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Doctor of Education in Organizational Leadership

Dena Counts

Dr. Dena Counts for
Dr. Nannette Glenn, Dean of
the College of Graduate and
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Abilene Christian University
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Examining Black Faculty Retention in Predominantly White Institutions

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Jacqueline Wykeshia Jonea Brazile

April 2024

Dedication

This dissertation is dedicated to the best person I know—you have been my unwavering support system, and for that, I thank you from the bottom of my heart. Your belief in my abilities has been the cornerstone of my journey. The support and love you have showered upon me have been my pillars of strength and motivation. In moments of doubt, your confidence in me lifted my spirits, and in times of success, your celebrations amplified my joy. Your presence in my life is a constant reminder of the power of unconditional love and support. This accomplishment is not solely mine; it is a testament to the nurturing and encouragement you have provided. I am eternally grateful to you and cherish the invaluable role you play in my life. Your influence has been profound and transformative, and it is with deep gratitude that I dedicate this work to you and us, KC.

Acknowledgments

As I stand at the culmination of this challenging yet enriching journey, I am filled with deep gratitude for the remarkable group of individuals whose invaluable support, guidance, and encouragement have been pivotal to my academic growth and the successful completion of this dissertation.

First and foremost, I wish to extend my heartfelt thanks to my supportive dissertation chair Dr. Dianne Reed. Her unwavering advocacy, astute guidance, and profound wisdom have been the bedrock of my research journey. I am extremely grateful for everything she has done for me, providing not just academic direction but also moral support throughout this process.

My sincere appreciation also goes to my dissertation committee members Dr. Msengi and Dr. Hayes-Whigham. Their insightful suggestions and constructive critiques have been instrumental in shaping and refining my research. Their expertise and dedication to academic excellence have significantly contributed to the depth and quality of my work. I am equally thankful to my dissertation manager Dr. McMichael for her invaluable role in keeping me on track. Her timely advice has been crucial in navigating the complexities of my research journey.

Throughout the data collection phase of my research, I had the extraordinary privilege of engaging with an exceptional group of Black faculty members. I am deeply grateful for each opportunity I had to sit with them and absorb their insights. Their profound wisdom and lived experiences not only enriched my research but also had a significant impact on how I perceive and carry myself. These interactions were more than just interviews; they were transformative experiences that have left an indelible mark on both my academic journey and personal identity.

To these remarkable individuals, I extend my genuine thanks for their openness, their inspiring narratives, and the pivotal role they have played in shaping not only my dissertation but

also my understanding of the world. In closing, the journey to completing this dissertation has been one of immense learning and personal development, made possible by the collective efforts of many. I am deeply grateful to each and every one of you who has been a part of this journey.

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Abstract

This qualitative study explored the experiences of Black faculty at predominantly White institutions (PWIs) in southeastern Florida. The aim was to uncover the unique challenges influencing the retention of Black faculty in these settings and to identify supportive mechanisms enhancing their tenure and job satisfaction. Data collection involved semistructured interviews with Black faculty at Florida PWIs, employing snowball sampling for participant recruitment. Thematic analysis interpreted the data. The study contributes to the literature by suggesting strategies for PWIs to improve Black faculty retention and to promote inclusive and supportive environments. The literature review reveals the underrepresentation and disparities of Black faculty at PWIs and the importance of effective retention strategies for diversifying academia. Previous research, mainly centered on historically Black colleges and universities, often overlooks Black faculty perspectives at PWIs. This research addresses this gap, shedding light on the challenges Black faculty face at PWIs in southeastern Florida. The study found that factors such as informal mentorship, enhanced representation and student connection, recognition and value of work, and coping mechanisms with racial dynamics motivate Black faculty to remain at PWIs. Conversely, a lack of institutional commitment, undervaluation and disrespect, and the intersectionality of representation challenges, including tokenism and invisibility, significantly contribute to their decisions to leave. These insights underscore the need for comprehensive strategies at PWIs to address both retention and the challenges Black faculty face effectively. Findings may inform policies and practices to enhance Black faculty recruitment and retention at PWIs, advancing diversity, equity, and inclusion in these institutions.

Keywords: Black faculty, retention, predominantly White institutions, higher education, inequity, racism

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Chapter 1: Introduction

The history of Black Americans in the United States has been one marked by oppression, discrimination, and inequality. Since the earliest days of the country's founding, Black Americans have faced significant challenges and obstacles, from the horrors of slavery to the ongoing effects of systemic racism and bias.

In 1961, affirmative action was established to ensure the employment of minority applicants and has also been utilized to assist minority groups in obtaining admission to institutions throughout the United States (Downing et al., 2002). The Civil Rights Act of 1964 further prohibited discrimination based on race, religion, national origin, and color. By 1965, only 1% of law students, 5% of undergraduate students, and 2% of college students across the country were Black (Downing et al., 2002).

Despite various inclusive efforts such as affirmative action and the entire civil rights movement, Black Americans have continued to face significant underrepresentation and disparities (Bloom & Labovich, 2021; Tolliver et al., 2019). While institutions have prioritized diversity initiatives, including recruiting Black students, this emphasis may have inadvertently redirected resources and attention away from other critical areas, such as Black faculty recruitment and retention (Grant et al., 2022). One particular concern is the persistent underrepresentation of Black faculty in postsecondary education.

The underrepresentation of Black faculty at predominantly White institutions (PWIs) is a persistent problem that has significant implications for diversity, equity, and inclusion (DEI) efforts at these institutions. For instance, a 2021 National Center for Education Statistics report revealed that among the 1.5 million faculty members at degree-granting postsecondary institutions, only 7% were Black—comprising 4% Black females and 3% Black males. This

contrasts with their 13% representation in the U.S. national population (National Center for Education Statistics, 2023). Data on the representation of Black employees in other roles at PWIs (such as administrators or support staff) is less widely available, but studies suggest that underrepresentation is also a concern in these areas (Crooms-Robinson et al., 2020; Harris & Davis, 2018). This imbalance in focus raises important questions about the comprehensive and holistic nature of diversity efforts in higher education and highlights the need for renewed attention and commitment to address the underrepresentation and disparities faced by Black faculty.

As the student population becomes more diverse, so should the diversity of faculty (Sanchez-Rodriguez, 2021). For some time, institutions were able to recruit Black faculty by revising the institutional missions, vision, and values and modifying their strategic plans to recruit diverse faculty, thus diversifying the campus community (Sanchez-Rodriguez, 2021). However, if the institution does not have a comprehensive diversity strategy that includes faculty recruitment and retention, the focus on recruiting Black students may not translate to meaningful changes in faculty diversity and retention (Sanchez-Rodriguez, 2021). In such cases, Black faculty may feel undervalued and unsupported, leading to high turnover rates (Jayathilake et al., 2021). Research has shown that effective retention strategies are critical for retaining Black faculty members at PWIs (Harris & Davis, 2018; Ottley & Ellis, 2019). With adequate employee satisfaction and retention, PWIs can achieve their organizational missions, visions, and values (Killough, Killough et al., 2017). Thus, institutions must devise new strategies to recruit and retain Black faculty, thus diversifying the campus community and improving the retention rates of Black faculty at PWIs. This can include providing mentorship, professional development, and leadership opportunities to Black faculty members and fostering positive relationships between

colleagues and supervisors (Grier-Reed et al., 2016). By addressing these challenges and implementing effective retention strategies, PWIs can create a diverse, equitable, and inclusive workplace environment that benefits all members of the community.

Statement of the Problem

The challenge of retaining Black faculty at PWIs is widely recognized in literature (Kaplan et al., 2018; West, 2020). While previous research has examined the challenges of retaining Black faculty in higher education institutions, the literature has largely focused on historically Black colleges and universities (HBCUs) rather than PWIs (Harris & Davis, 2018; Killough, Jones et al., 2017; Williams & Johnson, 2019). This lack of attention to PWIs is concerning, given the unique challenges Black faculty face in these institutions, such as experiences with racial bias, limited representation, and limited support (Harris & Davis, 2018; Killough, Killough et al., 2017; West, 2020). Furthermore, previous studies have primarily explored the impact of low retention rates on students of color, neglecting the experiences and perspectives of Black faculty members (Grier-Reed et al., 2016; Ottley & Ellis, 2019). This gap in the literature not only limits our understanding of the factors that influence the retention of Black faculty at PWIs but also hinders our ability to develop effective support processes to improve retention rates. By addressing this gap in the literature, we can gain a more comprehensive understanding of the unique challenges Black faculty face in PWIs and identify effective strategies to support their retention.

Purpose of the Study

This study focused on the retention of Black faculty at PWIs in the Southeastern United States and what types of support these institutions could provide to retain their Black faculty members. To explore these topics, I interviewed current and past Black faculty members at

Southeastern PWIs to determine what influenced them to stay at or leave an institution and what resources a university could provide to support their experiences. The interviews also provided insights into the unique challenges that Black faculty members face in PWIs and the support processes that can improve their retention.

Research Questions

RQ1: What are the perceptions of Black faculty in higher education regarding factors that influence them to remain employed at predominantly White institutions?

RQ2: What are the perceptions of Black faculty in higher education regarding factors that influence them to terminate employment at predominantly White institutions?

Definition of Key Terms

The terms below are used throughout the text and may help the reader understand and interpret their relevance to the study.

Diversity. It is a term for creating a community that possesses an individual and collective duty to fight discrimination and bigotry by understanding these issues through education, training, and continued commitment to its abolishment (Wolfe & Freeman, 2013).

Glass ceiling. An invisible but real barrier that prevents certain groups of people, especially women and minorities, from advancing to higher positions in their profession or organization, despite having the necessary skills, qualifications, and experience. This barrier is often created by implicit biases, stereotypes, and discrimination that exist in workplaces and society (Catalyst, n.d.; Martin & Barnard, 2013).

Intersectionality. Intersectionality refers to the interconnected nature of social identities, such as race, gender, class, sexuality, and disability, and how they shape experiences of discrimination, privilege, and oppression. It was first coined by Kimberlé Crenshaw in 1989 to

describe how Black women experience discrimination differently from both White women and Black men due to their unique position at the intersection of race and gender (Crenshaw, 1989).

Minority or minority group. A racially distinguishable group that a dominant group oppresses as a result of racism (Chase et al., 2012).

Predominantly White institution (PWIs). “Institutions of higher learning in which White students account for 50% or greater of the student enrollment” (Brown & Dancy, 2010, p. 524).

Retention. The ability of an organization to recruit qualified individuals but retain these employees through the development of a quality work-life, positive campus climate, and being the employer of choice depends upon the dedicated implementation of best practices (Selesho & Naile, 2014).

In Chapter 1, I provided an overview of the historical context of racial inequalities in America and introduced the topic explored in this study. The problem statement and purpose were emphasized, and the chapter introduced research questions and a definition of critical terms. Chapter 2 of this study is a literature review that provides the theoretical framework discussed in detail alongside a comprehensive literature review on the experiences of Black faculty employed at PWIs. This chapter examines previous research and delves into the factors that impact the retention of Black faculty members at PWIs, including experiences with racial bias and discrimination, limited representation in leadership and decision-making roles, and limited support and development opportunities. By synthesizing existing scholarship, Chapter 2 provides a solid foundation for understanding the unique challenges Black faculty members face at PWIs and identifies effective strategies for improving their retention rates, shaping the subsequent analysis and recommendations of this study.

Chapter 2: Literature Review

The purpose of this study was to explore the experiences and challenges of Black faculty members at PWIs and identify effective strategies for improving their retention rates. This chapter offers an overview of the theoretical framework and foundation related to this qualitative research study. The history of Black faculty members at PWIs in the United States is filled with exclusion and marginalization, as well as some notable successes in the face of significant challenges (Kaplan et al., 2018; West, 2020). The earliest integration efforts at PWIs date back to the 1950s and 1960s, a period marked by significant civil rights activism and legal challenges to segregation. Black faculty members, along with Black students, were among those who fought for greater access and opportunity at PWIs during this time (Harper & Quaye, 2015; Johnson, 2020).

Despite these efforts, PWIs continued to be exclusionary environments for Black individuals well into the 1970s and beyond (Mitchell, 2020; Williams & Johnson, 2019). In the 1970s and 1980s, affirmative action policies were implemented at many PWIs, aimed at increasing the representation of underrepresented groups, including Black faculty members. However, these policies were often met with resistance and backlash, and their effectiveness in increasing diversity and equity at PWIs was debated (Hurtado et al., 1998; Tatum, 1992). According to the *Journal of Blacks in Higher Education*, these policies were sometimes seen as tokenistic—they were not always accompanied by meaningful institutional changes that would support underrepresented groups (Sedlacek et al., 1992).

In the 1990s and 2000s, there were some notable successes in the recruitment and retention of Black faculty members at PWIs, including the creation of DEI initiatives and the establishment of affinity groups and mentorship programs (Grandison et al., 2022; Harper &

Quaye, 2015). However, many challenges persisted, including the underrepresentation of Black faculty in leadership positions and the persistence of racial biases and microaggressions (Fries-Britt & Turner, 2001; Turner et al., 2015). According to a report by the American Council on Education, these challenges are systemic in nature and require ongoing and intentional efforts to address (Gasman et al., 2015).

Today, the lack of DEI among leadership and faculty, as well as the persistence of systemic racism, continue to challenge the retention of Black faculty members at PWIs (Grant et al., 2022). Efforts to address these challenges include DEI training programs, targeted recruitment efforts, and policies aimed at increasing the representation of underrepresented groups in leadership positions (Royall et al., 2022). However, much work remains to be done to create truly inclusive and equitable environments for Black faculty members at PWIs.

Despite extensive research on employee retention created to recognize factors, much less is known about the factors that impact the retention of Black faculty at PWIs (Alterman et al., 2021; Dayal & Verma, 2021). In this literature review I disclose the theoretical framework that guides the study and inform the reader on where the literature currently resides on Black faculty experiences and perspectives. After the synthesis, I present research on previous and current retention practices.

Literature Search Methods

The focus questions addressed in this research study were the following: What are the experiences and challenges of Black faculty members at PWIs? And what strategies have they employed to overcome these challenges? There is significant research that demonstrates the ability of Black faculty to thrive at predominantly White institutions, despite the numerous challenges they face. These faculty members have developed various strategies to navigate and

succeed in these environments. Historical and contemporary perspectives on the incorporation of Black faculty at PWIs highlight the ongoing efforts and successes in this area (Griffin et al., 2011; Smith & Adams, 2016).

To conduct this research study, I used a variety of literature search methods to identify relevant scholarly articles, reports, and books related to Black faculty retention at PWIs. The databases that were searched included EBSCOhost, JSTOR, ERIC, DOAJ, and ProQuest. The keywords that were used in the searches included *Black faculty*, *Black faculty retention*, *PWIs*, *retention*, *diversity and inclusion*, *racism*, *intersectionality*, *policies*, *practices*, and *cultural norms*. A citation search of key articles and books was also conducted to identify additional sources. Through this literature search, I identified various themes and issues related to Black faculty retention at PWIs and developed a comprehensive understanding of the factors that contribute to or impede the retention of Black faculty at these universities.

Theoretical Framework Discussion

Numerous theoretical frameworks exist for understanding racial phenomena. However, critical race theory (CRT) is the framework that guided this study. CRT emerged in the late 1970s and early 1980s as a response to traditional civil rights approaches' limitations in addressing racial inequality (Delgado & Stefancic, 2017). The theory examines the effects of race and racism in society and the unequal distribution of power and resources along racial, gendered, economic, and political lines (Ladson-Billings, 2013).

Central to the tenets of CRT is the idea that racism is not just a matter of individual prejudice or bias but is deeply embedded in social structures and institutions (see Table 1). CRT scholars argue that racism is maintained and perpetuated through policies, practices, and cultural norms that may appear race-neutral but have a disparate impact on people of color (Bonilla-

Silva, 2015). Another critical concept in CRT is intersectionality, which refers to how multiple forms of oppression (such as racism, sexism, and homophobia) intersect and interact (Crenshaw, 1989).

Table 1

Tenets of the Critical Race Theory

Tenet	Definition	Reference
Counter-Storytelling	A narrative approach that challenges the credibility of widely accepted beliefs or myths, particularly those embraced by the dominant group. This strategy underscores the notion that mainstream narratives are constructions rather than indisputable facts or truths.	Ladson-Billings and Tate (1995); Tate (1997); Delgado and Stefancic (2017); Ladson-Billings (2022); Solórzano and Yosso (2002)
Permanence of Racism	The enduring presence of racism, whether intentional or subconscious, constitutes a constant aspect of life in America.	Ladson-Billings and Tate (1995); Tate (1997); Ladson-Billings (2022)
Whiteness as Property	The concept of Whiteness as a valued asset stems from the historical and legal frameworks in the United States that have solidified racial distinctions, positioning Whiteness as akin to a form of property.	Ladson-Billings (2022); Ladson-Billings and Tate (1995)
Critique of Liberalism	An examination of fundamental principles associated with liberal thought, such as the ideas of being colorblind, the merit-based system, and the impartiality of legal processes.	Crenshaw (1989); Ladson-Billings and Tate (1995); Ladson-Billings (2022)
Interest Convergence	Substantial advancements for Blacks occur when their objectives align with the interests of the White majority.	Bell (1980, 2004); Ladson-Billings (2022)

Tenet 1: Counter-Storytelling

Counter-storytelling involves sharing personal stories and experiences of racism and discrimination to raise awareness and promote understanding of the experiences of marginalized groups. This principle is particularly relevant to improving the retention of Black faculty members employed at PWIs.

