RECRUITMENT AND RETENTION

OF FACULTY OF COLOR

IN OKLAHOMA

By

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Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 2006

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ACKNOWLEDGMENTS

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INTRODUCTION

Background

ASBERRY
I think Oklahoma is really behind in terms of the
way they go out proactively to try to recruit African-
American professors.

GRIFFIN
This general demographic area is still not ready to have
African-American males in leadership positions.

TAYLOR
There are some real issues that people need to be
dealing with in terms of the way that African-American
academicians apply for positions.

MALONE
We're still talking about maintenance of power; who has it;
how its used; and who keeps it; and who won't let it go.

MILTON
The first thing students look at when they visit a campus
is that they want to see people that look like themselves.

CHANEY
Teachers that look like them-teachers that talk like them-

DURANT
When you look at numbers for our state; our numbers are
well below the national average.

SIMMONS
I challenge those that are in higher education to make the
kinds of moves and decisions to seek people who are of
color.

Higher education is an extremely important aspect of society. Higher education institutions struggle to increase the diversity of faculty from all White males to include women and people of color. Faculty diversification continues to be a priority for many colleges and universities, because students need diverse educational experiences. The Ford Foundation (Chenoweth, 1998) released poll results from the Campus Diversity Initiative. The poll found that a substantial majority of Americans–71% think that diversity in education does more to bring society together than drive society apart. Additionally, 91% agree that "our society is multicultural and the more we know about each other, the better we get along" (p. 2). Moreover, Parker & Hood (Parker & Hood, 1995; Talbert-Johnson & Tillman, 1999) suggests, "Schools, colleges and departments of education (SCDEs) are under increasing attack for failure to address issues of racial diversity" (p. 200).

Award winning professor, Dr. Chankrakant Shah, (Rushowy, 2000) conducted a study at the University of Toronto's Department of Public Health Sciences. Shah claimed, "If an average of 15% of all new faculty members hired by the University of Toronto are visible minorities, it could take more than 25 years before they represent even 15 % of professors" (p.1). Shah used the mathematical model of probability, which assumes that the university fills an average of 15% of all job openings with a visible minority candidate. By using this method, it could take anywhere from 25 years to an extreme of 199 years to reach a goal of 15%. Shah mentioned that others might find holes in his methodology, but his goal was to utilize this study as a starting point for debate. Shah said that when tenured professors stay for 30 years it affects the make-up of the staff for another 30 years. Shah maintained he is not favoring quotas, but he felt like

the university should set a goal for the number of minority faculty members it wants, and then attract more minority candidates by advertising in the ethnic media.

Many colleges and universities encourage the promotion of diversity. Nevertheless, several administrators have demonstrated their lack of follow-through to diversify higher education faculty. According to Fifield (1997) "The typical response to the lack of candidates who come from underrepresented groups is that there is a lack of qualified applicants in the pool. We hear it all the time" (p. 1). Marjorie F. Fine Knowles and Bernard W. Harleston, authors of the recent report from the *American Council of Education* entitled "Achieving Diversity in the Professorate: Challenges and Opportunities" polled 11 universities regarding, as they called it, the "pool problem." According to Knowles and Harleston, (Fifield, 1997) "Administrators may be aware of the techniques that can be used to attract and develop minority scholars, but they have failed to make use of them" (p. 2). According to (Wilson, 2002) Darryl Smith, a professor of education and psychology at Claremont Graduate University asserts that, "Business as usual doesn't yield the diversification of the faculty, but interrupting – by focusing attention and being more intentional-does" (p.1). By effectively addressing diversity (Williams, 2000) in higher education faculty, race is less an issue for students. Then the focus is on the real business of a college; to help all students. "Almost all educators, employers, and policymakers (Talbert-Johnson & Tillman, 1999) recognize the disparity between the numbers of teachers of color and the number of minority students in schools" (p.200).

In an article that appeared in the *Family Medicine Journal* under the heading of Faculty Development entitled "Female and Underrepresented Minority Faculty in

Academic Departments of Family Medicine: Are Women and Minorities Better Off in

Family Medicine?" The authors Lewis-Stevenson, Hueston, Mainous, Bazell and Ye

(2001) conducted a study on the representation of women and minorities in the faculty

ranks at U.S. medical schools. According to the results and conclusions from the report:

> Results: Faculty in departments of family medicine were more likely to be
>
> female (41% versus 25% and an underrepresented minority 9% versus
>
> 4%) compared with all academic medicine disciplines. However, women
>
> in full-time positions were less likely than men, and minorities were less
>
> likely than nonminorities, to be either an associate or full professor. We
>
> could find no institutional or departmental characteristics that were
>
> associated with academic success for women or minority faculty members.
>
> Conclusions: While women and underrepresented minorities are more
>
> common in the faculty workforce in family medicine, members of both of
>
> these groups are not well represented in senior ranks (p. 459).

Problem Statement

The lack of faculty recruitment and retention of people of color across the United

States is a major obstacle to the diversification of colleges and universities. Many

students of color lack role models and faculty mentors who can relate to their cultural

experiences. In addition, the literature lacks specific guidelines that address the need for

stronger procedures to diversify higher education faculty.

Studies That Have Addressed the Problem

Many colleges and universities are making significant advances in the recruitment and retention of faculty of color. In recent years there has been a tremendous push towards diversity in education. Historically, women and minorities have been underrepresented within faculties and student bodies throughout the United States. The University of Georgia issued a report entitled "Outcomes of Diversification Issues – Stability and Change in Journalism and Mass Communications Faculty 1989-1998" (Becker, Huh, & Punathambekar, 2001). The report focused on the percentage of diverse student populations and compared it to the percentage of minorities and people of color that teach in faculty positions. Although the report focused on Journalism and Mass Communication faculties, it also noted that percentages and numbers presented were very close to percentages and numbers in many other institutions.

According to the report, diversity amongst faculty members is changing at a snail's pace. The efforts of the Accrediting Council on Education in Journalism and Mass Communications to increase diversification of journalism and mass communication faculties have produced little results. Although some colleges and universities have improved their numbers in the hiring of women and people of color, it is proportionately low.

In the report Becker, Huh, & Punathambekar, (2001) also discussed interviews with faculty members in model programs across the country. One respondent stated, "You have to have totally committed leaders" (p.23). Another respondent also stated, "You have to have a pro-active effort to create a culture that values diversity in every sense of the word" (p. 23).

The report also noted that although several colleges and universities encourage the promotion of diversity, little is actually being done to ensure that administrators diversify their faculty. The authors of the report mentioned the overwhelming numbers that support the need to increase diversity among faculty, based on the growing diversity among students. However, according to the report, at the current rate many colleges are increasing their hiring of women and people of color, it will be 2034 before the faculty is as diverse as today's students. Additionally, Becker, Huh, & Punathambekar, (2001) also provided quantitative data from the report that support many questions asked that included, "Why were some programs more successful in recruiting minority faculty than others? If the characteristics of the university do not predict to success in diversification, what does?" (p. 13). Finally, Becker, Huh, & Punathambekar, (2001) cited several tips from the report to increase diversity among faculty quicker:

1. Administrators need to use their bully pulpit. Diversification requires strong leadership.

2. Targeted hiring works. If it is available, use it.

3. Be flexible in job descriptions. Specificity works against diversification.

4. Diversify the curriculum.   Use curricular inclusiveness to recruit.

5. Network early-even if there isn't an opening. It will pay dividends later.

6. Be creative in finding ways to promote community. Focus on housing, schools, churches and cultural offerings.

7. Get undergraduates interested in careers as professors. A diverse pool of doctoral students is crucial to faculty diversification.

8. Mentor female and minority faculty carefully. Retention is essential to increase diversification.

9. Use the diversity of the students as a selling point. Faculties want to work with students like themselves (p.2).

During 1993-2000, (Sorenson, 2002) the University of Alabama increased the enrollment of African American students by 34%. University of Alabama President Andrew Sorenson credits the growth in African-American students to its recruitment and retention of African-American faculty. In 1996-2001, the full-time African American faculty grew by 39%. According to Sorenson (2002), "The recruitment and retention of minority students and faculty has a synergistic relationship. The recruitment of minority students must proceed in tandem and the success of one is at least partially dependent on the other" (p. 1).

In an article entitled "President Committee to Support Untenured Faculty and Diversity" from California State University at Fullerton (2003), President Gordon announced in his convocation address the need to establish a committee that would review and provide additional support for untenured faculty. President Gordon also spoke about the importance of having quality faculty to reflect the diversity of students on campus. Gordon charged the committee to identify special needs for women and underrepresented minorities so the university could support them better through the retention and tenure process.

In the book called "Brothers of the Academy," Chapter Three entitled

"Administrators of Color at Predominately White Institutions" Jackson (2000) maintains:

> Many higher education institutions in the United States have made
>
> commendable attempts to deal with the complex issue of administrative
>
> diversity. However, other institutions have attempted to use "quick fixes"
>
> to deal with this challenge, and most have made little or no progress in
>
> making diversity a reality (p. 43).

According to Jackson (2004) "Some institutions concerned about increasing the

overall diversity of their campuses have taken a three-tiered approach – students, faculty

and administrators" (p. 211). Jackson discusses how the literature supports the promotion

of diversity to be more inclusive of faculty and administrators of color in higher

education institutions. Jackson mentions the University of Wisconsin and its major

commitment to increase the number of faculty and administrators as well as official plans

in 1998 from the University of Wisconsin System Plan. Jackson notes (as cited in

Harvey, 2001) that in 1997 African-Americans represented 8.9% of the full-time

administrators in higher education, while their White counterparts constituted 85.9%.

Jackson also maintains that higher education institutions have focused on recruiting

students of color; however the recruitment of African-American administrators has

received little attention.

Jackson provides options for solutions in his model presented in phases for

engagement, retention, and advancement of African-American Administrators. Jackson

notes the model is still in the developmental stages, and may be revised in the future with

colleagues passionate about this issue. He calls the model "The ERA Model." According

to Jackson, the ERA Model is a commitment to the principles of diversity and affirmative action. Jackson describes the model in four phases that establishes relationships with surrounding African-American communities. The four phases include *Pre-engagement* (italics added) that involves recruitment, orientation programs and incentive packages. The second phase is called *Engagement* (italics added) that creates leadership opportunities, mentoring, in-service professional development and empowerment of the administrator. The third phase is called *Advancement* (italics added). This phase focuses on professional development funds beyond the diversity experience and professional release time. The final phase deals with *Outcomes* (italics added) that include retention and career advancement. According to Jackson (2004):

> Most of the extant literature emphasizes students and faculty with little attention placed on administrators who develop and implement policy. Thus, this work was designed not only to produce useful information about engaging, retaining, and advancing African-American administrators but also to show how the ERA model may help increase the representation of students and faculty (p. 219-220).

Additionally, similar to the University of Wisconsin, the University of Indiana recognizes the importance of increasing the diversification of its faculty by recruiting more persons of color into its faculty and administrative ranks. Hines (2002) noted that according to Kenneth Gross Louis, Vice-President for Academic Affairs and Chancellor of the Bloomington campus:

> In each of the last 10 years, both the actual number and percentage of minority and female faculty have increased. In fact, the numbers of

minority and female faculty and Hispanic, Native American, Asian-

American undergraduates have hit all-time highs in the last two years

(p.1).

Nevertheless, in a recent report entitled "Diversity in Higher Education: Minority

Faculty Representation at the Big Ten Universities from Indiana University" (2004), it

recommends that the Indiana University at Bloomington:

> Support strategic faculty hires in selected departments over the next ten
>
> years to increase diversity and equity, especially in departments where
>
> there are currently no African-American or Latino faculty members. The
>
> chancellor for Academic Support and Diversity should work with the vice
>
> chancellor for Academic Affairs, deans and department chairs to assist in
>
> developing and implementing strategies related to faculty diversity and the
>
> importance of maintaining this as a priority (p.2).

The University of Indiana report gives statistics from data collected from several

sources of the importance of increasing the diversification of faculty and administrators.

The report also does a comparative analysis of the University of Indiana to other Big Ten

universities that include Ohio State University, University of Wisconsin, University of

Michigan, University of Iowa, etc. The quantitative data collected from several

departments throughout the University of Indiana indicated a lack of diversity throughout

the faculty ranks. The report acknowledged institutional barriers to achieving adequate

minority faculty representation. This information may help administrators take

advantage of opportunities that exist to diversify their faculties within Big Ten

institutions and other colleges and universities with similar situations across the country.

The report provided recommendations for Indiana University and other Big Ten institutions. Some of those recommendations included recruiting and mentoring minority doctoral students; intra regional coordination among institutions to retain doctoral recipients; create funding pools to supplement faculty salaries; seeking non-traditional recruiting networks in advertising for faculty positions; implement existing minority recruitment programs; reevaluate candidate criteria; monitor before and after the search process.

Padilla (1995; Talbert-Johnson & Tillman, 1999) concurs that schools of education must strengthen their resolve to identify promising minority students and to develop mentoring strategies to ensure their training and success in graduate programs. Similarly, strategies promoting success for ethnic faculty must be incorporated into recruitment, hiring and retention policies.

Currently, "A Guide to Faculty Recruitment and Selection" is the formal document maintained by the Oklahoma State Regents of Higher Education (2002) to address faculty appointments. The handbook also serves as a guide for neighboring states throughout the region. Issues of diversity are general and left up to individual college administrators throughout the state.

In addition, the Oklahoma State Regents of Higher Education have established a Minority Teacher Recruitment Center (MTRC). The Minority Teacher Recruitment Advisory Committee, a 19-member panel, provides advice and assistance to the MTRC on unmet needs in minority teacher recruitment. The Advisory Committee is composed of legislators, deans of state colleges of education, public school administrators, teachers, and representatives of communities with high minority populations. The Chancellor for

Higher Education; the State Superintendent of Public Instruction, and the Executive

Director of the Commission of Teacher Preparation are ex-officio members of the

Advisory Committee. The purpose of the MTRC (Oklahoma Higher Education, 2002) is

to recruit, retain and place minority teachers in public schools throughout the state of

Oklahoma.

Moreover, some colleges and universities in Oklahoma have programs in place

that focus on recruitment and retention of faculty of color. According to Earl D.

Mitchell, Jr., (2003) Associate Vice-President of Multi-Cultural Affairs at Oklahoma

State University (OSU) "Since 1968, OSU has implemented ways for people of color to

participate within the institution" (p. 1). In a web page about the Multi-Cultural Affairs

Division, Mitchell pointed out three major actions: (a) The Development of the Office of

Affirmative Action, (b) the Multi-Cultural Development Assessment Center, and (c) the

establishment of the Minority Recruitment Fund. Although Mitchell discussed OSU's

commitment toward diversifying its faculty, he also focused on the need for the

university to do a lot more. According to Mitchell (2003):

> Despite these efforts, it is clear more is necessary. As we move into a new
>
> century, Oklahoma State University will have to change dramatically if it
>
> is to remain faithful to its Land Grant Mission – restated in contemporary
>
> terms to provide an uncommon education for all with the will to seek and
>
> the ability to succeed. We must be intentional to this mission to be
>
> inclusive of all regardless of race, gender, ethnicity, social and economic
>
> status, disability and lifestyles (p. 2).

In May of 2004 OSU established a division of institutional diversity. The web site from the OSU division of institutional diversity provided a mission statement that supports the integration and valuing of diversity in working and learning environments. A vision, core values and objectives were established to increase student enrollment and faculty and staff employment. Although current quantitative data was not listed, *Goals*, *Critical Success Factors, Objectives and Strategies* (italics added) were established. The three goals included: (a) To create a climate of trust that fosters the success of diverse individuals, (b) to insure the inclusion of diversity in educational and institutional programs and (c) to make Oklahoma State University the institution of choice for diverse individuals. Each goal was listed with benchmarks for success. Although objectives and strategies were listed, the site did not list a timeline or plan for implementation.

