, the participation of faculty of color members, and the silencing of these faculty of color. The literature review in Chapter 2 highlights the need, benefits, strategies, and barriers to the retention of faculty of color at institutions of education and speaks to the benefits of onboarding. Chapter 3 outlines the research design, methodology, research participants, and the analysis of this study. Chapter 4 presents a detailed analysis of the results and findings, and Chapter 5 discusses the findings, implications, and recommendations for future research and practice.

Chapter 2: Review of Literature

Introduction and Purpose

This qualitative study investigated the onboarding activities for faculty of color, at a 2-year institution, to encourage retention and counter and correct high turnover among faculty of color (Kissack, 2009). Robinson et al. (2013) agreed and advocated that community colleges should find ways not to hire faculty of color, but to find, implement, and execute processes, modules, and programs to develop and retain faculty of color. Robinson et al. (2013) noted that community colleges risk losing professors to other industries without programs designed to enhance academic skills and scholarship. It is difficult for faculty of color to contribute to institutional change as they face tokenism and isolationism, which threaten their identities (Diggs et al., 2009).

Before tenure, faculty concentrate on teaching and professional development, which are the requirements for tenure. There is much fear about not gaining tenure, which means an automatic dismissal from the institution. Most nontenured faculty need to actively participate in college governance, create new courses, and contribute to the community.

Literature Review

Kelly et al. (2017) stated that a culturally diverse and inclusive campus needs to make a concerted effort beyond recruitment to build an environment that is welcoming and appreciative of the contribution of faculty of color. This should also create awareness among decision-makers of the college's disconnection between prioritizing student services and academic contributions. Madyun et al. (2013) found faculty of color, more than White faculty, value the scholarship of

teaching with a focus on learning and place greater importance on students' affective, moral, and civic development rather than on theoretical research. A discussion of the need for retention, the barriers to retention, the activities needed for retention, the benefits of retention, the strategies for retention, and the use of onboarding are highlighted.

The Need for Retention of Faculty of Color

A low retention rate means faculty of color need to stay longer to either positively or negatively impact a college's culture (Jayakumar et al., 2009). There is a profound need for the retention of faculty of color and multiple studies have addressed this issue.

Jayakumar et al. (2009) developed a study to investigate to what extent racial climate and faculty satisfaction are related to the decision by faculty of color to leave an institution. They wanted to know the different factors of job satisfaction, the influences of institutional and environmental factors, and how these related to each other. They also examined how job satisfaction includes morale and a sense of community. They surveyed 416 colleges and universities nationwide. They collected demographic and biographical information and focused on two main questions. This was done through the lens of CRT using an interpretive framework. They discovered a positive correlation between faculty intention to leave the campus and leaving. An adverse racial climate impeded job satisfaction for the faculty of color, but conversely, a hostile racial climate was also associated with greater retention for White faculty. The limitation found by the researchers was the difficulty of determining if there was a lasting negative impact of a hostile climate on job satisfaction for Black and Latino faculty that went beyond autonomy.

Bower's (2002) study addressed an ongoing need in community colleges. He created a focus group of 154 individuals who identified as minorities, all non-White faculty, with 74 faculty of color, who were Black faculty, through the Center of the Study for Community Colleges. The purpose was to examine the characteristics and experiences of existing community

college minority experiences. Bower's (2002) qualitative study sought to answer the following research questions: What professional development steps do faculty of color plan to take in the next 5 years, and how do they develop institutional autonomy and authentic relationships with students? They found concerns about race and ethnicity influenced the reception by colleagues and students. Minority faculty perceived ways in which race could affect their relationships. There was general satisfaction with their professional life—even with the changes in the general student population. It was determined that there needs to be an ongoing collection of data concerning faculty, particularly at a time when colleges may be faced with faculty shortages.

Chang (2005), like the previous study, conducted a quantitative study examining community college faculty issues faced by faculty of color. There were 154 minorities, with 45% being over 45 years old. Focus groups and faculty surveys were used, and statistical data were analyzed using the Community College Student Survey (CCSS) data. The lack of faculty involvement with students negatively impacted the students' college success. There needed to be particular orientations to facilitate student interactions. White students did not have more interaction, but their success was not dependent on their interactions. The study had no information about the link between faculty of color and students of color. There were also no questions addressing faculties' perceptions of the interaction; the study showed the number of interactions.

Fujimoto et al. (2012) conducted a qualitative study and examined the struggle of 2-year colleges to increase the racial diversity of their faculty by assessing the hiring practices. There were 393 full-time faculty documents analyzed, including affirmative action reports. These case studies were reviewed using ethical theory guidelines. There were also interviews with some individuals who participated in unique searches. The researcher found that there needed to be more attention paid to ethical, race-conscious, and mission-based decisions. The Fujimoto et al.

study addressed racial discrimination in hiring, even in community colleges with racially diverse student bodies. It addressed the gap between the rise in multicultural perspectives in four schools and an even larger gap in community colleges. One concern was that the study defined people of color as Blacks, Hispanics, and Asians. The researcher found that the study had 20% faculty of color, but the percentages were 13% Asian, 4% Hispanic, 1% Black, and 2% unknown. On the other hand, the study further focused on the policies that had been overlooked.

Kipang and Zuberi (2018) reviewed employment equity practices to address the gap between diverse faculty and diverse students. This quantitative study assessed five public colleges in Ontario, Canada, collecting data from deans and human resources personnel, and presented the data in tables. There was also a review of the website of the colleges. It was found that diversity and equity issues in employment had been overlooked even though all the colleges had some form of diversity mandate. The study indicated that more human resources policies and their implementation needed to be implemented. Even though the procedures were publicized, they needed to be followed. There needed to be an integration of the equity mandates, and the colleges needed to commit to adopting the policies they had in writing.

The need for equity was discussed in all of these studies. One outstanding need was the importance of colleges creating equity mandates. Black faculty are needed for Black students so that the students can see themselves in the classroom. Black faculty also knew the culture of the students of color and became the voice for the students.

The Barriers to Retaining Faculty of Color

There are multiple inequalities in the college community (Reddick, 2021). Faculty tend to be marginalized (Levin et al., 2014), and they experience microaggressions (Wood, 2021; Levin et al., 2014). Faculty also reported they felt isolated and had multiple experiences of covert racism (Levin et al., 2014). There was also a disproportional amount of labor placed on the

faculty of color (Reddick, 2021), so there was an inability of the faculty of color to develop personal and professional identity (Diggs et al., 2009). These existing conditions created barriers to the retention of faculty of color.

Kelly et al. (2017) investigated the value of Black individuals in the academy. They wanted to highlight racial inequities through scholarships to dispel the myth of the United States as a race-neutral and equitable society where everyone has an equal opportunity to be successful. Nineteen faculty in large public institutions were placed in two focus groups. Each group recorded all their meetings by audio, and they were allowed to use pseudonyms. The research was completed through the lens of CRT. The findings are that faculty members were recruited heavily and then forced to prove they were qualified. There needed to be institutional support or a retention plan. Faculty left the institution because they felt marginalized. Students experienced unrest in a culture of racism. A culturally diverse and inclusive environment needs concerted efforts beyond recruitment. The group found two limitations: they had yet to interview faculty who had left the institution, and there were no resources for follow-up interviews by external consultants.

Not only is there a devaluation of the physical presence of faculty of color, but their intellectual potential is questioned. Antonio (2002) completed a quantitative study to explore the value of scholarship in the lives of diverse faculty. Three hundred thirteen (313) faculty members from 4-year colleges provided 21,467 responses to a general survey that was analyzed using univariate and multivariate comparisons. The researcher found that White faculty published more scholarly articles, even though the faculty of color valued research activities more. The faculty of color were generally more involved in the community, and there needed to be more clarity between the academy's activities and the society's needs. The reward system in higher education defines scholarship as research, so faculty of color were not rewarded for their community

involvement. Antonia (2002) did not address the different types of research found in the study and did not provide information about the percentage of White or Black faculty members.

To address the implications of social isolation, Dade et al. (2015) conducted a study to explore the challenges and adverse impacts faculty of color often experience caused by structural inequities, institutional racism, and cultural awareness. The qualitative phenomenological study used case studies of four professors from two universities. The narratives were analyzed using CRT, Black feminist thought, critical multicultural theory, and standpoint theory. Faculty of color experienced isolation. The researcher discovered that a commitment to educating all employees about racial issues was necessary. Taking a stand against the status quo of oppression made the subjects stronger. These researchers addressed similar issues concerning the silencing of faculty of color and the presence of oppressive situations in the workplace. They also addressed the universal need for purposeful mentoring of junior faculty by senior faculty.

Daufin (2002) researched the reasons educators of color gave for entering and staying in higher education. They wanted to know if this was connected to job experience, expectation, or satisfaction. The quantitative comparative study involved 234 full-time and part-time journalism faculty members. They were given questionnaires but were also focused on interviews coded using a two-stage sampling with two different mailing inquiries.

They discovered that 58% of the participants reported that their expectations were not met. There was more racism and sexism than anticipated, and faculty of color felt obliged to help students. The limitation of this study was that the statistics did not record the different races of the participants. It would be interesting to know what percentage of the respondents were people of color as it is important to know whose “voice” was being highlighted.

Turner et al. (1999) created a mixed-method study with mostly quantitative results. The study focused on the continuing inequity for professors in higher education. It addressed successful recruitment, retention, and development of faculty of color in academics. There were 713 educators in eight Midwestern colleges. They were both part-time and full-time employees; 65% of the questionnaires were returned and analyzed according to the data analysis charts. Of the 713 educators, 64 faculty members were interviewed. They were mostly tenured or holding administrative positions. It was observed that the faculty of color were vastly underrepresented in these Midwestern colleges. They felt isolated, lacked information about their tenure, and struggled with gender bias. There needed to be more institutional support. The study revealed the lack of faculty of color in higher education and the lack of the power and the voice needed to change their situation. This muting of the voices of faculty of color adversely affected their ability to participate, and it impacted their job satisfaction and highlighted a major barrier to retention.

The job satisfaction element was further addressed by Parsons et al. (2018) in their questions in the study: What characterizes the work-life of some Black faculty who teach research and service in science education, and how are race and racism present in these experiences? The qualitative study used a phenomenological approach to analyze the issues through the CRT lens. The 18 Black participants at South and Northeast universities had 2 to 8 years of experience. The demographic surveys and structured interviews were used as deductive and inductive data analysis coding. Parsons et al. found the participants' experiences were similar even though they were from different institutions. There was a marked dissatisfaction with work-life in higher education. The findings did not seem generalizable to all Black faculty

in the academe. This is just a starting point. More is needed to analyze the data. Changes must be aligned with the findings and be fully implemented.

Stahl et al. (2010) examined the level and type of cultural diversity in colleges and the effects on teams and processes. This quantitative study included 108 empirical studies with a combined sample size of 10,632. Manual computer searches of published and unpublished studies examined independent and dependent variables. There were surface-level and deep-level measures to assess satisfaction, social integration, communication effectiveness, creativity, and performance. The analysis revealed cultural diversity was associated with task conflict, and there were barriers to convergence. Dispersion, team tenure tasks, and study setting affected the relationship between cultural diversity and team processes. The effectiveness of the teams depended upon the ability to manage the processes but they could be minimized by multicultural conflicts. The limitation of the study was in the unclear definition of multiculturalism used and its emphasis was on assessing teams rather than diversity.

The barriers to tenure continue to create marginalization and the silencing of faculty. Unequal reward systems continue the inability of Black faculty to attain tenure and they continue to have underrepresentation in institutions. There is a hostile work environment (Jayakumar et al., 2009), and faculty report that they are often left to work alone (Robinson et al., 2013). Faculty is sometimes subject to racist ideology and racially discriminatory behaviors (Jayakumar et al., 2009). Faculty reported that they were usually unclear about the processes in place at the colleges for promotion and tenure (Jayakumar et al., 2009).

Activities for Retaining Faculty of Color

Even though there are multiple barriers in institutions to the retention of faculty of color, if the institution wants to progress, many activities could be implemented to enhance retention.

Most researchers agreed that mentoring is the key to retaining faculty of color (Diggs et al., 2009; Jayakumar et al., 2009; Reddick, 2021). Colleges would be provided with seasoned faculty who would create opportunities for developmental nurturing (Reddick, 2021; Robinson et al., 2013). Another vital step that institutions can take is to sponsor faculty of color when they are graduate students (Reddick, 2021). Institutions could also implement bias training for all community members (Wood, 2021). Job performance evaluation could include elements to assess a diverse population (Wood, 2021). There is an urgent need for the creation of activities to retain faculty of color.

Diggs et al. (2009) surveyed four faculty members of color, two African Americans, and two Latinos, navigating the tenure process to assess the effectiveness of activities for retaining faculty of color. The study included multiple focus groups whose conversations were recorded on audiotape. The purpose was for the participants to share their experiences in a mentoring setting. They participated in various activities within the education department aimed at increasing and supporting diversity. The researchers wanted to know how diversity activities informed the pursuit of tenure and how diversity efforts and activities were subsequently evidenced in teaching, research, and service. Seven themes emerged: academic identity, opportunity cost, safe space, frustrations, confronting diversity, coping strategies, and system changes. Commitment to diversity is paying attention to the intellectual and emotional interests of faculty of color. The existence of space for processing issues could help faculty of color with their frustration with the environment or school climate. One limitation was that racial, gendered, or cultural matches were not always available.

A more personal approach was utilized by Tran (2022) who examined the relationship between mentors and mentees and the benefits gained by both. This was a mixed-method study. There were 18 participants: nine mentees and nine mentors. The study was a semester long. At

the midterm, the participants answered open-ended questions, and at the end of the semester, they were given a survey. The study explored the challenges faced by junior faculty, the characteristics of good mentoring, and the benefits of mentoring. The researcher was careful to analyze the benefits that were specific to the faculty of color. The study found quality mentoring improves and increases new faculty success. The mentors mentioned they saw themselves as advocates, and the mentees reported high satisfaction. Although the researcher analyzed the responses of faculty of color, there was no mention of the number of faculty of color and whether they were paired according to race.

The mentee/mentor relationship could be expanded to include service activities as Baez (2000) explored the obstacles to promoting and retaining faculty of color and using service for exercising agency. This qualitative study used interviews with 16 faculty of color, tenured and untenured, in a private research university. Strauss's (1987) qualitative analysis method was used. Although service was considered a valuable criterion for promotion and tenure, the faculty of color were more concerned about service as providing agency. Many faculty members encountered isolation. Baez (2000) stipulated that institutions must focus on how faculty members repeat institutional structures that constrain the choices of other faculty members. The researcher recommended that scholars emphasize both the positive and the negative aspects of service. The study distinguished between tenured and untenured faculty members relating to service, where the tenured faculty did not see service as a burden. This study might have been more effective if there were more than 16 faculty members and if there had been a discussion of the requirements for tenure.

The creation of a diversity equity officer would ensure institutions would be proactive rather than reactive (Robinson et al., 2013). Instituting these activities would go a long way in

creating an environment to facilitate the retention of faculty of color, and the results would benefit the entire college community. Mentoring, service, and inclusive activities continue to support inclusion and diversity in institutions.