Sharing personal experiences can help educate colleagues and leaders about the challenges Black faculty members face in the workplace, and promote a culture of empathy, understanding, and support. Without the input of Black faculty on their experiences, a coherent understanding of their experiences would be unattainable, and PWIs will continue to experience high attrition rates (Ladson-Billings, 2013).

Tenet 2: The Permanence of Racism

The permanence of racism, another key tenet of CRT, suggests that racism is not just a matter of individual prejudice or bias but is deeply embedded in social structures and institutions (Delgado & Stefancic, 2017). The permanence of racism suggests that racism is not a temporary or isolated problem, but rather a deeply ingrained aspect of social and cultural structures (Ladson-Billings, 2022). This tenet has significant implications for the retention of Black faculty members employed at PWIs, as it suggests that the challenges and barriers they face are not simply the result of individual actions or biases, but rather the result of larger systemic issues. The permanence of racism is observable in various ways, such as biased hiring and promotion practices, the absence of support for Black faculty members regarding mentorship and professional development opportunities, and a culture of microaggressions (Franklin, 2016).

Tenet 3: Whiteness as Property

A key tenet of CRT is the concept of Whiteness as property, which refers to how Whiteness and its associated privileges have been institutionalized and made into a form of property (Harris, 1993). This concept helps to explain how the systemic exclusion and marginalization of Black individuals employed at PWIs have been perpetuated by policies, practices, and cultural norms that reinforce Whiteness as the norm (Cabrera et al., 2016).

In the context of faculty retention, the concept of Whiteness as property suggests that Black faculty members are often seen as outsiders and are denied access to the privileges and resources associated with Whiteness (Griffin et al., 2011). This can manifest in several ways, including limited opportunities for career advancement, lower pay and benefits, and less access to mentorship and professional development opportunities (Solórzano & Yosso, 2002). Black faculty members may also be subject to higher scrutiny and may be viewed through the lens of their race rather than as individuals with unique talents and perspectives (Smith & Johnson, 2019).

At PWIs, racism is a problem of individual interactions between faculty members and institutional policies, practices, and cultural norms (Delgado & Stefancic, 2017). For example, Black faculty members may experience discrimination in promotion and tenure processes or may face microaggressions in the workplace that can make them feel undervalued and unsupported (Sue et al., 2007). CRT emphasizes the importance of centering the experiences and perspectives of people of color in discussions of race and racism and of developing more nuanced and inclusive approaches to social justice (Harris, 2020).

Tenet 4: The Critique of Liberalism

The critique of liberalism is a key tenet of CRT, which challenges the idea that liberal policies and practices, such as color blindness or meritocracy, are sufficient to address issues of race and racism (Delgado & Stefancic, 2017). Instead, CRT argues that these policies often serve to maintain the status quo and perpetuate systemic inequalities (Bell, 2021). The critique of liberalism has significant implications for the retention of Black faculty members employed at PWIs, as it suggests that policies and practices that are ostensibly race-neutral may contribute to the marginalization and exclusion of Black faculty members (Castillo-Montoya et al., 2023).

A merit-based promotion system may overlook how systemic biases and discrimination have limited the opportunities for professional development and career advancement for Black faculty members (Franklin, 2016). Similarly, a colorblind approach to diversity and inclusion may fail to recognize the unique experiences and challenges faced by Black faculty members and provide sufficient support or resources to address these issues (Ladson-Billings, 2013).

CRT critiques liberalism as an incomplete approach to addressing racial inequality, focusing on formal legal equality and individual rights rather than addressing the systemic and institutional nature of racism (Delgado & Stefancic, 2017). This critique has implications for the retention of Black faculty members employed at PWIs, as it suggests that diversity and inclusion initiatives that focus solely on individual rights or formal legal equality may not be sufficient to address the systemic and institutional barriers that Black faculty members face (Wolbring & Nguyen, 2023).

For example, the critique of liberalism suggests that initiatives such as diversity training or affirmative action policies may be limited in their effectiveness as they do not necessarily address the underlying power dynamics and systemic issues that contribute to the marginalization of Black faculty members at PWIs (Sue et al., 2007). Instead, CRT suggests that efforts to address retention should focus on addressing the underlying institutional and cultural factors perpetuating racism and inequality in these institutions (Tate, 1997).

Tenet 5: Interest Convergence

Interest convergence is another key concept in CRT that can help to understand the retention of Black faculty employed at PWIs. Interest convergence refers to the idea that progress for Black individuals is most likely to occur when it aligns with the interests of those in power (Bell, 1980). In the context of faculty retention, this means that Black faculty members are

more likely to be retained when their contributions align with the interests and goals of the institution. If an institution seeks to increase diversity and inclusion efforts, it may be more likely to retain Black faculty members who can contribute to these efforts. Conversely, Black faculty members who do not align with the institution's goals may be at greater risk for marginalization and exclusion (Crenshaw, 1989). This concept highlights how the interests of the institution and the interests of Black faculty members may not always align and calls attention to the need for more intentional efforts to promote DEI in the workplace.

Misunderstanding or Misrepresentations of CRT

In recent years, CRT has become increasingly controversial, with some critics arguing it promotes divisiveness and anti-White sentiment (Crenshaw et al., 1995). However, many critiques are based on misunderstandings or misrepresentations of CRT and fail to engage with its substantive arguments and insights (Delgado, 2017). Ultimately, CRT can help to provide a critical lens through which to examine and understand how racism intersects with social structures, institutions, and systems of power (Crenshaw et al., 1995). By centering the experiences and perspectives of people of color in discussions of race and racism and promoting more inclusive and nuanced approaches to social justice, CRT can play a valuable role in improving the retention of Black faculty employed at PWIs.

A Brief History of Inclusion at PWIs

The historic trajectory of faculty inclusion at PWIs has been characterized by advancements and obstacles. Historically, White institutions (PWIs) have been distinguished by their faculty's absence of diversity (Kelly et al., 2017). Kelly et al. (2017) pointed out that PWIs denotes academic establishments in which the faculty and student body are predominantly composed of White individuals. Assuring that students from all backgrounds receive a more

comprehensive and well-rounded education, the inclusion of diverse faculty members is critical at PWIs. Nevertheless, Cooper et al. (2020) argued the pursuit of this inclusiveness has been marked by a combination of advancements and obstacles, despite ongoing initiatives to rectify the historical lack of representation of marginalized communities in academic leadership roles.

Historically, PWIs have excluded Black individuals and limited their access, making it challenging for Black faculty members to feel included and supported (Harper & Hurtado, 2007). Although integration efforts have been made in the past, PWIs still struggle with creating a supportive and equitable environment for Black faculty members (Williams et al., 2005). Institutional policies, practices, and cultural norms have perpetuated the systemic exclusion and marginalization of Black individuals at PWIs (Smith et al., 2011). Strict quotas on the number of Black students or faculty members made it difficult for Black individuals to gain admission or employment in these institutions (Anderson & Taylor, 2015). Even after integration efforts, Black individuals still face numerous barriers, including implicit biases, microaggressions, and systemic racism (Sue et al., 2007).

Evolution and Current State of Inclusion at PWIs

Currently, the lack of diversity among leadership and faculty and the persistence of racial biases continue to challenge the retention of Black faculty members at PWIs (Smith et al., 2011). The underrepresentation of Black faculty members in leadership and decision-making roles further limits their influence and ability to shape institutional policies and practices (Harper & Hurtado, 2007). Many PWIs have implemented diversity and inclusion training programs to address issues such as implicit bias, microaggressions, and other forms of systemic discrimination (Baldwin & Mills, 2019). Some institutions have also created affinity groups and mentorship programs to support underrepresented groups, including Black faculty members

(Nivet, 2011). Additionally, many PWIs have implemented policies and practices to increase Black individuals' representation in leadership positions, such as diversity quotas and targeted recruitment efforts (Anderson & Taylor, 2015).

Overall, efforts to increase diversity and inclusion in higher education institutions provide hope for improving the experiences of Black faculty members employed at PWIs. However, there is still a long way to go to create a truly inclusive environment for Black faculty members employed at PWIs (Museus & Ledesma, 2020). Addressing issues related to implicit bias, microaggressions, and systemic racism and increasing representation in leadership and decision-making roles can help create a more supportive and equitable workplace environment for all faculty members (Nivet, 2011).

Barriers Experienced by Black Faculty Members

In academia, Black faculty members face various barriers deeply embedded in systemic inequities and historical biases. This literature review critically examines these barriers, focusing on PWIs. Synthesizing a diverse array of scholarly works provides an in-depth exploration of the multifaceted difficulties these faculty members encounter, rooted in historical and contemporary contexts. Key topics include the restrictive glass ceiling in career advancement, the impacts of race (stereotype) and bias on perceptions and practices, and the complex layers of the burden of representation and workplace isolation. Further, the review delves into pay disparities and tokenism, highlighting systemic patterns of inequality and performative inclusivity. Essential to this analysis is the discussion on the lack of mentorship, sponsorship, and representation in leadership roles, underscoring the gaps in support and opportunities for Black faculty. This section of the literature review aims to provide a comprehensive understanding of these barriers,

offering insights into the broader societal and institutional dynamics that shape the experiences of Black faculty members in higher education.

Glass Ceiling

Glass ceilings can significantly impact Black faculty retention at predominantly White institutions. Glass ceilings refer to invisible barriers preventing individuals from advancing in their careers, often due to their race, gender, or other characteristics that make them part of a minority group (Catalyst, n.d.; Martin & Barnard, 2013). For Black faculty members at PWIs, glass ceilings can significantly impact their retention in several ways (Catalyst, n.d.; Martin & Barnard, 2013).

First, Black faculty members may feel their talents and contributions are underrecognized. This lack of recognition can lead to frustration and disillusionment, causing Black faculty members to feel unmotivated and disengaged (Catalyst, n.d.; Martin & Barnard, 2013). This lack of recognition can be particularly acute when Black faculty members work in predominantly White spaces where their contributions may not be appreciated or recognized. Second, Black faculty members may feel they cannot advance in their careers due to systemic barriers preventing them from accessing leadership positions. These systemic barriers can include biases in hiring and promotion practices, lack of mentorship and sponsorship, and limited access to professional development opportunities (Martin & Barnard, 2013). When Black faculty members feel their advancement is blocked, they may become disenchanted and seek opportunities elsewhere. This lack of upward mobility can lead to a high turnover rate among Black faculty members at PWIs. Third, glass ceilings can contribute to a lack of diversity in leadership positions at PWIs (Catalyst, n.d.).

When there are few Black leaders at an institution, it can send a message that Black professionals are not valued or welcomed in leadership roles. This lack of representation can lead to a cycle of underrepresentation and lack of advancement for Black faculty members. Research supports the idea that glass ceilings can impact Black faculty retention at PWIs. A study by Sáenz and Ponjuan (2017) found that Latinx and Black faculty members were less likely to report positive experiences with their institutions and were more likely to report feeling excluded and facing barriers to career advancement. Another study by Hango (2016) found that Black faculty members were more likely to leave their institutions than their White colleagues. These studies suggested that glass ceilings can contribute to negative experiences for Black faculty members and lead to high turnover rates.

To address glass ceilings, institutions can take proactive steps, such as providing mentorship and sponsorship opportunities, implementing diversity and inclusion initiatives, creating equitable promotion criteria, and holding leaders accountable for addressing disparities (Kochar & Venkateswaran, 2020). These strategies can help break down the glass ceiling and promote a more equitable and inclusive workplace culture. Mentorship and sponsorship programs can provide Black faculty members with guidance and support, creating opportunities for advancement and career growth (Kochar & Venkateswaran, 2020). Implementing diversity and inclusion initiatives can help to address biases in hiring and promotion practices, ensuring that Black faculty members have access to leadership positions (Thomas, 2019). Creating equitable promotion criteria can ensure that Black faculty members are not overlooked for promotion opportunities due to systemic barriers (Pololi et al., 2013). Glass ceilings are an unfortunate reality that Black faculty face in the workplace, limiting their upward mobility and

leading to lower retention rates (Kochar & Venkateswaran, 2020). However, institutions can take proactive steps to address these barriers and support the advancement of Black faculty.

Race (Stereotype)

Racial bias and stereotyping are pervasive issues that can significantly impact Black faculty retention at PWIs (Jones & Smith, 2021). These biases can create an unwelcoming work environment, limit professional development and advancement opportunities, and contribute to feelings of exclusion and isolation (Jones & Abes, 2013; Kaba, 2019). Research has shown that Black faculty may face obstacles in accessing mentorship and sponsorship opportunities, which can be critical for career advancement (Jones & Smith, 2021; Kanter, 1977). Stereotypes about Black employees being less competent or less committed can lead to a lack of trust from colleagues and supervisors, making it harder to secure the support needed for professional growth (Dovidio & Gaertner, 2010; Hebl & Dovidio, 2005).

Black faculty may face greater scrutiny and lower expectations than their White counterparts, which can limit their opportunities for advancement (McDonald & Hite, 2008; Van den Berghe & Heckman, 2018). Racial bias can also affect how Black faculty are evaluated and compensated, leading to pay disparities and lower overall compensation (Kalev et al., 2006; F. M. Wilson, 2013). Another way that racial bias and stereotyping can impact Black faculty retention is by creating a hostile work environment. Microaggressions, or subtle and indirect forms of discrimination, can create a sense of exclusion and isolation for Black faculty (Nadal et al., 2011). These microaggressions can include comments or actions that suggest that Black faculty are not entirely accepted as members of the organization or that their contributions are not valued (Nadal et al., 2011).

Racial bias can also contribute to feelings of imposter syndrome or the belief that one is not genuinely qualified or deserving of their position (Cokley et al., 2013). This can increase stress and anxiety, negatively impacting job satisfaction and retention. Finally, racial bias and stereotyping can impact Black retention by perpetuating systemic inequalities. Black faculty may face more limited opportunities for professional development and advancement because of the limited representation of Black employees in leadership positions (Powell et al., 2008). The lack of diversity in leadership positions can also perpetuate stereotypes and biases, leading to a culture that is not welcoming or inclusive for Black faculty. Racial bias and stereotyping can significantly impact Black faculty retention at PWIs (Cokley et al., 2013).

Bias

In recent years, there has been a growing interest in promoting DEI in higher education institutions, particularly at PWIs (Peters et al., 2021). While much attention has been focused on addressing the underrepresentation and experiences of students of color, less research has been conducted on the retention of Black faculty members at PWIs (Smith & Johnson, 2019). Existing research on the experiences of Black faculty members at PWIs highlights several unique challenges they face that can impact their retention rates. These challenges include experiences with racial bias and discrimination, limited representation in leadership and decision-making roles, and limited support and resources for career advancement (Allen, 2010; Harris & Davis, 2018; Ottley & Ellis, 2019).

One study by Killough, Killough et al. (2017) found that Black faculty members at PWIs often experience racial bias and discrimination, leading to feelings of exclusion and marginalization within the workplace. Black faculty members may be subject to microaggressions, implicit bias, and other forms of discrimination that can impact their sense of

belonging and overall job satisfaction. This can lead to a lack of motivation, decreased productivity, and higher turnover rates (Harris & Davis, 2018).

Another study by Williams and Johnson (2019) found that Black faculty members at PWIs often face barriers to career advancement due to limited representation in leadership and decision-making roles. This can create frustration and limit professional growth and development opportunities, leading to lower job satisfaction and a greater likelihood of turnover (Ottley & Ellis, 2019).

Grier-Reed et al. (2016) conducted a qualitative study exploring the experiences of Black faculty members at PWIs. They found that many felt a lack of belonging and support in their workplaces. Black faculty members may struggle to find mentors or allies in their workplace, leading to feelings of isolation and a lack of social support.

While the research on the retention of Black faculty members at PWIs is limited, it does highlight the importance of addressing the unique challenges faced by this group and developing effective strategies for improving retention rates (Allen, 2010). Creating a more inclusive and supportive organizational culture is critical for retaining Black faculty members. This can include providing mentorship, professional development, and leadership opportunities to Black faculty members and fostering positive relationships between colleagues and supervisors (Harris & Davis, 2018).

The Burden of Representation

The burden of representation is a significant challenge that Black faculty members at PWIs often face (Louis et al., 2016). This burden occurs when Black faculty and students are pressured to represent the Black community as a whole rather than being seen as individuals with their own unique experiences and perspectives (Whittaker & Montgomery, 2014). This can be

particularly challenging for Black faculty members, who may feel pressure to navigate complex and sometimes uncomfortable situations in their professional roles (Whittaker & Montgomery, 2014). For example, Black faculty members may be asked to participate in diversity and inclusion initiatives, serve on committees or task forces focused on diversity-related issues, or act as a spokesperson for the Black community at their institution (June, 2015). While these activities can be substantial and meaningful, they can also be emotionally and mentally taxing for Black faculty members, who may feel pressure to perform and to represent the interests of a diverse and multifaceted community (Whittaker & Montgomery, 2014).