Purpose of the Study

Research about faculty recruitment and retention of people of color in higher education is extensive; however, research is limited in many areas of the country, including Oklahoma. To this researcher's knowledge, few studies have been done in the state of Oklahoma on recruitment and retention of faculty of color. Therefore, this study will analyze the current data and focus on the recruitment and retention of faculty of color in higher education institutions within the state of Oklahoma. Research questions are designed to explore problems and decipher possible solutions.

Research Questions

1. How do faculty of color describe and experience the job search and interview process?

2. How do faculty of color describe their experiences at institutions of higher education?

3. How do faculty of color describe their experiences with students?

Operational Definitions

In this study the following terms will be utilized:

Recruitment. Actively seeking someone to join the faculty or staff at a higher education institution. Recruitment may be done in person, advertisements, and making phone or mail contact with potential applicants seeking gainful employment or professional development opportunities.

Retention. Making faculty and staff feel comfortable about staying at an institution for a considerable period of time.

Participants. This is defined as individual faculty and administrators who were interviewed and voluntarily participated as subjects in this study.

Faculty and Administrators of Color. This is defined as faculty and administrators of ethnic backgrounds that may include but are not limited to African-Americans, Hispanics, Native-Americans, Asians, or others who have skin pigmentations other than White.

People of Color. These are generally non-faculty and staff of ethnic backgrounds that may include but are not limited to African-Americans, Hispanics, Native-Americans, Asians, or others who have skin pigmentation other than White.

Diversity. In this study refers to people of color who also come from different cultural backgrounds and ethnicities. Generally diversity is accompanied with different ideologies outside of the status quo.

*HBCU's***.** This is defined as Historically Black Colleges and Universities.

PWI's. This is defined as Predominately White Institutions.

*Underrepresented groups***.** This term means groups that are typically not represented in the mainstream of education. These groups could be people of color or the poor. Generally, for this study, these groups may also include different cultural ethnicities whose voices go unheard by the status quo.

Significance

The significance of this study is crucial to the development of a society that understands and appreciates diversity throughout the educational process of all students. In 1995 for example, (Taylor, 1998) the National Research Council reported that African-Americans received only 1,297 (about 3%) of the 41,610 Ph.D. degrees awarded in the United States. When all underrepresented groups were combined, they produced 3,489 (8.4%) of Ph.D. recipients. The prospects are even worse in some fields. At that rate, it would take 950 years for each institution to hire at least one new African-American Ph.D. mathematician for its faculty. Taken together, (Wilson, 2002) African-American, Hispanic, and American Indian represent only 8% of the full-time faculty nationwide. And, while 5% of the professors are African-American, about half of them work at HBCU's. The proportion of Black faculty members at PWI's at 2.3% - is virtually the same as it was 20 years ago.

Organization of the Study

       This dissertation contains five chapters including references and appendices. Attached to this written dissertation is a video documentary approximately two hours in length. Portions of the written dissertation are contained within the documentary. Chapter I describes background information, the statement of the problem, studies that have addressed the problem, purpose of the study, research and the significance of the study. Chapter II is a review of the literature. It focuses on the diversity in higher education institutions; diversity in student populations; diversity in faculty and administrators and the institutionalization of diversity initiatives. Chapter III explains the methodology used to conduct this study. It explains the population of the research participants; the instrumentation utilized; the research design and data collection plan; the theoretical perspective and parameters of the study. Chapter IV reports the findings of the study through an analysis of the data. Chapter V concludes with a summary of the research findings as well as conclusions, suggestions and recommendations for future research.

CHAPTER II

REVIEW OF LITERATURE

Diversity in Higher Education Institutions

The Civil Rights Act of 1964 and The Higher Education Act of 1965 signaled the start of diversification of students through affirmative action programs. The cultural changes of the 1960's and early 1970's (Bower, 2002) occurred as a result of the Civil Rights movement, the war on poverty, and the women's movement to diversify college campuses throughout America.

In the text "Member of the Club" by Lawrence Otis Graham (1995) he discussed the historic role affirmative action has played and how several African-Americans are at a point of rage. Graham noted the Executive Order that President Lyndon B. Johnson signed on September 24, 1965 to establish the practice of affirmative action. According to Graham, Johnson recognized that African-Americans had been discriminated against in all walks of life and he implemented a mechanism that he felt would make up for past discrimination. Graham maintained that Johnson wanted to help African-Americans reach parity with European-Americans. Graham noted that many European-Americans opposed affirmative action and argued that African-Americans would have no problem catching up with European-Americans because segregation in jobs and education had

already ended. Nevertheless, Graham acknowledged Johnson's famous commencement

speech at Howard University June 4, 1965. Johnson said:

> You do not take a person who, for years, has been hobbled by
>
> chains and liberate him, bring him up to the starting line of a race
>
> and then say, "You are free to compete with the others" and still
>
> justly believe you have been completely fair (p. 235).

Since that time higher education institutions have consistently measured the

number of students of color attending colleges. According to the American Association

of University Professors (2005) "One of the signal accomplishments of the federal

government in higher education has been its promotion of diversity throughout the

nation's colleges and universities, not only among faculty, students and staff, but also

among institutions and institutional missions" (p. 9). These new laws forced colleges and

universities seeking federal funding to include all nationalities and ethnicities. Higher

education institutions in the United States sought to make its student body and faculty

more representative of the face of America's diverse population. According to Bonner

and Evans (2004) "Campus-wide efforts from administration, faculty, staff and students

must be encouraged to ensure that the campus promotes pluralism and inclusion" (p.11).

The growing diversity in the United States (Echols, Hwang & Nobles, 1998) mandates

that policymakers and researchers examine what is happening on university campuses in

terms of cross-cultural interactions, attitudes, and knowledge about diversity and

multiculturalism.

In the text "Brothers of the Academy" by Lee Jones (2000), Tyrone C. Howard

discusses the need for higher education institutions to put an end to racism within its

academic hierarchies. Howard thinks colleges and universities are a starting point to begin reconstructing the role of race and racism in the United States. He discusses how racism manifests itself within school curriculums through the exclusion of and inaccurate portrayal of diverse groups. According to Howard (2000), "One of the ways to reinvent or "multiculturalize" higher education curricula is to debunk certain accounts of western scholarship that have been the center upon which much of contemporary curricula have been based (p. 106).

Frederick Moore, a co-author in "Brothers of the Academy" by Lee Jones (2000), wrote Chapter 14 entitled "The Role of Mentoring for the Educated Black Man." Moore discussed some of the factors that African-Americans have to contend with in a society that claims diversity. Moore said that Black males contend with perceptions of White people that include exhibiting arrogance when in fact they are confident. Moore states that many Black males have to deal with factors that include jealousy from their peers who are prejudice. According to Moore when Black people are operating at a lower level than other people around them, everyone feels secure. However, if a Black person begins to develop mental freedom of self-awareness and confidence they are seen as a threat. Moore says, "People who manifest these feelings may do malicious things to steal your joy away" (p. 187).

Issues of diversity continue to unfold in discussions of higher academe. Patrick Hill focuses on the importance of diversity in his article that appeared in *Change* entitled "Multi-Culturalism: The Crucial Philosophical and Organizations Issues." Hill (1991) examines diversity and looks at frameworks that have been utilized in western society. Although three of those frameworks are relative; Democratic Pluralism echoes a concept

of what diversity should look like according to Hill. He believes that if colleges looked at diversity as a vital resource for learning, more time would be devoted to recruit women and minorities. Hill maintains that colleges should undertake a massive retraining of their faculties who are mis-educated. Hill acknowledges that many colleges and universities have hired some women and people from diverse backgrounds, and now claim they are diverse. Nevertheless, many colleges who openly practice tokenism do not have conversations of respect and transforming with other cultures. Hill claims these colleges are in no way truly diverse. Hill argues:

> Were a college or university truly committed to democratic pluralism, it
> would proceed to create conditions under which the representatives of
> different cultures *need* to have conversations of respect with each other in
> order to do their everyday teaching and research. (p. 44).

Weber (1999) focuses on the importance of colleges and universities developing a new generation of faculty and staff. According to Weber:

> The extraordinary development of the university sector in the 1960's and
> 1970's brought an equivalent increase in the number of teaching staff.
> Twenty to thirty years later, those appointed at that time have to be
> replaced. This need for replacements poses not only a quantitative
> problem of finding quality successors, but the situation also creates an
> extraordinary opportunity to adapt the university supply to the changing
> social demand and to enhance university responsibility towards society (p.
> 11).

Additionally, in *The Chronicle Review* an article entitled "The Future of Colleges: 9 Inevitable Changes" by Arthur E. Levine (2000), he discuses changes that are currently occurring in academia. The number one change in relation to this study is that higher education providers will become even more numerous and diverse. Levine mentions that the survival of some institutions depended on their willingness to reach out to a more international student body. Levine discussed how technological capabilities are encouraging more global universities to cross national boundaries. Levine also listed that higher education institutions are becoming more individualized. He noted students, not institutions would set the educational agendas. Levine suggested that students would come from diverse backgrounds and have widening educational needs. He maintained that new technology would enable students to receive their education at any time and any place.

The literature focuses on the problems higher education institutions face in the diversification of its faculty due to the high rate of students of color from different backgrounds attending colleges and universities at rapid rates. The literature also discusses the many differences of opinions administrators and faculty members share regarding the need to diversify the faculty. Additionally, the literature focuses on cultural misconceptions that may add to the disparity of diversity in higher education. And finally, the literature cites examples of how many colleges and universities are implementing programs that support the diversification of faculty and administrators in higher education.

Diversity in Student Populations

Several students of color seek government funding sources and scholarship opportunities to enroll in college. Although many students are academically eligible for college, some of them lack the admissions criteria necessary to get into major higher education institutions. Many of these students enroll in community colleges in order to start their college careers. As students complete approximately two years of college in community colleges and earn associate degrees, they are generally granted admission into major higher education institutions without the need of satisfying testing requirements for admissions. This allows many students from diverse backgrounds to continue their college careers and increase the diversity of student populations at community colleges and four-year higher education institutions. In the *USA Today* in an article entitled "The Changing Role of Community Colleges," Briggs (2003) notes:

> While statistically, some members of disadvantaged
>
> groups who start out at community colleges lag behind
>
> their peers in obtaining a bachelor's degree, programs
>
> designed to facilitate transitions are in development and
>
> aim specifically to target this issue. Numerous universities
>
> are entering into "articulation agreements" with
>
> community colleges that allow credits to transfer
>
> seamlessly. Moreover, colleges and universities are
>
> beginning to recruit students from community colleges in
>
> order to tap into the diversity of community college
>
> demographics (p. 1).

Consequently, students of color are increasing their enrollments in colleges and universities throughout the nation and Oklahoma higher education institutions. After graduating from high school or obtaining a General Education Diploma (GED) several students lack the skills and qualifications for admissions criteria for many institutions. Many students of color realize the importance of getting a good education in order to become successful. They choose to pursue a college education even though they lack faculty mentors and role models.

In cities throughout the state of Oklahoma, many students of color are faced with severe inadequacies in public education that do not prepare them for college. Many students of color come from low-socioeconomic backgrounds and do not have many of the same privileges as students from the dominant culture. Moreover, the inequality of middle and elementary schools that most students of color attend attests to the gross inequalities associated with the public education system. According to Green (2000) "Historically, public schools (elementary, middle, and secondary) have not contributed to the achievement of equal access or equal opportunity for poor students (p. 5). As students of colors graduate from high school, several find themselves without the proper skills necessary to succeed in college. Low-test scores prompt many students of color to attend community colleges to bring their skills up to standards that many major universities require. According to the Boyd (1998) in an article entitled, "Responding to the 1998 HERI Faculty Survey: Implications for Faculty of Color," and quoting from another article entitled "Disparities and Gaps in America" from Black Issues in Higher Education:

The U.S. Department of Education reports that minorities continue to

lag behind in enrollment in high school college-prep programs, thus

engaging them in a perpetual cycle leading to lower SAT test scores,

lower college enrollment, and ultimately resulting in lower numbers

of minorities with advanced degrees (p. 2).

Moreover, many students of color who meet the admissions criteria still have

difficulty relating to the cultural inadequacies associated with attending institutions that

do not have people like themselves. According to Reisberg (1999) "Some Black students

are reluctant to enroll at predominately white colleges in small towns, out of fear of

isolation. Some also shy away from colleges that have experienced racial unrest" (p.

A49).

Several student of color have difficulty adjusting to college life in small rural

towns. Therefore, many of them seek enrollment into community colleges. Several

community colleges in the state of Oklahoma showed a tremendous increase in the

population of students of color. Two-year colleges (Oklahoma Regents for Higher

Education, 2002) also saw a consistent increase in minority populations, from 20.1

percent in 1991 to 27.1 percent in 2000 (p. 7). According to the web site for Tulsa

Community College entitled "TCC Fast Facts," 2005-2006 under the heading of

Diversity:

TCC's minority student enrollment has doubled

from 3,000 to 6,000 students during the past

decade. Twenty-nine percent of TCC's enrollment

is made up of minority underrepresented populations.

TCC is ranked 2nd in the nation in granting associate

degrees to Native American Students (TCC, 2005).

Nevertheless, recently retired TCC President Dean P. VanTrease discussed the need to increase faculty and administrators of color. In his strategic vision for 2000-2001, VanTrease (2000) listed one of the following goals and objectives that stated:

> Tulsa Community College employees will accurately reflect the pluralistic community they serve. A). The College will actively promote diversity in the employment and promotion of faculty, staff, and administration. B). The College will conduct workshops on diversity.

Moreover, in his goals and objectives for 2003-2004, VanTrease (2003) listed as one of his short-term objectives the need to promote the employment of qualified "role models" who are representative of the population of the greater Tulsa metropolitan area (p.4). Additionally, in his welcome back address to faculty and staff outlining this particular goal VanTrease said, "TCC needs to do better."

In the "Guidelines for the use of Co-Workers in the Selection Process" from Tulsa Community College (2003), the ultimate responsibility for the hiring process is on the hiring supervisor of a particular division or department. The guidelines maintain that the hiring supervisor should review the applications received; select candidates for interviewing and make the final selection of the candidate to fill the position(s). The guidelines also state it is acceptable for faculty and co-workers to be involved in the screening process, but the ultimate responsibility and recommendation for hiring comes from the hiring supervisor. According to the guidelines:

> The hiring supervisor makes the final recommendation

for hiring after considering the candidates' qualifications as it

relates to the position, input from co-workers and other

supervisors involved in the interviewing process, and his/her own

assessment of the candidates. Consideration should be given not

only to the education and experience, but also unique qualifications

and backgrounds that each individual might bring to the position,

division, department, campus, etc. (p. 2).

As Oklahoma increases its student populations of color, many other public higher education institutions across the country continue to follow the trend. In an article that appeared in *Black Issues of Higher Education*, Lum (2003) notes:

This year's spike in minority enrollment at some

public universities follows increases in their college

rates across the country from 1990 to 2000, according

to the U.S. Department of Education. During that time,

undergraduate enrollment among Blacks at four-year

universities rose 18 percent, while White enrollment

declined by 10 percent. Meanwhile, Hispanic enrollment

jumped 45 percent, Asian 40 percent and American

Indian 39 percent. In fact, minorities have accounted for

virtually all of the enrollment growth nationally over the

past 20 years, and their numbers have swelled to more than 4.3

million, a 122 percent gain since the early 1980's according to

the American Council on Education. Also in the past 20 years,

minorities have out paced Whites in the rate of growth in

academic degrees earned (p.3).