The Benefits of Retaining Faculty of Color

If faculty of color were retained, Wyatt et al. (2021) found there would be more positive faculty interactions for both White and non-White faculty. There also would be increased faculty awareness of the problems faculty of color face (Wyatt et al., 2021). This could lead to more supportive and informative administrative leadership and a greater sense of accomplishment on the faculty members' parts (Jayakumar et al., 2009). The interaction among faculty would be enhanced, mainly by providing the environment for faculty of color to communicate more effectively (Jayakumar et al., 2009). The longer the faculty member remained at the institution and became a part of the community, the more likely the faculty member would take on more advanced teaching opportunities and mentoring activities, and even administrative and service functions (Jayakumar et al., 2009). Faculty of color would be role models for students of color, and this would foster a sense of belonging (Levin et al., 2013). This would ensure that faculties' connection with students was meaningful (Levin et al., 2013; Robinson et al., 2013). These benefits would positively impact the faculty of color and the institution.

Levin et al. (2013) created a study to identify the potential social and ethnic identity conflicts in the lives of faculty of color. Levin et al. also wanted to explain the professional identity of faculty of color in a community college. They questioned the narratives of community college faculty of color, how they articulated double consciousness, and what the narratives revealed about social and professional identities. There were 36 participants from four community colleges in California. There were multiple interactions between the researchers with

site participants at the research observation site and they conducted individual interviews. The researchers examined stories and personal accounts of faculty of color through the lens of CRT and social identity theory. Levin et al. (2013) discovered that race and racism, whether covert or overt, shaped the behavior between and within social groups. The presence of double consciousness in faculty of color resulted in the depersonalization of their identity. A was a need of the faculty to be more coherent, and where there were multiple social classes, it did not provide a practical professional labor class.

Another benefit is the cultural inclusion created by the hiring of faculty of color. Piercy et al. (2002) developed a study to investigate the recruitment and retention of faculty of color. They wanted to investigate ways of creating a campus climate where faculty felt valued and learned more about the connection between recruitment and retention. This benchmarking project examined faculty retention at 15 universities in the National Science Foundation. The focus groups explored the experiences of untenured, underrepresented faculty. The study utilized a semi-structured interview protocol, which was audiotaped and later transcribed. The study included retention workshops, diversity summits, and mentoring breakfasts. All of the meetings were attended by 30% of the participants. The participants reported that they believed the university could do more to create a culture of inclusion. They also suggested forging relationships with the broader community. They felt that the challenges brought out the best in the faculty who participated. The college could also develop more consistent processes around existing programs and introduce rich mentoring practices. After they study was completed, they felt that they had a voice in addressing issues at the university. The researchers were concerned that creating a welcoming culture might only sometimes increase retention, and they wanted to investigate further.

A further study conducted by Logli (2019) was qualitative and investigated how assessments can illuminate the extent to which teaching practices support learning for students in diverse environments. This study was done at a diverse college campus in Honolulu. There were three data sources based on course assessment reports, the activity of student engagement, and campus-wide discussion. A constructionist approach of grounded theory was used, and descriptive statistics software was used to analyze the data. Faculty members diversified their assessment methods within the course, but students were rarely given a choice regarding how they were assessed. Even if the assessments were varied, the evaluations should have been analyzed through an equity lens. Given this study was conducted in 2019, it would be interesting to analyze the use of computers in the classroom and see how they impact diverse assessment methods.

Wyatt et al. (2021) assessed faculty participating in learning communities' awareness and appreciation for inclusion efforts within research groups. This qualitative study had 32 participants who were tenured and nontenured faculty from the Rochester Institute of Technology (RIT), and they all met in small groups and reflected upon their teaching. There were also written reflections and individual interviews. The analysis centered around emergent themes, and the researchers found that a more welcoming and inclusive research culture can improve the recruitment and retention of RIT students. Faculty learning centers played an essential role in creating these inclusive environments. The discussions also created spaces for developing mentoring relationships even though they were not the objective of the researchers. Creating an inclusive environment might necessitate the development of processes involving service to colleges, although service is not generally seen as integral to research and is not

rewarded at the same level or seen as advantageous to faculty members for tenure or promotion. This could be a limitation to the success of the Wyatt et al. (2021) research.

This service could lead to an increased population of students of color (Bower, 2002). The community values diversity (Levin et al., 2013, 2014) and believes developing a professional identity for all faculty is its priority (Levin et al., 2013). The implementation of workable strategies can maximize these benefits. Faculty of color would have a voice, and an inclusive environment would create a space for growth.

Strategies for Retaining Faculty of Color

As early as 1988, the issue of retaining faculty of color was identified and the research supports its continuation today. Rifkin (2000) studied public community college faculty. A significant part of the study focused on retaining faculty of color, and it is still relevant today as it details the ongoing issues and demands in academia. The researcher suggested, because more students of color are entering the institutions, there needs to be more faculty of color (Rifkin, 2000). Rifken (2000) posited that there should be an emphasis on recruiting faculty of color and a concerted effort should be made to retain these faculty members. Some strategies could include encouraging the participation of minority professionals on search and interview committees, using minority media in recruitment campaigns, recruiting through business and industry partnerships, establishing summer training, and research opportunities to interest minority graduate students (Rifkin, 2000). When a faculty member arrives on campus, the college should provide orientation sessions, analysis of courses, inclusion activities, and mentoring (Rifkin, 2000). Rifkin (2000) believed that there needs to be a specific emphasis placed on developing strategies for retaining faculty of color.

Inclusive teaching as an activity for promoting retention was conducted by Hirst et al. (2021) in a study with 22 of the 26 faculty members who taught STEM classes at a junior college. The study included assistant, associate, full-, and part-time professors. The question being addressed was the support faculty needed to develop to implement practices successfully. The study aimed to create learning communities that focused on inclusive teaching and mentoring practices for faculty members. The study's goals were to elevate students' voices, recognize the power dynamics at the college, navigate biases, develop empathy, and create transparency in communication. The group met five times for the semester over lunch. Participants were provided with readings on the various issues before the meetings. Ultimately, they were given a survey instrument to measure their responses. The study concluded that these meetings created a sense of community as members reinforced each other. There were changes in attitude and knowledge and increased skills in instructional and mentoring practices. Participants wanted to improve their teaching and increase their awareness of students' barriers. Hirst et al. (2021) were concerned their study could not be effectively implemented on a larger campus and that because the study participants were self-reporting, the fact could limit the validity of the results.

Madyun et al. (2013) conducted a cross-cultural psychological survey with four faculty members of color from community colleges. Each member was interviewed, and their script became a part of the final document. The study examined the relationship between cultural capital and school success while addressing intercultural communication and multiculturalism. The main question examined was how the contribution of faculty of color builds students' intercultural competence. The findings indicate higher education should be more innovative in recruiting and retaining faculty. Colleges need to help faculty of color find their voice. Colleges

should provide training sessions to help build knowledge and the skills needed for working in a higher education setting. Colleges/universities should also provide advisors to help with self-authorship. Overall, The Madyun et al. (2013) study found that self-authorship helps faculty become more authentic and gain cultural capital, creating a more embodied, objectified, and institutionalized state for faculty of color. This intercultural experience can be enhanced by the creation of safe spaces.

Cubbage (2018) explored ways faculty members create safe classroom spaces using their teaching processes. The qualitative study used muted voice theory and critical discourse theory. The participants were 14 faculty members from a historically Black college/university (HBCU) in Maryland who were given 18 survey questions to analyze the workshops they attended. Charts were created for the responses using numbers to code strongly agree to disagree strongly. The researcher found culturally responsive teaching is effective. Faculty considered their classrooms safe spaces. Most people believe that HBCUs would have the best evidence of diversity and be safe spaces for diverse faculty and students. One limitation of the study was that it needed to indicate the diversity of the participants. The fear is that these colleges reflect the numbers in all other colleges, which is about 20% of non-White faculty. This could explain the researchers' need to explore the need for safe spaces (Cubbage, 2018).

Safe spaces can be realized by creating learning communities as was examined in a study by Hirst et al. (2021) who explored how faculty in a multi-year interdisciplinary faculty learning community (FLC) contributed to changes in faculty knowledge and the implementation of inclusive teaching and mentoring. The quantitative study of 2,500 students in liberal arts Northeastern universities and 26 faculty who taught in the STEM areas. There was a 13-item survey that was analyzed using descriptive statistics. Hirst et al. (2021) found involvement

positively impacted FLC participants' attitudes, skills, and instructional practices. There were unexpected changes in the FLC due to this process, which the researchers did not anticipate. They noted positive changes in students' sense of belonging, the institution's commitment to supporting diversity training, and awareness of students' barriers. Analysis of these changes could provide meaningful information even though they were not a part of the study's original purpose.

Kezar (2008) examined the role of presidents in a diverse agenda and focused on emerging political situations. The qualitative study used elite interviews to gain information from these three groups of presidents, 27 of whom have significant experience and a reputation for being reflective. The phone interview protocols were developed from literature on diversity, organizational politics, and presidential leadership. Even though the presidents were working to help diverse students succeed, there was no evidence that the remainder of the college was involved. There needed to be more connection between the college's political framework and the president's political strategy (Kezar, 2008). Politics was the focus of the study, but it was never clearly defined, and politics was different for the three groups. The political connection could be realized in the involvement in decision-making.

Taylor et al. (2017) conducted a quantitative study to assess whether exposure to a design and implementation process helped to explain the improvement in climate and retention using ADVANCE. The National Science Foundation's (NSF) ADVANCE program was established to reduce the effects of bias in higher education by promoting gender diversity in academic science and engineering. The centerpiece of the ADVANCE program is the institutional transformation (IT) program, which provides participating organizations with resources to promote large-scale, comprehensive change in institutional practices to achieve program goals. The 2,800 faculty

members were surveyed using data from payroll. They used the “difference in difference” modeling framework. Departments exposed to ADVANCE had a lower percentage of turnover. They found including faculty in decision-making can improve retention. This study defined diversity as a gender, not a race, choice, etc., limiting the reliability of the findings as they relate to diversity. Faculty would be able to have a voice and not be silenced.

Stanley (2006) reported the results of a qualitative study of 27 faculty of color who reported they had been silenced at their institutions. The snowball sampling method solicited the participants, and the results were reported according to the emerging themes. The themes were the challenges of classroom teaching, the advantages of focused mentoring, the perception of the connection between collegiality and college culture, and the search for an identity as connected with racism. The central recommendation of the study was the creation of mentoring to facilitate effective networking so that faculty of color could advocate for themselves. Other recommendations included learning the institution’s culture, faculty of color striving to be themselves and not sacrificing their identity, increasing their requests for serving on committees, and administrators should commit to recruiting faculty of color and retaining them.

The studies found diversity among faculty is essential for providing role models for students and an increasingly diverse student population (Rifkin, 2000). Madyun et al. (2013) postulated there was a need for faculty of color to be afforded cultural capital. This would “how individuals are taught to exist within a particular culture to thrive to the greatest extent” (Madyun et al., 2013, p. 14). Some strategies for advancing cultural capital recognized language uses, cultural cultivation and exposure, appreciation of cultural tastes, and membership in particular organizations in institutions (Madyun et al., 2013). A conscious implementation of multiple strategies ensures positive results for the institution.

The Use of Onboarding Activities to Facilitate Retention

The lack of purposeful onboarding activities in organizations fosters voicelessness among new employees and leads to a lack of retention. When there is an understanding that these power relationships are interconnected with “voicing,” then alternate means of communication can be developed (Kramarae, 2009). Muted group theory, created by Kramarae (2009), postulates that a culture’s worldview is determined by its dominant culture (Elgin, 1982). Elgin (1982) further contended that the dominant culture’s language is inadequate to express the perceptions of the nondominant group. There sometimes is a perception of powerlessness. Most colleges concentrate on the recruitment of faculty of color. Piercy et al. (2005) advocated that even though it is important to enhance educational quality and outcomes for students, supporting and retaining faculty of color is equally important once they come to campus. Levin et al. (2013) reminded about the necessity for faculty to undergo acculturation to execute their professional duties efficiently. The following researchers report that creating onboarding activities and processes empowers new employees, gives them a “voice,” and provides avenues for participation.

Alire (2001) conducted a quantitative study of the issues junior minority faculty face, such as social isolation and lack of support. The discovery of the lack of systematic support programs led the author to create a model program of onboarding activities to facilitate retention. This included a junior faculty survival course that addressed networking skills, committee participation, and tips for communicating with department chairs and deans. There was a review of the college’s handbook, promotion and tenure guidelines, research and publishing guidelines, and applications for grants and awards. The participants completed the evaluations by indicating the program’s enhancement of a proactive, supportive environment. Support mechanisms had to

be implemented to deal with minority isolation and address the culture of the institution's that lacked adequate social interactions for minority faculty members. Some significant limitations of the study were the challenges of scheduling, the fact that it was a voluntary program, there was a minimal number of social events in the program, and there was the challenge of the college council of the program as being preferential. The study showed that providing activities for social interaction for faculty of color enhanced their potential for contributing positively to the culture of the college (Alire, 2001).

Social interaction was further addressed by Allen and Meyer (1990), from the University of Western Ontario, Canada, who conducted a longitudinal study analyzing the links to newcomers' commitment and role orientation in the workplace. Questionnaires were sent to 207 graduates 6 months and 12 months after they had been in the workforce. Of the 207 individuals questionnaires, 132 individuals responded, 101 men and 31 women. Allen and Meyer (1990) found there was a significant correlation between socialization tactics and role orientation. There was a high level of commitment for the individuals who participated in socialization tactics and role orientation activities. The 12-month surveys had more positive responses for the measures than the 6-month surveys. Allen and Meyer suggested that if organizations wanted to maximize commitment from their employees, and therefore minimize turnover, they had to invest in programs that helped newcomers learn their roles in the organization. One limitation of the study was the time in which the workers were employed and the fact that they were recent business school graduates.

Baker and Feldman (1990) conducted a study to explore the strategies of organizational socialization and their impact on newcomer adjustment. They wanted to examine the effectiveness of organizations' ability to facilitate newcomers' adjustment. They questioned if

strategies for onboarding would be more effective if they were consistent across all job categories and educational levels, the impact of the strategies, and if socialization processes were more beneficial if they were less constraining and more personal. The 543 participants included 41% males and 59% females; 66% were over 34 years old, and 97% had been on their jobs less than 5 years. The individuals were recruited from four different locations with very different businesses and education levels. They were given a three-part questionnaire, and it was processed using a Likert scale. The first part asked about the employees' perception, the second included attitudinal measures, and the third questionnaire was demographic information about the employees and the organization. The researchers found that there was a positive relationship between the socialization programs and investment in the company, with the informal and nonsequential, variable, and distinctive onboarding activities being the most effective. The sequential, fixed, and serial activities had minimal impact and the formal, collective, or individual strategies had the least impact. One limitation noted was the need for larger and more heterogeneous samples.

Socialization tactics were explored by Allen and Shanock (2013) who researched the development of relationships formed by newcomers within an organization to influence commitment and turnover. They created a model of perceived organizational support (POS) that examined the content, social, and context of the socialization tactics that impacted the affective and behavioral commitment of the employees in an organization. With 27 locations around the United States, 500 newly hired were interviewed during their first year of employment with 52% women, the mean age was 38.5 years, 65% were Caucasian, 17.3% were African Americans, and 14.8% were Asian and/or Hispanic. The questions assessed socialization tactics, perceived organizational support, on-the-job embeddedness, affective commitment, and turnover. Allen

and Shanock (2013) found that socialization tactics related positively to POS and job embeddedness, over time, and POS positively impacted commitment and negatively impacted turnover. One limitation they found was the lack of information they had about employees who were not interested in building relationships, so those employees established fewer relationships, which impacted their adjustment.