Furthermore, the burden of representation can contribute to feelings of isolation and disconnection among Black faculty members, as they may feel like they are constantly being viewed through the lens of their race rather than as individuals with their own unique identities and experiences (Jayathilake et al., 2021). This can contribute to lower levels of job satisfaction and higher levels of turnover, as Black faculty members may feel undervalued and unsupported in their roles Grier-Reed et al. (2016).

PWIs must recognize and address the burden of representation that Black faculty members may experience. This can include providing training and support to help Black faculty members navigate complex and challenging situations and create opportunities for Black faculty members to connect and build meaningful relationships with others in their professional community (Lin & Kennette, 2022). By promoting a culture of inclusivity and support, PWIs can reduce the burden of representation and create a more equitable and supportive workplace environment for all faculty members (Whittaker & Montgomery, 2014). Strategies for addressing the burden of representation could also include recruiting and hiring more Black faculty

members so that the burden of representation is shared more broadly and evenly across the institution rather than being placed solely on a few individuals (Louis, 2023).

Workplace Isolation

Isolation in the workplace is a complex issue that disproportionately affects Black faculty members at PWIs (Campbell, 2023). Isolation can manifest in various ways, including social neglect, exclusion from decision making, and lack of access to supportive relationships and resources (Jayakumar et al., 2009). Isolation can lead to feelings of exclusion and marginalization, negatively impacting a Black faculty member's sense of belonging, engagement, and retention (Mickles-Burns, 2023).

Social neglect can contribute to isolation, which occurs when Black faculty members are avoided by their White colleagues (Gierveld et al., 2006). Social neglect can take many forms, from lack of invitations to social events to exclusion from informal networks, leading to a lack of social support and limited opportunities for networking and professional development (Gierveld et al., 2006). The effects of social neglect on Black faculty members are significant, as research has shown that social support is a critical factor in employee engagement and retention (Boakye et al., 2021).

The lack of supportive relationships and networks can also contribute to the isolation experienced by Black faculty members. Research has shown that Black faculty members may have fewer opportunities to build relationships with colleagues due to limited representation in leadership positions, and they may experience barriers to forming connections with their White colleagues due to differences in culture, social background, and experiences (Grier-Reed et al., 2016; Pololi et al., 2013). This can lead to a need for more access to informal networks, which are often critical for career advancement and access to resources (Campbell, 2023).

In addition to social neglect and limited access to networks, Black faculty members may face exclusion from decision-making processes, contributing to marginalization and disempowerment (Jayakumar et al., 2009). Exclusion from decision-making processes can take many forms, from lack of representation on committees and task forces to limited input into institutional policies and practices. This can lead to a need for more voice and agency, which can negatively impact engagement and retention (Jayakumar et al., 2009).

Addressing the workplace isolation issue is crucial for creating a more equitable and inclusive environment for Black faculty members at PWIs (Jones et al., 2020). Institutions must work to create a culture of inclusivity and support, which involves addressing issues of social neglect and exclusion from decision-making processes. By promoting a sense of belonging and providing the necessary support and resources, PWIs can help ensure that Black faculty members feel valued and empowered, increasing engagement and retention rates (Grandison et al., 2022).

Pay Disparities

Pay disparities are a well-documented obstacle to Black faculty retention at PWIs (Powell et al., 2008). Despite having similar qualifications and job responsibilities as their White counterparts, Black faculty are often paid less and have fewer opportunities for advancement (Renzulli et al., 2006). This can lead to lower job satisfaction, decreased motivation, and higher turnover rates (Johnson et al., 2019).

Pay disparities impact Black faculty retention through the perpetuation of systemic inequalities (Bell, 2019). Research has shown that Black employees are often concentrated in lower-paying positions and have limited access to higher-paying leadership positions (Powell et al., 2008). This concentration of Black employees in lower-paying positions can lead to pay disparities that persist over time, contributing to frustration and disillusionment among Black

employees (F. M. Wilson, 2013). Additionally, research by Ogbu et al. (2020) showed that the intersection of race and gender can exacerbate pay disparities for Black women in academic positions.

Black faculty may be less likely to negotiate for higher salaries or advocate for themselves, further widening the pay gap (Babcock & Laschever, 2009). This can be due to various factors, including socialization and cultural norms that discourage assertiveness and self-promotion (Hoyt & Murphy, 2016). Furthermore, Black faculty may face greater scrutiny and criticism when advocating for themselves, leading to a greater risk of backlash or negative consequences (Livingston & Rosette, 2016).

Another way that pay disparities impact Black retention is through the creation of a hostile work environment. Black faculty may feel undervalued and disrespected if paid less than their White counterparts, leading to frustration and disillusionment (Williams et al., 2016). This can contribute to lower job satisfaction and increased turnover rates (Williams et al., 2016).

Tokenism

Tokenism, or hiring or promoting a small number of minority individuals to give the appearance of diversity without genuinely embracing it, is an obstacle that impacts Black faculty retention at PWIs (Nunley et al., 2020). Tokenism can create a sense of isolation and exclusion for Black faculty, limit opportunities for advancement, and contribute to a lack of trust and engagement with colleagues and supervisors (Davidson & Cooper, 2020).

Tokenism impacts Black faculty retention through a lack of trust and engagement (Nunley et al., 2020). When Black faculty feel they have been hired or promoted solely to meet diversity quotas, they may feel undervalued and disrespected, which can lead to a sense of

distrust towards colleagues and supervisors, as well as a lack of engagement with the work and mission of the organization (Chrobot-Mason et al., 2018; Riketta & Loughry, 2006).

Furthermore, tokenism can limit opportunities for professional development and advancement (Friedman & Johnson, 2009). Research has shown that Black faculty may be hired or promoted to fill diversity quotas but excluded from critical decision-making processes or leadership roles (Friedman & Johnson, 2009). This can limit opportunities for skill development and advancement, leading to lower job satisfaction and higher turnover rates.

Tokenism can also create a sense of isolation and exclusion for Black employees (Sue et al., 2007). The experience of being the only or one of few minority individuals in a predominantly White workplace can lead Black faculty to feel isolated or marginalized (Sue et al., 2007). As a result, they may feel excluded and lack representation, leading to lower job satisfaction, decreased motivation, and, ultimately, higher turnover rates (Sue et al., 2007).

Finally, tokenism can impact Black faculty retention by perpetuating stereotypes and biases. When Black faculty are seen as tokens rather than valued contributors, it can perpetuate stereotypes about their competency and commitment to the organization (McDonald & Hite, 2008; Van den Berghe & Heckman, 2018).

Lack of Mentorship or Sponsorship

Mentorship programs or sponsorships can be beneficial in promoting the retention of Black faculty members at PWIs (Thomas, 2019). Mentorship is a relationship between a mentor with expertise, experience, and wisdom and a mentee who seeks to learn and develop their skills, knowledge, and expertise (Allen et al., 2006). Research has shown that mentorship can provide the guidance, support, and social connections that Black faculty need to succeed and thrive in their roles (Nkomo et al., 2017). However, despite the importance of mentorship, many Black

faculty members may lack access to these programs and opportunities, which can contribute to feelings of isolation and disconnection (Banks & Dohy, 2019).

One of the significant challenges Black faculty members face at PWIs is the lack of representation and mentorship opportunities. Studies have shown that mentorship programs can significantly impact the career success and retention of Black faculty members (Harvey, 2018). A mentor can guide, advise, and support a mentee, helping them navigate challenges and develop their skills and knowledge (Sarabipour et al., 2021). Mentorship can provide Black faculty members access to social networks, professional development opportunities, and a sense of belonging in the workplace (Thomas, 2019).

This is often due to institutional barriers, such as a lack of funding, time, or resources. Additionally, the lack of diversity among senior faculty members and leadership positions can limit the availability of mentors who can offer culturally responsive guidance and support (Stallworth & Johnson, 2019).

To address this issue, institutions have developed various mentorship programs and initiatives to support and promote Black faculty members' success (Sarabipour et al., 2021). These programs can take many forms, including one-on-one, peer, and group mentoring. They can be focused on various topics, from career development to personal growth and well-being (Sarabipour et al., 2021).

The University of Virginia's Office for Diversity, Equity, and Inclusion has developed a faculty mentoring program to support the success and retention of underrepresented faculty members, including Black faculty members (Markle et al., 2022). The program pairs new faculty members with experienced mentors who can provide guidance and support on topics such as teaching, research, and navigating institutional culture (University of Virginia, n.d.).

Similarly, the University of Maryland has developed a Black faculty and staff association program, which provides networking and mentorship opportunities for Black faculty members (Markle et al., 2022). The program offers various events and activities to promote community and professional development, including workshops, social events, and a mentorship program (UMBC, n.d.).

Mentorship programs can help Black faculty members navigate their roles' challenges, build meaningful relationships with colleagues, and develop the skills and knowledge needed to advance in their careers (Morris, 2018). These programs can also help institutions create a more inclusive workplace culture by promoting DEI, which can benefit all community members (Morris, 2018).

However, it is essential to recognize that mentorship programs alone cannot solve the issue of retention and representation of Black faculty members at PWIs (Morris, 2018). Institutions must also address systemic barriers to DEI, such as bias in hiring and promotion, lack of representation in leadership positions, and inadequate support for work-life balance and professional development (Morris, 2018). Only by addressing these issues comprehensively can institutions create a workplace culture that supports and promotes the success of Black faculty members.

Lack of Representation in Leadership

The underrepresentation of Black faculty members in leadership positions at PWIs is a critical issue that significantly affects their retention (Bichsel, Ivie, et al., 2020). Limited representation in leadership can negatively impact the professional development of Black faculty members and lead to feelings of exclusion, which can contribute to lower job satisfaction and increased turnover (Casad & Bryant, 2016). Additionally, the lack of diversity in leadership can

perpetuate institutionalized racism and bias, which can have significant implications for faculty members and students of color. Black faculty members have been significantly underrepresented in leadership roles in higher education—less than 8% of faculty are Black, 80% are White (Bichsel, Pritchard, et al., 2020). This significant disparity has implications for the retention of Black faculty members and the ability of institutions to promote and sustain diversity (Whittaker & Montgomery, 2014). The underrepresentation of Black faculty members in leadership positions is not only an issue of equity and diversity but also a missed opportunity for institutions to promote diversity and inclusivity within their leadership structures (Trejo, 2020). A lack of diversity in leadership can contribute to the perpetuation of institutionalized racism and bias, which can have significant implications for Black faculty members and students of color (Lin, & Kennette, 2022). A report by the American Council on Education (2021) emphasized increasing diversity in leadership positions to create a more inclusive and equitable higher education system. The lack of representation of Black faculty in leadership positions can also make it difficult for Black faculty members to see opportunities for career advancement within their institution, which can impact recruitment and retention efforts (Trejo, 2020). Black faculty members may feel they do not have access to the same career advancement opportunities as their White colleagues, which can contribute to lower job satisfaction and increased turnover (Lin, & Kennette, 2022). Career advancement and leadership opportunities are crucial factors in employee retention and job satisfaction (Harris & Davis, 2018).

Limited representation of Black faculty in leadership can contribute to feelings of isolation and disconnection among Black faculty members, making it challenging to build meaningful professional relationships (Jayakumar et al., 2009). These feelings of exclusion can contribute to lower job satisfaction and impact retention rates (Jayakumar et al., 2009).

According to Jayakumar et al. (2009), isolation is a form of social neglect that occurs when Black faculty members are avoided by White faculty. Marginalization alone reduces access to help, resources, and experiences required to thrive or succeed (Lee et al., 2019). To address the underrepresentation of Black faculty members in leadership positions, institutions can take proactive steps to promote diversity and inclusivity at all levels of the organization. One approach is to prioritize recruiting and promoting Black faculty members into leadership positions (Grant et al., 2022). This can be achieved by creating targeted leadership development programs, mentoring, and networking opportunities, and offering professional development programs to underrepresented faculty members (Johnson, 2020).

Institutions can create diversity and equity committees or task forces to promote diversity and inclusivity. Harris and Davis (2018) found that creating a more inclusive and supportive organizational culture is critical for promoting faculty retention. This includes mentorship, professional development, and leadership opportunities for Black faculty members. Another study by Ottley and Ellis (2019) found that Black faculty members who had positive relationships with their colleagues and supervisors were likely to stay in their positions. In conclusion, the underrepresentation of Black faculty members in leadership positions is a significant issue that affects their retention at PWIs. Without adequate representation in leadership positions, Black faculty members may not see opportunities for career advancement at their institution, which could impact recruitment and retention efforts. Institutions must take proactive steps to promote diversity and inclusivity in leadership positions and create a supportive and equitable workplace culture for Black faculty members, which can lead to increased engagement and retention (Ottley & Ellis, 2019).

Supports for Black Faculty Remaining at Predominately White Institutions

The relationship between Black faculty members and leadership at PWIs plays a crucial role in faculty retention (Jayathilake et al., 2021). Black faculty often report feeling undervalued and unsupported in their workplace, which can contribute to high turnover rates (Jayathilake et al., 2021). Effective leadership can help to address these issues and create a supportive and inclusive workplace culture that promotes retention and success. Leaders who prioritize DEI initiatives and promote a supportive and inclusive workplace culture can create an environment where Black faculty feel valued and supported (Zhang et al., 2014). Effective leadership positively correlates with employee satisfaction, engagement, and retention (Zhang et al., 2014). Black faculty members who feel supported by their leaders are more likely to stay in their positions, contributing to institutional stability and success. In addition to promoting a supportive workplace culture, effective leadership can also help to address issues of racial bias and microaggressions that can contribute to lower levels of job satisfaction and higher turnover rates among Black faculty members (Zhang et al., 2014). Leaders who prioritize DEI initiatives and promote cultural competency can create an environment where individuals from diverse backgrounds feel valued and included (Zhang et al., 2014).

Leaders who actively address incidents of racial bias and microaggressions can help to create a workplace culture where these issues are not tolerated, and individuals feel safe and supported (Velazquez et al., 2022). One strategy that institutions can employ to promote effective leadership and support the retention of Black faculty members is through DEI training programs (Lee et al., 2019). DEI training programs promote cultural competency and provide leaders with the skills and knowledge to create a supportive and inclusive workplace culture. Moreover, DEI training programs can help address racial bias and microaggressions, which can

contribute to lower levels of job satisfaction and higher turnover rates among Black faculty members (Wang et al., 2023). To effectively address Black faculty retention challenges at PWIs, institutions must prioritize effective leadership and create a supportive and inclusive workplace culture.

By promoting DEI initiatives and providing mentorship and professional development opportunities, institutions can create an environment where Black faculty members feel valued and supported. By actively addressing racial bias and microaggressions, institutions can create a workplace culture where individuals from diverse backgrounds feel safe (Guttentag et al., 2020). The relationship between Black faculty members and leadership at PWIs is a critical factor that impacts Black faculty retention.

Overall, addressing the unique challenges Black faculty members face at PWIs requires a comprehensive approach that includes addressing issues of bias and discrimination, increasing representation in leadership roles, and providing mentorship and professional development opportunities (Allen, 2010). It also requires promoting a culture of inclusivity and support that values diversity and fosters positive relationships between colleagues and supervisors. By addressing these challenges and implementing effective retention strategies, PWIs can create a more diverse, equitable, and inclusive workplace environment that benefits all community members (Harris & Davis, 2018).

Mentoring Relationships

One potential solution to address isolation and foster a sense of belonging is through mentorship programs that facilitate the creation of supportive relationships and provide opportunities for networking and professional development (Turner et al., 1999). Mentorship programs can help mitigate the effects of social neglect by providing Black faculty members

access to supportive relationships with colleagues, which can lead to increased engagement and retention (Turner et al., 1999). Mentorship can also provide opportunities for Black faculty members to build networks and develop skills and knowledge needed for career advancement (Nkomo et al., 2017).

Mentorship is a valuable tool for Black faculty members seeking to advance their careers and succeed at PWIs. Mentors can provide guidance and support to help navigate higher education's often challenging and complex landscape. Research suggests that mentorship programs can positively impact the retention and job satisfaction of Black faculty members (Thomas, 2019). Mentoring relationships can take various forms, including one-on-one, group, and formal mentoring programs (Hathaway et al., 2012).

In addition to providing support and guidance, mentorship relationships can help Black faculty members build social capital and expand their professional networks. Mentors can introduce their mentees to critical stakeholders, provide networking and professional development opportunities, and offer advice on career advancement (Hathaway et al., 2012). Through these connections, Black faculty members can access new job opportunities, increase their visibility within the institution, and develop essential skills and competencies for career growth.

Mentoring relationships can help to address the need for more diversity in leadership positions at PWIs. By connecting Black faculty members with experienced leaders and decision makers, mentorship programs can help to increase representation and provide opportunities for Black faculty members to advance into leadership roles (Turner et al., 1999). This increased representation can also help to create a more inclusive and welcoming workplace culture for all faculty members.

A study by Ottley and Ellis (2019) found that Black faculty members who had positive relationships with their colleagues and supervisors were more likely to stay in their positions. This highlights the importance of building strong and supportive relationships in the workplace and promoting a culture of respect, empathy, and inclusivity. Moreover, it is also important to note that mentorship programs must be carefully designed and implemented to be effective. According to Trower and Chait (2002), successful mentoring programs require clear goals, well-defined roles for mentors and mentees, and effective communication and feedback mechanisms. In addition, mentors should receive training on how to provide effective support and guidance to their mentees, and mentees should be provided with the necessary resources and support to maximize the benefits of the mentorship relationship.