According to Turner (2002) and in an article entitled "Diversifying the Faculty:

A Guidebook for Search Committees":

America's colleges and universities are educating a larger and more

diverse group of students than ever before. According to a recent study

conducted by the Educational Testing Service, an even greater

transformation in the student body will occur over the next decade. By

2015, for example, 80 percent of the anticipated 2.6 million new college

students will be African American, Hispanic, Asian/Pacific Islander, or

American Indian. Nationwide, the number of undergraduate minority

students enrolled in colleges and universities

will increase from 29.4 percent to 37.2 percent. The number of

minority students in the District of Columbia, California, Hawaii, and

New Mexico will exceed the number of White students. In Texas, the

campus population of minorities wil be nearly 50 percent, and in

New York, Maryland, Florida, New Jersey, Louisiana, and

Mississippi, minority student enrollment is expected to exceed 40

percent of the total undergraduate population (Carnavale and Fry,

2000).

With enrollments of students of color on the rise, some higher education

institutions are realizing the importance of diversifying its faculty to support the increase

of students from different backgrounds. Even with the soaring costs of tuition and high

standards for enrollment, several higher education institutions across the state of

Oklahoma are facing a more diverse student body. According to the Admission Policy

Impact Study (2002) from the Oklahoma State Regents for Higher Education, "From

1991 to 2000, enrollment rates of minority first-time freshman increased in all types of

Oklahoma public higher education institutions (p. 6). The results are students of color

who need role models for guidance, mentoring and social development in educational

environments. According to Williams (2000):

> Youngsters in their late teens constitute the largest portion of our
>
> student population. They need a comfortable learning environment
>
> and they need role models on campus to show them that positions
>
> of knowledge and social and political importance is achievable by
>
> anyone (p. 5).

In an article and review entitled "Moving Beyond Myths: New Book Examines

Faculty of Color in the Academy," Humprheys (1999) noted some important facts about

faculty diversity. "While 29.3 percent of undergraduate students are now minorities, the

percentage of full-time minority faculty is 12.2. Only 9.2 percent of full professors are

people of color" (p. 5).

Students from diverse ethnic backgrounds (Gaff & Pruitt-Logan 1999)

increasingly populate the changing college classroom. These new students have a variety

of learning styles from different cultural backgrounds. Faculty must be able to adapt

their teaching styles in order to relate to a variety of perspectives that students bring to

the classroom. Harvard University President Neil Rudenstine (1996) in an article he

authored entitled "Why a Diverse Student Body is So Important" discusses the

importance of students benefiting from opportunities to live and learn among peers whose

perspectives and experiences are different from their own. Rudenstine claims:

> A diverse educational environment challenges them to explore
> ideas and arguments at a deeper level—to see issues from various
> sides, to rethink their own premises, to achieve the kind of
> understanding that comes only from testing their own hypotheses
> against those of people with other views. Such an environment
> also creates opportunities for people from different backgrounds,
> with different life experiences, to come to know one another as
> more than passing acquaintances, and to develop forms of
> tolerance and mutual respect on which the health of our civic life
> depends (p. 1)

Rudenstine discussed the historical factors of diversity being an important element to

Harvard University as far back as the mid-19th century. During the coming of the Civil

War, Harvard President Cornelius C. Felton saw the need for the university to remove

prejudices. Rudenstine contends that Felton understood that students from different parts

of the nation, different states and regions had experiences that could be shared by all.

Rudenstine mentioned that after the Civil War, Charles W. Eliot, president of Harvard

also wanted students who were the children of the rich and poor, educated and

uneducated. According to Eliot, "The wholesome influence comes from observation and

contact with people different from themselves" (p. 2). Rudenstine continues by admitting

that race remains a factor that influences the process of growing up and living in the

United States. He maintains that higher education educators should recognize that the

efforts to diversify colleges and universities have made higher education institutions more inclusive than in the past. Rudentstine concludes by saying that the hope lies in finding ways to narrow the gaps that continue to exist among the many different races and ethnic backgrounds.

As students of color continue to diversify (Talbert-Johnson & Tillman, 1999) campuses across the nation with increased enrollment, colleges and universities must also reflect a diversified faculty and administration. Almost all educators, employers, and policymakers recognize the disparity between the number of teachers of color and the number of minority students in schools.   In an article entitled "Faculty Development: Shaking Foundations/Renewing Minds", Musil (1997) comments on the importance of faculty development in relating to some of the needs of the influx of a more diverse student population:

> Faculty and staff who participate in faculty development activities have many of the same needs as students studying diversity. Not surprisingly, the factors that allow students to flourish are also cited by faculty as contributing to their own learning and satisfaction with faculty development experiences. Voice, listening, recognition, dialogue, freedom to question, freedom to be ignorant, freedom to feel, shared intellectual inquiries, trust, and humor are ten often repeated components of successful faculty development experiences (p. 1).

Diversity Digest (2000) published an article entitled "New Research on Faculty Attitudes On the Benefits of Diverse Learning Environments." The article reported

findings in a newly released study by the American Association of University Professors and sponsored by the American Council of Education. The findings suggested:

> More than two thirds of faculty members responding to a recent survey reported that students benefit from learning in a racially and ethnically diverse environment. In addition, more than 40 percent noted that diversity provides interactions important for developing critical thinking and leadership skills (p. 1).

In addition to students of color needing faculty members from their own cultural backgrounds to support their educational activities in academe, they also understand the importance of what a quality education can mean for their future. Elaine P. Maimon, Provost, and Mildred Garcia, Associate Vice Provost for Arizona State University West (1997) had a candid discussion about the importance of an undergraduate education in an article entitled "Transforming Institutions: The Importance of Faculty Diversity." Garcia said:

> I still remember vividly my undergraduate days. Wanting to learn everything I could because my parents had instilled in me that the way to progress economically was through education. I can still hear my father's words, "Hijita, the inheritance a poor family can leave to their children is to provide an opportunity to complete their education." My father died while I was still an adolescent, but throughout my life I wanted to show him that I had listened. Going to college was my way to affirm this familial love of learning (p. 1).

Astin (1997) in a UCLA study regarding the lack of faculty of color in higher education in the United States, found that faculty of color are more likely than their White colleagues to prepare students for responsible citizenship, and are more likely than White faculty to develop students' moral character and instill in them a commitment to social change and community service. For many students of color the value of getting a good education is very important to their livelihoods. Research has shown (Olivas, 1986; Illinois Latino Council of Higher Education, 1992) the importance of Latino Faculty in higher education is considered the single most important key to any hope for increasing Latino access to higher education. Moreover, Smith and Tyler(1994), in a survey of members of the Higher Education Consortium in Special Education (HESCE), found that 268 (20%) of 1,341 students currently enrolled in doctoral programs were minorities. Among the minority students, 45% (120/268) reported that they might seek jobs in higher education, an average of only 24 per year in the next 5 years (Talbert-Johnson & Tillman, 1999).

In 2002, the University of Indiana started a new minority student recruitment effort. Hines (2002) presented an article entitled, "New Minority Student Recruitment Effort Underway at IUB". The new program started recruitment efforts in Indianapolis, Gary, East Chicago, and Fort Wayne. According to Kenneth Gros Louis, Vice-President for Academic Affairs and Campus Chancellor:

> A long-standing campus goal has been to provide the kind of multi-ethnic environment here which is a microcosm of the real society and one that will give our students the rich experience of interacting with people from a variety of racial and ethnic backgrounds (p. 1).

The program will rely on faculty staff and students for implementation. Each person will attend a training seminar and focus on assigned areas. The article also focused on the thoughts of Edwardo Rhodes, an expert on management and applied economics and the chair of the university's Strategic Directions Task Force on Underrepresentation. According to Rhodes:

> We must make a stronger and more coordinated effort at developing the tradition of minority student attendance at the Bloomington campus. Though some negative stereotypes about college life exist in certain minority communities, there are numerous minority success stories that need to be told. This program can reemphasize the many and varied ways that students from underrepresented groups can come to Bloomington and find whole new vistas of opportunity open to them. I'm committed to that (p.1).

Diversity in Faculty and Administrators

Although students from diverse backgrounds are entering colleges at rapid rates, the representation of college faculty to reflect the diversity of its student population continues to be considerably low. Even with the significant increase in women faculty in higher education, faculty members of color who include African Americans, Hispanics, Native-Americans and Asians are at a standstill. Minority faculty (Talbert-Johnson & Tillman, 1999) should be vigorously recruited. Institutions must reexamine promotion, tenure, and faculty development policies to ensure equity. Recruitment programs (Zamboanga & Bingman, 2001) of prospective faculty of color would allow them to experience the sociocultural climate of an academic department and the surrounding

community of that institution firsthand. The 2000 edition of "Minorities in Higher Education" annual status report published by the *American Council on Education,* notes that 5% of full-time faculty are African American (non-Hispanic), 2.4% are Hispanic, 5.1% are Asian-American, and 0.4% are American Indian (Turner, 2001). Astin (1997) states, "It is disheartening that higher education has not done a better job in recruiting and sustaining a more diverse group of people for its faculty ranks" (p. 1). Fifeld (1997) found that "if academic departments continue to teach the same thing, then it only follows that they believe only the same kinds of people can teach it. And, the same kinds of people sometimes may include women and rarely people of color" (p. 4).

In an article that appeared in *The Journal* by Jordan J. Cohen (1999), through the American Medical Association entitled "Time to Shatter the Glass Ceiling for Minority Faculty" he discusses a study that found White faculty were 3 times likely as African American and Hispanic faculty and twice as likely as Asian faculty to achieve the rank of full or associate professor is United States Medical Schools. Although the study showed reasons given for faculty of color not achieving the rank of full professor included things like number of review papers, amount of time spent in committee work, in clinical activities, and research funding, these factors did not explain the failure of underrepresented minority faculty to attain the same level of faculty as their White counterparts.

Cohen compares factors that minority faculty face in relation to the privileges associated with White faculty members like him who do not have to go through the types of things faculty of color have to deal with. He contends that (a) faculty of color do not have the social network or as he calls it "social capital" associated with career goals

which are an effortless extension of lifetime social experiences associated with White faculty, (b) minority faculty have a "burden tax" that involves serving on committees, mentoring students, and community service activities that are not associated with career building and adds an additional service component that White faculty do not have to deal with, and finally, (c) Cohen discusses the many privileges associated with subtle, largely unconscious social conventions, falling just short of discrimination that have evolved to those who already occupy high-status positions. Cohen concludes by saying that at a minimum, concerted and systematic efforts need to be established by deans, department chairs, division chiefs, and everyone connected to the decision making process for tenure and promotion. He also maintains that these policymakers should reexamine the procedures they use to ensure that established standards are applied equitably. Finally, Cohen says:

> As long as our medical school faculties have little more than token representation from many sectors of the richly diverse American culture, and as long as faculty advancement, for whatever reason, is grossly distorted by race and ethnicity, the medical profession cannot truly lay claim to the ethical and moral high ground it professes to occupy (p. 822).

Some advocates against diversity initiatives argue that diversification of faculty in higher education will damage the infrastructure of the institution. In an article entitled "Politically Correct Hiring Will Destroy Higher Education," by Aaron Wildavsky (1994), he claims, "If excellence in education is replaced by an ideology whose supreme value is diversity, the primacy given to gender, ethnic, and racial composition will have produced catastrophic consequences" (p. 2).

Southern Illinois University Professor Jon Bean (2002) notes, "I strongly protest the Illinois Board of Higher Education's campaign to promote faculty "diversity", which falsely equates with skin color or national origin. Most of the current proposed "steps to increase minority faculty" are unnecessary and unconstitutional" (p. 1). In addition, Bean concludes:

> It is wrong for the state to define "diversity" by race and it is illegal for it
> to pursue policies that favor one group over another. A much more
> positive and effective approach would be to concentrate on improving the
> pre-collegiate education of minority students in Illinois (p. 3).

In *Academe,* John Kekes, professor of philosophy at the State University of New York in Albany (1997), speaks out against affirmative action policies that he terms as preferential treatment for minorities and women in the recruitment of new faculty members. In an article entitled "Against Preferential Treatment" he discusses the practice of selecting a search committee, advertising a position, evaluating the credentials of the applicants and then ranking them in an order of preference as a good practice. Kekes' dissatisfaction is after the highly qualified search committee ranks the applicants; the rankings are influenced by unworthy considerations. Kekes maintains that preferential treatment to women and minorities is corruptive and gives heavy weight to race, ethnic origin and gender. He proclaims that this practice is affirmative action. According to Kekes:

> They say that research and teaching are improved by new voices and new
> approaches; that what is in the jargon, "underrepresented groups" enrich
> academic life by providing new perspectives; that something called

"diversity" is good and the achievements of "dead White European males" are suspect. But they cannot possibly mean what they say. For if they did, they could not be in favor of the practice of preferential treatment, since that practice is needed in their opinion precisely because those in whose favor it discriminates are less qualified to uphold the truth as teachers and researchers than others. If they were not, the practice would be pointless (p. 36).

As the General Counsel for the Center for Equal Opportunity, Roger Clegg's position on diversity is noted in an article entitled "Diversity Nonsense" that appeared in the *National Review Online*. Clegg (2002) reacts to a report from the Business-Higher Education Forum's Diversity Initiative Task Force entitled "Investing in People: Developing All of America's Talent on Campus and in the Workplace." Clegg mentions how the report contends that American businesses should be more racially and ethnically diverse; how ethnic minorities are not prepared to enter the workforce; and how steps must be taken that these ethnic groups must be better prepared and given preferences in university admissions. Clegg blasts these assumptions by claiming these notions are nonsense. Clegg deconstructs the arguments by noting there should not be any educational benefits to diversity in the first place. Clegg claims that the argument presumes that Blacks and Whites are different when indeed they are not. Clegg refutes the study because it justifies discrimination.

In another article that appeared in the *Chronicle of Higher Education* entitled "When Faculty Hiring is Blatantly Illegal," Roger Clegg (2002) contends that affirmative action is another name for discrimination. Clegg says, "Hiring and promotion

preferences are likely to get colleges into trouble. Such discrimination has many faculty enemies---and not just conservative ones" (p. B20).

Springer and Baez (2002) refute Clegg's claims of discrimination. "Clegg inflames and misleads by equating attempts to increase minority hires with "discrimination" against those in the majority. Moreover, Clegg's arguments presume that opportunities are equal, which patently they are not" (p. B17).

In an article entitled "The Attack on Affirmative Action: Lives in Parallel Universes," Olivas (2005) points out how critics of affirmative action misconstrue the realistic ideologies of diversity, According to Olivas:

> Criticism of affirmative action is likely to continue not because it has a basis in fact but because the transition to a more meritorious and heterogeneous legal profession will inevitably lead to a loss of white privilege, particularly white male privilege. This powerful mythology of displacement seems particularly striking to affirmative action critics, even younger critics who grew up during the more modern era of affirmative action (p. 6).

Several faculty members of color recognize cultural barriers that exist between themselves and their European American colleagues. Frequently, these cultural differences are seen as reasons why many job candidates are not selected for faculty positions. According to Zamboanga and Bingaman (2001):

> As colleges and universities post job advertisements in various publications in an effort to recruit diverse applicants, they often highlight the need for, or strongly encourage, "minority," candidates to apply.

However, they rarely reference the importance, value and more importantly, the meaningful contribution diverse faculty members bring to their academic institution (p. 160).