Minnick et al. (2014) conducted research from the Indiana University of Pennsylvania regarding mentoring and the role of onboarding. They assessed the relationship between formal mentoring initiatives and the learning curve of the new professional as well as exploring the important benefits of an effective mentoring program for the mentee and mentor. The survey was conducted online of with 306 manufacturing, oil, gas, and construction employees with 85% men and 15% women. There were four main questions asked about the assignment of a mentor, interactions with a mentor, understanding of the culture of the organization, and the impact of the first 6 months of experience on the employees' decision to remain with the company. The researchers found that there was no significant connection between the learning curve and mentoring. There was a strong connection between mentoring and retention, and they found that the interactions between mentee and mentor were effective and helpful for both groups. Minnick et al. (2014) also found that there was a need for mentor training that should have focused on cultural navigation, developing rapport and partnership, and specific times and days that incorporated job shadowing. They concluded that retention intent and mentoring were valued when conducted in a structured program. Activities that were valued by professionals were more helpful in reducing the learning curve.

O'Berry et al. (2009) found that new employees became more productive, engaged members of a team, and became properly integrated into the work environment when there was

an effective process in place that began with an interview, continued with an integrated plan, assigned a seasonal employee as a mentor, and established formal checkpoints. With effective onboarding activities, Hunt (2009) concluded that employers need to become creative to help employees thrive in an atmosphere of fear by helping them expand their knowledge of the firm and improve the firm's processes to maintain competitiveness even for new employees. Therefore, O'Berry et al. (2009) encouraged employers to use ongoing onboarding activities in the present difficult economy by ensuring that a company's message is consistent, positive in reminding the employees that they are essential to the community, by delivering all news with respect and care, and provide the staff with accurate information.

Chapter Summary

This literature review provided the needed background information to create a context for further research about the retention of faculty of color in community colleges. It is difficult for faculty of color to contribute to institutional change as they face limitations, which threaten their advancement. This literature review addressed the lack of community, mentorship, and advancement, along with undue stress. Kelly et al. (2017) stated that a culturally diverse and inclusive campus needs to make a concerted effort—beyond recruitment—to build an environment that is welcoming and appreciative of the contribution of faculty of color.

Faculty of color are integral to the total development of community colleges, which all need diverse members to meet the needs of today's diverse student body. Faculty of color members remain invisible (Levin et al., 2014), and faculty also report they feel isolated and have multiple experiences of covert racism (Levin et al., 2014). The research confirms that the active involvement of faculty of color facilitates the inclusion of all members of the community. Chapter 2 provided a clear need for specific programs for encouraging retention. Wood (2021)

stated that institutions should also implement bias training for all community members. With effective onboarding activities, Hunt (2009) concluded that employers need to become creative to help employees thrive in an atmosphere of fear by helping employees expand their knowledge of their organizations and improve processes to maintain competitiveness even for new employees.

This literature review highlighted the need, benefits, strategies, and barriers to the retention of faculty of color at institutions of education. There is also a review of the literature on the use and benefits of onboarding. Chapter 2 formed the foundation for the collection, coding, and the final analysis of the data.

Chapter 3: Research Design Methodology

General Perspective

Even though colleges are performing better and recruiting and hiring faculty of color, they have not been able to retain faculty after they receive tenure. Before tenure, faculty concentrate on teaching and professional development, which are the requirements for tenure. Kelly et al., (2017) stated that a culturally diverse and inclusive campus needs to make a concerted effort beyond recruitment to build an environment that is welcoming and appreciative of the contributions of faculty of color. This fact should create an awareness among colleges' decision-makers of the disconnection between prioritizing student services and academic contributions.

A low retention rate means that faculty of color do not stay long enough to positively (or negatively) impact the college's culture (Jayakumar et al., 2009). Community colleges have a marked lack of diversity, and faculty of color remains invisible (Levin et al., 2014). Faculty of color, who are employed at community colleges, report they feel isolated and have multiple experiences of covert racism (Levin et al., 2014). There is also a disproportionate amount of labor placed on faculty of color (Reddick, 2021), so there is an inability for faculty of color to develop personal and professional identities (Diggs et al., 2009). If colleges could retain faculty after tenure, they would be provided with seasoned faculty who could create opportunities for development and nurturing (Reddick, 2021; Robinson et al., 2013). The social interaction among faculty will be enhanced and this would especially provide the environment for faculty of color to communicate more effectively (Jayakumar et al., 2009).

The research suggests that since more students of color are entering the institutions, there needs to be more faculty of color (Rifkin, 2000). Piercy et al. (2005) advocated that even though it is important to enhance educational quality and outcomes for students, students of color often do not positively connect to White faculty (Diggs et al., 2009). Chung (2005) advocated for more student involvement with faculty to positively impact their success. It is important to support and retain faculty of color once they come to campus by implementing and integrating equity mandates (Kipang & Zuberi (2018). Levin et al. (2013) reminded that faculty must go through a period of acculturation to efficiently execute their professional duties.

Purpose Statement

The purpose of this qualitative phenomenological study was to examine the retention of faculty of color in a community college. The goal was to provide insight from all of the individuals interviewed. The findings of this study sought to identify onboarding activities and programs from the Faculty Development Center along with mentoring opportunities to encourage the retention of faculty of color. This descriptive case study investigated the retention of faculty of color at a community college in New York State since 2013.

Problem Statement

In the first 5 years of a faculty member's employment, the priority is to teach effectively, develop oneself professionally, and positively contribute to the department, college, and community. This focus consumes their time and energy; therefore, it is difficult for faculty of color to contribute to institutional change. Their lack of ability to contribute to institutional change adversely affects students of color who sometimes do not positively connect with White faculty. Faculty of color are less likely than White faculty to hold the rank of full professor and, as a result, they leave community colleges for better opportunities. This study investigated

onboarding activities for newly tenured faculty of color to encourage retention and counter and correct entrenched silence.

Research Questions

The research questions for this descriptive case study investigated the lived experiences of faculty and administrators who had observed the disconnection between the recruitment and retention of faculty of color because of the barriers in the institution. The questions also examined strategies for retention. The questions are:

1. What are the barriers to retaining newly tenured faculty of color at community colleges?
2. What are the strategies for retaining newly tenured faculty of color at community colleges?

Research Design

This study, therefore, provides information about the benefits and barriers to the retention of faculty of color at a community college in New York State and the strategies that are needed to retain these faculty members. The design incorporated multiple sources of information and included semi-structured interviews (Appendix A) and descriptive statistics.

This is a qualitative descriptive case study of the retention of faculty of color at a community college. Creswell and Poth (2018) described a case study as one that analyzes a real-world situation, or phenomenon, facing a group of people. This in-depth study included real-life situations to help the reader understand the source, the forces behind the problem, the outcomes, and the lessons learned (Creswell & Poth, 2018). The unit of analysis was a single case and a bounded system with well-defined parameters were used.

Research Context

The study location was at a 2-year community college in New York State that was founded in the mid-1900s. The college is in a community outside of New York City, and it has two campuses. The average student population is 6,617 with 2,964 full-time and 3,653 part-time students. The student population has 42% students of color: 30% Hispanic and 12% Black. There are over 100 faculty members, 75% of whom are part-time, and over 100 administrators and staff members. There are 12.6% Hispanic, 8% Black, and 72.9% White faculty members.

Research Participants

There were 13 participants interviewed for this descriptive case study. At the time of their interviews, they were all employed at the Upstate New York community college. The eight faculty members had been at the college for at least 5 years and were tenured, and the five administrators had worked in their positions for at least 5 years.

The administrators interviewed included two members who self-identified as people of color and three self-identified as White. The faculty members interviewed included four faculty members who self-identified as people of color and four who self-identified as White. The faculty members represented the departments of: Biology, Business, History Government and Economics, English and Humanities, Math, and Social Sciences. At the time of their interviews,

- Participant 1 was an associate vice president in academic affairs who had been in higher education for 24 years and had been employed by the study community college for 2 years. Participant 1 was actively involved in college governance and supervised multiple employees.
- Participant 2 was a director of professional development who had been in higher education for 23 years and had been employed by the study community college for 19

- years. Participant 2 was actively involved in college governance and worked as an adjunct professor.
- Participant 3 was a division chair for academic affairs who had been in higher education for 20 years and had been employed by the study community college for 20 years. Participant 3 was actively involved in college governance and supervised 50 employees and worked as a department chair and professor.
 - Participant 4 was a director of diversity who had been in higher education for 15 years and had been employed by the study community college for 4 years. Participant 4 was actively involved in college governance.
 - Participant 5 was a department chair in academic affairs who has been in higher education for over 20 years and had been employed by the study community college for 16 years. Participant 5 was actively involved in college governance and supervised multiple employees.
 - Participant 6 was a faculty member who was tenured and had been in higher education for 21 years and had been employed by the study community college for 21 years. Participant 6 also worked previously as an adjunct at multiple colleges for over 5 years, was the director of student support services and was actively involved in college governance.
 - Participant 7 was a faculty member who was tenured and had been in higher education for 17 years and had been employed by the study community college for 11 years. Participant 7 worked previously as an adjunct professor at multiple colleges for over 5 years and was the department co-chair and actively involved in college governance.

- Participant 8 was a faculty member who was tenured and had been in higher education for 8 years and had been employed by the study community college for 5 years. Participant 8 also worked previously as an adjunct professor at multiple colleges for over 5 years and was actively involved in college governance and student activities.
- Participant 9 was a faculty member who was tenured and had been in higher education for 20 years and had been employed by the study community college for 20 years. Participant 9 also worked previously as an adjunct professor at multiple colleges for over 5 years and was actively involved in college governance and student services.
- Participant 10 was a faculty member who was tenured and had been in higher education for 10 years and had been employed by the study community college for 5 years. Participant 10 also worked previously as an adjunct professor at multiple colleges for over 10 years and was involved in college governance.
- Participant 11 was a faculty member who was tenured and had been in higher education for 11 years and had been employed by the study community college for 9 years. Participant 11 also worked previously as an adjunct professor at multiple colleges for over 4 years and was involved in college governance and student advisement.
- Participant 12 was a faculty member who was tenured and had been in higher education for 13 years and had been employed by the study community college for 8 years. Participant 12 also worked previously as an adjunct professor at multiple colleges for over 4 years.

- Participant 13 was a faculty member who was tenured and had been in higher education for 35 years and had been employed by the study community college for 30 years. Participant 3 also worked previously as an adjunct professor at multiple colleges for over 7 years and was actively involved in college governance and served on multiple committees.

Table 3.1 details the positions of each participant, their years of employment at the college, years in the position they occupied at the time of their interviews, and their total years in the profession. Table 3.2 shows the degrees and ethnicity of each participant. It also displays their participation in the governance structure of the college and supervision experience.

Table 3.1

Table of Positions and Years of Service

Participant Number	Position(s)	Years of Employment	Years in Position	Years in Profession
1	Associate Vice President A	2	2	20
2	Director S	21	4	23
3	Division Chair C	20	3	20
4	Diversity Chair W	4	4	15
5	Department Chair, Faculty Member C	16	4	16
6	TRIO Director, Faculty Member C	21	3	21
7	Assistant Dept. Chair, Faculty Member C	13	6	13
8	Faculty Member T	5	5	8
9	Faculty Member M	20	20	20
10	Faculty Member R	5	5	10
11	Faculty Member K	9	9	9
12	Faculty Member R	6	6	11
13	Faculty Member I	31	31	36

Table 3.2*Table of Participants' Descriptions and Participation*

Participant Number	Degree	Ethnicity	Governance	Supervision
1	3	1	2	1
2	1	2	2	2
3	3	2	1	1
4	3	1	2	2
5	3	2	2	1
6	3	2	1	1
7	3	2	2	1
8	2	2	2	2
9	1	2	1	2
10	1	1	2	2
11	3	1	2	2
12	3	1	2	2
13	3	1	2	2

Note. Degrees: 1 = One Master's degree, 2 = Two Master's degrees, 3 = One Doctoral degree.
 Ethnicity: 1 = Non-White, 2 = White; Supervision: 1 = Yes, 2 = No; Governance: 1 = Chair, 2 = Serve,
 3 = No involvement.

Instruments for Data Collection

The goal of this study was to gain an understanding of the lived experience of the tenured faculty of color. Semi-structured interviews were conducted on a one-on-one basis for newly tenured faculty of color for the researcher to hear each person. That means that there were specific questions but also opportunities for the researcher to ask follow-up questions. The interviewees shared their lived experiences. These experiences were recorded. The questions were refined through pilot testing for validity and reliability. Validity in qualitative research means the appropriateness of the tools, processes, and data, and the essence of reliability for qualitative research lies with consistency Leung (2015). The responses from the pilot test were assessed and the questions were refined. The semi-structured format allowed the participants to voice their experiences. The interviews were recorded using the Zoom platform and audio

recordings were transcribed. This structure provided the information needed to ascertain the barriers to retaining faculty of color at a 2-year college in New York State and strategies to be implemented to facilitate retention.

Procedures for Data Collection

The data collected from the studied college's handbooks since 2013 provided records of the hiring, promotions, positions held, and the resignations of faculty of color. The handbooks are publicly accessible documents. After the Institutional Review Board (IRB) approval from St. John Fisher University and the studied community college were completed, a letter of invitation (Appendix B) was sent to randomly selected faculty and administrators of the college. The letter included the contact information of the researcher, and it invited the college employees to face-to-face, one-on-one, semi-structured. The interviews lasted 60 minutes. Consent forms (Appendix C) were secured from each participant, the interviews were conducted via Zoom, the recordings were then transcribed. The results were analyzed and reported.

Procedures for Data Analysis

The interviews were transcribed and the material was coded according to the values being assessed. A codebook was developed. The codes were named and then described, and an example was provided for each code. The coding was then put into categories and the categories were placed into preselected themes that were clearly labeled. The researcher then analyzed the data. The participants were invited to read the transcript of their interviews and provide suggestions. In qualitative research, data analysis consists of preparing and organizing text data for analysis and reducing that data into themes through coding (Creswell & Poth, 2018).

The researcher reviewed the data by immersion, segmenting, coding, and analyzing. In addition, the researcher added field notes from the interviews. The researcher segmented and

divided the data into different units and identified why the segments were important and how they related to the research questions. This coding process helped to explain the phenomena and the participants' experiences (Saldaña, 2021). The first stage was open coding, also called free coding, and it breaks down the data into discrete parts for the researcher to closely examine and compare the similarities and differences (Saldaña, 2021). Axial coding is the second stage where the researcher grouped the data into categories. The final coding stage is selective coding, where the researcher analyzed the data by focusing on the main ideas and themes.

Summary

The purpose of this study was to investigate the benefits of, barriers to, and strategies for the retention of faculty of color at a community college in New York State. This descriptive case study looked at the lack of retention from 1991 to 2001, the existing barriers at the time of the study, and strategies that were needed to change the lack of retention. This study included the views of the administrators and faculty members of the studied community college. They addressed the benefits, barriers, and strategies for retention of newly tenured faculty at a community college in New York State.

The participants were five administrators and eight faculty members who were people of color and White. The study design was a qualitative descriptive case study of the topic of retention of faculty of color at a community college. The data were collected from the college's handbooks that provided records of hiring, promotions, positions held, and the resignations of faculty of color. The college's handbooks were, and are, publicly accessible documents.

There were also face-to-face, in-person interviews via Zoom with the participants. The procedures for data collection were to first secure IRB approval from SJFC and the study site. A letter of invitation was sent to the participants to secure permission. The interviews were

conducted and then the material was transcribed. The interviews were coded, then themes were created, and categories were used to interpret the material.