Additionally, mentorship programs can help to address exclusion from decision-making processes by providing opportunities for Black faculty members to participate in leadership and decision-making roles (Turner et al., 1999). By involving Black faculty members in decision making, institutions can ensure that their perspectives and experiences are considered, leading to more equitable and inclusive policies and practices (Jayakumar et al., 2009).

Finally, mentorship programs can help to address the lack of access to resources and networks by providing Black faculty members with access to professional development opportunities, which can lead to increased skills, knowledge, and expertise (Nkomo et al., 2017). By providing Black faculty members access to these resources, institutions can help ensure they have the support and resources needed to succeed and thrive in their roles, leading to increased engagement and retention (Grant et al., 2022).

Building Supportive Networks

Black faculty members at PWIs often face unique challenges that can negatively impact their sense of belonging and community. As a result, they may form supportive networks with colleagues who share similar racial or ethnic backgrounds to create a sense of community and to receive encouragement (Gasman et al., 2015). These networks can be either informal or formal, such as Black faculty associations, and are often established to provide a safe space for Black faculty members to share their experiences and concerns. These associations can also allow members to collaborate on diversity and inclusion initiatives, share resources, and create a supportive community that values and affirms their identity (Endo, 2020).

Research has shown that these networks can significantly impact Black faculty members' sense of belonging, engagement, and retention. For example, a study by Gasman et al. (2015) found that Black faculty associations positively impacted the sense of belonging and professional development of Black faculty members. These associations provided a forum for members to discuss important issues, share their experiences, and receive support, ultimately increasing job satisfaction and retention rates. Similarly, a study by Harris (1993) found that informal networks among Black faculty members positively impacted their job satisfaction and engagement, particularly in environments where they may experience isolation or marginalization.

The benefits of supportive networks for Black faculty members extend beyond the workplace. These networks can also provide a space for members to discuss issues related to their personal lives, such as navigating racism and discrimination in their communities. They can also provide opportunities for members to engage in activism and social justice initiatives, creating a sense of purpose and connection to their broader community (Joseph, 2020).

Black faculty members at PWIs often form supportive networks with colleagues who share similar racial or ethnic backgrounds to create a sense of community, belonging, and support. These networks can significantly impact Black faculty members' job satisfaction, engagement, and retention rates. Institutions can support the creation of these networks by providing resources and support to formal associations, recognizing the importance of informal networks, and prioritizing diversity and inclusion initiatives that promote community and belonging (Grindstaff, 2021). By doing so, institutions can help to create a more inclusive and supportive work environment for all employees.

Strategic Visibility and Networking. Intentionally cultivating relationships with influential colleagues and administrators is critical to career advancement and retention for Black faculty members at PWIs (Thomas & Hollenshead, 2001). Research has shown that the quality and diversity of faculty members' professional networks can significantly impact their career trajectory (Ibarra, 1993). Therefore, Black faculty members need to develop relationships with individuals who can provide them with mentorship, advocacy, and professional growth and advancement opportunities. These influential colleagues can include individuals in leadership positions, members of hiring and promotion committees, and colleagues with significant institutional knowledge and expertise (Thomas & Hollenshead, 2001). By maintaining visibility within the institution, Black faculty members can demonstrate their competence and potential to decision makers, increasing their chances of being considered for leadership and advancement opportunities (Thomas & Hollenshead, 2001). Intentionally cultivating relationships with influential colleagues and administrators can provide Black faculty members access to informal networks critical for career advancement and access to resources (Bakker & Schaufeli, 2008). Overall, cultivating relationships with influential colleagues and administrators is an essential

strategy for Black faculty members seeking to advance their careers and improve their retention at PWIs.

Self-Care and Stress Management

Maintaining good mental and physical health is essential for the overall well-being of Black faculty members at PWIs. Coping with the everyday stresses of work in a predominantly White environment can adversely affect an individual's mental health (Hall & Bell, 2022). Black faculty members need to prioritize self-care and engage in stress management strategies to manage these stressors. Research has shown that self-care activities, such as regular exercise, mindfulness practices, and hobbies, can positively impact mental health and reduce the adverse effects of stress (Jones & Bright, 2001; Hall & Bell, 2022). Seeking therapy or counseling can effectively manage stress and improve mental health outcomes (Watson et al., 2018).

Organizations can support Black faculty members in prioritizing self-care by offering wellness programs and mental health resources and promoting a culture of self-care within the workplace (Carlson et al., 2015).

Establishing work-life boundaries is another crucial self-care strategy that can help Black faculty members maintain their well-being. Black faculty members may feel pressured to work harder than their White colleagues to prove their competence and value, leading to burnout and exhaustion (Jones & Bright, 2001). Encouraging work-life balance and respecting personal boundaries can help to alleviate this pressure and promote well-being. Organizations can also support work-life balance by providing flexible work arrangements, such as telecommuting or flexible schedules, and ensuring that workloads are reasonable and manageable (Ray & Pana-Cryan, 2021).

In addition to self-care, Black faculty members can benefit from building a support network of colleagues and mentors who share their experiences and can offer emotional support and guidance. This network can help Black faculty members to navigate the challenges of working in predominantly White environments and offer encouragement and validation for their experiences (Sotto-Santiago, 2020). Building supportive relationships with colleagues can also promote a sense of belonging and community, positively impacting mental health and well-being outcomes (Rodriguez et al., 2014).

Prioritizing self-care and stress management strategies, establishing work-life boundaries, and building a support network of colleagues and mentors are essential for the well-being and resilience of Black faculty members at PWIs. By promoting a culture of self-care and supporting the development of supportive relationships, organizations can help to mitigate the adverse effects of working in predominantly White environments and promote the retention and well-being of Black faculty members.

Advocacy and Activism

Advocacy and activism efforts by Black faculty members can significantly promote institutional change and create a more inclusive environment at PWIs (Lin & Kennette, 2022). Black faculty members can be powerful agents of change and play a vital role in promoting DEI initiatives within their institutions (Thomas, 2019). Black faculty members can advocate by participating in committees or task forces focused on diversity and inclusion. These committees can provide a space for Black faculty members to raise concerns, share ideas, and propose solutions to improve the institution's climate for Black faculty members (Lin & Kennette, 2022). Research has shown that Black faculty members who participate in such committees report

higher levels of job satisfaction and feel more connected to their institution (Trower & Chait, 2002).

Black faculty members can collaborate with colleagues to address systemic issues within the institution (Mitchell, 2020). Collaborative efforts can involve working with leaders and decision makers to develop and implement policies that promote DEI (Mitchell, 2020). They can also engage in advocacy and activism by participating in social justice movements and advocating for institutional change beyond their immediate workplaces. Engaging in advocacy and activism can empower Black faculty members and contribute to a sense of purpose and meaning in their work (Mitchell, 2020).

However, engaging in advocacy and activism can also be challenging and emotionally taxing, particularly when confronting systemic issues of racism and discrimination (Smith & Turner, 2018). It is, therefore, essential that institutions provide support to Black faculty members engaging in advocacy and activism efforts. Support can include access to mental health resources, opportunities for professional development, and acknowledgment of the emotional labor involved in this work (Gvelesiani et al., 2023). By supporting Black faculty members' advocacy and activism efforts, institutions can foster a culture of inclusion and promote the retention of valuable employees who are invested in creating a more equitable and inclusive workplace (Gvelesiani et al., 2023).

Black faculty members' advocacy and activism efforts are critical for promoting institutional change and creating a more inclusive environment at PWIs. Collaborative efforts and participation in committees or task forces can provide a platform for faculty members to address systemic issues and advocate for change (Green & Johnson, 2015). Institutions must

support Black faculty members in these efforts by providing access to resources, acknowledging emotional labor, and promoting professional development opportunities (Griffin et al., 2011).

Best Practices to Improve Retention

To improve the retention of Black faculty members at PWIs, research suggests several strategies that can be effective. One of the most critical strategies is improving diversity and inclusion efforts. This involves hiring practices prioritizing diversity and cultural competency training for all faculty members. According to a study by West (2020), diversity and inclusion initiatives, such as bias training and affinity groups, can help create a more inclusive environment for Black faculty members at PWIs. By providing better understanding of the experiences and challenges faced by Black faculty, PWIs can improve their retention rates. PWIs can also ensure that leadership positions are filled with diverse faculty members to enhance diversity and inclusion further. Research shows that a lack of diversity in leadership positions can significantly impact Black faculty members' experiences (Robinson & Hamilton, 2019). Therefore, PWIs should prioritize recruiting and advancing Black faculty members into leadership roles.

In addition to diversity and inclusion efforts, mentorship and professional development opportunities can help Black faculty members develop their skills and advance in their careers. According to a study by Harris and Davis (2018), providing mentorship opportunities can help Black faculty members feel supported and valued and contribute to higher job satisfaction and retention rates. By investing in the professional development of Black faculty members, PWIs can help ensure that they have opportunities for growth and advancement within the organization. These opportunities can also help Black faculty members develop a sense of purpose and fulfillment in their roles.

Creating a supportive organizational culture is also critical for retaining Black faculty members at PWIs. This includes providing regular opportunities for feedback and recognition and creating a sense of community and belonging. A study by Ottley and Ellis (2019) found that positive relationships with colleagues and supervisors were vital factors in retaining Black faculty members at PWIs. By creating a respectful and inclusive culture, PWIs can foster a sense of belonging among Black faculty members and increase retention rates.

Other strategies for improving the retention of Black faculty members at PWIs include addressing issues related to workload and job responsibilities, offering flexible work arrangements, and ensuring fair compensation and benefits. A study by Killough, Jones et al. (2017) found that Black faculty members at PWIs often experience higher workloads and are assigned more menial tasks, contributing to undervaluation and dissatisfaction.

Improving the retention of Black faculty members at PWIs requires a multifaceted approach that prioritizes diversity and inclusion, mentorship and professional development, supportive organizational cultures, fair compensation and benefits, and addressing workload and job responsibilities. By implementing these best practices, PWIs can create a more welcoming and inclusive environment for Black faculty members and improve retention rates.

Black Faculty Coping Mechanisms. PWIs have historically struggled with retaining Black faculty members due to issues related to discrimination, isolation, and lack of representation (Wright & Mabokela, 2019). To address these challenges, Black faculty members at PWIs have developed coping mechanisms that help them navigate the institutional environment, build supportive networks, and remain professionally engaged (Watson et al., 2018). This section details several coping mechanisms typically associated with Black faculty retention and persistence at PWIs, supported by relevant sources.

Campus Climate. Campus climate is an examination used to measure the support an institution provides its employees to foster their sense of belonging and retention (Pascarella & Terenzini, 2005). A healthy and inclusive campus climate is crucial for creating a supportive and welcoming work environment for Black faculty members at PWIs (McDougal et al., 2023). A positive campus climate can promote a sense of belonging, increase job satisfaction, and ultimately improve retention rates among Black faculty members (Hurtado et al., 2012). Numerous people of color do not consider themselves integrated into college campuses' missions and goals (McClain & Perry, 2017). An individual's sense of belonging and retention can be impacted by not seeing themselves in the mission and goals of an institution. Ignoring the presence of racism can create an uncomfortable work environment for Black faculty, because it disregards their race-related experiences (Cabrera et al., 2016). Numerous studies have shown that a negative campus climate, characterized by discrimination, lack of support, and racial microaggressions, can have a detrimental impact on the well-being and retention of Black faculty (Dickerson, 2021). Smith (2004) found that a positive campus climate, which includes diverse representation in leadership and commitment to diversity and inclusion, positively influences Black faculty members' retention at PWIs. This measurement is essential because it is linked to Black faculty members' perspectives concerning their department and university's obligations to diversity. Campus climate is important in the context of promoting diversity and supporting Black faculty retention at PWIs (Smith, 2004).

According to the literature, a person's personal and professional development can be framed by their experience with their campus climate (Pascarella & Terenzini, 2005). Institutions can implement various initiatives to promote diversity and foster a supportive campus climate such as with the help of affinity groups or diversity training (Dickerson, 2021). The

establishment of affinity groups provides a space for faculty members with shared identities or experiences to connect and receive support. Affinity groups can create a sense of belonging, increase retention rates, and improve job satisfaction among faculty members (Morris & Blanton, 2017).

Another initiative, diversity training programs can increase awareness of biases, promote understanding of different perspectives and experiences, and develop cultural competencies among faculty members (Miller & Katz, 2018). Diversity training programs can also help faculty members recognize and address issues related to DEI in the workplace, creating a more welcoming and supportive environment for all employees. In addition to affinity groups and diversity training, institutions can also implement inclusive hiring practices, promote diversity in leadership positions, and prioritize DEI efforts in strategic plans and policies. These initiatives demonstrate the importance of a supportive campus climate and can positively impact the retention and job satisfaction of Black faculty members at PWIs. Similarly, Thomas (2019) found that a positive campus climate, which included supportive supervisors, coworkers, and overall institutional culture, was a significant predictor of Black faculty retention at HBCUs. The literature suggests that creating and maintaining a positive campus climate can have a significant impact on the retention of Black faculty at institutions of higher education (Thomas, 2019).

Career Satisfaction. Career satisfaction is critical to employee retention and success, especially for Black faculty members at PWIs (Judge et al., 2001). Job satisfaction is closely related to Black faculty performance and well-being, with higher job satisfaction leading to more engagement, productivity, and better performance outcomes (Judge et al., 2001). On the other hand, a lack of job satisfaction can lead to employee turnover, which can be expensive for institutions and disruptive to departments or organizations (Peters et al., 2021). Black women in

higher education report lower levels of job satisfaction than their White counterparts (Marcus, 2000), highlighting the importance of leadership quality and socioeconomic factors in employee satisfaction and retention. A lack of promotion and career advancement opportunities can also contribute to lower job satisfaction among Black faculty members, which can be a significant barrier in predominantly White workplaces, where they may already face systemic discrimination and obstacles to career growth (Pololi et al., 2013). Therefore, institutions must provide clear career advancement opportunities and create a supportive and inclusive work environment for Black faculty members to promote career satisfaction and retention. To enhance career satisfaction and retention, institutions can promote a supportive and inclusive work environment that fosters a sense of belonging and community, promotes diversity and inclusion initiatives, and addresses issues related to discrimination and bias (Thomas, 2019).

Institutions can provide faculty members with training and professional development opportunities to improve their job satisfaction and performance (Thomas, 2019). Such development programs can enhance employee skills, knowledge, and abilities, thus increasing job satisfaction and promoting career growth and development. Institutions can also provide mentorship programs and opportunities for Black faculty members. Research has shown that mentorship can provide the guidance, support, and social connections that Black faculty need to succeed and thrive in their roles (Nkomo et al., 2017). By prioritizing career satisfaction and retention, institutions can build an inclusive workplace culture while improving job performance outcomes (Nkomo et al., 2017).

Professional Development and Training. Continuous professional development opportunities are critical for the career advancement and job satisfaction of Black faculty members at PWIs. According to research, Black faculty members participating in professional

development programs are more likely to have higher levels of job satisfaction, engagement, and commitment to their institution (Pascarella & Terenzini, 2005). Professional development and training programs can increase their skills and knowledge, leading to better job performance and increased opportunities for advancement (Patitu & Hinton, 2003).

Institutions can support the professional development of Black faculty members by providing opportunities for them to attend conferences, workshops, and seminars related to their field or issues of diversity and inclusion. These programs can provide valuable learning experiences and networking opportunities, allowing Black faculty members to connect with colleagues and experts in their field (Patitu & Hinton, 2003). These programs can help Black faculty members stay up to date with the latest trends, best practices, and research in their field, leading to improved job performance and career opportunities (Pascarella & Terenzini, 2005).

Institutions can offer customized professional development opportunities tailored to the needs and interests of Black faculty members. Such programs can provide focused training in leadership, communication, and cultural competency, allowing Black faculty members to develop the skills and competencies needed to advance in their careers (Stanley, 2006). These programs can address specific issues related to diversity and inclusion, allowing Black faculty members to develop a deeper understanding of these issues and contribute to creating more equitable and inclusive workplace environments (Devine & Ash, 2022).

Institutions can also promote professional development by providing opportunities for Black faculty members to engage in research and scholarship (Jones et al., 2020). This can include supporting their participation in research projects, funding conference presentations, and encouraging them to publish their work in academic journals (Pascarella & Terenzini, 2005).

Research and scholarship can enhance their skills and knowledge and give them opportunities to contribute to their field, increasing job satisfaction and a sense of professional accomplishment.

Continuous professional development is crucial for the success and retention of Black faculty members at PWIs. Institutions can promote professional development by providing opportunities for Black faculty members to attend conferences, workshops, and seminars, offering customized training programs, supporting their engagement in research and scholarship, and providing funding for professional development activities (Jones et al., 2020). By prioritizing the professional development of Black faculty members, institutions can improve their job satisfaction, performance, and retention, leading to an inclusive and innovative workforce (Smith et al., 2022).