Several higher education administrators are grappling with questions on how to increase the disparity of minority faculty to minority student ratios in urban and rural areas. Fifield (1997) contends "Women and people of color bring different, important and competitively relevant knowledge and perspectives about how to actually do work- how to design processes, reach goals, frame tasks, create effective teams, communicate ideas and lead" (p.4). Nevertheless, Jonathan R. Alger (1998), Senior Counsel, American Association of University Professors, in an article entitled "Leadership to Recruit and Promote Minority Faculty: Start by Playing Fair" expressed his concern of current faculty members of color becoming obstacles for applicants seeking to enter the academy. According to Alger:

At several recent conferences on these issues, I have been disappointed to hear deans and affirmative action officers express their belief that their own faculties often create the highest hurdles to minority faculty recruitment and retention. What can be done to ensure that the rules are fair and fairly applied? Before pursuing new programs that might be susceptible, faculty members should first examine how they currently evaluate candidates for appointment and promotion (p. 1).

Additionally, many faculty of color have an additional burden of doing considerable amounts of work within academe. Many faculty members of color are the lone faculty member at their institution. Several times their White colleagues perceive

them as experts on race relations. Many faculty members of color become more than just

role models for students of color. These particular faculty members become burdened

with additional work duties unassociated with their faculty positions. According to Baez

(1999) in and article entitled "Faculty of Color and Notions of Service," he states:

> Faculty of Color have greater difficulties with service than their White
>
> counterpoints because they are often expected to do more service due to
>
> their high visibility, the belief that these faculty present diverse
>
> perspectives, and the need institutions and faculty see for mentoring
>
> students of color. This type of service, according to many studies, rarely
>
> is weighed favorably in promotion and tenure decisions, and as a result,
>
> faculty of color are vulnerable to the revolving door phenomenon (p. 131).

Hughes (2004) affirms Baez's claims by saying, "According to some faculty

members, whenever a minority person is hired in a faculty position, he or she

automatically, becomes the role model, advisor, counselor, advocate, and sympathetic

listener for minority students" (p. 90).

Moreover, Williams (2004) claims that in the current state of underrepresentation,

minority faculty who are committed to academe and the training of future scholars find

themselves overextended. Williams notes minority faculty are not only obliged to serve

as role models in the workplace, but in the community. Williams assess that these

dedicated faculty live on the "underground railroad of academe." He notes that while it is

time consuming to mentor one or two students, it is more time consuming to mentor an

entire community.

Williams maintains that many institutions are aware of their "one" African-American professor who is generally sought after by students of color from different departments all over the campus. Williams asserts the lone faculty member is expected to take on the burden of working with additional students of color. Of course the faculty member feels obligated to accept the additional responsibility, but the department usually expects the professor to produce research, publish, and perform other necessary tasks to obtain tenure. Williams continues by noting many professors are faced with an ethical dilemma. On one hand the professors are culturally bound to fulfill their societal obligation, but on the other hand the departmental duties become overwhelming. Sometimes professors neglect their cultural obligations. According to Williams this causes many professors to develop a mentality that concludes, "I got mine. Now you get yours the best way you can." This type of attitude general leads to an analogy that Williams describes as an indentured sharecropper who works unknowingly, to ensure minorities never become plantation owners. Finally, Williams notes:

> If cultural diversity is ever to be embraced and work conditions for
>
> minorities is ever improved, then minorities must be placed in
>
> policymaking positions. This will never occur if the shortage persists of
>
> minority faculty and students who are willing to act as conductors, aiding
>
> other minority students and faculty in their academic and postdoctoral
>
> career pursuits (p. 247).

Many European American professors rarely recognize some of the expectations that fall on their minority colleagues. Peggy McIntosh notes in an article that appeared in the journal *Peace & Freedom* entitled "White Privilege: Unpacking the Invisible

Knapsack" the many privileges she has because of her cultural upbringing and because she is not a person of color. McIntosh discusses how she identified some of the daily effects of White privilege in her life. She notes that her African American co-workers, friends and acquaintances cannot count on at least 26 conditions of White privileges. A brief listing of some of those conditions include the following:

1. I can if I wish arrange to be in the company of people of my race most of the time.

2. I can turn on the television or open to the front page of the paper and see people of my race widely represented.

3. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.

4. I am never asked to speak for all the people in my racial group.

5. I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.

6. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered; unheard, held at a distance, or feared.

7. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of my race (p. 10-11).

McIntosh also mentions that these are just a few things that she has taken for granted. She assesses that her skin color was an asset for any move she wanted to make. She mentioned that she was of the main culture and she could criticize it freely. McIntosh claims that "Whiteness" protected her from many hostilities that she was subtly trained to turn upon people of color. McIntosh concludes by discussing the feelings associated with belonging. According to McIntosh:

> Many, perhaps most, of our White students in the U.S. think that racism doesn't affect them because they are not people of color; they do not see "Whiteness" as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need to similarly examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation (p. 11).

Graham (1995) discussed some of the privileges associated with the dominant culture when he stated:

> The benefits that I would like to turn to for a moment are those accorded by that are rarely discussed but often utilized body of programs I call "White-sanctioned affirmative action." These are programs and policies that are put into place to---whether by design or accident---succeed in giving a disproportionate number of White people preferential treatment, particularly in the areas of educational and employment opportunities (p.241).

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Institutionalization of Diversity Initiatives

Many colleges and universities have done little to institutionalize polices and programs designed to enhance the diversity of its faculty and students. However, many institutions of higher education have increased their enrollment of people of color. Several colleges and universities throughout the nation have demonstrated successful recruitment and retention activities for faculty of color. The advantages of building diverse faculty do not stop with teaching and learning. The acclaimed 1997 documentary (Turner, 2000) "Shattering the Silences" explores how eight scholars of color instituted changes in their institutions. Research conducted by two of these scholars, Shawn Wong, a professor of English at the University of Washington, and Darlene Clark Hine, a professor of history at Michigan State University, highlight the contributions diverse perspectives can offer to academe.

Wong wanted to major in Asian American Literature, but could not find courses to take or professors who had the knowledge of Asian American studies. Wong searched for Asian American writers and discovered that many of them existed, but were isolated. His discovery led the way to a new field of study now known as Asian American literature.

Hine's case was similar to Wong's. As an Assistant Professor, someone asked Hine to write a history piece on Black women in Indiana. Hine had no knowledge of the history of Black women in Indiana. She was reluctant to write about this issue. Nevertheless, after further research on the subject matter, she discovered a new world that later led to African American Women's History.

The stories of Hine and Wong are just a couple of examples of how diversity

enhances the educational ideologies of higher education institutions. Successful stories

like Hine and Wong are also innovative ideas for other colleges and universities across

the nation to consider when diversifying faculty. The University of Washington,

Michigan State University, and several other colleges and universities have implemented

"cutting edge" concepts to improve the diversification of its faculty and administrators.

Several higher education institutions have reliable data to demonstrate the success of their

recruitment and retention programs for faculty of color. Many higher education

institutions have institutionalized programs of diversity, and now serve as role models for

other colleges and universities in areas of recruitment and retention of minorities.

Virginia Tech University has established core beliefs regarding individual cultural

diversity (Virginia Tech University, 2002). These beliefs include awareness of diverse

cultural viewpoints that promotes human growth development; individual and cultural

diversity enriches the total community; and learning about individual and cultural

differences is an important dimension in the educational experience of students.

According to a report from the University of Texas-El Paso's President Advisory

Committee on Diversity, appearing in *Horizons*, since 1992, HIS-UTEP has made

outstanding strides in the recruitment and retention of women and minorities. According

to Ann Quiroz Gates, Associate Professor of Computer Science and a member of the

President's Advisory Committee on Diversity (2002):

A diverse faculty and staff will make UTEP an even stronger university by

bringing different perspectives and approaches to the decision-making and

45

educational process. It is also important because our success has the

potential to make UTEP a model for other institutions (p. A7).

The data from the report presented at an administration forum stated that the

number of Hispanic tenured or tenured track faculty increased by half from 1992-2001.

In addition, women faculty increased by one third. The committee listed the following

statistics:

1. In 1992, UTEP had 748 total faculty members and 142 were Hispanic.

    Out of those, there were 397 total either tenured or tenure track faculty

    members and 60 of those were Hispanic.

2. In 2001, UTEP had a total of 923 faculty and 244 were Hispanic. The

    same year the university had 426 tenured or tenure-track faculty members

    and 90 were Hispanic.

3. In the fall of 1999, the total number of minority faculty at UTEP was

    30.4 % compared to 15 % at New Mexico State University, 14.5 % at the

    University of Texas at Austin and 11% at Texas Tech (A7).

According to this report, UTEP's diversity of hiring minority faculty and staff

doubled other colleges and universities in the region. The report also cited data from the

Chronicles of Higher Education that compared the total amount of women faculty at

UTEP at 40 % in the fall semester of 2001, with the state of Texas average at 40%, and a

nationwide average of 36 %. The same data stated the total amount of Hispanic faculty at

UTEP at 28.4 %, with the state of Texas average at 5 %, and a nationwide average of

2.6 %.

The report does not list specific guidelines as to "how it was done."   However, further investigation should be beneficial to Oklahoma colleges and universities seeking to increase their diversity. According to Yolanda Rodriguez Ingle, Assistant Vice President for Institutional Advancement, Alumni Relations, and a member of the Women's Advisory Committee at UTEP, "Appreciation of the diversity that these faculty and staff bring to the profession, including differences originating from race, ethnicity, gender and abilities, provides significant opportunities for promoting understanding and acceptance of diversity in higher education" (p. A7).

The Compact for Faculty Diversity (CFD) (Henderson, 1995) is a new program that provides financial assistance to people of color that are interested in becoming faculty members in colleges and universities across the nation. Regional higher education associations in New England, the South, and the West sponsor CFD. In three regions, a total of 60 doctorate students are attending public and private college, concentrating on natural sciences, math and engineering –fields where minority Ph.D.'s are especially scarce. The aid comes in the form of a one-year fellowship that pays for the first year in graduate school, freeing doctoral students from teaching responsibilities for that year, then in the form of teaching assistantships for the final four years of doctorate work.

Illinois State University (Illinois State University, 1999) has an Underrepresented Group Faculty Retention Assistance Program. The University remains unquestionably committed to offering academic programs enriched and advanced by increasing the number of tenured faculty from underrepresented groups. The program requires that all search committees, Academic Department Chairpersons, and Deans make appropriate

and aggressive efforts to attract the most qualified faculty, and recognize diversity as an achievable university goal. However, the University of Illinois maintains that in order to attract some members from Underrepresented Groups, additional salary dollars might be necessary. Additional funding elements of the program are designed to retain underrepresented faculty. Some of the elements include the following:

1. Up to $8,000 per year in direct support of the professional development of the newly hired faculty member. Appropriate uses of these funds might include professional travel, summer support for teaching research, equipment (requested by and used exclusively or primarily by the new faculty member), graduate assistant support, etc.

2. Up to 2,000 per year for departmental cost associated with professional development associated with the professional development of the new faculty member.

3. Up to 1,000 per year (as salary supplement for professional expenses such as travel or equipment) to a tenured faculty member who has volunteered and has been designated by the Chairperson as a professional mentor for the new faculty member.

The Maricopa Community College in Phoenix, Arizona (Colby & Foote, 1995) visited and distributed direct mailings to colleges and universities with large minority populations. They also mailed packets to individual minority graduate students, and sent faculty representatives to state and district minority organizations. These efforts resulted in an increase of full-time minority faculty, from 127 professors in 1987 (16.2 % of the total) to 176 professors in 1992 (19.2 %). Maricopa also increased the number of

minority managers (deans, directors, chairs, coordinators) from 66 in 1987 (19.6%) to 91 in 1992 (23.2 %).

The reversal of affirmative action policies that have been mandated by federal and state laws has caused many colleges and universities to explore different ways to increase diversity among faculty. In the state of California, the enactment of Proposition 209, which went into effect on August 28, 1997, (University of California, 2002) requires that the University of California (UC) shall not discriminate against or grant preferential treatment to any individual or group on the basis of race, sex, color, ethnicity, or national origin. In the four years following proposition 209, many UC campuses experienced a drop in the rates of hiring women and underrepresented minority faculty members.

Additionally, an article in the *Community College Week* entitled "Faculty Recruitment and Retention: For Better or Worse" by Sarah Taylor, focused on interviews with top community college administrators. According to Taylor (2002), Dr. Irene Kovala, Vice-President for Academic affairs at Oakton Community College in Des Plaines, Illinois, said, "We have 25 different ethnic groups represented here. We want our faculty to represent that" (p. 7).

Taylor also noted that Monroe County Community College is making an effort to find and hire qualified minority faculty members through its Alice H. Young Internship Program. Minority candidates with an interest in teaching at the college level work with assigned mentors. These candidates also receive invitations to college level work with assigned mentors. These candidates also receive invitations to college classes. The idea is to give them a positive teaching experience.

Colby and Foote (1995) noted that California Community Colleges are also committed to the diversification of its faculty and administrators. In 1992-1993, they exceeded their goal of hiring 30 % of their faculty from underrepresented ethnic and racial groups by 1.2 %. California Community Colleges continue to work towards their long-term goal of creating a system-wide full-time workforce that reflects the demographic composition of the state by the year 2005.

Additionally, Colby and Foote (1995) suggest a variety of ways in which community colleges can be more effective in their efforts to recruit minority faculty. Their recommendations include the following:

1. Keeping an open mind in evaluating the credentials of minority candidates, and recognizing the value of their non-academic experiences.

2. Including minority professionals from the service area on search committees.

3. Utilizing minority media in recruitment campaigns, especially when language is an important factor.

4. Making use of partnerships with business and industry to seek out potential candidates (p.2).

Nevertheless, although many institutions are making efforts to diversify faculties across the country, there continues to be a growing need for the majority of higher education institutions across the country to follow some of these models. The state of Oklahoma as well as other states with similar situations should focus on some of the prescribed "best practices" the preceding colleges and universities have presented. As

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Gatson (2004) concludes in "Preparing for the Professorate: What African American

Graduate Students Show Know":

> As we move into the 21st century, the number of African American
>
> doctoral students earning terminal degrees and obtaining faculty positions,
>
> as well as the number of African American faculty earning tenure and
>
> promotion must increase. At a time when affirmative action is at risk and
>
> resources are scarce, we African Americans must continue to pursue
>
> higher education in numbers proportionate to our representation in the
>
> population, despite social and cultural barriers (p. 38).

CHAPTER III

METHODOLOGY

Participatory Action Research

      The methodology that I chose for this study is grounded in the constructivist

approach of qualitative research. The mode of inquiry is based on Participatory Action

Research (PAR). This perspective allowed me to explore the many different opinions

from a sample population of participants that are rarely observed in quantitative research.

Denzin and Lincoln (1994) maintain that the constructivist critical theory paradigm has

less emphasis on formulated hypotheses, sampling frames and predetermined research

strategies associated with quantitative research. In contrast, Denzin and Lincoln (1994)

emphasize "the constructivist mode of inquiry allows the researcher to follow a path of

discovery, using qualitative works that have achieved the status of classics in the field"

(p. 200).

      Origins of PAR can be found in Kurt Lewin (1946). In the "Informal Education

Homepage" Mark Smith (1996) offers Stringer's (1999) description of the participatory

action research process and how it works in three phases:

            Look-building a picture and gathering information. When evaluating we

            define and describe the problem to be investigated and the context which it

is set. We also describe what all the participants (educators, group

members, managers, etc.) have been doing.

Think–interpreting and explaining. When evaluating we analyse

and interpret the situation. We reflect on what participants have

been doing. We look at areas of success and any deficiencies,

issues or problems.

Act-resolving issues and problems. In evaluation we judge the

worth, effectiveness, appropriateness, and outcomes of those activities.

We act to formulate solutions to any problems (p. 5).