Chapter 4: Results

Introduction

This study explored the retention of faculty of color who had been recently tenured in community colleges at the time of their interviews. Community colleges have changed their recruiting policies, so they have been able to attract more faculty of color to their campuses. Faculty tend to stay until tenure is achieved, proving that they are not only professionally qualified for their positions but can perform excellently. After tenure, faculty members are generally able to participate more in governance, create new classes, and expand their advisement of students. Unfortunately, colleges lose these diverse voices when faculty of color leave after being granted tenure.

As higher education expands with changing global knowledge and economy, colleges must link subjects and disciplines to new professions, including new critical approaches and perspectives (David, 2012). Retaining faculty of color would ensure that these colleges engage and include effective student involvement in their learning, which is necessary for education and social success (David, 2012). Colleges need to restructure their cultures, policies, and practices to respond to the diversity of their students (Bădescu & Pop, 2012). This restructuring should be reflected in the onboarding activities of students. A revised onboarding system would provide a process for increasing the participation of students and reducing exclusion (Bădescu & Pop, 2012). A college that promotes inclusion shows it is concerned with the learning and participation of all students—especially vulnerable students (Bădescu & Pop, 2012).

This qualitative study examined the retention of faculty of color in community colleges in New York State. A phenomenological analysis approach was used, and the goal was to provide insight from all of the individuals interviewed. The study findings provide a new perspective on creating a culture of inclusion that will foster the retention of faculty of color. Onboarding activities for newly tenured faculty of color were examined to encourage retention. The findings of this study identify programs, activities, and mentoring to encourage the retention of faculty of color.

Chapter 4 presents a detailed analysis of the interview responses. It begins with a review of the research and interview questions, and it is followed by a description of the participant demographics, which will aid in contextualizing the findings. Chapter 4 also offers information on the data collection and coding process. Direct quotes from the participants are included to highlight their thoughts, experiences, and perspectives. The selections helped to uncover the essence of the participants' emotions, beliefs, and opinions. The findings are summarized by the emergent themes that explain what the participants experienced.

Research Questions

1. What are the barriers to retaining newly tenured faculty of color at community colleges?
2. What are the strategies for retaining newly tenured faculty of color at community colleges?

Table 4.1 displays the research questions aligned with the interview questions.

Table 4.1

Research Questions Aligned with the Interview Questions

1. What are the barriers to retaining newly tenured faculty of color at community colleges?	<ol style="list-style-type: none">1. How many years have you worked in higher education?2. How many years have you worked as an administrator?3. What is your position?4. How many years have you been at this college?5. How many people of color do you supervise?6. Do you have difficulty retaining faculty of color?7. What are some roadblocks to the retention of FAC?8. Over the years, have the retention of FAC changed?9. How would you describe the culture of the college?10. Do you believe that FAC has equal access to the college's resources?11. What is your position at the college?12. Are you a tenured faculty member?13. Do you have prior experience working as a faculty member?14. What is your level of familiarity with the college's handbook?15. How would you describe the culture of the college?16. Do you believe that FAC has equal access to the resources of the college?17. Does the college facilitate the integration of FAC into the college?
2. What are the strategies for retaining newly tenured faculty of color at community colleges?	<ol style="list-style-type: none">1. What plans do you have for the future?2. What are some guidelines you have put in place to retain faculty of color?3. How do you ensure that FACs are retained?4. How have you adjusted recruitment to increase the presence of FAC on your campus?5. Is specific mentoring available for FAC on your campus?6. Are there onboarding activities designed to facilitate the retention of FAC?7. What are some other activities created by the college to retain FAC?8. Have these activities helped to retain FAC?9. What would you do differently?10. Were there onboarding activities provided for you as a newly hired faculty member?10. Do you have a mentor?11. Is the mentoring relationship beneficial?12. What is your understanding of the culture of the college?13. Are there specific plans implemented by the college to retain faculty members?14. What are some strategies you have seen or heard of?15. What are some strategies that have impacted you directly?16. What are some areas which have not been addressed?17. What are some suggestions for strategies for the retention of FAC you would give to the administration?

Note. FAC = Faculty of color.

Research Question 1 Findings

Table 4.2 displays some of the codes, categories, and theme for Research Question 1. A complete list of the codes can be found in Appendix D.

Table 4.2

Codes, Categories, and Theme for Research Question 1

Codes	Categories	Theme
Community Building; conservative values; racist overtones; inability to share experiences; Lack of Allies; No shared experiences or vision; marginalized; Absence of a support network; absence of family engagement; No focus on students of color; Lack of representation among faculty;	Social	Barriers
Always having to defend their credentials; Isolated because of accent; No programs to promote a sense of belonging; No formal mentoring; Untrained informal mentoring; Obstacles to identity formation; Cultural barriers; Did not feel supported; did not feel welcomed; Informal mentoring;	Psychological	
Recruitment; being present when major decisions are being made; No physical meeting place; The mystique around tenure and promotion; Lack of services; High teaching load; Revised tenure process; Minimal orientation activities;	Physical	
No use of Inclusive Practices; lack of access to and use of inclusive pedagogy; Very new and untested diversity plan; General faculty development plan needed; Lack of honest feedback; Hidden curriculum; CTL committed to digital proficiency;	Intellectual	
Resources for inclusive pedagogy; funding for faculty development; Low income; No additional resources; Limited reimbursement fund; General grants; No Specific resources for faculty of color. Multiple resources for all faculty;	Economical	
Lack of information about expectations; Minimum workforce development; Antagonism with unions; Changing Culture; Culture is not easily negotiated; Some fear among White faculty; Community underserved; Promises made in recruitment not matched when they arrive at the college;	Mental	

Social Barriers

There were multiple social barriers discussed by the participants. This included the absence of a sense of community in the college, the lack of representation, and feelings of isolation. There were minimal social interactions within the college community that led to a lack of integration and a marked absence of collaboration. There were also no social networks for faculty of color to facilitate the building of community.

Participant 1 indicated that there was a lack of procedures for building a sense of community. Most members of the community had conservative values. There were also many racist overtones. This created the inability of the faculty of color to share experiences. There were few allies in the community. There were very few shared experiences and shared visions.

The faculty of color, therefore, felt marginalized. Participant 2 further stated that there was an absence of a support network. The faculty of color, who related to their community as family members, often felt there was an absence of “family” engagement. There was no focus on students of color. There was also a lack of representation among faculty.

Participants 3, 4, and 5 had similar ideas about social barriers and stated that there needed to be special social interaction, which was missing in the community for faculty of color with minimum integration of faculty of color with the community and the college community had obvious structural barriers. Colleagues had a blind spot when it came to differences. Participant 6 also felt that there were minimal interactions in the college community. The faculty of color did not feel at home. There was a little bit of a lack of communication with the administration. Faculty were never privy to conversations with administrators even though there were monthly all-faculty meetings. When there was a decision to facilitate diversity training there was a lot of pushbacks. The complaint was that they did not “want this shoved down my throat.” They complained that having those conversations really shut things down and everyone could then pretend that there are no issues. Participant 7 indicated that there were major communication problems.

There is no formal mentorship. There is a lack of community. There is little connection to students of color population. There is a lack of social outlets. There is no effective communication. A good mentorship strategy needs to be created to keep those people sort

of in the loop and feeling like they're part of a community and help them understand our student population. The new faculty sort of feels like they're out on an island somewhere, and they don't always know who they can talk to about these things. They should be able to sort of identify with and make a connection with, and try to bring those people on board, and not feel so alone. The students, a lot of times, feel alone. There is no obvious social networking. The [students] seem to exist on an island. (P7)

Participants 8, 9, 11, and 12 agrees that there was no wholistic community. There was a strong political climate. The community was not welcoming. There was some public show of integration but in reality, there was truly little integration. There was no shared power within the community. There was no shared vision. White privilege existed. There was unequal access to administrators. There were too many large informal meetings that seemed to make too many formal decisions. There was a lack of collaboration. The atmosphere was divisive. There was no unity. There was a top-heavy administration. There were holes in the administrative functions. There was a lack of representation in the administration. There were feelings of isolation. A sense of collegiality was missing on the campus. It was an outwardly friendly campus, but the real community was within the departments. Participant 8 stated he, "Lived in the community until tenure was granted but moved back to New York City in order to find real community." Participant 10 felt that there was a very liberal subculture in the college. "There is too much politics. There is much resistance to conservative ideas. There is a lack of awareness of differences." Participant 13 concluded that there was much isolation at the college level. There is much immersion at the department level. "We live in silos." Table 4.3 displays the frequently occurring social barriers the participants faced.

Table 4.3*Frequently Occurring Social Barriers*

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Social interactions	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Integration into the community	X		X			X		X	X	X	X	X		8
Collaboration	X	X	X	X		X	X	X	X	X	X	X	X	12
Absence of social network	X		X		X	X	X	X	X	X	X	X		10

Psychological Barriers

There were also multiple psychological barriers to the retention of faculty of color on the community college campus. Most of the participants indicated a lack of a sense of belonging and the absence of meaningful mentoring. The faculty of color were adversely affected by the presence of cultural barriers and believed that their voices were silenced. Participants 2, 4, 5, and 11 stated there were no programs to promote a sense of belonging. There was no sense of belonging. There are obstacles to identity formation. There are cultural barriers that cause a lack of a sense of belonging.

Participants 5, 6, and 10 observed that there was no formal mentoring. There was much untrained informal mentoring. There was no specific mentoring for faculty of color. Participants 1, 7, and 10 were concerned that faculty of color members always had to defend their credentials. Many were isolated because of their accent. There was no sense of home. There was a disconnect between friends and family and the college community. They were referred to as “those people.” Participant 6 voiced:

Faculty members can be an ear, but they can't really help because they don't have access to college information. Voices are silenced. There is no equity. Change is short-lived, and we quickly revert to business as usual. Equity is superficial. (P6)

Participants 8, 11, and 12 indicated that the college felt like a business. There was a lack of caring. There was a lack of belonging. Faculty of color members thought of their position as “just do my job.” There was much top-down management. They feel forced to follow the administration and not question any decision. There is minimal personal development. Table 4.4 displays the frequently occurring psychological barriers the participants faced.

Table 4.4

Frequently Occurring Psychological Barriers

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Lack of a sense of belonging	X	X	X		X	X	X	X	X	X	X	X	X	12
Voices silenced			X		X		X			X	X	X	X	7
Absence of mentoring	X		X	X	X	X	X	X	X	X	X	X	X	12
Cultural barriers			X				X		X	X	X	X	X	7

Physical Barriers

There were minimal physical barriers observed by the participants. Most of the participants focused on the lack of a space for faculty of color to meet, their positions on the campus, recruitment, and orientation. There was a tiered system with the faculty ranks. There was a mystery around the process of promotion and tenure. There was also no physical space for faculty members to meet and communicate. Participants 2 and 13 believed there were no

physical meeting places for faculty of color. A place to meet other people was needed. A dedicated social space was needed.

Participants 4, 6, and 9 indicated there was a mystique around tenure and promotion. There was a lack of services. The teaching load was sometimes overwhelming. There needed to be a revised tenure process. There were too many changes in the institution, which were too fast and not fully explained. There were two campuses with seemingly different agendas. There was too much red tape in governance and too much extra unpaid work. There was a lack of control, so the result was that people felt like they were not being listened to. The fact of the matter is, they were not being heard. It was a tiered system with administrators at the top and faculty at the bottom. Members were excluded from meetings when they disagreed.

Participants 1 and 10 felt that there was no focused recruitment. No active recruiting of faculty of color. Minimal flexibility. No new faculty in the recent past. Most adjuncts were White. There were no known plans for retention. There was a lack of initiative created by the college to retain faculty of color. Participant 5 believed that there were minimal orientation activities. There were incomplete procedures for the integration of faculty of color. There were differing agendas for faculty and staff.

Participants 6 and 12 concluded that too many changes in the institution were happening, that were going too fast and were not fully explained. Two campuses with seemingly different agendas. Too much red tape in governance. Too much extra unpaid work. A lack of control so the result was that people felt like they were not being listened to. The fact of the matter is, they were not being listened to. The path to tenure and promotion was unclear. The workshops were interesting but not effective for personal development. Tasks were unequally distributed. Subcommittees did not communicate with each other.

Participants 7, 8, and 11 believed that the faculty of color advised too many students: they gave every professor about 20 or 30 students. There was no obvious strategic plan. The goals and objectives of the college were not implemented in college life. Low support of faculty. Minimal integration into the community. Superficial strategies and superficial obligation. It should be about the students. Hiring was the largest barrier to retention. Table 4.5 displays the frequently occurring physical barriers.

Table 4.5

Frequently Occurring Physical Barriers

	Participants													Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13		
Absence of recruitment of FAC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	14
Tiered system	X				X	X	X	X	X	X	X	X			7
The mystique around tenure and promotion	X	X	X	X	X	X	X	X	X	X	X	X	X	X	14

Note. FAC = Faculty of color.

Economic Barriers

Economic barriers adversely impacted the ability of the faculty of color to perform at their full potential. Most participants indicated the disconnect between the performance of one's duties and the compensation awarded. There were minimal resources for professional development activities and when they existed, there was unequal access to funding. Many of the fringe benefits were undefined and became a major barrier to access. Participants 1 and 3 said there was a lack of resources to advance inclusive pedagogy and more funding for faculty

development. There were also no specific resources for faculty of color —just multiple resources for all faculty generally.

Participants 2, 5, 7, 8, and 9 focused on the lack of resources impacting performance. They mentioned that income was low for first-time faculty members. There were no additional resources. There were limited reimbursement funds. More general grants were needed. The agenda for inclusion needed to be funded. There was a lack of funding for integration. It really reduced the morale of new faculty when that happened and when difficulties were added on that the students had, then the difficulties of low starting pay, and the difficulties of getting used to a new type of career. Low compensation for faculty of color increased financial stress.

Participants 6, 10, and 11 saw the barriers as providing unequal access. They noticed that there was funding for new hires in administration but minimal new hires in faculty. They also mentioned that there were some resources, but they were not always known. There were many adjuncts being hired but there were still too many extras for full-time faculty members. There was unequal access to funding for faculty of color, and faculty of color needed to teach extra courses for income. Participant 12 mentioned that another barrier had been evident because there was no funding for the celebration of diversity. Table 4.6 displays the frequently occurring economic barriers the participants faced.

Table 4.6*Frequently Occurring Economic Barriers*

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Low income					X	X	X	X	X	X	X	X		8
Lack of resources for PD					X	X	X	X	X	X	X	X	X	9
Fringe benefits undefined	X	X						X	X	X	X	X	X	8
Unequal access to funding	X	X	X	X		X	X	X	X	X	X	X		11

Note. PD = Professional development.

Intellectual Barriers

Intellectual barriers were defined by the participants as those things that directly connected to teaching methodology pedagogy, and information dissemination. The participants were united in their observations of the absence of meaningful intellectual stimulation. There was an absence of inclusive practices, and information about diverse cultures tended to be superficial. There was minimal knowledge about college processes even with the presence of multiple handbooks.

Participants 1, 2, 5, 7, and 13 suggested that there was no use of inclusive practices. There was also a lack of access to and use of inclusive pedagogy. There was a very new and untested diversity plan for teaching but no general faculty development plan. There was superficial inclusion of cultural information. There was limited achievements in scholarship and research. There was no affirmative action handbook. The college was not meeting the needs of a diverse student body. The college was required to develop its own diversity courses because of the institution's requirements but there was minimum training to ensure authentic presentation.