Chapter Summary

Chapter 2 included a review of research investigating the challenges faced by Black faculty members in PWIs, highlighting the need to address retention issues in these institutions. This chapter provides a comprehensive analysis of the factors that impact the retention of Black faculty at PWIs, including experiences with racial bias, limited representation, and limited support. The review also included the best practices and effective strategies for improving retention rates at PWIs, which can help policymakers, administrators, and researchers develop interventions to improve retention rates in these institutions. The literature review identified gaps in the existing research and highlights the need for further exploration of the experiences of Black faculty members at PWIs. For instance, there is a need to investigate the experiences of Black faculty members in leadership positions and the experiences of Black faculty members in different departments and roles.

The findings of this review emphasize the importance of addressing the retention of Black faculty at PWIs and provide a foundation for future research and interventions aimed at improving retention rates in these institutions. By addressing the unique challenges Black faculty members face at PWIs, institutions can create a more welcoming and inclusive environment for Black faculty members, ultimately leading to a stronger organization.

Moving forward, Chapter 3 focuses on the methodology used to conduct this study, which aimed to explore the experiences of Black faculty members at PWIs and identify effective strategies for improving their retention rates. In the chapter I explain the research design, sample selection, data collection, and data analysis methods used in the study. The chapter includes the limitations and potential biases of the study and how I addressed them. The chapter also details the ethical considerations, such as ensuring participant confidentiality, vital to the integrity of the study. By providing a clear and transparent explanation of the methodology used in this study, Chapter 3 assists readers in understanding how I conducted the research and how I obtained the findings.

Chapter 3: Research Method

Black faculty, despite having the requisite skills, education, and training, continue to face retention challenges at predominantly White institutions of higher education (Jones et al., 2020). Concentrating on Southeastern Florida PWIs, through this study I sought to understand the retention issues and the supportive measures that could potentially enhance the retention of Black faculty members.

The research design was informed by the critical race theory tenets emphasizing the importance of centering the lived experiences of marginalized groups in predominantly White institutions. To explore these experiences effectively, I employed semistructured interviews as the primary method of data collection. This approach not only allowed for flexibility in capturing participants' unique experiences but also ensured a consistent and comprehensive exploration of the factors influencing their retention. The interviews included a predetermined list of questions organized around two primary research questions, designed to delve deeply into the participants' experiences and generate rich, qualitative data for analysis.

The focus was specifically on the retention of Black faculty members across various departments and levels at PWIs. The qualitative research questions guiding this exploration were:

RQ1: What are the perceptions of Black faculty in higher education regarding factors that influence them to remain employed at predominantly White institutions?

RQ2: What are the perceptions of Black faculty in higher education regarding factors that influence them to terminate employment at predominantly White institutions?

By capturing a range of experiences and perceptions through these semistructured interviews, I aimed to provide comprehensive insights into the unique challenges and factors

affecting the retention of Black faculty in these academic settings. The subsequent sections of this chapter detail the study design more extensively, encompassing the methodologies, data collection processes, and the alignment of these elements with the overarching goals of the research.

Data gathered through this study were aimed at providing insights into the multifaceted experiences of Black faculty members, focusing specifically on retention-related challenges and supports. This chapter delves into the detailed study design, encompassing the methodologies and data collection processes utilized to unravel the layered perceptions of Black faculty members regarding their professional experiences in predominantly White academic settings. Through this in-depth exploration, I sought to contribute to a deeper understanding and more effective solutions for enhancing the retention and support of Black faculty in higher education.

Research Design and Method

The overall objective of the research design and methodology was to explore the factors contributing to the retention of Black faculty in PWIs. According to Brinkmann (2013), qualitative research involves collecting and evaluating nonnumerical data to create meaning, making it ideal for in-depth explorations of complex social phenomena. In this study, I adopted this qualitative paradigm, aligning with Creswell and Poth's (2016) assertion that such an approach is conducive to understanding the intricacies and nuances of individual experiences. The data collection in qualitative research can include various methods such as interviews. The research design for this study consisted of semistructured, individual virtual interviews with Black faculty members. This method was chosen to deeply explore the lived experiences of Black faculty members at PWIs and to effectively address the established research questions.

The phenomenological approach, central to this study, is rooted in the works of Husserl and Heidegger, according to Stapleton (1984), and was adapted to explore the subjective experiences of individuals in relation to the phenomenon of retention (Van Manen, 2016). As Moustakas (1994) stated, phenomenology focuses on how individuals experience and interpret their world, which in this study pertained to the experiences of Black faculty at PWIs. The key components in my research included bracketing, which involves setting aside preconceived notions and assumptions to focus on the essence of the experience and epoché, the process of suspending judgment for a more open and intuitive exploration of the phenomenon.

In employing phenomenology, the study focused on exploring the lived experiences of Black faculty members at PWIs, examining factors that influence their retention or decision to terminate retention. This approach was consistent with Suter's (2011) emphasis on the importance of obtaining multiple perspectives or realities to understand a phenomenon, particularly an *insider* perspective. The in-depth interviews conducted as part of this research sought to capture these insider perspectives, providing rich, qualitative data.

I analyzed the data collected from these interviews using a thematic analytical approach. This analysis, aligned with the recommendations of Brinkmann (2013) for qualitative data, helped identify patterns and themes within the data that were relevant to the research questions. By exploring the experiences of Black faculty members at PWIs in this manner, I sought to provide insights into the unique challenges faced by this group and the support processes that can improve their retention in these institutions, echoing the call by Creswell and Poth (2016) for research that brings to light the experiences of underrepresented populations in academic settings.

Population

A population sample is derived from a category of people with similar attributes and personalities that may determine the conclusions of a study. In this research, the population sampling method I used was linear snowball sampling. I chose this method because of my lack of current employment at a university campus, though I maintained contact with some professors currently employed at a PWI. The process involved initially contacting known faculty members at PWIs, utilizing professional networks like LinkedIn and social media platforms like Facebook. Recruitment messages were posted on these platforms, targeting areas where Black faculty members were known to be active. Prospective participants were then asked to recommend other individuals who might be interested in the study. Each contacted faculty member was encouraged to refer at least one more colleague, creating a referral sequence. After reaching out to all prospective participants, a finalized list of participants was established.

These participants received an email confirming their involvement along with an online consent form to complete prior to the semistructured interviews. The consent form outlined the study's purpose, expectations, interview availability, and its significance, ensuring transparency and compliance. Once consent was obtained, I reached out to all participants to schedule their interviews. It is important to note that no personal or institutional information of the participants was included in the study.

Linear snowball sampling relies on a straight-line referral sequence that starts with a single participant (Griffith et al., 2016). This participant informs about another potential research subject, continuing until the desired sample population is achieved. Snowball sampling, a nonprobability sampling method, involves current research participants helping to recruit future subjects for the study (Suri, 2011). For example, in a study of leadership patterns, researchers

might ask individuals to name others in their community who are influential. In this approach, a small pool of initial informants nominates others through their social networks who meet the study's eligibility criteria and can contribute to the research. The term *snowball sampling* is analogous to a snowball increasing in size as it rolls downhill (Griffith et al., 2016), representing the process of nomination and observation until a sufficient number of subjects are obtained.

Study Sample

The sample for this study consisted of 14 participants who were present and past faculty members of a Southeast Florida PWI and who self-identified as Black faculty. The choice of these 14 participants was grounded in the study's objective to explore the experiences of Black faculty members employed at PWIs. Historically, this group has been underrepresented in research, and their experiences have remained relatively unexplored (Grandison et al., 2022). Selecting this small group allowed for a detailed analysis of each participant's experiences and perspectives, which aligns with the emphasis on depth over breadth in data collection and analysis required in qualitative research methodology. A smaller sample size facilitated a more in-depth analysis of the data, enabling the uncovering of nuanced and detailed insights into the experiences of Black faculty members at PWIs (Johnson, 2020; Smith & Little, 2018). Furthermore, this sample size was practical in terms of the time and resources required for data collection and analysis (Creswell, 2013). Therefore, the selection of these 14 participants was a deliberate and suitable approach for this study.

Profiles of Sample

The sample for this study consisted of individuals who self-identified as Black and had direct experience as faculty members in PWIs. The participants' professions and criteria encompassed a range of academic positions, including full professors, assistant professors,

associate professors, clinical professors, adjunct professors, and research faculty. These individuals ranged in age from 25 to 66, with tenure at their respective PWIs spanning from one to more than 20 years. All candidates had earned either a doctoral or master's degree. Including participants from diverse roles at PWIs, such as different academic disciplines and career stages, allowed the study to capture their experiences, challenges, and supports as Black faculty working at a PWI.

The inquiry method employed for data collection involved virtual interviews and narratives provided by the participants in response to open-ended questions. This method allowed for a personalized and in-depth exploration of the complexities involved in faculty retention. By valuing the lived experiences of the participants, I acknowledged the unique challenges and barriers they faced, as well as the strategies and resources they employed to navigate those challenges. This approach helped to uncover nuanced insights that quantitative data alone may not have captured.

The use of the inquiry method also enabled a holistic exploration of the factors influencing retention. Through interviews and narratives, participants were able to provide a breadth of information that went beyond simple categorizations or numerical data. This qualitative approach allowed for a deeper understanding of the experiences of Black faculty members, providing a rich and detailed account of the various factors that impact their retention at PWIs.

By considering the criteria for participant selection and employing the inquiry method, the study aimed to gather a diverse and representative sample of Black faculty members at PWIs. This approach ensured that the findings and insights derived from the research reflected the experiences and perspectives of individuals from different roles, disciplines, and career stages.

The comprehensive representation of the Black faculty members at PWIs enhanced the validity and relevance of the study's findings, contributing to a comprehensive understanding of the factors influencing their retention in PWIs.

Materials/Instruments

The research method for this study primarily involved conducting one-on-one semistructured interviews virtually with Black faculty members at PWIs to gain deep insights into their experiences with retention. I employed a carefully designed semistructured interview guide (see Appendix A), rooted in critical race theory and aligned with the research questions.

I developed the interview guide by considering the five tenets of CRT: counter-storytelling, permanence of racism, Whiteness as property, critique of liberalism, and interest convergence. These tenets provided a theoretical framework that guided the formulation of interview questions, ensuring they reflected the lived experiences and challenges faced by Black faculty members at PWIs.

The questions in the interview guide were carefully crafted to address the research questions and capture the nuanced experiences of the participants. They explored various aspects, including experiences with racial bias and discrimination, perceptions of institutional culture and climate, access to support and professional development opportunities, interactions with colleagues and supervisors, and factors that impact the retention of Black faculty members at PWIs, such as the burden of representation and isolation.

By incorporating the CRT tenets and aligning the interview guide with the research questions, I aimed to elicit detailed and nuanced responses from participants, facilitating a deeper understanding of the experiences of Black faculty members at PWIs. The guide was designed to

create a safe and supportive environment for interviewees, encouraging them to share their stories, challenges, and aspirations.

Data Collection and Analysis Procedures

For this study focusing on Black faculty members working at PWIs in higher education, I employed semistructured, individual interviews as the primary method for data collection. Before initiating data collection, approval was sought and obtained from the institutional review board (IRB) at Abilene Christian University (ACU; see Appendix C). The necessary documentation, including the human subjects form, was submitted to the ACU Office of Sponsored Research - IRB for the proper approvals to proceed with the study. This approval process ensured adherence to ethical guidelines and respect for participant rights.

I selected participants using the linear snowball sampling technique to ensure a diverse group of Black faculty members at PWIs. I contacted each participant via email to confirm their involvement in the study, their informed consent was obtained, and a suitable interview time was established. I provided the consent form (see Appendix D), detailing the expectations for participation in the study, to each participant to ensure their informed agreement to participate in the research.

The interviews, conducted virtually, lasted approximately 60 minutes each. During these interviews, a predetermined list of questions, informed by critical race theory tenets and aligned with the research questions, guided the discussion (see Appendix F). This approach not only ensured consistency in the conversation but also allowed for follow-up or clarifying questions as necessary, providing a rich and comprehensive understanding of the participants' experiences and perspectives.

To ensure privacy and confidentiality, all participants were assigned pseudonyms. I securely stored audio recordings of the interviews and their transcripts on a password-protected personal computer, with systematic naming conventions for all files. The data collected were subjected to thematic analysis, adhering to all ethical considerations, including obtaining consent, ensuring confidentiality, and protecting participants from harm.

Interviews and Questionnaires

After the IRB approved the study, I contacted 14 Black faculty members holding positions at PWIs in Southeast Florida, via email (see Appendix E). These faculty members were actively employed in higher education settings within the region and were invited to participate in the study. I identified potential participants through university websites as well as LinkedIn and various social media sites, reflecting a comprehensive approach to engaging a diverse range of Black faculty in higher education.

In selecting participants, no preference was given based on their academic concentration in higher education or leadership. I arranged the scheduling of the interviews to accommodate the convenience of the participants, with each interview planned to last approximately 60 minutes. This was done within a specific timeline to ensure efficient data collection and analysis, facilitating the timely completion of the study. Initially, a minimum of five participants was considered necessary to gather adequate materials and obtain a sufficient amount of data to draw reliable conclusions about the participants' lived experiences. However, the study was able to engage 14 participants, which enriched the data set and enhanced the study's comprehensiveness. In line with the recommendations of Groenewald (2004), I conducted the research with an openness to the emergence of data, capturing rich descriptions of phenomena and their settings.

Trustworthiness and Researcher Positionality

The trustworthiness of qualitative research was vital to ensure the usefulness of this study (Nowell et al., 2017). As a Black woman studying race, my positionality was a critical aspect of the research (see Appendix G). Positionality refers to one's social identity, cultural background, and personal experiences that shape perspectives and influence the research process and findings (Creswell & Poth, 2016). In this study, being the primary data collection instrument, it was essential to understand how my positionality might impact the research. This influence extended to framing the research questions, interpreting the data, and understanding the participants' experiences, as well as potentially affecting how participants perceived me and their willingness to participate in the study.

My positionality as a Black woman studying race also presented unique challenges. Researchers may experience marginalization or discrimination due to their race and gender, which can impact their ability to access research participants or navigate the research environment (Creswell & Poth, 2016). Furthermore, there was a need to navigate power dynamics in the research process, especially when participants held positions of authority or influence.

Acknowledging and reflecting on my positionality helped mitigate potential biases and build trust with the participants, ensuring that the research was conducted rigorously and ethically (Nowell et al., 2017). Establishing trust was critical, as it ensured that the research was conducted credibly, producing reliable and useful findings. By building trust, I created an environment of openness and transparency, encouraging participants to share their experiences and perspectives honestly, leading to a more comprehensive understanding of the research topic.

Ethical Considerations

To conduct ethical research and protect the well-being of participants, I implemented several measures to ensure that ethical guidelines were followed throughout the study. The study adhered to the ethical principles set forth by the American Psychological Association (American Psychological Association [APA], 2017) and the Belmont Report, which emphasize the importance of respect for persons, beneficence, and justice. These principles guided all aspects of the study, from recruiting participants to reporting findings.

To protect the participants, confidentiality was maintained throughout the study. This included the use of pseudonyms to protect the identity of the participants, as well as the secure storage of data in a password-protected computer with restricted access. Additionally, I informed participants of their right to withdraw from the study at any time without penalty or consequence. These measures helped to protect the participants' privacy and ensured that their participation in the study was voluntary and informed.

In addition to protecting the participants, I maintained an adherence to transparency, objectivity, and integrity principles throughout the research process. Informed consent was obtained from participants before conducting any interviews, ensuring that they understood the purpose of the study, the procedures involved, and any potential risks or benefits of participation. I also obtained permission from participants to audio or video record the interviews, and these recordings were securely stored and used only for research purposes.

Objectivity was maintained throughout the study by avoiding any conflicts of interest or bias that might impact the findings. I analyzed the data objectively, and reported the findings accurately, regardless of whether they were expected or unexpected, in line with the original hypotheses.

Overall, the ethical considerations of this study were paramount in ensuring the safety and well-being of participants and the integrity of the research process. I took all necessary steps to protect participants' confidentiality and privacy and conduct the study ethically and transparently while adhering to the ethical guidelines set forth by the APA and the Belmont Report.

Assumptions

Assumptions are views and opinions believed to be true without validation (Rossiter, 2008). In this study, it was assumed that Black faculty members at PWIs have unique experiences and challenges compared to those in historically Black colleges and universities (HBCUs). Specifically, it was assumed that experiences related to racial bias, limited representation, and support differ at PWIs (Harris & Davis, 2018; Killough, Killough et al., 2017; West, 2020). Additionally, I assumed that the retention of Black faculty members at PWIs is influenced by factors such as institutional support, racial climate, professional development opportunities, and mentoring programs, and that these factors impact their decision to remain or leave PWIs (Grier-Reed et al., 2016; Harris & Davis, 2018; Ottley & Ellis, 2019).

Limitations

Research limitations refer to factors outside the researcher's control that may constitute potential weaknesses (Rossiter, 2008). In this study, one limitation was the reliance on self-reported data from participants, which may be subject to biases or inaccuracies. Another limitation was the potential lack of generalizability of the findings, as the study focused on a specific demographic and geographic context.

Delimitations

Delimitations are the boundaries set intentionally by the researcher (Rossiter, 2008). This study was delimited to the experiences of Black faculty at PWIs, specifically focusing on the factors influencing their retention or decision to leave these institutions. I excluded the experiences and perspectives of Black faculty members at HBCUs (Harris & Davis, 2018; Killough, Jones et al., 2017; Williams & Johnson, 2019), thus concentrating on a distinct and underexplored aspect of faculty retention in higher education.