O'Brien (1998) defines PAR as "learning by doing– a group of people identify a

problem, do something to resolve it, see how successful their efforts were, and if not

satisfied, try again" (p. 3). Furthermore, O'Brien (1998) describes the role of the Action

Researcher:

The researcher's role is to implement the Action Research method

in such a manner as to produce a mutually agreeable outcome for all

participants, with the process being maintained by them afterwards.

To accomplish this, it may necessitate the adoption of many different

roles at various stages of the process, including, planner leader,

catalyzer, facilitator, teacher, designer, listener, observer, synthesizer

and reporter. The main role, however, is to nurture local leaders to the

point where they can take responsibility for the process. This point is

reached when they understand the methods and are able to carry on

when the initiating researcher leaves (p. 11).

Figure 1 gives a visual example of the Participatory Action Research process.
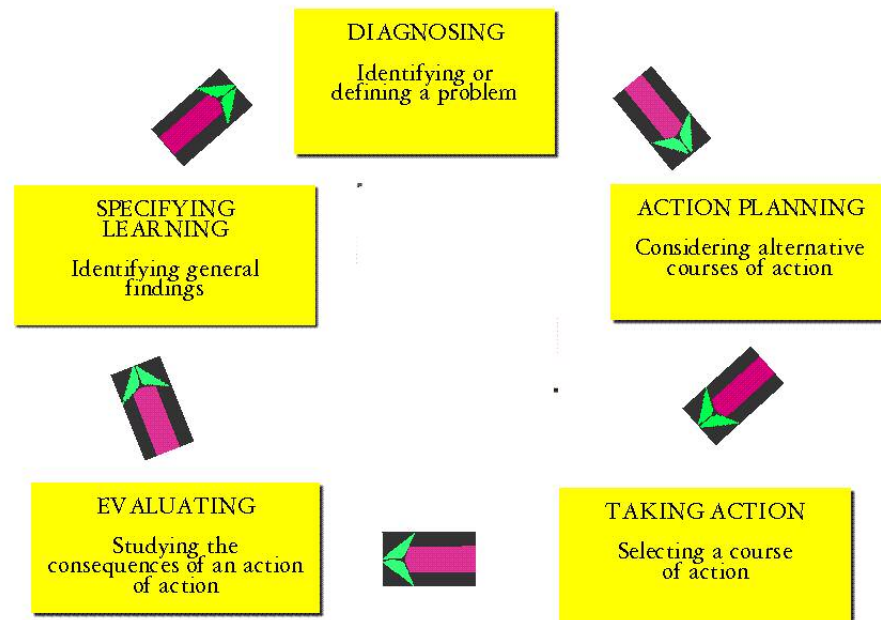
Figure 1. Detailed Action Research Model
(adapted from Susman 1983, Obrien 1998).

Moreover, Reason (1994) reveals:

> The PAR strategy has a double-objective. One aim is to produce
>
> knowledge and action directly useful to a group of people-through
>
> research, adult education, and sociopolitical action. The second
>
> aim is to empower people at a second and deeper level through
>
> the process of constructing and using their own knowledge. They
>
> "see through" the ways in which the establishment monopolizes
>
> the production and use of knowledge (p. 328).

Reason notes that researchers who utilize this approach must work with a genuine

effort to honor the wisdom of the participants. He maintains that the entire notion of

creating dialogue among educated people is to produce knowledge and have a better understanding of a situation. Reason suggests that PAR allows problems to be explored from participants' perspectives and liberates their minds for critical reflection and questioning.

This study is designed to bring attention to the current situation of faculty of color within the state, and provide data for future studies in this area. Qualitative interviews serve as instruments to gain knowledge on how to increase the recruitment and retention of faculty of color. Participants and observers of this study will gain insight to the current needs of faculty of color, and discover ways to increase and maintain diverse faculty populations within the state.

Researcher Subjectivity

As an African-American faculty member employed in higher education institutions within Oklahoma for the past nine years, I have shared actual experiences with participants of this study in issues relating to faculty and administrators of color. By participating in this study as a researcher and participant, I employ a phenomenological framework of experiences that lend credibility to the study. Moustakes (1994) notes that in phenomenological research the researcher identifies with the "essence" of human experiences concerning a phenomenon. Understanding the "lived experiences" marks the phenomenology as a philosophy as well as a method. In this process, the researcher "brackets" his or her experiences in order to understand those of the participants in the study (Niewsiadomy, 1993). According to Ross (1999):

Phenomenologists view the person as integral with

the environment. The focus of phenomenological

research is people's experience in regard to a

phenomenon and how they interpret their experiences.

All phenomenologists agree that there is not a single

reality; each individual has his or her own reality (p. 6).

This researcher's subjective perspective may generate some questioning and debate.

However, the qualitative mode of inquiry containing triangulation adds credibility to the

validity of this study.   As an employee of PWI's within the state, and lone faculty

member of color on a campus of over 3000 students for a year, in addition to being the

only African-American male on a campus of 7,000 students for over five years, my

experiences, along with observations of peers, acquaintances, and new associates form a

basis for the constructivist paradigm. Creswell (2003) contends that qualitative research

takes place in a natural setting, uses multiple methods that are interactive and humanistic,

research is emergent and interpretative. Creswell also notes, "the qualitative researcher

views social phenomenon holistically, and systematically reflects on who he or she is in

the inquiry and is sensitive to his or her personal biography and how it shapes the study"

(p. 182).   Therefore this study will materialize as follows:

1. Postmodernism.

2. Research design.

3. Population and sample.

4. Instrumentation.

5. Procedures.

6. Data Analysis.

Postmodernism

The theoretical lens for this study is grounded in postmodernism. This world view denounces claims of objectivity by deconstructing traditional theoretical models that support positivists' perspectives, which in addition, support the status quo. This approach focuses on the ideological concept that multiple realities exist. The post-modernistic perspective may suggest that multiple realities exist in the hiring practices of faculty of color in the state of Oklahoma. Goldhaber (2000) claims that when change has led to improvement, it usually comes at the expense of one group for another.

Although there may be claims of objectivity in hiring practices of faculty of color and many colleges and universities may be able to justify the lack of "qualified" people of color in hiring pools, the post-modernistic perspective in this study may suggest these objective claims of hiring practices are extremely suspicious. According to Dallmayr (1997):

> Postmodernism refuses all semblance of the totalizing and essentialist
>
> orientations of modernist systems of thought. Where modernism purports
>
> to base itself on generalized, indubitable truths about the way things really
>
> are, postmodernism abandons the entire epistemological basis for any such
>
> claims to truth. Instead of espousing clarity, certitude, wholeness and
>
> continuity, postmodernism commits itself to ambiguity relativity,
>
> fragmentation, particularity, and discontinuity. In the place of what may
>
> be seen as the arrogance and pomposity of Enlightenment modes of
>
> thought, postmodernism delights in play, irony, pastiche, excess-even
>
> 'mess.' In the course of all this, postmodernism typically engages in a

radical decentring of the subject, privileging 'nonidentity (or the dispersal

of identity) over any stable self-conception' (p.185).

Theoretically, the post-modernistic perspective also explores how quantitative

data may sometimes provide justification of current hiring practices that may have

created a knowledge base of power to maintain the status quo. By creating new terms

and scientific formulas that support hiring practices that do not improve diversity, higher

education institutions are suspect to maintaining employment practices that in reality do

not support diversification. In many cases, some of the quantitative data that higher

education institutions collect are indeed instruments of language used to maintain low

levels of diversity. Moreover, this study may also serve as a vehicle for higher education

institutions to understand that multiple realities exist behind the quantitative data and

provide some insight into looking at the problem through the lens of people of color

currently working in faculty and administrative positions. Although most higher

education institutions will not admit that institutional racism exists in Oklahoma, there

are those who understand that multiple realities exist when the phrase, "minorities are

encouraged to apply" is used in several employment advertisements. When some

Oklahoma colleges and universities finally rid themselves of practices that promote the

subtleties of institutional racism, only then will the need to recruit and retain faculty of

color become an extinct practice.

In the text entitled "Theories of Human Development Integrative Perspectives",

Goldhaber comments on the ideological concepts of postmodernism:

They base their concerns on an examination, a deconstruction if you

will, of the process by which such claims are made. In particular, the

postmodernists asks why some questions are asked and not others.

For the modernists the answer is that these are the questions that our

search for the truth requires us to ask. It is the facts of the matter that

are directing the search. But the postmodernist contends that there is no

necessary truth out there, and therefore the reason some questions are

asked rather than others is that these are the questions that the researchers

find interesting to ask. And if interest is what motivates the researcher,

then what determines why researchers find some questions interesting and

others not (p.357).

In essence, the theoretical approach regarding the analysis of the practices of

recruitment and retention of faculty of color from members already employed in

academic institutions in Oklahoma may suggest more questions. These questions may

lead to more questions that question the infrastructure of hiring practices. Are the hiring

procedures of faculty members in higher education institutions conducive to hiring

minorities? Who established the guidelines for hiring and are they being followed to

assure that diversity of faculty and administrators will reflect the student populations?

Why are some questions asked during the interview process more important than others?

As the process for hiring is deconstructed, administrators may discover practices under

the assumption of "best practices" may not be "best practices" at all. Or are they?

Moreover, the postmodernist perspective also allows me to juxtapose images

associated with people of color. Generally, persons of color are frequently seen in the

mass media as negative images and stereotypes. By deconstructing those images, the

researcher presents the participants as professionals not frequently seen in many elements

of modern society. Additionally, many of the comments and statements made by participants may not be heard in positivist atmospheres that control media related events in national and local news organizations. Harper (1994) contends that visual sociology becomes a form of critical history. These scholars also note that this ideology also confronts the manner in which unequal relationships are hidden or ignored in the practice of photography. According to Harper (1994):

> The new ethnographers must understand power relationships
> outside of the small social units they study, and they need to
> see their own work in the context of larger frames of power. To
> these ends, the visual sociologist working in the area of social
> criticism has much to gain from the sensibilities of those working
> in what has come to be known as the postmodern left (p. 410).

And finally, Harper (1994) comments on the future of visual sociology and its importance as a movement in research:

> It is clear that visual representation help us learn ourselves;
> they help us communicate to others; they help us teach
> our students to see and struggle through their own attempts
> at recording, analyzing, and communicating. Most fundamentally,
> images allow us to make kinds of statements that cannot be made
> by words; thus images enlarge our consciousness and the possibilities
> for our sociology (p. 411).

Research Design

I conducted twenty-four interviews via videotape in offices, classrooms, pleasant campus environments, and my home studio. I established credibility and trust with participants through the utilization of e-mail, phone and casual conversation prior to the interview. According to Rossman and Rallis (2003), "Qualitative research involves building and sustaining relationships with people. The long, in depth interview can be quite intimate and disclosing; people often telling more than they know they are telling, and the researcher often learns more than she wishes" (p. 77).

In the text entitled "Naturalistic Inquiry" by Lincoln and Guba (1985), they give an example from Denzin (1978) that discusses how the use of triangulation as a mode of inquiry makes findings more credible. One method of triangulation involves the use of multiple and different sources. Generally findings are found credible when they come from several different sources. Lincoln and Guba (1985) affirm the credibility of triangulation through the use of multiple sources by discussing phrases that people encounter when they discuss triangulation. An example of those phrases includes "No report was credited unless it could be verified by another person," or "The information forthcoming in interviews was discounted unless it could be checked in the available documents." Lincoln and Guba (1985) continue by suggesting:

These expressions suggest that "multiple sources" may imply *multiple* copies of one *type* of source (such as interview respondents) or *different* sources of the *same* information (for example, verifying an interview respondent's recollection about what happened at a board meeting by consulting the official minutes of that meeting (but note that if the minutes

do not support the recollections, all one can infer is that *one* of the sources

is probably in error) (p. 305).

Population and Sample

I selected faculty and administrative of color by utilizing the snowball sampling

technique. Many of the participants were associates whom I had worked with in higher

education institutions. Some of the participants were individuals I had met through

conferences and committee meetings within the state. In addition, others were

professionals who agreed to participate after people I knew suggested them for the study.

According to Atkinson and Flint (2001), "Snowball-based methodologies are a valuable

tool in studying the lifestyles of groups often located outside mainstream social research"

(p. 6).

I selected participants from PWI's throughout the state of Oklahoma to participate

in qualitative interviews. Rubin and Rubin (1995) suggest, "Qualitative interviewing is

warranted whenever depth of understanding is required. It is a way to explore the

broader implications of a problem and place it in its historical, political, or social context"

(p. 52). Participants were also selected based on their willingness to participate and

availability. I searched for faculty and administrators of color that appeared to have

different perspectives and representative of different cultural backgrounds. Morse (1994)

claims:

> In qualitative research, the investigator samples until repetition
>
> from multiple sources is obtained. This provides concurring and
>
> confirming data, and ensures saturation. The results of the study
>
> must be rich, and sampling strategies such as seeking negative

cases also contribute to ensuring the adequacy and appropriateness

of the data (p. 230).

I interviewed representatives from urban colleges, rural colleges, community colleges, and public and private universities. I also interviewed faculty and administrators of color from various higher education institutions throughout the country that are natives of Oklahoma with an interest in returning to the state.

Instrumentation

I employed several forms of instrumentation to collect data based on qualitative techniques of inquiry. The written dissertation and documentary consists of literature and data collected from interviews, focus groups, research journals, books, photographs, newspaper articles, brochures, field notes, observations, web sites and original video footage. These modes of qualitative inquiry increase the credibility of the data collected through triangulation. The documentary is designed to supplement the written dissertation, which also serves as a script.

Individual interviews. Each participant signed a "visual/audio release form" which warrants permission to exhibit the video documentary to the public. Individual interviews were recorded utilizing a Canon XL2 Digital Video Camera and accessories. According to Fox (2004) "The XL2 is targeted at low-budget digital filmmakers and broadcasters with such features as 25p progressive recording, extensive control over a wide variety of settings (including cine-style gamma), and two built-in XLR audio connectors" (p. 1). Narration, original music and graphics were added by utilizing the Adobe Premiere Pro 1.5 editing software. Baguley notes, "If you take video editing seriously and you need software loaded with professional-level features, you'll find that

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there's a lot to like in the new Adobe Premiere Pro" (p. 1). Qualitative interviews on

digital video allowed me to explore feelings, moods and frustrations of participants. I

asked open-ended questions and allowed participants to share their points of views

regarding issues of concern. The directorial shooting concept consisted of many

mediums close-ups to close-ups (head and shoulder to face). In addition to the camera,

lavaliere (clip-on) and seinheisser boom microphones provided accuracy and

dependability with the audio recording.

     Focus groups. I conducted focus groups in my home studio. I invited

participants to my home and served refreshments. According to Rubin and Rubin (1995),

"An increasingly common use of focal groups is to bring together a group of people who

have experienced the same problem" (p. 139). Although some participants knew each

other, I facilitated introductions and tried to make all participants comfortable. I filmed

participants in similar ways as the individual interviews, but I constantly kept the camera

moving and provided many different angles and shots. I was assisted with a boom

microphone assistant who recorded the sound. One of the participants was briefly trained

on the questions and facilitated the discussion. Participants were encouraged to "go with

the flow" and talk freely.

     Websites, print media and original footage. I observed web sites associated with

participant's places of employment. I also studied and recorded websites of several

college campuses that I visited. Additionally I reviewed several publications from

college and university newspapers, board minutes, etc. Moreover, I observed articles

related to diversity issues in higher education institutions throughout the state. I utilized

published brochures, photographs and other visual documentation. I filmed buildings,

fountains, statues, ponds, signs and other areas of several different Oklahoma college campuses. I also filmed students and faculty with no identifying features (legs, arms, feet, backs of people, etc.).