Participant 4 felt there was a lack of honest feedback. There was a hidden curriculum. The Center for Teaching and Learning (CTL) is committed to digital proficiency rather than total

scholarly information about methodology and pedagogy. There were limited opportunities to show one was a scholar. Participants 6, 12, and 10 found minimal workforce development. There was minimal knowledge of the college’s processes. Orientation was limited to general introduction and technology. No conversations were had about personal intellectual development. There was superficial intellectual development, and there was little exposure to the handbook. Participants 8 and 9 proposed that there was minimal support for intellectual advancement. Table 4.7 displays the frequently occurring intellectual barriers the participants faced.

Table 4.7

Frequently Occurring Intellectual Barriers

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Lack of inclusive practices	X	X	X	X	X	X	X	X	X	X	X	X	X	10
Superficial inclusion of cultural information	X	X		X	X		X	X	X	X	X	X		10
Minimal knowledge of college processes	X				X	X	X	X		X	X	X	X	9
Hidden curriculum	X					X	X	X		X	X	X		7

Mental Barriers

Most of the participants felt that there were no obvious mental barriers. This addressed the inability of faculty of color to perform at their highest potential because of the culture in the community. The participants shared their inability to fully perform because of the tension in the college community. There was very little information shared about the expectations for

functioning and excelling in the college community. This fosters a lack of trust. Participant 4 found a lack of information about expectations.

Participant 5 felt more workforce development was needed. It was also mentioned that there needed to be less antagonism with unions. Participant 6 referenced the changing culture, which was not easily negotiated. There was some fear among the White faculty, which was felt by the faculty of color. Participant 7 observed that the community was underserved. Promises made in recruitment were not matched when they arrived at the college. The trials and tribulations of that whole sort of population of students were not recognized. Also, Participant 6 said,

What resources do we have? You know we do a new faculty orientation, but it's like, I didn't know any of those things, and it was probably given to me. It's probably information that was given to me during orientation, but I don't remember because it was just like a barrage of everything. Yeah, too much. (P6)

Participant 8 mentioned the tension between the faculty and the administration. Participant 9 believed there was a lack of trust in administrators and their processes. There were blocks to authentic communication. The administration had too much veto power. Participant 10 found there was too much hostility. There were multiple communication issues. There was also evidence of racial injustice. Participant 11 felt there was little concern about the faculty's personal issues.

Participant 12 observed there was a lack of transparency, and stated, "You do not know what you are seeing on campus. Favoritism in the allocation of leadership positions excludes many faculty of color from advancing." Participant 13 said that the absence of a new mindset for diversity was a major barrier. It was suggested that systems should be created, and all faculty

should be required to comply. Table 4.8 displays the frequently occurring mental barriers the participants faced.

Table 4.8

Frequently Occurring Mental Barriers

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Minimal information about expectations	X	X	X		X	X	X	X	X	X	X	X	X	12
Tension between faculty and administration	X	X		X			X		X	X	X			7
Lack of trust	X				X		X	X		X	X	X	X	8

Research Question 2 Findings

Table 4.9 displays the codes, categories, and theme for Research Question 2. A complete list of the codes can be found in Appendix E.

Table 4.9*Categories, Codes, and Theme for Research Question 2*

Codes	Categories	Theme
Strong voice; Meet with Provost; Advocacies; Promotion and Tenure Preparation; Shared Governance preparation; Collaboration; Value exchange between whites and blacks; Hold college accountable for incidents with lack of diversity; Hold individuals accountable for “othering”. Create a space for participation in shared governance and union; Faculty Orientation; Connect with social background;	Social	
Value opinions; Create a safe place for communication; stand on Credentials; Foster collaboration for a sense of belonging; Transparency; Meet each person where they are; Frequent encouragement; Shared governance; Connect with students of color; Serve students of color; Develop identity as a faculty member in this community; Encourage individual identity; Create formal mentoring with trained	Psychological	
More ads. In a diverse setting for recruitment; guidelines were put in place but for recruitment; Cluster hiring of FAC; More information about the institution; Identify biracial people; Create a space for biracial people; Create cultural activities; Celebrate cultural activities; Faculty should represent the community: 7% faculty 49% students; Developing formal and informal processes; Remove barriers;	Physical	
Commitment to extended orientation; Knowledge of tier process; Preparation of Portfolios, Creation of informational websites; Information for P&T; Professional development; Pedagogical support; Topics on student population; Explore prior knowledge; Hire a VP of color; Cross communication; Specific questions in the search process; Orientation for the whole year; Special DEI training; Training in	Intellectual	Strategies
Ensure equal compensation for faculty; Fund onboarding activities; Specific resources; OER support; Departmental support; Extra support for recruitment;	Economical	
Provide specific resources for FAC; Fund workshops for new faculty before the semester begins; Fund a full-time college-wide equity officer; create access to opportunities; Assign courses with equity;		
Practice equity; Every search across campus related to diversity, equity, and inclusion has to be part of the search process. Meet the needs of the individual and not just the community; Understand the culture of FAC; Create rigorous orientations; Listen to faculty of color; open honest conversation about barriers; Incorporate the acceptance of differences into the culture of the college; Upper management	Mental	

Note. FAC = Faculty of color.

Social Strategies

Social structures impact the success of employees at every level. This is even more important for those who are marginalized. Faculty of color members at community colleges are no different. The participants suggested social strategies to encourage retention. The college needed to create a welcoming environment. Onboarding activities should be instituted for social integration. This would also foster collegial collaboration. The participants mentioned that the college should find ways to provide avenues for faculty of color to connect their social backgrounds so that they feel comfortable in the college community.

Participant 1 suggested that colleges should facilitate a strong voice:

Faculty should meet with the provost and get to know the leadership. This should provide effective advocates. There should be promotion and tenure preparation and shared governance preparation. Collaboration should be an important goal. The college should value exchange between Whites and Blacks. The college should be held accountable for incidents with a lack of diversity. Individuals should be held accountable for “othering.”

The college should create a space for participation in shared governance and union. (P1)

Participants 2 and 13 proposed that the college should provide faculty orientation. There should be a connection with social background. There should also be scheduled meetings with other faculty of color. Formal mentoring is needed. There should be training for mentors.

Purposeful social interactions should be emphasized. Participant 3 suggested that the diversity committee should be a part of the shared Governance Committee. There should be the creation of a Center for Student Success and the creation of college connections. More cross-communication was needed. All members should share ideas with everyone. The college should raise the level of awareness of diversity issues.

Participant 4 believed that the college should create a welcoming environment. They should focus on community involvement and create unifying activities. They should also create a chain of communication and information. Participant 5 articulated that the college should develop a department process for orientation and integration. They should create collegiality and collaboration within the department. There should be a process to help faculty of color learn about the social construction of the college and learn the lay of the land. They should also match the stories of students and staff/faculty.

Participant 6 said that the college should create more word-of-mouth testimonials. This should include a process of addressing issues related to faculty of color. They should create a forum for discussing faculty of color issues. This would facilitate integration into college life. The creation of an onboarding cohort to facilitate retention. Participant 7 proposed that the college should create a real point of contact and mentorship for that person to help them work through the complexities of the college community. This should still help them to have a community that comes together. Everyone should be made to feel welcome.

Participants 8 and 9 agreed that the college should create quality-of-life activities, by creating college-wide diversity goals and committees. They stated that cultural sensitivity was essential. This would mean more education about culture. The college should provide a voice for the few faculties of color at the college. There should be internal honest communication with checks and balances for administration and faculty relationships. Participants 10, 11, and 12 believed that the whole school—not just the department—should provide onboarding activities. The participants stated that faculty, staff, and administrators need to collaborate. The faculty of color, the participants stated, should be a part of the union (governance) executive. The college should create a place for conversations about diversity, mentoring, and mentors. Culturally

enrichment programs and formal mentoring was needed, mentor training was needed. The college should provide avenues for authentic discussions about relevant issues and classroom activities. Table 4.10 displays the frequently occurring social strategies the participants suggested.

Table 4.10

Frequently Occurring Social Strategies

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Create a welcoming environment	X		X	X	X	X	X	X	X	X	X	X	X	12
Onboarding activities for social integration	X	X			X	X	X	X		X	X	X		9
Collegial collaboration	X	X			X	X	X	X	X	X	X	X	X	11
Connect with social backgrounds	X			X				X	X	X	X	X		7

Psychological Strategies

The participants highlighted a sense of belonging as the main strategy for retention. They suggested that the main method should be purposeful mentoring. Faculty members should be encouraged to develop their individual identities. They stated that the college needed to respect the diversity of the members of the community and find ways to celebrate those differences.

Participants 1, 2, 4, 9, and 12 mentioned that the college needed to value diverse opinions. The college needed to create a safe place for communication. Faculty members should be allowed to stand on their credentials without feeling they have to defend their presence in the institution. The college needed to foster collaboration for a sense of belonging. There should be transparency that would foster a sense of belonging. The administrators needed to meet each person where they were. There should be frequent ways to encourage faculty to develop their

identity as faculty members in the community. They should also encourage individual identity. The participants further suggested that the college needed to create formal mentoring with trained mentors. Matching mentoring individuals would be important to the success of the mentoring relationship. This would create a sense of belonging and supportive departments. The college should introduce faculty to “what’s behind the curtain” and respect the voices of all people.

Participants 3, 5, and 6 believed in shared governance. Faculty needed to connect with students of color and serve students of color. The college needed to develop formal and informal processes and also remove barriers. There should be respect for differences and the college should have an open one-on-one conversation with community members. This would purposely create a culture of inclusion. Mentoring was mentioned repeatedly, especially purposeful mentoring. The college should hire administrators who are of color. Participant 4 stated that, “Since students of color are increasing, we need to increase faculty of color. We have a lot more people on campus, and I think people are really craving in-person communication to feel a part of the community.” Participant 7 said,

Yeah, we have to sort of treat them appropriately and meet them where they are and then bring them forward, right? Because—imagine a new faculty coming—especially a person of color. They might see faces in the classroom that look exactly like they do and have many similar experiences, but they might not know; they might not have been told [there is] no shame in using services. There should be an avenue for expressing concerns. A celebration of who people are should be a part of the college culture.

Participants 8, 10, 11, and 13 believed in caring for people from the heart. They also mentioned that mentoring was needed to create a sense of belonging. Mentoring was needed,

formal or informal. The college should broaden faculty equity. Minority students need minority faculty. Table 4.11 displays the frequently occurring psychological strategies the participants suggested.

Table 4.11

Frequently Occurring Psychological Strategies

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Foster a sense of belonging	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Respect differences	X	X			X	X		X		X	X	X		8
Purposeful mentoring	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Encourage individual identity	X	X		X	X	X	X	X	X	X	X	X		11

Physical Strategies

Most of the responses about physical strategies were connected to hiring, recruitment, and equity issues. The college needed to create a space for cultural activities. Participants 2, 6, 12, and 13 suggested that recruitment should be a key strategy. They included more advertisements in a diverse setting for recruitment. Build a culture of diversity. Enhance diversity power using the Title V grant and working groups. Purposeful onboarding. Use summer school teaching as orientation. Participant 6 said,

We, we would say, like, we need to try to advertise in different places to get more applicants like we can't hire people if they're not applying. More focus on hiring. More focus on recruitment; space for dialogue with new faculty. Focused hiring. Create a path for more involvement at the college. Create purposeful recruitment. Create specific

onboarding activities. Invite adjuncts to be full-time faculty. Create a favorable environment. (P6)

Participant 3 noted that, “The chief diversity officer, at the time, and the shared governance committee that they, should come up with some parameters to include in our search. Guidelines should be put in place for recruitment.” Participants 4 and 5 proposed cluster hiring of faculty of color. More information about the institution should be shared with the college community. The college should identify biracial people. Cultural activities should be created and celebrated. Faculty should represent the community. Formal and informal processes to remove barriers should be instituted. There should be respect for differences and the college should facilitate one-on-one conversations to address these issues.

Participants 7, 8, 9, 10, and 11 believed that this strategy is connected to college governance. They believed the college was trying to get several meetings just a couple of hours long so they could provide that information. There was a need for faculty of color in governance. There should be more practical activities and information. Practical strategies should be implemented. The college needs to acknowledge the presence of diverse cultural backgrounds. They should, therefore, create ways for meaningful exposure to different cultures. This should include creating positions for faculty of color in governance positions. They should schedule time during the workday for professional development. There should be fewer courses and smaller class sizes. Equity officers should be hired to really promote equity. Departments should be supportive. The college community should be supportive. This would provide advocacy for the needs of diverse students. They should also broaden faculty equity. Table 4.12 displays the frequently occurring physical strategies the participants suggested.

Table 4.12*Frequently Occurring Physical Strategies*

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Create space for cultural activities	X	X	X	X	X	X	X	X	X	X	X	X	X	12
Faculty of color in governance positions	X			X		X	X			X	X	X	X	8
Faculty represent student population	X	X	X	X	X	X	X	X	X	X	X	X	X	12
Recruit and advertise in diverse spaces	X		X	X	X	X		X	X	X	X	X	X	11

Economic Strategies

There were minimal economic strategies suggested by the participants. This was one area the participants seemed unwilling to address. They had a wide variety of responses. They included advocating for equitable compensation and transparency of access to resources. The college should fund meaningful collaborative activities and professional development workshops. Participant 1 proposed equal compensation for faculty. Fund onboarding activities. Participant 2 believed there should be specific resources, even Open Educational Resources (OER) support. There should be departmental support and extra support for recruitment. Participant 3 suggested that the college should provide specific resources for faculty of color.

Participant 4 wanted to see funded workshops for new faculty before the semester begins. Participant 5 liked the idea of providing funding for a full-time, college-wide equity officer and the creation of access to opportunities. Participant 6 wanted to see the assignment of courses with equity. The college, they proposed, should provide access to resources. Everyone should get the same resources. Participant 7 would like to see meetings that are just a couple of hours long, so that they can provide information about resources.

Participant 8 wanted to see resources to sustain onboarding activities. Fund meaningful celebrations. Participant 9 believed the college should create scholarships and funding, and fund professional development. Participant 10 said that there should be constant negotiation to increase pay. Adjuncts should be prepared to be full-time faculty. Participant 11 suggested that there needs to be a balanced income for faculty of color. Participant 12 said that a special allocation of resources was needed. The college should be able to maintain financial allocations. Participant 13 proposed funding for workshops by inviting outside colleges that have a diverse population and sponsoring cultural activities like dinners. Table 4.13 displays the frequently occurring economic strategies suggested by the participants.

Table 4.13

Frequently Occurring Economic Strategies

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Equitable compensation	X		X	X	X	X	X	X	X	X	X	X	X	12
Fund workshops for development	X	X			X	X	X	X		X	X	X		9
Transparent access to resources	X	X			X	X	X	X	X	X	X	X	X	11
Fund meaningful collaboration activities	X			X				X	X	X	X	X		7

Intellectual Strategies

These strategies focused on the role of the institution to create space for sharing information. Much of the information the participants felt was necessarily centered around diversity issues. There should be diversity training for the community including scholarly

professional development. The college needs to integrate diversity issues into the curriculum, encourage the use of diverse methodologies, and provide racially sensitive pedagogy. The participants addressed intellectual strategies that would encourage faculty of color to stay at the institution. Participant 1 suggested a commitment to extended orientation. The college should share the knowledge of the tier process with community members. Members could prepare portfolios and contribute to informational websites addressing diversity. Participant 2 believed there should be focused information on promotion and tenure (P & T) professional development, and it should include pedagogical support. They should discuss topics relevant to the student population and connect prior knowledge to enhance the acquisition of new information.