Summary

In this chapter, I presented the qualitative research methodology for the study. The materials and instruments section described the one-on-one semistructured interviews, while the data collection and analysis section provided an in-depth understanding of how I collected and analyzed the data. In Chapter 4, the findings of the study are presented.

Chapter 4: Results

In this study I engaged 14 Black faculty members at PWIs in the Southeastern Florida. This group, consisting of an equal number of male and female participants, provided rich insights into the institutional dynamics from their unique perspectives. A participant information sheet was completed for each interview. The information gathered from this sheet included mandatory responses to questions such as race/ethnicity, number of years employed at a PWI, and whether each participant was a current or past employee of the institution. Information that was optional for participants to share were tenure status at PWI, size of the PWI, and field/discipline of employment. The demographic information is summarized in Table 2.

Table 2

Participant Demographics

Pseudonym	Race/ethnicity	Current or past employee	Sex
Issa	Black	Current	F
Kelli	Black	Current	F
Daniel	Black	Current	M
Tiffany	Black	Current	F
Ahmal	Black	Current	M
Kerr	Black	Current	M
Frieda	Black	Current	F
Tasha	Black	Current	F
Sarah	Bi-Racial	Current	F
Chad	Black	Current	M
Derek	Black	Current	M
Lawrence	Black	Current	M
Jared	Black	Current	M
Molly	Black	Current	F

Exploring the retention of 14 Black faculty members at PWIs in Southeast Florida, this study delves into a complex, yet pivotal issue in higher education. Highlighted by Smith (2021),

the nuanced challenges of Black faculty retention at PWIs demand thorough examination. Jones et al. (2020) have pointed out the increasing trend of these faculty members leaving PWI roles, driven by intricate institutional hurdles.

Utilizing a qualitative research approach, I collected data through interviews and surveys with a diverse group of Black faculty, including professors, associate professors, assistant professors, lecturers, clinical professors, visiting professors, and research faculty. To uphold confidentiality, pseudonyms were employed for all participants. Each faculty member had acquired at least a master's degree, with several holding doctoral degrees or graduate-level degrees. Interestingly, a subset of the participants had prior experience working at other PWIs.

My primary aim through this study was to discern the elements that sway Black faculty members' decisions to either persist in or depart from their roles at PWIs. Through Zoom interviews, the study captured the nuanced experiences of Black academics working in PWIs, yielding insights potentially valuable for both Black faculty and PWIs elsewhere in refining retention strategies (Robinson, 2022).

Participants, encompassing both men and women, shared their narratives, shedding light on the professional landscapes they navigate within these predominantly White spaces. By examining these lived experiences, I aimed to scaffold support mechanisms for Black faculty retention at PWIs.

Guided by two central research questions, I probed into the perceptions of Black faculty regarding the motivators for continued employment at PWIs (RQ1), as well as the factors precipitating their decisions to leave (RQ2). The findings presented in this chapter synthesize interview feedback, demographic data, and document analysis, all coalescing to provide a

coherent overview structured around the aforementioned research queries (Anderson & Thompson, 2023).

Research Question 1 Findings

RQ1 explored the perceptions of Black faculty regarding factors that influenced them to remain employed at PWIs. An analysis of participants' responses resulted in the following emergent themes: Informal Mentorship and Support Structures; Enhanced Representation and Student Connection; Recognition and Value of Work; and Coping Mechanisms with Racial Dynamics (see Table 3).

Table 3

Factors to Remain (RQ1)

Themes	Frequencies of participants' responses	Percent (%)
Informal Mentorship and Support Structures	11 out of 14	78.56
Enhanced Representation and Student Connection	8 out of 14	57.14
Recognition and Value of Work	7 out of 14	50.00
Coping Mechanisms with Racial Dynamics	12 out of 14	85.71

Informal Mentorship and Support Structures

Several participants (78.56%) shared insights into informal support networks integral to their experiences at PWIs. Although he could not reference formal mentorship and support structures funded by his institution, Jared was able to reflect on how his department compensates for the lack of institutional support in sharing, "I've never felt unsupported. I'm kind of a rabble-

rouser, so I proposed bringing a course back. My department leadership was fully supportive, saying, “We support you 100%. It’s more important that you teach it now.” He further added, “The department values my work and keeps me informed about my progress towards tenure, providing a very supportive experience.”

Similarly, Frieda’s narrative demonstrated the encompassing support within her department. She mentioned, “Other faculty and the director in my department have been super supportive. They’ve proactively informed me about opportunities I’ve missed, which helps a lot.” Her experience highlights the collegial environment in her department, where growth and opportunities are actively promoted.

Issa recounted the crucial, albeit discreet, guidance provided by various individuals outside formal structures, ranging from her ex-husband to colleagues:

My ex-husband was really, really great, and he knows that, but so does the gentleman I was telling you about who never made provost . . . And he was really helpful. The lady who is no longer with us, who was the director of employee relations or whatever, would go to lunch with me. She would still give me information, being very discreet, which was always helpful.

This highlights the importance of informal networks in navigating institutional landscapes.

Similarly, Kelli spoke about the invaluable mentorship from a sorority sister, emphasizing the role of personal connections in her professional journey. “One of my sorority sisters, not in my department but in our school, has been my saving grace,” she explained. “She’s been at the University for about 25 years, has experience, understands what I’m going through. We have lunch every week to discuss anything I need. She’s been the best mentor.”

Chad shared, “Most of the time, you have to look outside the institution, look for similar voices outside.” His perspective showcases the necessity of external mentorship, highlighting a broader need for support beyond institutional boundaries.

Enhanced Representation and Student Connection

Over half of the study participants (57.14%) emphasized the role of representation and student diversity in their commitment to PWIs. Jared highlighted the value of a diverse student body: “I don’t want to be that Black professor at the White school teaching the White kids about race.” He further elaborated on the enrichment he experiences in teaching a diverse range of students, emphasizing how this diversity enhances the learning environment and his own teaching satisfaction.

Kerr also expressed the importance of representation: “Representation matters a lot. Students, especially those of color, respond to having faculty they can see themselves in.” This narrative illustrates the significant impact faculty diversity has on students’ educational experiences, particularly for students of color.

These perspectives collectively emphasize the critical role of faculty-student dynamics in faculty decisions to remain at PWIs, highlighting the need for diverse representation both in the faculty and the student body.

Recognition and Value of Work

As we explore the factors influencing Black faculty’s decisions to stay at PWIs, the theme Recognition and Value of Work emerges as a pivotal factor. Half of the participants (50%) emphasized the importance of being recognized and valued for their contributions.

Frieda shared her perspective, noting that “my department is intentional about diversifying voices and types of research, which I deeply appreciate. They value my work as a scholar and practitioner, making me feel involved and recognized.”

Sarah also highlighted this aspect:

I was featured in a gallery in New York and had a solo museum show in South Florida.

My chair, provost, and the board of trustees attended the opening. The dean sent a college-wide email, comparing my achievements in the arts to securing a grant in the sciences, underscoring the significance of my work.

These experiences indicate the crucial role that recognition and value play in the retention of Black faculty at PWIs, illustrating how institutional acknowledgment can significantly impact their sense of belonging and professional satisfaction.

Coping Mechanisms With Racial Dynamics

While navigating the complex landscape of racial dynamics, 85.71% of participants (12 out of 14) revealed their strategies for resilience and adaptation. Chad shared his approach of adaptability and stated, “You kind of learn to be a chameleon.” This illustrates his strategy of blending in varied environments for self-preservation.

Sarah discussed the necessity of code-switching, “It’s about adapting speech and behavior in different spaces while maintaining personal authenticity.” Her strategy highlights the balance between individuality and conforming to institutional norms.

Jared emphasized compartmentalization, “I treat my job like a nine to five . . . after that, I focus on life outside work.” Jared sets boundaries for his personal well-being.

Daniel focuses on empathy, “I try to give people the benefit of the doubt . . . I recognize their ignorance in discrimination.” His perspective suggests a method of coping through understanding and patience.

Finally, Issa, with a seasoned view, stated, “I prioritize myself . . . It’s important to find your network and embrace it.” Her approach highlights self-value and the importance of supportive networks.

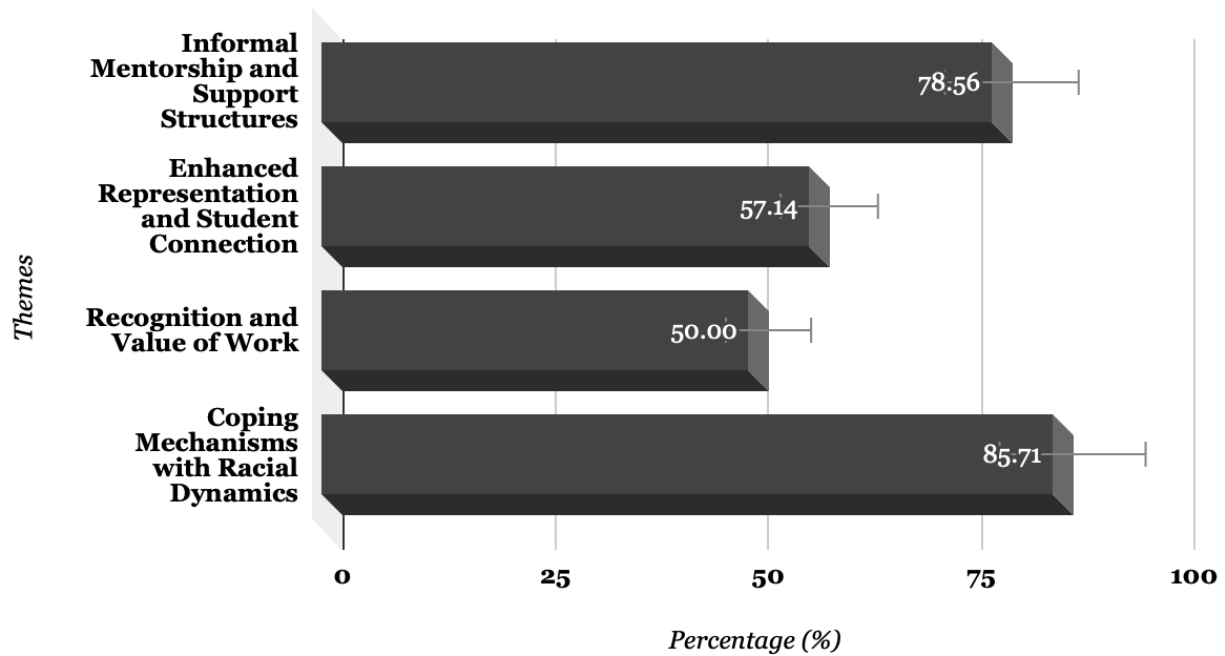
These narratives reveal a range of strategies for managing racial dynamics, underlining the importance of resilience and personal well-being in academic environments at PWIs.

Research Question 1 Summary

The findings of this study suggest that for Black faculty to successfully navigate and remain at PWIs, they must engage in informal mentorship and support structures, foster enhanced representation and student connection, receive recognition and value of work, and develop coping mechanisms with racial dynamics. These factors collectively underpin a more supportive and inclusive academic environment, crucial for their professional growth and personal well-being (see Figure 1).

Figure 1

Factors Influencing Black Faculty to Remain at PWIs



Research Question 2 Findings

RQ2 explored the perceptions of Black faculty regarding factors that influenced them to terminate employment at PWIs. An analysis of participant responses resulted in the following emergent themes: Lack of Institutional Commitment and Support Structures; Undervaluation and Lack of Respect/Lack of Professional Recognition; and Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles (Table 3).

Table 3*Factors to Terminate (RQ2)*

Themes	Frequencies of participants' responses	%
Lack of Institutional Commitment and Support Structures	14 out of 14	100
Undervaluation and Lack of Respect/Lack of Professional Recognition	12 out of 14	85.71
Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles	11 out of 14	78.57

Lack of Institutional Commitment and Support Structures

In exploring the reasons that Black faculty leave PWIs, Lack of Institutional Commitment and Support Structures emerged as a prevalent and critical theme, unanimously echoed by all participants emphasizing its significance. This factor illuminates how the absence of institutional commitment and the insufficiency of support structures within the institution significantly shape their choices regarding employment continuation.

Issa emphasized the importance of genuine support for faculty research and respecting diverse voices, critiquing superficial support:

Recognizing and supporting the accomplishments of the faculty members allowing the faculty members to explore you know particularly in places where there's research going on allowing faculty members to explore topics that have interesting value to them as well as the students. Not just what you this the school thinks that ought to be covered providing opportunities for engagement and dialogue at all levels of the institution and

respecting the voices of the people not being dismissive. Well, they want to have a voice. So, we'll let them come in and say something but then we'll just go on and do about whatever. Those are the kinds of things that I think show people that you value. I'm sure there are many stories of those kinds of things where yeah, we want you here because it makes us look good, but we don't want you to do anything. And we don't want you to have any accolades. And we don't want to promote you. And we don't want to, we don't want to put you on the same level.

Molly's account revealed the stark reality of inadequate funding for diversity initiatives, "No more money for diversity programming," and a general perception of insufficient institutional efforts toward diversity and inclusion. Daniel's observations pointed to institutionalized racism, noting the absence of people of color in high-level positions and the departure of a key Black vice president. The issue of pay equity further emphasized this lack of commitment.

Kelli's experience highlighted the inadequate onboarding process for new faculty, reflecting a broader neglect in supporting faculty development. These narratives collectively paint a picture of systemic neglect, where tokenistic gestures replace meaningful commitment and support, leading to faculty disillusionment and departure.

Undervaluation and Lack of Respect/Lack of Professional Recognition

In the exploration of why Black faculty members choose to leave PWIs, the pervasive theme of Undervaluation, Lack of Respect, and Lack of Professional Recognition emerged strikingly. At least 12 participants expressed experiencing this in various forms. Issa emphasized the institutional neglect in recognizing the true interests and academic freedom of faculty members: "Allowing faculty members to explore topics of interest to them and the students, not

just what the school thinks ought to be covered,” she stated, highlighting a gap in academic autonomy and respect.

This sentiment of being undervalued despite significant contributions was echoed by Chad, who pointed out the need for validation from White colleagues: “Whatever I say has to be validated by somebody who is White.” Similarly, Kelli expressed the constant challenge to his expertise and knowledge in the classroom, signifying a lack of respect for his professional capabilities: “I have to be overly prepared to teach . . . as opposed to my colleagues.”

These stories collectively paint a distressing picture of the undervaluation and lack of professional recognition faced by Black faculty at PWIs. The lack of genuine acknowledgment, respect for their expertise, and the need for external validation marks a deep-rooted institutional issue that significantly contributes to their decisions to leave these environments.

Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles

Within the theme of Intersectionality of Representation Challenges at PWIs, numerous factors played a pivotal role in Black faculty members’ decisions to leave. A significant 78.571% of participants (11 out of 14) shared their perspectives on how the intersectionality of representation challenges, including tokenism, invisibility, and dual roles, influenced their employment termination choices. These challenges encompassed tokenism and invisibility, as elucidated by participants’ experiences.

Kerr shed light on the concept of the *minority tax*, which involves minority faculty shouldering additional responsibilities without proper recognition. He stated, “The minority tax is real . . . minority faculty . . . don’t get credit for [their work].” This phenomenon underscores the persistent struggle for recognition and acknowledgment at PWIs.

Issa's account further delves into the intersectionality of representation challenges. He discussed the dual roles and pressures he faced, emphasizing the lack of recognition for his contributions: "You know, they would give me an assignment, and I would blow it out of the water. Then they would take it away and give credit to somebody else." His narrative exemplifies the frustration of not receiving due credit despite significant contributions, leading to a sense of voicelessness.

Moreover, Derek's perspective added depth to the discussion. He highlighted the impact of microaggressions, where he felt tokenized and recognized for meeting diversity quotas rather than his qualifications. Derek's experiences revealed the insidious nature of microaggressions and the toll they take on Black faculty members.

These stories collectively reveal the systemic issues at PWIs, where Black faculty members often grapple with being marginalized, having their contributions undervalued, their voices silenced, and facing additional burdens, including microaggressions. Such a challenging environment frequently propels them to seek opportunities elsewhere in pursuit of recognition, respect, and fair treatment.