I shot a tremendous amount of footage. This project required over 250 hours of recorded footage. The footage was observed and eventually edited down to a two-hour film. The accuracy of this medium allowed me to watch and listen to recorded images and sounds over and over again. Although my focus during the initial shooting phase was formal, the final result produced many informal images and sounds that I discovered during the editing process. These informal observations added credibility to things that I did not notice when I shot the original footage.

Off camera field notes. I took field notes from discussions that took place when the camera was turned off after all interviews and focus groups. I listened carefully to comments participants made in discussion. After each interview, I took reflective notes to give more credibility to the initial interviews. Many conversations after the interviews on camera were long and extensive. I was able to probe deeper, ask more questions and take concrete notes. I transcribed many additional field notes and placed them on cards. This process allowed me to confirm themes that emerged from other areas of data collected. In many cases, information shared when the camera was turned off did not appear politically correct. Many participants were candid and more willing to share rich narratives of their experiences. According to Rossman and Rallis (2003) "Even if you are videotaping events in the setting, you will need to systematically record your impressions, insights, and emerging hypotheses. You do this by writing field notes-the written record of your perceptions in the field "(p. 195).

Observations.   I observed individuals in their places of employment as they related to others in predominately white institutions. I also reflected on observational experiences with many participants in social and professional atmospheres that included workshops, dinners, lunches, meetings, parties, etc.

This form of dramaturgical observation is noted in "Observational Techniques" from Adler and Adler (1994) through their discussion about Erving Goffman as he studied how people act, interact and form relationships. Goffman sought to understand how people tried to accomplish meaning in their lives. He observed those around him from a detached mode in dramaturgical elements of theatrics in social situations with others. According to Adler and Adler (1994), "Observation is well suited to the dramaturgical perspective because it enables the researchers to capture the range of acts, from minimovements to grand gestures, of people in all ranks of life" (p. 383). Additionally, I observed participants' verbal and non-verbal expressions during interviews on videotape during the editing process. Moreover, Adler and Adler (1994) introduced yet another form of observation they claimed as "Auto-Observation." This style of observation focuses on the researcher studying themselves as well as their companions. This observational approach offers great insight into meanings and experiences. Adler and Adler (1994) assert:

> This vital component of naturalistic observation via
> membership roles shows once again the marginal role
> of observers, even in settings where they naturally
> belong. The detachment formerly lodged in researchers'
> objectivity and uninvolvement with their subjects is

relocated in the withdrawal from what Schultz (1967)

called the "natural stance" of everyday-life member

to what Douglass (1976) has called the "theoretic

stance" of the social scientific analyst. It is here that the

conceptual optic scans and interprets the reams of raw

unprocessed data (p. 386).

Parameters for the Study

I established the following parameters for the study:

1. Time of the study – February 2005 – May 2006.

2. Location of the study – Predominately White Institutions of Higher
   Education.

3. Sample of the study – Faculty and Administrators of Color.

4. Thirty to ninety minute long video interviews.

5. Observation of dailies (unedited footage) over, and over again with
   some transcribing during the editing process.

6. A Continuity (editing guide) script was developed.

7. Video Editing included written data, narration, voice-overs, talking-
   heads, music and graphics.

8. Rough edits of the video were presented to the faculty adviser.

9. Credits appear at the end of the documentary.

Data Analysis

The choice of data analysis utilized was based on Rubin & Rubin's (1995)

comparative approach that closely mirrors Spradley (1979) and Straus's (1987) systems.

By recognizing concepts, hearing stories and themes, the data was coded and categorized into overarching themes. According to Rubin & Rubin (1995), "We read and reread the interviews to note core ideas and concepts, recognize emotive stories, and find themes. We code the material to group similar ideas together and figure out how the themes relate to each other" (p. 229).

Field notes were taken at the end of the official videotaped interview. Transcribing took place during several viewings of each interview. The videotaped interview was transferred into the computer via the Adobe Premiere Pro video editing software. The Adobe Premiere Pro program allowed additional transcribing along with video/audio clips that included adequate transcription and categorizing descriptions. Field notes were coded and categorized separately from the video editing system, however the same process of categorization took place. As more and more videotaped interviews were conducted, data was categorized into themes that emerged.

Additionally, once all of the interviews were conducted and categorized in the computer, further coding took place via the video editing program through the process of creating edited rough draft sequences that were associated with each research question. Moreover, Srivinas (2005) expresses that "drama and participatory video making on key issues draws together the problems analysis and explores solutions" (p. 4). The entire editing process resulted in viewing footage over and over again of participants and images that created excellent sources to stimulate dialogue and lead to possible solutions to the overall problem.

Credibility

As the researcher for this study, I have a Bachelors of Arts Degree in Theatre from the University of Washington in Seattle, Washington. In addition, I hold a Master of Fine Arts Degree in Film from Howard University in Washington, D.C. I have also developed many promotional and documentary films for social service agencies, colleges and churches that include the Tulsa Urban League, YWCA, Family and Children Services, NEO A&M College, Metropolitan Tulsa Baptist Church, etc. According to Art Williams, Jr., Executive Director of Metropolitan Tulsa Substance Abuse Services:

> Years ago, maybe ten years ago, I hired Dr. Clark; soon to be Dr. Clark. And Dr. Clark basically was ahead of his time in filmmaking. He did some stuff that's so way ahead people didn't understand it in terms of rap films; they're trying to get that stuff done now; we did that ten years ago (Clark, 2005)

The importance of maintaining the trust of participants is crucial to the success of establishing continuing dialogue to solve the problem of increasing the diversity of faculty and administrators of color in higher education institutions within the state. The credibility continues to grow, as participants trust the researcher to present their views reasonably and honorably. The participants of this study are aware that many of them may have opposing views. Nevertheless, those opposing views offer further discussions on concepts that may be developed from findings presented in this study. Additionally, all participants are invited to review information associated with the study in the documentary prior to any future publication. O'Brien (2001) notes, " Action research is carried out in real-world circumstances, and involves close and open communication

among the people involved, the researchers must pay close attention to ethical considerations in the conduct of their work" (p. 11). Moreover, several participants expressed confidence in the researcher's ability to present data from a perspective that would allow further study and examination. Therefore, ethical considerations regarding confidentiality, equal access, permission for observations, etc. are high priority regarding this initial study. Several participants have already commented on information presented in rough drafts of the video documentary.

Evaluation

Finally, all participants understand that this study is a dissertation project and their participation is based on the researcher satisfying the needs of the dissertation committee in consideration for the terminal degree. Any future participation is contingent upon additional approval of the participants. After evaluation from the dissertation committee, and approval for the Doctorate degree of Education, the researcher plans to continue the evaluation process with participants and continue to pursue solutions to the recruitment and retention of faculty of color in higher education institutions within the state. Robin McTaggert (1989) in the "16 tenets of Participatory Action Research", claims that one of the major elements of the process is working in small groups:

> Participatory action research *starts small* by working on minor changes which individuals can manage and control, and working towards more extensive patterns of change. These might include critiques of ideas of institutions which might lead to ideas for the

general reforms of projects, programmes or system-wide policies

and practices (p. 3).

Amended Plan and Future Action

After consideration from the dissertation committee and the degree has been

awarded, the researcher plans to meet with each individual participant involved and

solicit continued support for future action. Each member will be asked to evaluate the

study and look for possible solutions or offer suggestions for the next study. With

additional credibility holding the Doctorate degree of Education, the researcher/facilitator

will continue to take the lead in this area of study. However, participants will be

encouraged to offer more participation towards supporting the cause to increase the

diversity of faculty and administrators within the state. The researcher hopes to extend

support from national organizations and prominent advisors to bring more attention to

this issue. As the research grows and continues, the researcher hopes to slowly allow

educators throughout the state to take more of a leadership role on this issue.

CHAPTER IV

FINDINGS

Chapter Overview

      This chapter focuses on the examination of faculty and administrators of color in higher education institutions. The chapter focuses on their perceptions about hiring practices and working in the state of Oklahoma. The chapter begins with a profile of the participants. The chapter continues with a general discussion of participant's perceptions of the dominant culture. Then, each research question is discussed based upon the results of the data collected. Finally, participants shared their ideological concerns about the future of faculty of color in higher education institutions within the state of Oklahoma.

Participant Profiles

      Twenty-four faculty and administrators of color that have worked; currently working; or have a desire to work in higher education institutions within the state of Oklahoma participated in this study. Demographic information was obtained through general questions during interviews and public information. During interviews participants did not always speak grammatically correct. Transcriptions from video recordings were documented as spoken by participants. Rendering speech into writing poses difficult problems (Rossman & Rallis, 2003). Denzin and Lincoln

(1994) assert, "It is important not to edit the essence of the quotation from the passage, but at the same time it is legitimate to remove the "mmms" and the pauses unless the intonation and expression are important to the meaning" (p. 232). Additionally, pseudonyms appear in the written dissertation to increase the anonymity of participants.

Table 1

*Participant Profile*_____

Name	Gender	Race	Job Title	Education	Years in the Field
Jerry Andy	Male	African-American	Professor	Masters	0-5
Rodney Asberry	Male	African-American	Professor	Doctorate	10 or more
Lee Burkhalter	Male	African-American	Administrator	Doctorate	10 or more
June Burks	Female	African-American	Professor	Masters	10 or more
Richard Chaney	Male	Native-American	Professor	Doctorate	0-5
Kevin Cruel	Male	African-American	Professor	Masters	10 or more
Robin Durant	Female	African-American	Administrator	Masters	5-10
Michael Griffin	Male	African-American	Administrator	Doctorate	0-5
J.T. Herndon	Male	African-American	Professor	Masters	0-5
Ann Hopkins	Female	African-American	Administrator	Doctorate	10 or more
Henry Johnson	Male	African-American	Administrator	Masters	10 or more
George Jones	Male	African-American	Administrator	Doctorate	10 or more
Ronnie Keys	Male	African-American	Administrator	Doctorate	10 or more
Ronda Lewis	Female	Native-American	Administrator	Doctorate	5-10
Jim Malone	Male	African-American	Administrator	Doctorate	10 or more

Gwen Marshall	Female	Native-American	Professor	Doctorate	10 or more
Eric Milton	Male	Hispanic	Administrator	Masters	10 or more
Ennis Morgan	Male	African-American	Administrator	Doctorate	0-5
Rolonda Page	Female	African-American	Administrator	Masters	10 or more
Beverley Randle	Female	African-American	Professor	Masters	5-10
Erma Ratliffe	Female	African-American	Administrator	Masters	10 or more
Lawrence Rogers	Male	African-American	Administrator	Bachelors	5-10
Ricky Simmons	Male	African-American	Administrator	Doctorate	0-5
Pam Taylor	Female	African-American	Professor	Doctorate	10 or more

The Dominant Culture Practicing Claims of Diversity

The participants referred to people in power as they; the majority; committee members; the dominate culture; European-Americans; Caucasians; colleagues; and White people. Many of the participants discussed the dominant culture very candidly.   They shared their realities about the need for colleges to practice claims of diversity. Several participants voiced concerns of institutions projecting images of diversity to the general public, but maintaining the status quo within the walls of its ivory towers. Quantitative percentages projected by Shah as noted in Rushoway (2000) claiming it will take over 20 years to increase diversity among faculty by 15 percent, echoed in the voices of participants in this study.   The following participants shared their perceptions in a focal group about colleges claiming the need for diversification, but doing little or having no plans for implementation:

<div align="center">CRUEL</div>

When I look around the colleges where I've worked; where I'm currently working and where I've worked in the past, and I'll hear the administration talking about well we need to try to do this and that and the other to create more diversity. But, I really don't see a considered effort on the part of the administration to see that this becomes a reality. In my opinion it's far too often lip service. It requires a lot of energy and effort to make it happen, and I don't think enough are committed to that.

<div align="center">PAGE</div>

And remember on the committees; it may be anywhere from five to eight members on a committee you may have how many people of color on that committee? So, even if the person is very qualified and he's a Black candidate if you are saying yes; and you are supporting this person and trying to push him through- if administration or someone else has a White friend that is there and that's gonna' be the person- it doesn't matter how qualified the Black candidate is gonna' be, and remember we are only one voice on that whole group. So many times if we support a Black person coming in-in the back of their head they may be just saying, "Well they're just voting for that person because they are Black." You know and that's a sad thing, but you know we still live in a world where those kinds of things happen.

HOPKINS

Exactly.

CRUEL

It was an interesting situation in a college where I worked a few years ago where the-actually the provost ended up hiring me; a few years later he was dismissed for some other reasons, and when I spoke to one of the academic deans about his dismissal, the academic dean said to me well you know Kevin it is going to be virtually impossible to get another provost at this college. Because we had one, he was African-American, and he didn't work out. You know, my response to him was we have White faculty members who have all sorts of problems and are dismissed but we don't stop the whole notion of hiring White people.

PAGE

And we sometimes bring them back.

CRUEL

Yea. So there's definitely a double and triple standard at times.

Many participants, expressed frustration with the status quo's effort to diversify faculty and administrators in higher education institutions in the state of Oklahoma. Moreover, that data suggests that many faculty and administrators of color who remain in Oklahoma are frequently denied admission into the academy. Some members of the dominant culture in Oklahoma might not agree with Maimon & Garcia (1997) who claim that students need faculty members from their own cultural backgrounds to support their educational activities. Faculty participants Herndon and Keys grappled with assumptions that could explain why their White counterparts lock them out of the academy.

HERNDON

Sometimes people really don't know how to take an African-American male who's intelligent and who's inspired to make other people come up to their strongest academic potential. I think sometimes people have a tendency to feel threatened.

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KEYS
It's a fear, a lack of understanding, a lack of sensitivity, and then most importantly, a lack of patience. They don't take the time to get to know us, and so they stay with the same fears they've had years ago.

Moore (2000) would agree with Herndon and Keys as he maintains that African-American males in higher education deal with a lot of factors associated with jealousy from their peers in the dominant culture. Moore (2000) emphasizes that when African-Americans start to express mental freedom and expression they are frequently perceived as threats to their European-American counterparts. Some participants expressed racism as the reason why many faculty members of color are not hired within the academy. Many participants exposed some of their individual experiences. Some of those experiences consisted of claims of institutional racism, stereotypical perceptions about people of color, and subtleties that may include disenfranchisement from the academy. Many of them affirm Parker & Hood (1995) and Talbert-Johnson & Tillman (1999) claims that institutions of higher learning are failing to address issues of racial diversity.

MALONE
We live in an America that is very racist, institutionally racist. And we are constantly coming up with terms and labels that really for the most part are still maintaining the status quo.

ASBERRY
We never did anything; we never accomplished anything; we have no history. Go back and look at the history of Black people. We had great civilizations in Ghana, Mali, in Africa. We had great kings; we had this and that. Most of the people have stereotypical perspectives about us; that we came from Mississippi, Alabama and off the slave plantations; and we're Mr. Bojangles or Stepin' Fetchit'.

Although there are many historical accounts that affirm racism as a fabric of American society, the subtleties of institutional racism in higher education institutions continue to grow. Many higher education institutions continue to follow Jackson's (2004) example

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of putting bandages on the wounds of institutional racism and truly resisting facets

designed to increase diversity.

> MARSHALL
> The academy is a very conservative place. And, so very often this resistance is a very courteous resistance; and it's a very subtle resistance.

Moreover, Griffin shares a unique experience of a program designed to graduate more

professors of color at Oklahoma State University.

> GRIFFIN
> At one of the graduations three years ago, there were seven African-Americans who stood up on the stage at the Mabee Center and received their doctorates at one time. And, it was empowerment and it was something very, very, powerful, but it also started a rumble in the jungle. And, from that point on we started running into obstacles, and before you knew it they discontinued the program.