Participant 3 proposed that the college needed to hire a vice president of color. This would encourage cross-communication. The college should create specific questions in the search process on diversity issues and conduct orientation for the whole year. Participant 4 wanted the college to provide special diversity, equity, and inclusion training and facilitate training in culturally responsive pedagogy. This would help everyone to live the mission of the college. Participant 5 believed that the college community needed to learn to meet the needs of marginalized students. Participant 5 suggested supporting the process of advancing pedagogy and methodology for teaching differences.

Participant 6 wanted diversity training for all. Use of the CTL for diversity training and not just to address technical issues. Learn from other successful schools. Research and implement successful methods. Participant 7 felt that all faculty needed to make connections with their students. They should not judge their performance and cultural knowledge. There should be mentoring for student interaction within the department. Participant 8 suggested that there needed to be sincere professional development. There should be more conferences for

professional development with cultural information. There should be more meaningful onboarding activities. Diversity questions should be included in all interviews.

Participant 9 proposed that the college should facilitate the faculty’s ability to create classes and create training that would produce real change. The participants suggested providing training other than computer training and promoting intellectual freedom. Participant 10 believed the administration should show real awareness of cultural differences. They should advertise the positions and post positions on diverse websites. They should use the national board. The college needs to address the real issues of diversity. Participant 11 wants the college to teach pragmatism through conferences and workshops. The college needs to create a plan for retention. Participant 12 concluded that if the college provided racially sensitive pedagogy it would help to integrate diversity into the curriculum and methodology.

Faculty should have the freedom to develop courses. There should be a clear path to develop, introduce, and teach new courses. Professional development should include information for developing a diverse curriculum. Participant 13 wants to create onboarding activities. Class evaluation should be used as a learning activity. Diverse methodology should be emphasized. Table 4.14 displays the frequently occurring intellectual strategies suggested by the participants.

Table 4.14

Frequently Occurring Intellectual Strategies

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Diversity training for community	X	X	X	X	X	X	X	X	X	X	X	X	X	13
Provide racially sensitive pedagogy	X			X	X				X		X	X		6
Integrate diversity into curriculum and methodology	X			X		X	X	X	X	X	X	X		9
Scholarly PD	X	X			X		X	X	X		X	X	X	9

Mental Strategies

The participants suggested very few mental strategies. This corresponded with the minimal number of mental barriers that were raised by the participants. It was mentioned that there should be an authentic response to cultural issues as the college created a space for celebrating individual contributions. The college should practice equity recognizing that different people bring different talents to the community. The college should also function as an educational community not as a business. Participants 2 and 3 believed that if the college practices equity there would be pronounced change. Every search across campus related to diversity, equity, and inclusion has to be part of the search process. Ongoing mentoring would also help faculty of color.

Participant 4 believed the college should meet the needs of the individual and not just the community. Understand the culture of faculty of color. Participant 5 needed to create rigorous orientations. Listen to faculty of color. Open honest conversation about barriers. Incorporate the acceptance of differences into the culture of the college. Participant 6 believed upper management should advocate for faculty of color. Diversity needs to be a college issue. The college should facilitate a special listening session for faculty of color. Participant 7 suggests that what is needed is access to information. They should celebrate what people bring to the table and create an avenue for expressing concerns.

Participant 8 wants to see the creation of an authentic response to cultural issues. Move away from political issues. Participant 9 proposes that the college creates retrenchment plans. Ensure faculty can use their authentic voice. Participant 10 says that the college is run as a business. They should place restrictions on administration. Participant 11 wants the college to create a personnel drive and create open membership to committees. Participant 12 sees a check-

in with new faculty as essential and a place to share new ideas. Participant 13 believes that cultures need to be presented in a positive way to foster the assimilation of culture. Table 4.15 displays the frequently occurring mental strategies suggested by the participants.

Table 4.15

Frequently Occurring Mental Strategies

Codes	Participants													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Practice equity	X		X	X	X	X	X	X	X	X	X	X	X	12
Authentic response to cultural issues	X	X			X	X	X	X		X	X	X		9
College as a community, not a business	X	X			X	X	X	X	X	X	X	X	X	11
Celebrate individual contributions	X			X				X	X	X	X	X		7

Summary of Results

The answers to the 34 interview questions provided the data to answer the two research questions: What are the barriers to the retention of newly tenured faculty of color? and what are the strategies for the retention of newly tenured faculty of color?

Research Question 1

Research Question 1 focused on the barriers to retention. Six categories were identified through the coding process that included the social, psychological, physical, intellectual, economic, and mental barriers to retention. The first major social barrier found was the isolation of faculty of color. Diggs et al. (2009) agreed that it is difficult for faculty of color to contribute to institutional change as they face tokenism and isolationism, which threaten their identities.

Participants indicate that there is sometimes a hostile environment that becomes a psychological barrier and destroys the sense of belonging of the faculty members. Jayakumar et al. (2009) stated that an adverse racial climate impedes job satisfaction for faculty of color, but conversely, a hostile racial climate is also associated with greater retention for White faculty. Fujimoto (2012) agreed that there needs to be more attention paid to ethical, race-conscious, and mission-based decisions. This is many times caused by covert racism. Faculty also report they feel isolated and have multiple experiences of covert racism (Levin et al., 2014).

Another area mentioned by participants as a major economic barrier is the amount of extra work faculty of color feel they need to do in order to survive. There is also a disproportionate amount of labor placed on faculty of color (Reddick, 2021). Faculty members also seem to always prove that they are qualified for their positions. Kelly et al. (2017) reported similar findings where faculty members were recruited heavily and then forced to prove they were qualified.

The participants reported that even with the presence of a teaching learning center, there was little information disseminated about promotion and tenure. The faculty reported that they are usually unclear about the processes in place at the college for promotion and tenure (Jayakumar et al., 2009). Turner et al. (1999) also contended that faculty of color feel isolated, have a lack of information about their tenure, and struggle with gender bias.

Research Question 2

Research Question 2 focused on the strategies for retaining faculty of color. There were also categories for this question: social, psychological, physical, economic, intellectual, and mental strategies. The participants felt that one important social strategy would be creating an inclusive community. Kelly et al. (2017) stated that a culturally diverse and inclusive campus

needs to make a concerted effort, beyond recruitment, to build an environment that is welcoming and appreciative of the contribution of faculty of color.

Another strategy is intellectual. The participants believed that more policies needed to be implemented. This should be accompanied by the education of the college community. Kipang and Zuberi (2018) indicated that more human resources policies and their implementation needed to be implemented. Dade et al. (2015) discovered that a commitment to educating all employees about racial issues is necessary. Institutions should also implement bias training for all community members (Wood, 2021).

Mentoring is another strategy that was proposed by most of the participants. Many researchers agree that mentoring is the key to retaining faculty of color (Diggs et al., 2009; Jayakumar; Reddick, 2021). Colleges would be provided with seasoned faculty who would create opportunities for developmental nurturing (Reddick, 2021; Robinson et al., 2013). Tran (2022) found quality mentoring improves and increases new faculty success. Faculty of color would be role models for students of color, and this would foster a sense of belonging (Levin et al., 2013).

Recruiting is another highly favored strategy. The participants were careful to indicate that this should include the college using minority-based media and inclusive methods for attracting faculty of color. Some strategies should include encouraging the participation of minority professionals on search and interview committees, using minority media in recruitment campaigns, recruiting through business and industry partnerships, establishing summer training, and research opportunities to interest minority graduate students (Rifkin, 2000). When a faculty member arrives on campus, the college should provide orientation sessions, analysis of courses, inclusion activities, and mentoring (Rifkin, 2000). Some strategies for advancing cultural capital

recognize language uses, cultural cultivation and exposure, appreciation of cultural tastes, and membership in particular organizations in the institution (Madyun et al., 2013).

Onboarding activities were specifically mentioned. The participants suggested that faculty of color need specific programming for an extended period of time with a wide variety of subjects to facilitate retention. Levin et al. (2013) reminded of the necessity for faculty to undergo acculturation to execute their professional duties efficiently. With effective onboarding activities, Hunt (2009) concluded that employers will become creative to help employees thrive in an atmosphere of fear by helping employees expand their knowledge of the firm and improve processes to maintain competitiveness even for new employees.

Data for this study were gathered through semi-structured interview questions, recorded, transcribed, coded, and analyzed. The data analysis revealed categories and the themes that matched emerged from the questions. The findings are consistent with the research from Chapter 2. In Chapter 5, the implications of the findings from Chapter 4 are discussed. Chapter 5 addresses the study's major findings, its limitations, and offers recommendations.

Chapter 5: Discussion

Introduction

This study explored the issue of retention of faculty of color who, at the time of their interviews, had been recently tenured in a community college. Community colleges have changed their recruiting policies, so they have been able to attract more faculty of color to their campuses. Faculty tend to stay until tenure is achieved, proving that they are not only professionally qualified for their positions, but they can perform excellently. After tenure, faculty members are generally able to participate more in governance, create new classes, and expand their advisement of students. Colleges lose these diverse voices when faculty of color leave after being granted tenure.

As higher education expands with the changing global economy and knowledge, colleges must link subjects and disciplines to new professions, including new critical approaches and perspectives (David, 2012). Retaining faculty of color will ensure that these colleges engage and include effective student involvement in their learning, which is necessary for education and social success (David, 2012). Colleges need to restructure their cultures, policies, and practices to respond to the diversity of their students (Bădescu & Pop, 2012). This restructuring should be reflected in the onboarding activities of students. A revised onboarding system would provide a process for increasing the participation of students and reducing exclusion (Bădescu & Pop, 2012). A college that promotes inclusion shows it is concerned with the learning and participation of all students—especially vulnerable students (Bădescu & Pop, 2012, p. 23).

This qualitative study examined the retention of faculty of color in a community college. A phenomenological analysis approach was used, and the goal was to provide insight from all of the individuals interviewed. This study's findings provide a new perspective on creating a culture of inclusion that will foster the retention of faculty of color. Onboarding activities for newly tenured faculty of color were examined to encourage retention. The findings of this study identified programs, activities, and mentoring to encourage the retention of faculty of color.

Chapter 5 presents a detailed analysis of the interview responses. It begins with a review of the research and interview questions, followed by a description of the participant demographics, which aids in contextualizing the findings. Chapter 5 also offers information on the data collection and coding process. The findings are summarized by emergent themes that explain what the participants experienced.

Muted Group Theory in the Study

Muted group theory, created by Kramarae (2009), postulates that a culture's worldview is determined by its dominant culture (Elgin, 1982). Even though this theory was created to address the voicelessness of women in the culture, it can be applied to people of color. Faculty of color, many times, remain voiceless within organizations. Elgin (1982) further contended that the dominant culture's language is inadequate to express the perceptions of the nondominant group. Muted group theory has three main assumptions: members of different groups have different experiences, some groups are privileged and dominate others, and subordinate groups must speak as the dominant group to be heard (Kissack, 2009). Muted group theory also connects with issues in peoples' lives and the world in general. Mutedness is not usually present in the workplace, but faculty of color experience this community experience. There is sometimes a reception of powerlessness. When there is an understanding that these power relationships are interconnected

with voicing, then alternate means of communication can be developed (Kramarae, 2009). Many times, faculty of color do not have the opportunity to advocate for themselves because they feel disempowered.

CRT in This Study

Another theory that addresses this issue is the CRT. CRT was created in 1980, and Minda (1995) described it as a movement that emerged when minorities developed a race-conscious form of legal criticism and focused on addressing the question of color in American law. It was discovered that existing scholarship does not address perceptions of racial minorities (Minda, 1995). Solorzano et al. (2000) identified five elements that CRT addresses. They are the centrality of race, racism, intersectionality, the challenge of the dominant ideology, a commitment to social justice, the centrality of experiential knowledge, and a transdisciplinary perspective. The goal was to understand race ideology to create a “voice of color” (Minda, 1995, p. 180) to give the minority perspective. Tate (1997) connected the voice of color to education by addressing education inequities and the need to actively engage in a process to set equity and equality focuses for learning. Addressing the education inequities and the need to actively engage in a process to set equity and equality for learning should highlight equity research in education that focuses on the individual student and recognizes that racism is endemic in U.S. society (Tate, 1997). CRT focuses on the loss of voice of people of color and the educational inequities in institutions directly connected to this study’s purpose.

Implication of Findings

The findings of this study have especially important implications. These highlight the significance of recognizing the barriers to retention of faculty of color and the strategies needed to be implemented to retain faculty of color. Robinson et al. (2013) agreed and advocated that

community colleges should find ways not to hire faculty of color but to find, implement, and execute processes, modules, and programs that will develop and retain them. Recruitment and retention of diverse faculty should be an important goal for higher education institutions. They should create learning environments that incorporate diverse perspectives, knowledge, and points of view (Williams et al., 2017). The exposure of the barriers informs the strategies needed to address the key issues in this study.

In this study, the participants were administrators and faculty members who had been in the university system for at least 5 years. Six of the 13 participants were of color. The responses were universal and identified similar concerns. During their interviews, the participants were eager to share their opinions. They quickly recommended other people to be interviewed. This expanded the proposed number of participants from 10 to 13. The participants were invited to review the coded material from the interviews, and they had no or negligible revisions. There are 12 areas of implication.

Lack of Integration

Faculty of color are not integrated into the community. The participants mentioned that they felt like outsiders. Participant 4 vehemently stressed the lack of integration into the college community. Participant 6 mentioned that “faculty of color do not feel at home” in the college community. Community colleges have a marked lack of diversity, and faculty of color remains invisible (Levin et al., 2014). The studied college had only 7% faculty of color. At this college, they found that there were no programs or policies to help or encourage faculty of color to become a part of the community. One of the participants mentioned that after gaining tenure and living in the area for 5 years, he moved away to another area that had more diversity. He said he could not seem to become a part of the college community or the neighboring community. Since

he went away to his home every day, he could not function in the very closed community of the college.

Working Extra Hours Because of Low Income

The starting salary at the studied college was low. The participants mentioned that they had to teach extra courses to support their households. Most of the faculty of color were newer faculty members, which meant that they had to limit their participation in the activities outside of the classroom. There is also a disproportional amount of labor placed on faculty of color (Reddick, 2021). Some participants mentioned they had to limit their involvement in governance and professional development because of their limited time on campus. This meant their voices were not heard when major decisions were being made. They also had to limit their involvement in student activities. One participant mentioned that she appreciated the comradery in the department, but because they did not have the time to integrate into the large community, and they felt like they were living in “silos.” The participants mentioned that these structural barriers limited communication and a sense of collegiality.

Minimal Information About the Different Cultures

There was minimal information shared on the campus about different cultures. Forty-nine percent of the students at this college are people of color including multiple ethnic groups. The participants were concerned that the college did not make any effort to provide information about the multiple cultures on the campus. Mayo and Chhoun (2014) noted that “having faculty of color on campus will likely lead to greater diversity in curriculum materials since faculty of color are more inclined to incorporate diversity-related course content as compared to White faculty” (p. 223). One participant mentioned that when the college administration was asked to create an

event to celebrate Hispanic culture, it was mentioned that sharing a few tacos in the cafeteria would be great. This highlights the lack of knowledge about the multiple cultures in the college.