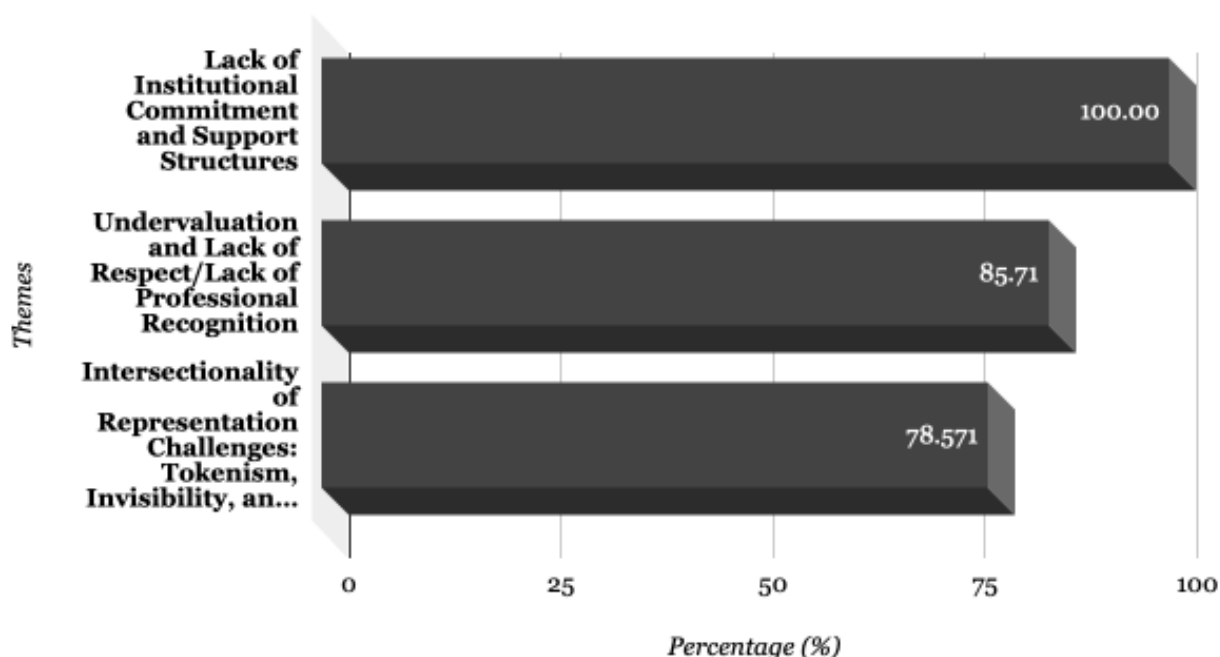
Research Question 2 Summary

In summary, Research Question 2 findings offer a critical insight into the reasons why Black faculty members decide to leave PWIs. The investigation revealed key themes: Lack of Institutional Commitment and Support Structures; Undervaluation and Lack of Respect/Lack of Professional Recognition; and Intersectionality of Representation Challenges including Tokenism, Invisibility, and Dual Roles. These themes underscore a pressing need for PWIs to engage more deeply and authentically with issues of diversity and inclusion. There is a clear indication that Black faculty members require more than just superficial acknowledgments of

diversity. They seek comprehensive professional development opportunities, genuine mentorship, and a recognition of the value they bring to their institutions. These findings emphasize the necessity for PWIs to create an environment where Black scholars are not only included but are actively supported and valued, facilitating their personal growth and professional advancement (see Figure 2).

Figure 2

Factors Influencing Termination of Employment at PWIs



Chapter Summary

Chapter 4 offers a comprehensive exploration of the determinants impacting the choices of Black faculty members regarding their continuation or departure from PWIs in southeast Florida. The key takeaways from this chapter underscore the imperative for institutions to transcend token diversity measures and instead offer substantive support. This support should encompass robust professional development avenues and meaningful mentorship programs.

Moreover, the chapter emphasizes the significance of acknowledging the intrinsic value of the contributions made by Black faculty within these institutions. It stresses the need to cultivate an authentic sense of community that supports personal growth and the pursuit of professional aspirations. Additionally, the research findings spotlight the critical importance of proactively addressing the distinct racial challenges that Black faculty members' encounter.

Ultimately, the chapter advocates for the creation of an institutional environment that is not only inclusive but also empowering. By implementing these measures, institutions can better retain their talented Black faculty members and foster a diverse and dynamic educational landscape in southeast Florida PWIs. Chapter 5 includes discussion, conclusions, and recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

This chapter presents the pivotal findings of this qualitative study, which investigated the experiences and retention factors of Black faculty at PWIs, with a particular focus on institutions in Florida. It encapsulates the critical challenges and support mechanisms influencing their professional decisions, offering a fresh perspective on how Black faculty navigate, advance, and excel in minority contexts. The chapter succinctly summarizes my research, revisits the methodology, and links significant themes to insights detailed in Chapter 4. By weaving together theoretical understanding and empirical findings, it provides a nuanced understanding of these experiences. Additionally, this chapter goes beyond mere analysis, proposing actionable recommendations for PWIs to improve Black faculty retention and success, and underscores the need for ongoing research to deepen our understanding of racial dynamics in higher education, culminating with suggestions for future research avenues to foster more inclusive academic environments.

Discussion of Findings in Relation to the Literature

The findings of this study, deeply grounded in CRT, significantly resonate with the existing literature on the experiences of Black faculty in PWIs. The analytical lens of CRT helped expose the pervasive role of race and racism in creating disparities within these academic settings (Hilrado, 2010). The experiences of participants, who self-identified as Black faculty, echoed the systemic challenges and microaggressions reported in prior research (Mayhew et al., 2006), painting a vivid picture of the inequities they face in terms of recognition, support, and engagement within their institutions.

A central theme emerging from this study is the lack of institutional commitment and support structures, highlighting a disconnect between PWIs' declarations of diversity and

inclusivity and the actual experiences of Black faculty. This finding aligns with the broader academic criticism of PWIs for their performative diversity gestures that lack substantive change (Doe & Williams, 2022). Participants described feeling unsupported and isolated within the institutional framework, a sentiment that reflects a wider systemic issue in higher education.

Additionally, the study brought to the forefront the multifaceted nature of representation challenges, including tokenism, invisibility, and the pressure of dual roles. Black faculty often felt reduced to mere symbols of diversity, burdened with additional responsibilities without formal recognition or reward. This experience of tokenism and the additional burden it entails is consistent with the findings of Turner et al. (1999), who noted similar experiences among minority faculty. These insights underscore the need for PWIs to move beyond tokenistic diversity efforts to more meaningful and substantive inclusion strategies.

The lack of mentorship and professional development opportunities tailored to the needs of Black faculty emerged as a critical gap in the study. This aligns with Marcus's (2000) findings on the scarcity of mentorship for professionals of color. Participants emphasized the importance of having mentors who understand their unique challenges and can guide them in navigating the institutional landscape.

The study also highlighted how Black faculty navigate a campus climate fraught with microaggressions and subtle forms of racial discrimination. These daily encounters contribute to a sense of alienation and underscore the importance of creating a more inclusive and affirming environment for Black faculty, resonating with Mayhew et al.'s (2006) observations.

The need for institutional acknowledgment of Black faculty's contributions was a prominent theme, emphasizing the importance of recognition as a critical aspect of job satisfaction and retention.

The lack of such recognition not only affects morale but also impacts decisions to remain at or leave an institution. This theme mirrors the broader discourse on the value of diversity in academia and the need for institutions to genuinely acknowledge and reward the contributions of their diverse faculty.

Furthermore, participants discussed various coping strategies to navigate the challenges at PWIs. These strategies, ranging from building informal support networks to maintaining authenticity in predominantly White spaces, reflect a resilient approach to managing the complexities of their roles. This aspect of the study adds to the understanding of how Black faculty members sustain their positions in challenging environments, highlighting their strength and adaptability.

In summary, the themes emerging from this study provide a deeper understanding of the specific challenges faced by Black faculty in Southeast Florida PWIs. They underscore the need for PWIs to implement genuine, impactful changes that address the unique challenges faced by Black faculty, moving beyond superficial diversity initiatives. This study contributes to the existing literature by offering a nuanced view of these challenges from the perspective of those who experience them daily, thus providing valuable insights for institutions aiming to create more equitable and supportive environments for Black faculty.

Summary of Findings

The following is a summary of the findings in relation to the two research questions. RQ1 explored the perceptions of Black faculty at PWIs regarding the factors that motivate Black faculty to remain employed at PWIs. The findings included the following themes (see Appendix B):

- Informal Mentorship and Support Structures

- Enhanced Representation and Student Connection
- Recognition and Value of Work
- Coping Mechanisms with Racial Dynamics

RQ2 described the perceptions of the factors that influence Black faculty members' decisions to terminate their employment at PWIs. The findings included the following themes (see Appendix B):

- Lack of Institutional Commitment and Support Structures
- Undervaluation and Lack of Respect/Lack of Professional Recognition
- Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles

Research Question 1

RQ1 delved into understanding the factors that motivate Black faculty members to continue their employment at PWIs. The analysis of participant responses revealed several key themes that shed light on what encourages Black faculty to remain in their roles at PWIs. The emergent themes identified included Informal Mentorship and Support Structures, Enhanced Representation and Student Connection, Recognition and Value of Work, and Coping Mechanisms with Racial Dynamics.

Informal Mentorship and Support Structures. For Black faculty members at PWIs, informal mentorship and support structures were essential in their decision to stay. This type of mentorship and support, not directly linked or funded by the institution, often came from personal networks and community ties. Faculty members highly valued mentors from within these networks who provided guidance, especially in navigating the complexities of tenure tracks and career development within their institutions. Moreover, a robust sense of community

fostered through connections with colleagues, leadership, and especially within the Black faculty community, offered invaluable support. These informal networks and mentorship relationships served as vital sources of encouragement and resilience, acting as buffers against the unique challenges encountered at PWIs. Such support, although not institutionally sponsored, proved to be a significant incentive for faculty members to continue their tenure at these institutions.

Enhanced Representation and Student Connection. A pivotal theme in understanding the experiences of Black faculty members at PWIs is the significance of their representation and connection with students. These faculty members often see themselves not just as educators but as vital role models for students who share similar cultural and racial backgrounds. The opportunity to engage with and inspire students from underrepresented groups contributes profoundly to the faculty's sense of purpose and belonging within the institution. This aspect of their professional life is not merely about teaching; it's about fostering an inclusive environment where diversity in faculty representation enhances the educational experience for all students. Their commitment to contributing to the diversity of the faculty and making a meaningful impact on both the institution and its student body is a key factor in their decision to remain at their respective PWIs. Understanding this dynamic is crucial in appreciating the depth of the relationships formed between Black faculty and students, and the impact these relationships have on the faculty's motivation to continue their tenure.

Recognition and Value of Work. A central theme that resonates deeply with Black faculty members at PWIs is the recognition and valuation of their work, particularly in areas that reflect their cultural and personal identities. Before discussing specific instances and impacts, it's essential to understand the profound significance of this recognition. When the unique contributions of Black faculty members—be it in research, teaching, or community

engagement—are acknowledged and valued, it instills a powerful sense of belonging and achievement. This acknowledgment is especially meaningful when it pertains to their efforts to integrate cultural and identity perspectives into their professional work. Such recognition not only validates their professional endeavors but also reinforces their personal commitment to their roles. The appreciation of their distinctive contributions fosters a conducive environment for their growth and encourages them to continue their tenure at their institutions. This theme underlines the importance of recognizing and valuing the diverse perspectives and expertise that Black faculty bring to their PWIs, and how this recognition is integral to their sense of fulfillment and motivation to remain.

Coping Mechanisms With Racial Dynamics. A critical theme in understanding the experience of Black faculty at PWIs is their development and use of coping mechanisms to navigate racial dynamics in predominantly White spaces. This theme delves into the various strategies and supports that enable faculty to effectively manage and respond to the unique challenges they face. The ability to cope with and adapt to these dynamics is a key factor that influences their decision to stay. Faculty members who have developed effective strategies for dealing with racial tensions, microaggressions, and other related challenges are more likely to persist in their roles. These coping mechanisms may include personal resilience practices, reliance on informal support networks, or engaging in activities that reaffirm their cultural identity. The presence and effectiveness of these mechanisms are crucial in not only helping them navigate the complexities of their work environment but also in maintaining their well-being and professional satisfaction. Understanding how Black faculty members cope with racial dynamics at PWIs is essential to appreciate their resilience and the proactive measures they take to sustain their positions and contribute meaningfully to their institutions.

In summary, RQ1 findings demonstrate that Black faculty members' motivations to stay at PWIs are complex and multifaceted. Institutional commitment to diversity and inclusion, mentorship, support networks, enhanced representation, recognition of their work, coping mechanisms for racial dynamics, and practical considerations all contribute to their decision to persist in their roles at PWIs (see Figure 1). These themes underscore the importance of creating inclusive and supportive environments at PWIs to retain Black faculty members and promote diversity in higher education.

Research Question 2

RQ2 aimed to explore the factors motivating Black faculty members to terminate their employment at PWIs. The emergent themes from this inquiry encompass a multifaceted understanding of the influences driving Black faculty to depart from PWIs. These findings emphasize the critical need for institutions to move beyond perfunctory acknowledgments of diversity and press for substantial support encompassing professional development and genuine mentorship opportunities. The emergent themes included Lack of Institutional Commitment and Support Structures, Undervaluation and Lack of Respect/Lack of Professional Recognition, and Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles.

Lack of Institutional Commitment and Support Structures. This theme illuminates the pervasive concern of Black faculty members who frequently express feelings of isolation and a lack of support from formal structures within the institution. These individuals perceive a disconnect and a sense of being unsupported, which strongly influences their considerations regarding departure. Moreover, this isolation extends to perceptions of the institution's commitment to addressing diversity and racial issues, emphasizing the need for genuine support beyond surface-level acknowledgments (Doe & Williams, 2022).

Undervaluation and Lack of Respect/Lack of Professional Recognition. Another significant factor is the widespread sense of undervaluation and a lack of professional recognition. When faculty members feel that their contributions are not adequately recognized or respected, it can lead to dissatisfaction and ultimately influence their decision to depart (Anderson & Thompson, 2023).

Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles. Within institutional settings, multiple challenges intersect, impacting individuals from underrepresented backgrounds. Respondents have highlighted the pervasive issues of tokenism, invisibility, and the constant need for improved representation. These experiences, characterized by feelings of marginalization and invisibility, can erode morale and prompt individuals to seek opportunities elsewhere (Doe & Williams, 2022). Moreover, the burden of dual roles and the weight of representing one's race or ethnicity within the institution have emerged as formidable challenges. These additional expectations and responsibilities have the potential to lead to burnout and significantly influence the decision to depart (Robinson, 2022).

In summary, the themes derived from RQ2 findings present a complex and interconnected mosaic of the motivations driving some Black faculty members to contemplate leaving PWIs. These themes underline the urgency of addressing issues related to institutional support, recognition, representation, and the racial climate to retain and support Black faculty within higher education institutions. PWIs must actively engage with and address these challenges to create an inclusive and empowering institutional environment that promotes the retention and success of Black faculty.

Conclusion

In conclusion, this study has delved into the multifaceted factors influencing the decisions of Black faculty members to either continue their employment at PWIs or seek opportunities elsewhere. The emergent themes from RQ2 shed light on the complex dynamics at play within these institutions and emphasize the critical need for substantive changes.

The identified themes, including the lack of institutional commitment and support structures, undervaluation, and the intersectionality of representation challenges, highlight the significant challenges faced by Black faculty at PWIs. These challenges, ranging from feelings of isolation to the burden of dual roles and the weight of representing one's race, feature the pervasive issues that contribute to faculty members' decisions to depart.

To address these challenges and foster a more inclusive and empowering environment at PWIs, it is imperative for institutions to move beyond superficial diversity efforts and prioritize genuine support. This support should encompass professional development, mentorship opportunities, and a commitment to recognizing the value of Black scholars' contributions. Additionally, PWIs must actively engage with and address the distinct racial challenges faced by Black faculty, integrating diversity and racial equity into the core of their institutional missions. Ultimately, this study calls for a transformative approach at PWIs, one that not only acknowledges the experiences and concerns of Black faculty but actively works towards dismantling the barriers that drive them to consider leaving. By doing so, PWIs can create a more inclusive and equitable higher education landscape that values and retains the diverse talent that Black faculty bring to the academic community.

Implications

The insights gleaned from this study emphasize a multifaceted approach required by PWIs to meaningfully enhance the retention rates of Black faculty:

- Commit genuinely to diversity and inclusion, moving beyond tokenism and performative gestures to enacting policies and practices that demonstrate an authentic value for the contributions of Black faculty. Lip service to diversity initiatives does not suffice; there must be intentional, strategic actions that reflect institutional commitment.
- Develop equitable processes in recruitment, onboarding, tenure, and promotion that are transparent and actively dismantle systemic barriers that may disproportionately affect Black faculty. This also includes ensuring fair representation in decision-making spaces where policies are shaped.
- Implement comprehensive mentorship programs and community-building efforts that provide robust support and advocate for the specific needs of Black faculty, addressing both professional development and the emotional labor of navigating predominantly white spaces.
- Structure compensation packages that reflect the true worth of Black faculty members, recognizing the additional, often unseen work they undertake in supporting diversity and serving as role models and mentors for students of color. This should go beyond equitable pay to offer ‘plus tax’ remuneration that acknowledges the premium of their unique contributions.

- Proactively manage and support Black faculty through the racial dynamics present at PWIs with resources and training that equip them to effectively deal with these challenges and thrive in their roles.
- Craft professional development opportunities that align with the personal and career aspirations of Black faculty, ensuring that these programs facilitate real paths to advancement within the institution.
- Finally, reinforce a culture of inclusion by facilitating connections between Black faculty and students, acknowledging the importance of representation in fostering a supportive and effective learning environment.

When PWIs put into place these practices with sincerity and dedication, not only does the institution stand to retain Black faculty, but its administrators and leaders also make a strong statement about the value of diversity and the essential role it plays in creating a rich, dynamic academic community. By ensuring that the voices and expertise of Black faculty are heard, respected, and adequately compensated, institutions can begin to address the disparities in higher education and move towards a more equitable future.