The need for the dominant culture to practice diversity continues to be an

important concern for many participants in this study. Additionally, several participants

expressed a desire for the dominant culture in Oklahoma higher education institutions to

accept them and allow them to make significant contributions to the education of

students. The following participants stressed the importance of a diverse faculty working

together to educate students:

> CHANEY
> We live in a very diverse world. And we have to reach out to people; whether they reach out to us or not.

> KEYS
> We all are alike because we share a common goal; which is to develop the intellect; but, outside or that, we are different.

> BURKS
> Black students, but also White students need to have that diversified faculty.

BURKHALTER

I think it's good to have as many people of color in your institution as possible, because it is a reflection of the environment with which we live; our environment is changing, it is very diverse. And, so your institution ought to reflect the diversity of the state, the nation with which you serve. And, as an administrator it is your responsibility to try to find individuals that reflect the diversity of this society.

Nevertheless, several participants did not exhibit Pollyanna attitudes regarding diversity initiatives. Additionally, some of them focused on the need for faculty and administrators of color to look at themselves and evaluate what they are doing to help their own cause. Johnson claims that only when the dominant culture allows diversity to take place will it truly happen.

JOHNSON

They don't have an initiative, a strong initiative to try to diversify the staff. It's just not gonna' happen.

Malone cautions the minority community to follow the examples of the past in order to work towards repairing the present condition that could provide solutions to the future.

MALONE

We live in a society that appreciates yes men and women, because we want to keep our houses; and our cars; our credit cards. If you look at all of the volumes of work that Dubois did. Not with a computer, with a typewriter. He put out volumes and we have all of these luxuries and we are doing nothing, but going on with plans that somebody else made. And, our children are dying, because of what they've been taught.

How do faculty of color describe and experience the job search and interview process?

The focus of this question was to explore practical experiences of faculty and administrators of color about how they earned positions in the academy. The purpose was to understand the job search process and share with other people of color interested in working in the academy. This overarching question sought to understand the positive

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and negative circumstances associated with looking for a position. The objective was to offer potential faculty members insights on how to secure positions of employment.

The Job Search Process

Participants shared practical techniques about their experiences searching for jobs within the academy. Readers may discover ideas on how to increase opportunities for gainful employment in higher education institutions.

TAYLOR
The way that I have found out about the job opportunities is through doing massive searches. Because of my field, I generally try to look in the American Sociological Association Employment Bulletin. On top of that since there are places like the web sites; Higher Ed. dot com; or Higher Ed. Jobs dot com; something like that-I look in there a lot. Then, there's the Chronicle for Higher Education web site, and the actual hard copy of The Chronicle. So, I look in those publications for jobs. I also look in the newspapers, particularly the Tulsa World and the Oklahoma City newspaper.

MARSHALL
My job search was primarily focused on combing the Chronicles of Higher Education.

JONES
Many job opportunities were advertised in the local newspapers; a lot of those were word of mouth as well. Most of the time when you are searching and looking for different positions the first source will be other people of color that you know and those acquaintances.

DURANT
I looked in the Chronicle for Higher Ed. a lot. And then there's also the Black Issues of Higher Ed. publication; and a lot of times it seems like it's word of mouth.

Nevertheless, readers may also choose to proceed with caution. Several participants pointed out the inconsistencies associated with job searches. Some of them discussed how they were recruited from personal contacts in positions of authority.

LEWIS
I was recruited directly from a professor that was already here.

BURKHALTER

A very close friend of mine happened to be the Vice-President of
Academic Affairs for Langston University. And, he asked me to come to
Oklahoma and serve as the Director of the Langston University campus in
Oklahoma City. So, that's how I got in Oklahoma.

Some participants went through the rigorous process of being selected by a

committee. However, almost all participants had inside connections at institutions to

assure they would be the likely candidates selected.

CRUEL

It generally came as a result of a contact with someone who had some sort
of relationship with the institution. At times it was a person of color and
at other times; the individual was White.

Although some participants may appear to sound politically correct, the underlying

reality from the data collected shows that many were hired before they went through

any process. Generally, the process for selection was political. In other words, the

decision makers already made a decision to hire a person of color and efforts were

made by rank and file managers to assure that the process was carried out. Burkhalter

discusses how he was selected for a high-ranking administrative position:

BURKHALTER

I actually didn't go on a job search. I knew the president of the college here,
and I received a call while I was at Langston University telling me that there
was a job opening. They had never had an African-American Provost at any
of their campuses and felt that this would be a great time if I were interested
for me to put in an application for that position; it was not guaranteed to me in
any way.

Although the process associated with hiring candidates has been federally mandated

to assure fair procedures, according to the data, many of those procedures when

hiring persons of color were rarely followed. One might assume that decision makers

had already made a decision to hire persons of color in particular positions. In many

cases the process seemed strategically designed to assure that a person of color would

be selected. Moreover, several participants remained politically correct. In no way

did they imply that their institutions violated federal regulations. Nevertheless, the

subtleties associated with bending the rules of federally mandated guidelines appears

realistic when it comes to hiring practices in higher education institutions in

Oklahoma.

Opening the Doors of the Academy

Participants shared how they actually got jobs in higher education. They

discussed some of their experiences on how they were able to open the doors of the

academy and start their careers in higher education.   Some of them even discussed how

important it was to have qualifications and experience.

> RANDLE
> I truly believe that I was the candidate selected based upon my
> skills; my abilities; my aptitude; my educational attainment, and
> being a practitioner in the field of political science.

> MORGAN
> I got the job because I had my credentials; number one. As a
> minority, as an African-American male if you do not have your
> credentials you can give it up.

> RATLIFFE
> I think qualifications and experience go hand in hand, because
> what if you have qualifications but you don't have experience? A
> lot of people have been shut out because they didn't have
> experience but they had the qualifications and vice versa. So it
> becomes one of those things that how do you get in the door?

The literature also demonstrates as Bonner and Evans (2004) contend, that

campuses across the country must promote inclusion and pluralism to assure that people

of color are hired in higher education institutions. Although in some cases academic

credentials and qualifications proved as vehicles for justification, it seems as if many

participants were hired because they showed themselves approved as inside candidates

whom their White colleagues found comfortable to be around. Fortunately, credentials

and qualifications may have also been vehicles associated with hiring faculty and

administrators of color.

> PAGE
> I traveled for the first two years as a field recruiter, for the
> university that I had chosen and was within the driving distance
> and so, it wasn't necessarily what I wanted at first, but it did get
> my foot in the door. So, transitioning from being a field recruiter
> into the advisement just kind of transitioned quicker once I got in
> the door. But, I had to get in some kind of way.

> KEYS
> Basically, how I got the job is I really worked my tail off and
> demonstrated that I was worthy of consideration.

> CHANEY
> I did contract teaching with a few classes. And, that got my
> foot in the door-

> ANDY
> Well with my current position I was an adjunct there. So, I heard
> about the opening by word of mouth there, and applied as an
> internal candidate.

The importance of demonstrating the ability to work within the system was a key

issue. Many participants felt that the "best practice" associated with getting hired was to

find a way to let those at the institution know that they could feel comfortable working

with them.   Most participants had to demonstrate that as an adjunct faculty member or

employee hired with "soft money" (federally funded grant programs that would only last

for a few years) they could "get along" with the dominant culture and not challenge the

status quo. The most important factor was to (a) Make White colleagues feel

comfortable, (b) Make White colleagues feel comfortable, and finally, (c) Make White

colleagues feel comfortable.

> HOPKINS
>
> If you don't have the contact to get in the system, you never can be at the advantage point, you know. At one institution I had actually applied six times and was not; and again at least in terms of academic credentials; I know two of the individuals who didn't have the same types of credentials that I had. But, when I finally got in on a part-time basis; then I finally was considered in the system. And that sixth time I applied being in the system (in house), I finally got the position.

> CRUEL
>
> The search ended with two candidates. I had a masters and the other candidate who was White had a bachelor's degree. But, he was in the system; he was in the institution already. And, the Chancellor of the institution who is African-American called me over to his office the day before they were supposed to make an announcement about who was to be hired, and he walked around the campus with me. And he told me that I was the best person for the position even though the committee who was comprised of five White administrators, wanted to go with the person that was already there; and he felt that there wasn't any question that I was; once again I had the credentials; I was the individual who should have been hired for the position. I think this gets to the issue of being in the system; being connected, because they were willing to overlook me even though I was more qualified than the gentlemen who they wanted to hire. And that conversation with that Provost and the message he left with me has stuck with me until this day, and I believe that the message is that I think we as influential administrators and faculty members have an obligation to do what we can; to see to it that individuals who are definitely qualified; because this business always comes about whether or not we are qualified, and we have a multiple of qualified people; that we see to it though that we make the connections with the institutions and with those individuals to see to it that they get on board.

What is the normal process? On the record, the normal process is filling out the

application; going through interviews; and being offered a position.

> ROGERS
>
> I filled out the application; and sent in my resume; and next thing I know, I was being called for an interview. And, I went through

> two interviews and the last interview they said O.K. we'd like to
> hire you.

>   TAYLOR
> I have applied for jobs at least ten schools. And, in applying for
> jobs; at least ten schools, I have gotten the interview at two; and
> those are the two jobs that I have held.

Nevertheless, "off camera" many participants admitted they were not hired

through the normal process. There were contradictions from many participants on how

they actually got hired.   What *really* occurred when they sought full-time positions that

led to them being hired? Some participants were encouraged to apply for position

openings by their new White colleagues or administrators in power. Almost all of them

had contacts with people on the search committee. Although all of them said they went

through the motions of filling out an application and going through the interview process,

almost all of them knew they would be selected for the position(s) or a decision had

already been made to hire a person of color. This practice leads to the institutionalization

of tokenism that as Hill (1991) claims in no way leads to diversity.

Rejection in Higher Education

Although participants have been hired in higher education institutions, they also

discussed issues of rejection and the difficulties associated with promotional

opportunities within the academy.

>   HERNDON
> Getting on full time in any of the local institutions has been very
> difficult.

>   JONES
> You usually receive that rejection letter stating thanks for your
> time and efforts applying for the position.

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GRIFFIN

I think I probably applied for nine positions at Oklahoma State University and I never received a letter back for any of the positions stating that the position was filled.

ASBERRY

Many jobs I've applied for; maybe I don't even get a call. And, I am totally qualified, experienced, run my own business for fifteen years and been a professor; gotten the most outstanding professor award the last two years out of the last four years. And so, I think it's a poignant issue in terms of African-American professors have to really adhere to a higher level. I don't understand why.

Off camera, some of the participants shared how a few years ago, people of color were told the reason they were rejected for jobs was because they were not the most qualified applicants for the position. So a lot of people of color worked very hard to gain the qualifications and skills necessary to become "qualified" for positions in the academy. It was apparent that many participants were dissatisfied with the process of applying for positions in the academy. Several participants claimed they knew people who were very qualified and ended up getting rejection letters without a call or an interview. There were a few participants who also mentioned they even knew the person responsible for making the hiring decision and never received any type of acknowledgment of consideration.

BURKHALTER

I have had lots of experiences with individuals who have applied for jobs and didn't get hired that I thought had all the capabilities of being hired and would create very good employees.

MARSHALL

Oh, I've known people who have applied for the Criminal Justice program; they didn't get in. And they had excellent credentials. And I think sometimes the credentials scare people away.

Nevertheless, on camera some participants discussed the massive amounts of paper work that is required and how it is designed to not only scrutinize the applicant, but also find ways to eliminate the applicant. Additionally, some participants mentioned if something is slightly not how "they" think it should be; it is utilized as a reason to not give a seemingly qualified applicant an interview; and thus they become unqualified.

> JOHNSON
> If you are slight; if you are say not as up to speed in every aspect that they looking for; or they can evaluate you on. And they can use that reason to say; you're not the best person for the position.

> ROGERS
> It's because I just didn't have enough of the expertise that they needed. I just didn't have enough of the qualifications that they were wanting.

An analysis of the data demonstrates that after several years of hard work, the excuses given for not hiring qualified applicants of color have changed. Today, reasons for rejection are usually found in statements like, "We selected someone who was better suited for the position." "We found someone who better fits our needs." It was apparent that although an applicant may be extremely qualified for a particular position and have all the experience necessary, the search committee or hiring officer might continue to find ways to select another candidate. In most cases, the candidate selected would generally be from the dominant culture.

> JOHNSON
> When they come out and make the statement that they picked the person that they felt was the best person for the position; which that could mean a lot of things. Or that is saying something without saying anything directly.

MORGAN

I asked for a meeting to find out why I didn't get the job. And, they told me it was somebody else that was more suited.

Nevertheless, several participants said they have witnessed the hiring of European-Americans who were not "qualified." However, none of the data collected suggested people of color were hired when they did not meet the qualifications. In fact, many participants discussed even though they were highly qualified, they had difficulty accepting why they were not selected. And in some cases many participants continued to analyze phrases like "we found somebody else that was more suited." What does "more suited" mean? As Johnson mentioned earlier, it can mean anything. Moreover, it may not mean that the candidate was not qualified for the position. It may not mean that the candidate was the most qualified candidate for the position. However, it may mean that the candidate selected met the criteria more closely. In other words, as one participant said off camera, "the candidate selected was White."

JONES

There's so many people applying for jobs, and there's so many qualified people that we need to make sure that our qualifications are in line for the position.

MORGAN

I felt like I was qualified. I felt like I had the credentials. But, what happens is you are in competition with other applicants who may have already served at that level.

However, several participants said they could not fight or oppose reasons given by colleges and universities for rejection, because those institutions were within their legal rights. It was apparent that many participants felt as though they had no legal recourse. Many participants appeared to appeal to the moral obligations of the dominant culture to enhance diversity initiatives and consider hiring more faculty of color.

Nevertheless, many participants do not believe that colleges and universities understand what Levine (2000) claims that the survival of higher education institutions depends on their willingness to reach out and diversify their educational communities.

Durant discussed how people of color sometimes penalize themselves for being more concerned about diversity issues amongst their own populations:

> DURANT
> There was a position that I was really qualified for and I think I was a strong candidate for the committee, but ultimately my understanding is that I did not get the position because the person who would have hired me; who happened to also be a minority felt like two minorities working that closely in that type of position would not be affective.

Additionally, Taylor maintained that higher education institutions continue to create new rules through subtle forms of hiring. Although she quantified the use of quotas and glass ceilings, Taylor claimed that only a small number of persons of color actually get the opportunity to ascend to the next level.

> TAYLOR
> A lot of reasons I don't get interviews is because there is this sort of-I don't want to call it a glass ceiling, but it's almost as if they have their quota of Negroes that they trade around in mid level positions within advanced faculty positions. And having that group of people already picked out; then it is more difficult when you begin your part of the next stage of your career.

Moreover, many participants expressed a need for applicants of color to continue to apply for positions. Several mentioned the importance of not giving up and working with the current system to gain a position in the academy.

> BURKHALTER
> It's a matter of perseverance. It's a matter of trying to find the right match for your skills and I think also it's a matter of how well your resume is constructed. It's also a matter of timing and what that organization is looking for.

JONES

> Once you are rejected once, I know you don't feel good about it, but, you have to continue to pursue your goal and your dreams, and so, you have to apply for other positions, because that may have not been the time for you to get the job. And, it may not have been a good fit for you. So, you have to continue to apply for positions, although they're very discouraging.

Although the positive attitudes were well represented from participants, it was apparent that those responses were very passive. On camera many participants were very careful about their answers and it was apparent they were appearing politically correct. However, during follow-up questions in conversations concerning rejection "off camera," different answers emerged. There were many discussions regarding racism within the academy. Several participants vocalized concerns that many of the hiring decisions at their higher education institutions were political. Some of them claimed that many jobs do not seriously consider persons of color. One participant said, "White folks won't let us tell them what to do." Another participant said, "Even when they give you a job, they do not let you do your job. You are micromanaged and your so-called subordinates quickly see that you have no authority to even do your job. So, you become a figure head." Several participants agree with Cohen (1999) that many higher education institution policymakers need to reexamine their standards and apply equal status for all employees.