Isolation and Othering

There continued to be an isolation of faculty of color in this studied community college. Some of the participants mentioned they felt isolated. This seemed to be the result of *othering*. Othering is described as a purposeful decision by a community to treat members of the community as outsiders. It was difficult for the faculty of color to contribute to institutional change, and they faced tokenism and isolationism, which threatened their identities (Diggs et al., 2009). Some participants were concerned that “no one made the effort to open a space for faculty of color to enter” the community of the college. A college that promotes inclusion shows it is concerned with the learning and participation of all students, especially vulnerable students (Bădescu & Pop, 2012). Inclusion is a process concerned with identifying and removing barriers, the presence and participation of all students, and emphasizing those groups of learners at risk for marginalization, exclusion, and underachievement (Ainscow, 2021).

Needing to Defend Their Qualifications and Position

Even though faculty of color are required to have the same qualifications as all other faculty to be hired to work at the college, many members reported that their qualifications were questioned. They found that they were continually questioned about these qualifications and needed to defend their appropriateness for the positions they held. The participants mentioned that many times they were seen as “diversity hires” whose entry qualifications are “watered down” to give them a position at the college.

Microaggression

Microaggressions are slights that are shown to a group that is perceived as being less powerful. The participants mentioned that many times discrimination was not obvious. Much of it was implied. Levin et al. (2014) related to evidence of microaggressions as the “Condition of invisibility . . . lack of connection to other faculty across campus . . . when they serve on committees, (and) are usually seen as representing their race, not just as faculty members” (pp. 4, 6, 8). When confronted with these acts, members of the community feigned ignorance. The participants also mentioned that they would prefer if “people would just come right out” and say what they mean. They were always aware that “everything has not been said.” There seemed to be an unwritten text of which faculty of color were not aware.

Disconnect Between Students and Faculty

Mayo and Chhoun (2014) agreed that “Faculty of color leads to positive effects on students’ learning and preparation to live and work in a diverse society” (p. 223). There is a marked disconnect between the students and the faculty. There were 49% students of color but just 9% faculty of color. Students need to see themselves represented by their instructors. The faculty were academically prepared. Jayakumar et al. (2009) reported that faculty of color are more likely to use pedagogical techniques known to improve students’ learning. Students need to identify with successful role models. Students of color, therefore, need to see faculty of color as successful. Colleges need to restructure their cultures, policies, and practices to respond to the diversity of their students (Bădescu & Pop, 2012, p. 20). The participants mentioned that the students did not know that they were being shortchanged by not having instructors who “speak their language.” The language was explained by one participant as the “submerged message” behind the words being used.

Cross Communication, Honest Communication

A lack of transparency was mentioned by multiple participants. One reason mentioned was the lack of honest communication. The suggestion was that there seemed to be always “a meeting before the meeting” whenever members assembled to make decisions. Tran (2022) discussed the disconnect between jobs, expectations, and institutional politics. She further investigated the connection between campus culture and bias and concluded that isolation and marginalization are entrenched in college campuses’ social and cultural biases. The participants mentioned that most of the time they were the ones who were “in the dark.” They mentioned this indicated a lack of trust. One participant recalled an incident that involved a discussion with four different individuals to resolve an issue in a class that had not been addressed in the college’s handbook.

Feeling Welcomed

Feeling welcomed would facilitate an easy entrance into the community life of the college. The participants mentioned that they were not necessarily rejected, but the orientation offered was purely mechanical with most of the information about digital access. They also blamed this on the lack of a support network. The participants recalled that they felt like they “were out an island somewhere.” A low retention rate means that faculty of color do not stay long enough to impact the culture of the college either positively or negatively (Jayakumar et al., 2009).

Blackballing

One participant mentioned the idea of “blackballing.” That, in itself, was an insult to the faculty of color. This suggested that members were being excluded purposefully. Faculty also reported feeling isolated and having multiple experiences of covert racism (Levin et al., 2014). It

was even more insulting since it uses the word “black” in describing a negative and demoralizing situation.

Simply Checking Boxes

Diversity was one of the goals of the college. The college also hired a diversity officer, embraced the institution’s mandate to include diversity courses as a part of the general education silo, and had created committees within its governance structure. This could lead to more supportive and informative administrative leadership and a greater sense of accomplishment on the faculty member’s part (Jayakumar et al., 2009). The participants were concerned that these activities were merely a way of “checking the boxes.” When changes occurred, the participants said they tended to be short-lived, and “we quickly revert to business as usual.” They believed that the college had not genuinely committed to diversity, equity, inclusion, and social justice.

Tiered System

There was a tiered system fully entrenched in the fabric of the studied college community. This was not only indicated in the overwhelming authority of the administration mentioned by some participants, but it was also mentioned that the tiered system existed among the faculty. Junior faculty were even more impacted. Interestingly, many of the faculty of color were junior faculty. There was an inability to develop personal and professional identity (Diggs et al., 2009). The participants saw this as the result of the presence of top-down management. Equity was, therefore, superficial.

Major Findings

Two themes emerged from this investigation. They matched the two research questions. There were six categories for each theme: social, psychological, intellectual, physical, economic, and mental. The participants discussed barriers and strategies in all six areas, but they

emphasized that most strategies should focus on the social, psychological, and mental well-being of the individual if the college wanted to retain faculty of color.

Sense of Belonging

This study revealed that a sense of belonging is important for the retention of faculty of color. Faculty of color should be role models for students of color, and this would foster a sense of belonging (Levin et al., 2013). They needed to feel they belonged to the college community as well as the surrounding community. Institutions need to provide a voice for faculty of color. Stanley (2006) concluded that faculty of color are silenced and rarely asked to speak. Hence, institutions must create strategies to give faculty of color a voice in the college and the surrounding community. Without effect strategies, faculty of color will remain silent.

Mentoring

The participants emphasized that new faculty need to be mentored. They stated that they needed formal purposeful mentoring that introduces them to the culture of the college community. The mentoring should continue through at least the first year of employment, and it should include formal and informal social settings. Seasoned faculty also need to be a part of the mentoring system. Jayakumar et al. (2009) suggested that “faculty socialization into the academy, including whether they receive mentoring from senior faculty, remains one of the more important factors in successful promotion and tenure of any faculty member” (p. 541). Reddick (2021) and Robinson et al. (2013) agreed that colleges should have seasoned faculty who could create opportunities for developmental nurturing of new faculty.

Professional Development

Even though faculty members enter institutions with the credentials needed to perform their jobs, the participants mentioned that they needed to enhance their skills. Robinson et al.

(2013) agreed and advocated that “community colleges should find ways not to hire faculty of color simply, but to find, implement, and execute processes, modules, and programs that will develop and retain faculty of color” (p. 7). Professional development needs to provide a wide array of workshops and conferences to help faculty members. Institutions should also implement bias training for all community members (Wood, 2021). These should be more than a development of computer skills but should include methodology and pedagogy to foster successful classroom experiences for the students. Robinson et al. (2013) concluded that “without programs designed to develop faculty, community colleges risk losing professors to other industries” (p. 6).

Recruitment

There needs to be a recruitment pipeline established. The participants all agreed that a recruitment pipeline means that the college must establish a specific process for recruiting faculty of color. Perna (2001) concluded that the recruitment policies had been adjusted and successfully attracted more minority members. However, they did not stay and never seemed to achieve their promotion milestones. Recruiting should include advertising in media that is accessed by people of color and at conferences where diversity is addressed, and people of color are present. Some strategies should include encouraging the participation of minority professionals on search and interview committees, using minority media in recruitment campaigns, recruiting through business and industry partnerships, establishing summer training, and research opportunities to interest minority graduate students (Rifkin, 2000). Job boards could also be used by placing them in areas that are accessible to people of color.

Onboarding

Another area that was constantly brought up by the participants was the importance of onboarding for the integration of faculty of color into the life of the community of the college. This must include information sessions about the functioning of the college and the policies that impact the successful functioning of the members of the community. Robinson et al. (2013) noted that “faculty development and support activities should be the vehicles for retention as well as professional growth” (p. 4). Faculty development should give information to help faculty of color access resources but also provide a socially appropriate space for the faculty of color to interact with different members of the community. When faculty members arrive on the campus, the college should provide orientation sessions, analysis of courses, inclusion activities, and mentoring (Rifkin, 2000). These activities should also help the faculty of color to understand the culture of the college.

Diversity Training

The faculty of color represent the diversity of the college. The participants stressed that the college, therefore, needs to provide robust information for the whole community about diversity issues. Job performance evaluation should include elements to assess a diverse population (Wood, 2021). This should also include college-wide required training in diversity issues. Elgin (1982) contended that the dominant culture’s language is inadequate to express the perceptions of the nondominant group. This should not just be an overview of the issues but a concentrated, scholarly approach to addressing information about different cultures. Recruitment and retention of diverse faculty should be an important goal for higher education institutions. They should create learning environments that incorporate diverse perspectives, knowledge, and points of view (Williams et al., 2017, p. 310).

Resources

Colleges need to provide resources for all members of the community. The participants mentioned the perception of unequal distribution of resources at the college. These resources should be equal to the needs of the community and should be distributed with equity. This distribution should be according to the needs of the individual given that different people need different assets to ensure their success. The participants added that individuals should also have access to the resources they need to successfully provide the best instruction for their students because the students are the priority.

Information on Promotion and Tenure

The promotion and tenure process can be extremely daunting. The participants mentioned that even though promotion and tenure occur during the fifth year, there needs to be information about the process from the first year at the college. Faculty report that they are usually unclear about the processes in place at the college for promotion and tenure (Jayakumar et al., 2009). This is because all of the work done for the 5 years is used in making decisions to award tenure and promotion. Information sessions should begin from the first year at the college so that the faculty members can compile all the information that will be needed. One participant mentioned that the mystery of the process was traumatic and impeded the ability to focus on other aspects of college life.

Inclusive Practice

Inclusive practices ensure that practitioners examine how lessons, programs, classrooms, and schools are created to ensure that all students have the opportunities to participate, learn, and succeed. This includes recognizing the diversity of the students and providing the means for reaching all students where they are. The participants believed that the college should recognize

the need for inclusive practices and create processes for training and disseminating information about these practices. There was no intentional integration of these practices into the culture of the college and the needs of members of the community were generalized. One participant expressed the fear that both instructors and students had limited success because their needs were not being addressed.

Collaboration and Integration

The college clearly operated in silos. There was a marked gap in the faculty and the administration. Communication was limited, and collaboration was strained. The department members supported each other and ensured the distribution of information among the group members. There was minimum collaboration among the departments. There was strong loyalty among department members but there was a seeming distrust of members outside of the department. Integration is needed to ensure a highly functioning community. A learning institution's only goal is to provide quality education for its students. This includes the recognition of differences and providing equitable access and instruction. This will ensure that everyone has a "voice" and a "seat at the table." Levin et al. (2013) reminded that it is a necessity for faculty to undergo acculturation to execute their professional duties efficiently. The college needs to find ways to bring everyone together so they can join together to successfully share information so that all of the members of the community can progress.

Community Engagement

The college has to recognize the need to create a community of engagement. Members of the college community need to be encouraged to participate in the activities of the college. This should include relevant and beneficial programming to attract all members of the community. There are programs presented by the Teaching Learning Center, but they tend to address

computer proficiency. Participants noted that more socially relevant practices need to be implemented by the college.

Orientation

The college provided orientation for new faculty. The orientation had been upgraded from a 1-month orientation to extending the orientation for the entire first year. The concern was that most of the material presented during the orientation focused on the use of computers. One participant believed that since September is usually a very busy time in the life of faculty members, orientation should begin before the first day of the semester. The beginning of the semester is also the time when faculty members are planning classes and adjusting to new students. There is minimal time to focus on orientation activities at this time.

Social Justice

There was a marked difference in the treatment of faculty who seemed to be a part of the “inside group.” Kelly et al. (2017) stated that a culturally diverse and inclusive campus needs to make a concerted effort beyond recruitment, to build an environment that is welcoming and appreciative of the contribution of faculty of color. The college has extensive information about the processes for reporting and assessing incidents on campus. The concern was that the incidents are overlooked depending on the people involved.

Limitations

One limitation for this study is the limited number of faculty of color at the institution. The college had only 7% faculty of color. Even though people of color were six of the 13 participants interviewed, there were too few people of color. Another limitation is the small number of newly tenured faculty who were interviewed. There were also only three recently tenured faculty members interviewed as participants. Only one college was invited to participate.

This research might have been more effective if multiple colleges were investigated. This might have allowed for a concentration on the newly tenured faculty of color. The only criteria were that the participants, who were faculty members needed to be tenured and the administrators needed to have worked in higher education for at least 5 years.

Recommendations from Participants

The information gathered from this study presents valuable insights into the barriers to retention of faculty of color and strategies for retaining faculty of color. These recommendations from the participants provide detailed instructions for addressing these issues. The findings highlight the need for specific strategies to be implemented to break the barriers to the retention of faculty of color. This data can be used by institutions of higher education to change the negative cultural integration of faculty into the institution and promote acceptance and success of faculty of color. The participants were asked, “If you had all the power to change the culture of the college to facilitate retention, what would you do,” and they provided the following recommendations for retention.

The participants suggested that there should be purposeful recruitment, orientation, and professional development. Recruitment should be specific with an emphasis on advertising in areas that are easily accessed by people of color. That should include job boards and journals that highlight issues for diversity. Recruiters should attend diversity conferences and actively recruit faculty of color. When the new people enter the college community, the participants should participate in enriched orientations to introduce them to the college guidelines but also to the unwritten culture of the college. These orientations should begin before the semester and should be mandatory. Professional development should continue after the initial orientation. This should last for at least the first 3 years of employment and be continuous and focused. The participants

suggested an exploration of meaningful topics. These should include learning about the politics of the college, addressing the methodology and pedagogy of the community college teaching, and providing a social space for people to interact.

The participants indicated a need for diversity training. This would facilitate cultural immersion and encourage culturally responsive instruction in the classroom as the staff develops new courses and curricula. This, they suggested, could include the development of courses addressing diversity, equity, inclusion, belonging, and social justice. This would foster an inclusive environment and provide an avenue for people of color to develop their “voice.” The participants felt that even though there was some diversity training, it needed to be updated and improved. Celebrating who people are would also positively impact all of the members of the community by providing empathy for members’ experiences.

The overwhelming need for mentoring was an issue emphasized by all the participants. Both administrators and faculty members highlighted the need for purposeful mentoring. Newer members should be mentored by seasoned members of the community. The mentors should be trained, and the mentees should be fully initiated into the process. There should also be the creation of a mentoring network where mentors could communicate their successes and concerns. Some participants mentioned the creation of a physical space for meetings and social gatherings.

The participants recognized the need for the integration of faculty of color into the college community. They mentioned that there was always a special ceremony for welcoming students. A similar ceremony should be created to welcome faculty and staff. Faculty of color should be trained to access and participate in governance to ensure that they are comfortable serving in elected positions. During the orientation period, faculty should be introduced to the

handbooks governing the operations of the college so they can fully participate in discussions and help to make decisions.

Recommendations for Future Research

The primary focus of this study was to provide strategies for retaining newly tenured faculty of color at community colleges. There is much research about the retention of faculty but there is not a lot of information about retaining newly tenured faculty at community colleges. The findings of this study aim to provide insights and recommendations to address the barriers and provide meaningful and attainable solutions. Additional studies should explore:

- The impact of college-wide diversity training on the retention of faculty of color. This would help to assess the effectiveness of diversity training and provide modules to be shared with multiple colleges.
- A more comprehensive analysis of the differences in responses of Black/White faculty, or faculty/administrators, or newer/seasoned faculty.
- The impact of purposeful mentoring, specifically created for faculty of color.
- The role of the size of the institution in determining the retention of faculty of color.
- The effects of the surrounding community on the faculty of color's ability to be comfortable and function effectively. Most faculty of color are imported into the community.
- Exploring multiple colleges in the same study that have similar demographics. This would provide a comprehensive understanding of how the strategies could be implemented across different organizations considering the differing cultures.