Recommendation for Future Research

This study has provided valuable insights into the retention factors of Black faculty at PWIs. However, a wealth of knowledge remains to be uncovered in this critical area. Future research could benefit from exploring the long-term career trajectories of Black faculty members at PWIs, examining the initial retention factors, and the sustained impact of institutional policies and culture throughout their careers.

Future studies should consider reaching out to additional networks, such as professional associations, diversity offices, or academic conferences, to improve the interview and

questionnaire process to ensure a broader representation of Black faculty members. Additionally, diversifying participant selection criteria to include faculty from various disciplines, career stages, and institutional types would capture a more comprehensive range of experiences. There is also a need to delve deeper into the effects of specific institutional initiatives on Black faculty satisfaction and career advancement, including mentorship programs, diversity training, and professional development opportunities tailored to the needs of underrepresented faculty. Further studies could investigate the role of student-faculty interactions and how they contribute to the retention of Black faculty, potentially uncovering new dynamics and dimensions of influence. Moreover, a comparative analysis between PWIs and HBCUs regarding faculty retention strategies could yield actionable insights for policy formulation.

In light of evolving educational policies and societal contexts, research into Black faculty's digital and remote engagement in academic communities, particularly in a postpandemic landscape, would be timely. Last, studies focusing on intersectionality, considering factors such as gender, sexuality, and disability in conjunction with race, could provide a more comprehensive understanding of the multifaceted experiences of Black faculty at PWIs. These research directions would not only fill gaps in the existing literature but also equip institutional leaders with a more nuanced understanding of fostering an environment where Black scholars can thrive.

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Appendix A: Interview Guide

Researcher Instructions and Best Practices:

Make sure to create a welcoming and safe atmosphere for the interviewees. This will encourage openness and honesty.

Be attentive to the interviewee's responses, feelings and comfort level throughout the conversation.

Follow the semi-structured interview guide, but allow room for the conversation to flow naturally.

Probe deeper when necessary, encouraging interviewees to share more about their experiences, especially when they relate to CRT tenets.

Validate and acknowledge the experiences shared by the interviewee to build trust.

Make sure to record and transcribe interviews to ensure accuracy in data collection.

Research Question 1: What are the perceptions of Black higher education faculty regarding factors that influence them to remain employed at predominantly White institutions?

1. Can you share a story of what led you to accept employment at this institution? (Counter-Storytelling)
2. How do you perceive the role of race in your professional journey at this institution? (Permanence of Racism)
3. In what ways have you felt your identity is valued or undervalued in this institution? (Whiteness as Property)

4. Can you talk about how fairness and equality are manifested in the institution's policies and practices? (Critique of Liberalism)
5. Can you describe a situation where the institution's interest in diversity and inclusion aligned with your personal and professional growth? (Interest Convergence)
6. Can you share an experience where you felt particularly supported or affirmed by your colleagues or supervisors? (Counter-Storytelling)
7. Could you tell us about any support systems or mentorship opportunities that have contributed to your tenure at this institution? (Counter-Storytelling)
8. Can you elaborate on the institutional policies or practices that you believe contribute positively to the retention of Black faculty members? (Critique of Liberalism)
9. How have employee resource groups, affinity groups, or other networks for Black faculty members aided your experience at this institution? (Counter-Storytelling)

Research Question 2: What are the perceptions of Black higher education faculty regarding factors that influence them to terminate employment at predominantly White institutions?

1. Can you tell a story about an experience that significantly influenced your thoughts about working in a predominantly White institution? (Counter-Storytelling)
2. Have you felt that racial discrimination or bias is an ingrained part of this institution? If yes, can you provide an instance? (Permanence of Racism)
3. How do you feel your experiences at this institution differ from those of your non-Black colleagues? (Whiteness as Property)

4. How do you perceive the institution's efforts towards diversity and inclusion? Do they align with your experience and perspective? (Critique of Liberalism)
5. Can you describe a situation where the institution's interest to promote diversity and inclusion did not align with your personal experiences or expectations? (Interest Convergence)
6. Could you share an experience where you felt your contributions were not acknowledged or valued? (Whiteness as Property)
7. Have you ever felt a lack of support or marginalization from your colleagues or supervisors? If yes, can you share the incident? (Permanence of Racism)
8. Can you describe the challenges, if any, you have encountered in seeking mentorship or professional development opportunities? (Critique of Liberalism)
9. Have you ever considered leaving this institution? If so, what were the key factors that influenced this thought? (Counter-Storytelling)
10. What strategies or coping mechanisms have you developed to deal with challenges faced at this institution? (Interest Convergence)
11. In your view, what more could be done to improve the experiences and retention of Black faculty members at predominantly White institutions? (Interest Convergence)

Appendix B: Common Themes Chart

Research Question 1 (RQ1)

What are the perceptions of Black faculty in higher education regarding factors that influence them to remain employed at predominantly White institutions?

(RQ1) Themes

Informal Mentorship and Support Structures

Enhanced Representation and Student Connection

Recognition and Value of Work

Coping Mechanisms with Racial Dynamics

Research Question 2 (RQ2)

What are the perceptions of Black faculty in higher education regarding factors that influence them to terminate employment at predominantly White institutions?

(RQ2) Themes

Lack of Institutional Commitment and Support Structures

Undervaluation and Lack of Respect/Lack of Professional Recognition

Intersectionality of Representation Challenges: Tokenism, Invisibility, and Dual Roles

Appendix C: IRB Approval Letter

Date: September 4, 2023

PI: Jacqueline Brazile

Department: ONL-Online Student, 17250-EdD Online

Re: Initial - IRB-2023-164

Examining Black Faculty Retention in Predominantly White Institutions

The Abilene Christian University Institutional Review Board has rendered the decision below for *Examining Black Faculty Retention in Predominantly White Institutions*. The administrative check-in date is --.

Decision: Exempt

Category: Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or

Research Notes:

Additional Approvals/Instructions:

If at any time the details of this project change, please resubmit to the IRB so the committee can determine whether or not the exempt status is still applicable. All approval letters and study documents are located within the Study Details in Cayuse IRB.

The following are all responsibilities of the Primary Investigator (PI). Violation of these responsibilities may result in suspension or termination of research by the Institutional Review Board. If the Primary Investigator is a student and fails to fulfil any of these responsibilities, the Faculty Advisor then becomes responsible for completing or upholding any and all of the following:

- When the research is completed, inform the Office of Research and Sponsored Programs. If your study is Exempt, Non-Research, or Non-Human Research, email orsp@acu.edu to indicate that the research has finished.
- According to ACU policy, research data must be stored on ACU campus (or electronically) for 3 years from inactivation of the study, in a manner that is secure but accessible should the IRB request access.
- It is the Investigator's responsibility to maintain a general environment of safety for all research participants and all members of the research team. All risks to physical, mental, and emotional well-being as well as any risks to

confidentiality should be minimized.

For additional information on the policies and procedures above, please visit the IRB website <http://www.acu.edu/community/offices/academic/orsp...> or email orsp@acu.edu with your questions.

Sincerely,

Abilene Christian University Institutional Review Board

Appendix D: Informed Consent

ACU IRB # 2023-164

Date of Approval 09/01/2023

Date of Expiration __/__/__

Introduction: Examining the Retention of Black Faculty in Predominately White

You may be able to take part in a research study. This form provides important information about that study, including the risks and benefits to you as a potential participant. Please read this form carefully and ask the researcher any questions that you may have about the study. You can ask about research activities and any risks or benefits you may experience. You may also wish to discuss your participation with others, such as your doctor or family member.

Your participation in this research is entirely voluntary. You may refuse to participate or stop your participation at any time and for any reason without penalty or loss of benefits to which you are otherwise entitled.

PURPOSE AND DESCRIPTION: The primary goal of this research study is to explore and understand the unique experiences and challenges Black faculty members face while working at Predominantly White Institutions (PWIs) in Southeast Florida. This study is part of a larger doctoral research project aimed at shedding light on the factors affecting the retention of Black faculty in these institutions. By collecting your insights and experiences, we hope to contribute to improving Black faculty retention at PWIs.

If selected to participate in this study, you will be asked to attend one session with the research team, conducted via Zoom. This session is anticipated to last between 60 and 90 minutes. Prior to the interview, you will be asked to complete a demographic questionnaire, which will take approximately 10 minutes.

The interview will be audio-recorded and later transcribed for data analysis. We will use technology to generate identifiable private information, including full-face photos and audio recordings. However, we are committed to storing and keeping your information confidential.

RISKS & BENEFITS: There are minimal risks to participating in this research study. Below is a list of the foreseeable risks and their likelihood:

- **Psychological Risks:** Discussing your experiences and challenges as a Black faculty member in a PWI may cause discomfort or emotional distress. (Likely, Not Serious)
- **Confidentiality Risks:** While we are committed to keeping your information confidential, there is a minimal risk of unauthorized access to your identifiable information, including full-face photos and audio recordings. (Less Likely, Not Serious)
- **Reputational Risks:** Given the sensitive nature of the topics discussed, there is a small chance that if your identity were inadvertently disclosed, it could impact your professional reputation. (Rare, Not Serious)

There may not be any direct personal benefits to you from participating in this study. However, the information gathered may contribute to a better understanding of the factors affecting the retention of Black faculty in PWIs. This could lead to improved policies and practices to enhance faculty diversity and inclusion. The researchers cannot guarantee that you will experience any personal benefits from participating in this study.

ACU IRB # 2023-164

Date of Approval 09/01/2023

Date of Expiration __/__/__

PRIVACY & CONFIDENTIALITY: Your privacy and confidentiality are paramount to us. Any information you provide will be confidential to the extent the law allows. Some identifiable data may have to be shared with individuals outside the study team, such as ACU Institutional Review Board members.

Steps to Protect Confidentiality:

- **Use of Pseudonyms:** Each participant will be assigned a pseudonym, which will be used in all research documents, transcriptions, and publications to protect your identity.
- **Data Encryption:** All digital files containing your identifiable information, such as full-face photos and audio recordings, will be encrypted to protect against unauthorized access.
- **Secure Storage:** Encrypted files will be stored in a password-protected, secure location that is only accessible to authorized research team members.
- **Anonymization:** Whenever possible, data will be anonymized before analysis.
- **Limited Access:** Only key research team members will have access to the raw data to ensure your confidentiality is maintained.

By taking these steps, we aim to protect your identity and personal information to the best of our ability.

COLLECTION OF IDENTIFIABLE PRIVATE INFORMATION: After identifying information is removed, your data may be used for future research related to faculty experiences in educational institutions, including by other researchers, without contacting you again. However, future data use will adhere to the same stringent confidentiality measures outlined in the "Privacy & Confidentiality" section. Your data, with identifiers removed, will be securely stored and can be shared for the purpose of academic research only.

VOLUNTARY PARTICIPATION: Your participation in this study is entirely voluntary. You can choose not to participate or withdraw at any time without any negative consequences.

CONTACTS: If you have questions about this research study on Black faculty retention in Predominantly White Institutions, the lead researcher is Jacqueline Brazile, Doctoral Candidate, and may be contacted at [REDACTED] or [REDACTED]. If you cannot reach Jacqueline Brazile or wish to speak to someone other than the lead researcher, you may contact the Faculty Advisor, Dianna Reed, Ph.D., at [REDACTED] or [REDACTED].

If you have concerns about this study, believe you may have been injured because of participating, or have general questions about your rights as a research participant, you may contact ACU's Executive Director of Research, Qi Hang, at [REDACTED].

Consent Signature

Please provide your electronic signature if you voluntarily agree to participate in this study. Do so only after you have read all the information provided and your questions have been

ACU IRB # 2023-164

Date of Approval 09/01/2023
Date of Expiration __/__/__

answered to your satisfaction. You may download or print a copy of this consent form for your records. By providing your electronic signature, you are acknowledging that you have read, understood, and voluntarily agree to participate in this study. You do not waive any legal rights by signing this form electronically.

_____	_____	

Printed Name of Participant	Signature of Participant	Date

_____	_____	

Printed Name of Person Obtaining Consent	Signature of Person Obtaining Consent	Date

Appendix E: Email Solicitation

Subject: Invitation to Participate in Research Study: Examining Black Faculty Retention in
Predominantly White Institutions

Dear [Potential Participant],

I hope this email finds you well. I am conducting a critical research study that aims to gain valuable insights into the experiences of Black faculty members working at predominantly White institutions (PWI) in Southeast Florida, with a specific focus on their retention.

As a [current or former] faculty member at a PWI, your perspective sheds light on the unique challenges and opportunities Black faculty encounter within the academic environment and how these experiences impact their decision to stay or leave their positions. Your participation will contribute significantly to advancing our understanding of this critical topic.

Participation Criteria:

- Identify as a Black faculty member.
- Work or have worked at a PWI in Southeast Florida.

The study will involve a one-on-one virtual interview via Zoom, lasting approximately 60 - 90 minutes. The discussion will be guided by open-ended questions designed to explore your experiences, perspectives, and coping mechanisms in the academic setting.

Your confidentiality and privacy are of utmost importance, and all information provided will be anonymized and kept strictly confidential. Your participation is entirely voluntary, and you may withdraw at any point without repercussions.

If you are interested in participating and learning more about the study, please reply to this email.

Upon receiving your response, I will send you the Consent Form and further details. Your input is genuinely valued and can make a significant difference in promoting equity and inclusivity at PWIs and understanding the factors contributing to Black faculty retention.

Best regards,

Jacqueline Brazile, M.Ed.

Abilene Christian University

xxxxxxxxxx@acu.edu

Appendix F: Research Question and Interview Question Matrix

Interview Questions	CRT Tenet	Research Question
Question 1. Can you share a story of what led you to accept employment at this institution?	Counter-Storytelling	RQ 1
Question 2. How do you perceive the role of race in your professional journey at this institution?	Permanence of Racism	RQ 1
Question 3. In what ways have you felt your identity is valued or undervalued in this institution?	Whiteness as Property	RQ 1
Question 4. Can you talk about how fairness and equality are manifested in the institution's policies and practices?	Critique of Liberalism	RQ 1
Question 5. Can you describe a situation where the institution's interest in diversity and inclusion aligned or did not align with your personal and professional growth?	Interest Convergence	RQ 1
Question 6. Can you share an experience where you felt particularly supported or affirmed by your colleagues or supervisors?	Counter-Storytelling	RQ 1
Question 7. Could you tell us about any support systems or mentorship opportunities that have contributed to your tenure at this institution?	Counter-Storytelling	RQ 1
Question 8. Can you elaborate on the institutional policies or practices that you believe contribute positively to the retention of Black faculty members?	Critique of Liberalism	RQ 1

Interview Questions	CRT Tenet	Research Question
Question 9. How have employee resource groups, affinity groups, or other networks for Black faculty members aided your experience at this institution?	Counter-Storytelling	RQ 1
Question 10. Can you tell a story about an experience that significantly influenced your thoughts about working in a predominantly White institution?	Counter-Storytelling	RQ 2
Question 11. Have you felt that racial discrimination or bias is an ingrained part of this institution? If yes, can you provide an instance?	Permanence of Racism	RQ 2
Question 12. How do you feel your experiences at this institution differ from those of your non-Black colleagues?	Whiteness as Property	RQ 2
Question 13. How do you perceive the institution's efforts towards diversity and inclusion? Do they align with your experience and perspective?	Critique of Liberalism	RQ 2
Question 14. Can you describe a situation where the institution's interest to promote diversity and inclusion did not align with your personal experiences or expectations?	Interest Convergence	RQ 2
Question 15. Could you share an experience where you felt your contributions were not acknowledged or valued?	Whiteness as Property	RQ 2
Question 16. Have you ever felt a lack of support or marginalization from your colleagues or supervisors? If yes, can you share the incident?	Permanence of Racism	RQ 2

Interview Questions	CRT Tenet	Research Question
Question 17. Can you describe the challenges, if any, you have encountered in seeking mentorship or professional development opportunities?	Critique of Liberalism	RQ 2
Question 18. Have you ever considered leaving this institution? If so, what were the key factors that influenced this thought?	Counter-Storytelling	RQ 2
Question 19. What strategies or coping mechanisms have you developed to deal with challenges faced at this institution?	Interest Convergence	RQ 2
Question 20. In your view, what more could be done to improve the experiences and retention of Black faculty members at predominantly White institutions?	Interest Convergence	RQ 2

Appendix G: Vita

Jacqueline Wykeshia Jonea Brazile was born in Pensacola, Florida, and began her educational journey at Sherwood Elementary School, continued through Bellview Middle School, and graduated from Pine Forest High School. She then pursued higher education at the University of South Alabama, where she earned a Bachelor of Arts in Philosophy in 2018. Furthering her academic pursuits, Jacqueline obtained a master's in education, specializing in Student Affairs Administration, from the University of West Florida in 2020.

Currently, Jacqueline is further expanding her academic horizons by pursuing a Doctor of Education in Organizational Leadership with a concentration on Higher Education Leadership at Abilene Christian University, with the goal of completing the program in 2024. Throughout her career, she has been deeply involved in educational administration and research, utilizing the comprehensive understanding of educational institutions gained from her diverse academic background. Residing in Florida, Jacqueline remains dedicated to contributing significantly to the field of education, driven by the experiences and foundational learning acquired in her home state.