Conclusion

Colleges need to be able to provide a comprehensive education to equip students to succeed in a globally diverse community. This is facilitated by maintaining a diverse faculty. Faculty need to remain long enough at an institution to learn the unwritten culture of the college in order to comfortably participate in the functioning of the college. After tenure, faculty is normally able to participate more in governance, create new classes, and expand their advisement of students. The college loses these diverse voices when the faculty of color leaves after being granted tenure. This study aimed to investigate the barriers to retention and the strategies for retaining newly tenured faculty of color.

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Appendix A

Semi-Structured Interview Questions

1. What are the barriers to retaining newly tenured faculty of color (FAC) at community colleges?

Administration

How many years have you worked in higher ed.?

How many years have you worked as an administrator?

What is your position?

How many years have you been at this college?

How many people of color do you supervise?

Do you have difficulty retaining faculty of color?

What are some roadblocks to the retention of FAC?

Over the years have retention of FAC changed?

Faculty

What is your position at the college?

Are you a tenured faculty member?

How long have you been working at this college?

Do you have prior experience working as a faculty member?

What is your level of familiarity with the college's handbook?

How would you describe the culture of the college?

Do you believe that FAC have equal access to the resources of the college?

Does the college facilitate the integration of FAC into the college?

2. What are the strategies for retaining newly tenured faculty of color at community colleges?

Administration

What are some guidelines you have put in place to retain faculty of color?

How do you ensure that FACs are retained?

How have you adjusted recruitment to increase the presence of FAC on your campus?

Is specific mentoring available for FAC on your campus?

Are there onboarding activities designed to facilitate the retention of FAC?

Have these activities helped to retain FAC?

What would you do differently?

What plans do you have for the future?

Faculty

Were there onboarding activities provided for you as a newly hired faculty member?

Do you have a mentor?

Is the mentoring relationship beneficial?

What is your understanding of the culture of the college?

Are there specific plans implemented by the college to retain faculty members?

What are some strategies you have seen or heard of?

What are some strategies which have impacted you directly?

What are some areas which have not been addressed?

What are some suggestions for strategies for the retention of FAC you would give to the administration?

Appendix B

Letter of Introduction

Dear

My name is Jacqueline Goffe-McNish and I am a doctoral candidate at St John Fisher College and a Professor at _____ . I am a faculty of color who has worked at my college for over 30 years. I have been the coordinator of the Liberal Arts Humanities program, Chief Diversity Officer, Chaired the Professional Staff Organization and multiple standing committees, and president of the union and multiple sub-committees. I have observed, over the years, that faculty of color are recruited and hired but very few remain at the college after they have attained tenure. I am interested in hearing your perception of this issue. I will be doing interviews via Zoom.

Please read and sign the attached consent form if you are willing to participate. The interviews will last approximately one hour and will be recorded. Your names will not be shared.

Your participation will be greatly appreciated. Please email me if you have any questions.

Sincerely

Jacqueline Goffe-McNish

_____@_____.edu

Home: ____ - ____ - ____

Appendix C

St. John Fisher University

Statement of Informed Consent for Adult Participants

The Retention of Faculty of Color in Community Colleges

Summary of information

You are being asked to participate in a research study investigating the retention of faculty of color at community colleges.

The purpose of the study is to investigate the barrier to retention and the strategies for retaining faculty of color.

Ten people will participate in the study. The results will be presented in a dissertation and later published.

If you agree to participate, you will be interviewed in one Zoom session and possible follow-up questions to verify the information.

If you agree to participate, the Zoom session will be approximately 60 minutes.

There is no risk to participating in this study. The result will be reported anonymously.

Detailed Study Information

The purpose of the study is to investigate the benefits of, barriers to, and strategies for the retention of faculty of color at a community college in New York. This descriptive case study will look at the lack of retention from 1991 to 2001, the present barriers, and strategies needed to change this. The study will include the views of the president, deans, and faculty members. They will address the benefits, barriers, and strategies for retention of newly tenured faculty at a community college in New York.

Procedures

If you agree, you will be asked to do the following:

1. Engage in a Zoom conversation.
2. Follow-up for clarification.

Compensation

There will be a thank you gift for participating.

Confidentiality

The records will be kept confidentially. No participant will be identified. Records will be stored confidentially. All data will be password protected.

Voluntary Nature of Study

Participation in this study is voluntary and requires your informed consent.

Contact

The researcher of Jacqueline Goffe-McNish at _____@sjfc.edu. The IRB of St. John Fisher University and _____ have reviewed this project.

Statement of Consent

I am 18 years or older. I have read the above information. I consent to voluntarily participate in this study.

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____

I agree to participate: _____ Yes _____ No

Please keep this form for your records.

Appendix D

Codes, Categories, and Theme for Research Question 1

Codes	Categories	Theme
<p>Community Building; conservative values; racist overtones; inability to share experiences; Lack of Allies; No shared experiences or vision; marginalized;</p> <p>Absence of a support network; absence of family engagement; No focus on students of color; Lack of representation among faculty; No special social interactions for faculty of color; Minimum integration with the community;</p> <p>Structural barriers; Colleagues have a blind spot when it comes to differences;</p> <p>Minimal interaction; did not feel at home; there's a little bit of a lack of communication with the administration; faculty were never privy to those conversations; Lack of community; Connect to similar student population; Lack of social outlets; Lack of effective communication; No wholistic community; Strong political climate; community not welcoming;</p> <p>Some public show of integration; No shared power within the community; No shared vision; white privilege; Unequal access to administrators; Too many large informal meetings; No wholistic community; Strong political climate; community not welcoming; Some public show of integration; Lack of collaboration; Divisive; No unity; Top heavy administration; Holes in administrative functions; Lack of representation; Feelings of isolation; Immersed in Department; Silos;</p>	Social	Barriers
<p>Always having to defend their credentials; Isolated because of accent; No programs to promote a sense of belonging; No formal mentoring; Untrained informal mentoring; Obstacles to identity formation; Cultural barriers; Did not feel supported; did not feel welcomed; Informal mentoring; College feels like a business; Lack of caring; Voices silenced; no equity; Change is short-lived and we revert to business as usual; Equity is superficial; just doing my job; Top-down management; Force to follow the administration; Minimal personal development; Finding no place in the college;</p>	Psychological	
<p>Recruitment; being present when major decisions are being made; No physical meeting place; The mystique around tenure and promotion; Lack of services; High teaching load; Revised tenure process; Minimal orientation activities; Incomplete procedures for integration; differing agenda for faculty and staff; Changes in the institution; Split campuses; Red tape in governance; Extra unpaid work; Need more control. No strategic plan; Goals and objectives of the college not practiced; Low support; Minimal integration into community; superficial strategies; superficial obligation; A tiered system with administrators at the top and faculty at the bottom; Members excluded from meetings when they disagree; No active recruiting of faculty of color; Minimal flexibility; No new faculty; most adjuncts are White; No known plans for retention; lack of initiatives created by the college. The path to tenure and promotion is unclear; Workshops are interesting but not effective for development; Tasks are unequally distributed; Sub-committees do not communicate with each other; A place for meeting other people; Needs a dedicated social space;</p>	Physical	
<p>No use of Inclusive Practices; lack of access to and use of inclusive pedagogy; Very new and untested diversity plan; General faculty development plan needed; Lack of honest feedback; Hidden curriculum; CTL committed to digital proficiency; Opportunities to show one is a scholar; Superficial inclusion of cultural information; College-wide process for mentoring; Affirmative action handbook; Lack of access to systems and information; Not enough access to technology; Minimal support for intellectual advancement; Minimal knowledge of the college's processes; Orientation limited to general introduction and technology; Little exposure to the handbook; No Conversations; Superficial intellectual development; Meeting the needs of a diverse student body; Required to develop diversity courses because of the college's requirements but minimum training;</p>	Intellectual	
<p>Resources for inclusive pedagogy; funding for faculty development; Low income; No additional resources; Limited reimbursement fund; General grants; No Specific resources for faculty of color. Multiple resources for all faculty; The agenda for inclusion needs to be funded; lack of funding for integration; Minimal new hires in faculty; Some resources but not always known; Many adjuncts being hired; Too much extra work; Incentives needed; Recruitment a problem; Fringe benefits not specific; Low compensation; Financial stress; Lack of focused resources for conferences and professional development; Lack of funding for enough full-time positions; Lack of advertising; Low pay; Unequal access; Few promotions; Teach extra courses for income; Buyouts missing for some; Unequal access; No funding for the celebration of diversity;</p>	Economical	
<p>Lack of information about expectations; Minimum workforce development; Antagonism with unions; Changing Culture; Culture is not easily negotiated; Some fear among White faculty; Community underserved; Promises made in recruitment not matched when they arrive at the college; Tension between faculty and administration; Lack of trust in administrators and their processes; Blocks to authentic communication; Administration has too much veto power; Too much hostility; Communication issues; Racial injustice; Little concern about personal issues; Do not know what you are seeing on campus; Favoritism in leadership positions; Present creating a new mindset for diversity and requiring all faculty to comply;</p>	Mental	

Note. FAC = Faculty of color.

Appendix E

Codes, Categories, and Theme for Research Question 2

Codes	Categories	Theme
<p>Strong voice; Meet with Provost; Advocacies; Promotion and Tenure Preparation; Shared Governance preparation; Collaboration; Value exchange between whites and blacks; Hold college accountable for incidents with lack of diversity; Hold individuals accountable for “othering”. Create a space for participation in shared governance and union; Faculty Orientation; Connect with social background; Meeting with other FAC; Diversity Committee, which is a shared Governance Committee. Center for Student Success; Create college connection; More cross communication; Share ideas with everyone; Raise the level of awareness; Create a welcoming environment; focused community involvement; Create unifying activities; Create a chain of communication and information; Develop a department process for orientation and integration; create collegial and collaboration within the department; Learn about the social construction of the college; Learn the lay of the land; Match stories of students and staff/faculty; Create more word-of-mouth testimonials; Address issues related to FAC; Create a forum for discussing FAC issues; Facilitate integration into college life; Create onboarding cohort; Create quality of life activities; Create college-wide diversity goals and committees; Cultural sensitivity; More education about culture; Provide a voice for the few faculties of color; Internal honest communication; More dialogue; Checks and balances for Administration and faculty relationships; The whole school, not just the department, should provide onboarding activities; Faculty, staff,+ and administrators need to collaborate; Part of the Union (governance) executive; Create a place for conversations about diversity; mentoring; mentors; Culturally enriching programs are needed; Formal Mentoring is needed; Provide avenues for authentic discussions about relevant issues and classroom activities; purposeful social interactions;</p>	<p>Social</p>	<p>Strategies</p>
<p>Value opinions; Create a safe place for communication; stand on Credentials; Foster collaboration for a sense of belonging; Transparency; Meet each person where they are; Frequent encouragement; Shared governance; Connect with students of color; Serve students of color; Develop identity as a faculty member in this community; Encourage individual identity; Create formal mentoring with trained mentors; Match mentoring individuals; Develop formal and informal processes; Remove barriers; Respect differences and have open-on-one conversations; Purposely create a culture of inclusion; Become mentors; Administrators who are of color; Students of color increasing so we need to increase FAC. We have a lot more people on campus, and I think people are really craving that in-person communication, we have to sort of treat them appropriately and meet them where they are and then bring them forward right? Care from the heart; Create Supportive Departments; Broaden faculty equity; Introduce faculty to “what’s behind the curtain”; Respect the voices of all people;</p>	<p>Psychological</p>	
<p>More ads. In a diverse setting for recruitment; guidelines were put in place but for recruitment; Cluster hiring of FAC; More information about the institution; Identify biracial people; Create a space for biracial people; Create cultural activities; Celebrate cultural activities; Faculty should represent the community: 7% faculty 49% students; Developing formal and informal processes; Remove barriers; Respect differences and have open one on one conversations; Build a culture of diversity; Diversity Power using the title v grant and working groups; Purposeful onboarding; Use summer school teaching as orientation; need to try to advertise in different places to get more applicants like we can't hire people if they're not applying; Need for FAC in governance; More practical activities and information; practical strategies; acknowledge cultural background; create ways for meaningful exposure to different cultures; Schedule time during the work day for Professional development; fewer courses and smaller class sizes; Equity officer should really promote equity; Union and Governance are minimally open to all; Equal access; Department supportive, college minimally supportive; Advocate for needs of students; Broaden faculty equity; More focus on hiring; More focus on recruitment; space for dialogue with new faculty; Focused hiring; create path for more involvement at the college; Invite adjuncts to be full-time faculty; Create a favorable environment;</p>	<p>Physical</p>	

<p>Commitment to extended orientation; Knowledge of tier process; Preparation of Portfolios, Creation of informational websites; Information for P&T; Professional development; Pedagogical support; Topics on student population; Explore prior knowledge; Hire a VP of color; Cross communication; Specific questions in the search process; Orientation for the whole year; Special DEI training; Training in culturally responsive pedagogy; Live the mission of the college; Learn to meet the needs of marginalized students; Support the process of advancing pedagogy and methodology for teaching differences. Diversity training for all; Use of the CTL for diversity training and not just to address technical issues; Learn from other successful schools; Research and implement successful methods; Sincere professional development; More conferences for Professional development; Cultural information; More meaningful onboarding activities; WOKE agenda; Diversity questions in interviews; Ability to create classes; Create training that will produce real change; Provide training other than computer training; promote intellectual freedom; The administration should show real awareness of cultural differences; Advertise the positions; Post positions on websites; Use the national board; Address the real issues of diversity; create connections to full-time faculty; Teach pragmatism; through conferences and workshops; The College needs to create a plan for retention; Provide racially sensitive pedagogy; Professional development; Curriculum Development; Integrate diversity into the curriculum and methodology; Freedom to develop courses; Clear path to develop, introduce, and teach new courses;</p>	<p>Intellectual</p>	
<p>Ensure equal compensation for faculty; Fund onboarding activities; Specific resources; OER support; Departmental support; Extra support for recruitment; Provide specific resources for FAC; Fund workshops for new faculty before the semester begins; Fund a full-time college-wide equity officer; create access to opportunities; Assign courses with equity; Resources to sustain onboarding activities; Fund meaningful celebrations; Create scholarships and funding; Fund Professional development; Constant negotiation to increase pay; Adjuncts prepared to be full-time faculty; Resource allowances needed; maintain financial allocations; Invite outside colleges who have a diverse population; Sponsor cultural activities like dinners;</p>	<p>Economical</p>	
<p>Practice equity; Every search across campus related to diversity, equity, and inclusion has to be part of the search process. Meet the needs of the individual and not just the community; Understand the culture of FAC; Create rigorous orientations; Listen to faculty of color; open honest conversation about barriers; Incorporate the acceptance of differences into the culture of the college; Upper management advocating for FAC; Diversity needs to be a college issue; should like a special like listening session; Access to information; celebrating what people bring to the table; Avenue for expressing concerns; Create an authentic response to cultural issues; Move away from political issues; Create retrenchment plans; Ensure faculty can use their authentic voice; College being run as a business, Restrictions from administration; Personnel drive; Open membership to committees; Present cultures in a positive way; Foster assimilation of culture;</p>	<p>Mental</p>	