Barriers to Job Opportunities

Faculty and administrators of color were asked to discuss any barriers they encountered while seeking opportunities for gainful employment. Many participants shared that there were barriers, but they didn't understand why they still existed in 2005.

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Keys explained that he worked through barriers to his advantage and got the attention necessary for further consideration in other employment opportunities.

> KEYS
> Well, I think the biggest barrier to employment opportunities is getting attention that you really would like to have. A lot of times there are so many applicants to be honest with you, I just may have gotten overlooked a couple of times. Other times that I have gotten interviews for jobs; the jobs that I was primarily going after they gave it to someone else, but I interviewed so well that I was considered for other jobs.

Although several participants assumed they were top candidates and the assurance of an interview was inevitable; the interview never came. Many waited by the phone expecting an interview, but instead a rejection letter appeared in the mailbox. Griffin discussed his misconception to what the job search would be like after he graduated with a terminal degree.

> GRIFFIN
> When I graduated I told my chair, I says, I'm glad I'm getting ready to graduate with my doctorate now because other doors will start opening up and things will be easier. He started laughing at me and says, well, things are going to be a little bit harder.

One participant said "off camera" that he knew he was qualified for a position he applied for and did not get an interview. In fact, this participant knew the people who had applied for the same position through a reliable source. According to the source, there were seven people who applied and based on the criteria established only one person had the required degree that the position advertised. That person was the participant. Eventually a White person was hired and they were not qualified according to the guidelines of the position.   The participant never got an interview. However, the participant did get a letter informing him/her of the selection of another candidate. Durant

shared a similar experience and noted she knew something was not right when her

qualifications and skills were not enough to get her an interview.

> DURANT
> It's hard to know exactly what those barriers are; you see some
> opportunities you thought would pan out, and they don't even wind
> up with an interview or you know, a telephone call; so you don't
> always know why, but you realize that something is not measuring
> up with what you have on paper versus what maybe what they are
> looking for.

Some participants discussed how they saw through many of the inconsistencies

associated with hiring practices in higher education institutions in the state of Oklahoma.

Asberry and Taylor had no problems discussing some of those inconsistencies on camera.

> ASBERRY
> Some of the issues I think are more covert and subtle now versus
> being overt and in-your-face now in terms of African-American
> professors.

> TAYLOR
> Does it upset me? Of course it does. Because you really shouldn't
> have to look for a job in academe; giving the problems that we
> have in education as much as I know many Black people do.

"Off camera" several participants said things like "I don't know what happened?"

"Maybe they didn't read the application materials submitted carefully?" "I know a

person on the committee and they said they never saw my information. And the people

whose information they saw, had fewer credentials than I had."

Some participants questioned that after Human Resources get the applications,

who actually goes through them and eliminates applications for consideration?" Another

participant claimed, "Since I graduated from a Historically Black Institution, I cannot

deny who I am on my paperwork. Is that stopping me from getting an interview? I just

can't figure out what more do they want?" Jones explained some of the challenges

associated with submitting information necessary to get an interview.

> JONES
>
> Sometimes its hard to get past the interviewing process; the application process. I recall several times of making applications for jobs and never receiving an interview. Most of the time you sit by the mailbox waiting for the rejection letter to come in stating thanks for applying. But there are many barriers and its important when you make application that some of the information that you put on the application can tell who you are, but there are questions you can't ask on an application, but the people can look at your application and determine what race you are and I think that sometimes when those are determined that they could be factors of you not getting an interview.

Additionally, many participants agreed with Taylor as she discussed the importance of

having a neat application and resume materials.

> TAYLOR
>
> The reason that and not just me but an awful lot of African-Americans don't get the interview is because of the way that they package themselves. And, now I'm speaking again from being on search committees. My grandmother always told me that neatness counts. And I think that one of the things that an awful lot of professionals period; whether they are Black, White, Brown or Red don't have anymore is a sense of decorum as to how it is that you present yourself professionally.

It was apparent that several participants were frustrated about not having their

application materials accepted for selected interviews. However, there were many like

Randle who expressed how they overcame barriers several times.

> RANDLE
>
> Many of the barriers that I was confronted with dealt with me being from the outside. I lived in D.C. for a number of years and then moving back to the state of Oklahoma usually people saw that as a Yankee coming to the area of Oklahoma not of had the experience that they wanted me to be in this region. They really didn't look at my experience holistically; they only just saw what I had on paper or whatever I produced to them physically.

It was apparent that "off camera" discussions and observations demonstrated that some of the participants held back on their frustrations during the videotaping of the interviews. One of the participants said, "I've got to still work with these people and I need my job, so I've got to be very careful about what I say here." These types of responses frequently led to further discussions about how White people operate in the hiring process in higher education institutions within the state of Oklahoma. Nevertheless, there were several participants who did not care what White people thought of their application or them as individuals. Many participants agreed with Malone as he claimed how he decided to not personify something that he is not.

MALONE
Sometimes as a Black male being too aggressive; being too assertive. I'm not sometimes humble enough. I don't go in with an attitude of that I am whatever you have to offer, I will do. And then realizing that I don't have to be a clown, I don't have to tap dance. I can be an academic and it be only what is required of the job. Too often we have to be the comic relief. We have to make people comfortable if we want that job. And after awhile, I think that if people can't accept you as you are going in; to go in some other way and try to change and be what you are it upsets folks; so, I always; this is who I am.

Malone's desire to maintain his individuality was paramount for many participants. Nevertheless, Kekes (1997) would assert that the hiring of minorities and women would promote preferential treatment. Kekes' views might be challenged by many participants seeking an equal opportunity to compete in the higher education job market.

Hired Because of Race

Several participants proclaimed that one of the reasons many people were employed in academe is because they were persons of color. Many participants

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shared positive and negative experiences associated with being hired because of

their skin color.

> TAYLOR
> I have known a number of instances where the reason that the person got the position was because the person was of color.

> CHANEY
> They are recruiting particularly Native-American faculty because a good percentage of their population is Native American.

> MARSHALL
> An Anglo began to question me and one of the questions he asked was to test whether or not I was really Choctaw. And, I had a kind of knee jerk reaction to it, and I refused to talk to him about that. But, I did talk to him about other things within the discipline. At the time they were-I think looking for people who were the right color-and I was not dark enough.

Nevertheless, several participants of color expressed that their skin color had

nothing to do with them being hired. Others proclaimed that as institutions start looking

for persons of color, people should be ready to fulfill those roles. Several participants

have hoped that Oklahoma institutions of higher learning would take the lead in hiring

persons of color.

> JONES
> Institutions are looking for faculty members who can relate to their students. And you have to; it would be advantageous for an administration if they have fifty or sixty percent African-American students to have African-American faculty.

> KEYS
> They may have been recruited because they were Black, because they were trying to fill a particular need at a particular institution. As you know right now a lot of institutions are basically primarily White employees at the very top, but at the same time they have a desire to hire some qualified African-Americans, and so, those African-Americans who apply for those jobs that I know of they

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were able to get those, but not basically because they were Black; because at the same time they had some excellent qualifications and some experience to go along with it.

"Off camera" some participants said generally people of color are "over-qualified." One participant said a colleague mentioned that some people felt like she was only hired because she was a person of color. The person also said they did not think she was qualified. The participant discussed how she was more than qualified for her position and was willing to prove to people that she was the best person for the job. Nevertheless several participants expressed that they knew people were being hired specifically because they were Black and their qualifications and skills had nothing to do with it.

DURANT
A colleague of mine in student services said she got a position because they were trying to create some diversity initiatives at her institution; and so she was hired to do that.

JOHNSON
They were looking for a person of color. They were needing to diversify their staff. So, I'm saying that I just happened to be at the right place at the right time.

RATLIFFE
It was a typical interviewing process. Of course it was made mention on several occasions that this was a part of their diversity and inclusion to expand the role for minorities in their faculty.

As the issue of being hired because of race emerged, several participants talked about how they were tokens within their institution. There were several participants who mentioned they were the lone African-American male or the lone African-American female on their campuses. One might assume that Oklahoma institutions are looking for the right types of persons of color. These prototypes of persons of color are generally those who are willing to adhere to a

system that rewards a few by allowing them into the halls of ivory. Nevertheless many of these prototypes generally turn their backs on others like themselves. The literature from Astin (1997) about the fact that higher education has done a poor job recruiting and retaining faculty of color becomes even more evident. Other participants claimed they were excited to be the only faculty or administrative member of color in their areas, because colleges and universities generally like to have one person of color in each area. Some participants mentioned that having too many persons of color in one area makes Whites feel uncomfortable unless those employees work with a majority of students of color. Many participants appeared to agree with Alger (1998) about how several faculty members of color create hurdles for each other by not supporting one another. Malone comments on how people of color frequently look out for themselves individually as opposed to collectively.

> MALONE
> Naturally, when you talking about trying to meet government regulations there's always the time when people are being hired because they are Black; not because necessarily they came with a sense of being an advocate for creating situations that's conducive to other Black students, Black professors; but they were hired because the were there to do something. And so, you may not be as willing to seek and create a pipeline for others who look like you or others who've gone through what you have gone through. You don't find men like Derrick Bell who left Harvard University because they refused to hire women in key positions; he left. He was a tenured professor. You don't have those kinds of men and women who are willing to risk their careers just to make things right for somebody else.

One participant gave an example of a person of color who refused a job in higher academia because he did not want to become the lone African-American faculty member in a department of 15-20 people. The participant mentioned the African-American male

said that he would not subject himself to becoming the token African-American who has

to deal with an extra level of processing that include advising and counseling students,

sitting on committees to add color and being the expert on African-American issues.

Some participants discussed how they did not care how they got the job as long as

they got the job. These participants were willing to take the job because of their skin

color. If being hired because of their color was going to get them the job, they were

willing to accept it; take home the paycheck; and return the next day. Morgan discussed

how being an African-American has a positive impact on getting a job.

> MORGAN
> I will excel and be promoted because I am African-American.
> And, I am aware of that; and a lot of people are aware of that.
> Some people earlier in my career shared that with me; so I'm going
> to use it to my advantage and I'm going to get everything I can out
> of it.

The fact that many faculty and administrators of color said they were hired

because they were Black may defeat many of the purposes of diversity. Nevertheless, if

many people of color continued to be hired based on their race then the laws associated

with diversity and affirmative action will continue to be ignored.

Advice from Practitioners

Observers of this study might adhere to advice from practitioners on how to get a

faculty or administrative position in colleges and universities across the state of

Oklahoma. Several participants discussed the importance of being prepared. Although

there may be barriers to employment opportunities, participants stressed the importance

of overcoming obstacles through perseverance and preparation.

> ROGERS
> My philosophy is that avail yourselves with the opportunities and
> they will be there.

JOHNSON

Complete your degree and start out at an early age of trying to pursue that particular direction.

KEYS

My advice is to network and put your name out there. Let yourself be known.

RANDLE

Become involved as possible in any council; any committee; any board.

MORGAN

You must have the right contacts; you must have the support; you must have good recommendations; you must be well established; and you have to be very, very sharp.

ROGERS

Qualifications are so, so critical.

Several participants were very adamant about people being prepared if they are interested in becoming employed in higher academia. Nevertheless, many participants discussed how frustrated they were regarding having all the qualifications and skills, and still not being accepted. Several participants offered suggestions on how to break down barriers to employment.

JONES

I would recommend the best recommendations or references would be those that you work with and had experiences with.

MARSHALL

I would get a friend of mine in some university and apply to that university, and get my friend to look at that packet; and find out what is in those recommendations that's stopping you.

JONES

If you see an ad in the paper for a position requiring a doctoral degree and if you only have a masters naturally you wouldn't want to apply for it, but sometimes it doesn't hurt to go through the process.

Although applicants may feel frustrated, several participants suggested

networking with someone already in the system. And, if applicants do not know anyone,

then applicants need to network with others who have contact with people in the

institution.   The data maintained that although potential applicants of color have all of

the academic credentials and experience, the likelihood of getting a job in higher

education is not likely, unless there is a relationship with someone at the place of inquiry.

> ASBERRY
> Find somebody in the system who you can relate to; it could be
> Black, White, male or female. Find somebody who you can relate
> to, in order to help you in terms of that acclamation process in the
> system.

> ROGERS
> I encourage people today if they wish to get into education;
> especially teaching; do get stared as an adjunct, because that puts
> you right there at the doorway for a full-time position.

> KEYS
> You really just have to be in the right place at the right time and of
> course, with the right credentials.

Participants suggested that even if people of color apply and have all the

credentials and qualifications associated with a particular position; it was not enough.

The data demonstrated the importance of knowing someone in the system. According to

some participants, people of color who apply through the regulated federal government

systems known as human resources, do not stand a chance of being hired. Although

federal laws are designed to monitor the hiring process, practices of accountability are

rarely implemented. Many participants expressed employment offices as a camouflage to

a reality that does not exist. This non-existent reality maintains that although rules are

established, there are always ways to get around them. According to the data, such is

also the case for many higher education institutions in Oklahoma. Although federal

regulations are listed, they are rarely enforced.

TAYLOR
A lot of schools will say that they are interested in having faculty
of color. You know how they always have that disclaimer line
down there at the bottom of the ad that says, "We encourage
minorities in particular to apply." And a lot of times I look at
those types of jobs and when you see where they are
geographically speaking, you know that there are probably not
very many Black people around there, so I usually try to stay away
from applying for jobs like that.

MALONE
Our White colleagues can pick from any place in the state. There's
always an opening for them. We've got to consider the location of
the college, housing, the accommodations, the reception, our
families being in areas where there may not be anyone that looks
like you. And if you are there what type of social life; community
life do you have?
Nevertheless, some participants recommend that people of color do not stress

themselves too much. By focusing too much on themselves people of color eliminate the

possibilities of being selected for positions. Some participants discussed the importance

of applicants of color preparing to work in environments with colleges and universities

within the state.

JONES
People need to be aware is not stress "me" and "I" so much.
People are looking for team players. They look for people who
will come in and be able to contribute to a team. And if you come
in an interview stressing what you've done and only what you have
done alone without the assistance of others, you can easily be
eliminated. The other thing is people need to be aware of the
language that they use during an interviewing process. It's very
important to be able to communicate and speak well with those
committee members. Another factor is you have to come to the
interview prepared. You have to have done some research about
the position you are looking for; the position you are pursuing.
You have to also dress appropriately when you come to an
interview. If you come dressed inappropriate; it sets the tone for a
negative interview.

There was an overwhelming desire for applicants to not only apply and earn

positions in the academy, but also to succeed and develop new skills in order to retain

those positions.   Spiritual guidance was also an inspiration to succeed against the odds.

> ASBERRY
> I think sometimes that it's not just being a professor; you have to
> be somewhat of a clinician too; to relate to faculty and other
> students in other issues in that environment.

> HERNDON
> Don't give up. Continue to strive and push forward and keep the
> faith.

Summary and Analysis of Findings to Research Question #1

The review of the literature maintains that many people are hired based on other

factors besides their credentials and qualifications. Alger (1998) contends that deans and

other administrators need to look at different ways of hiring people to assure fairness.

Although many people of color would like to claim they were hired through the proper

process, the data reflected that most of them were not.

The participants also claimed they looked in national and local publications for

job advertisements. That may be true; nonetheless, the overwhelming factor is that most

of the participants were selected for their jobs before hand or there was a decision made

early on to hire a person of color. Generally people of color selected for positions in

academe were already chosen because they demonstrated that they could not only appear

comfortable around the dominant culture, but also make the dominant culture

comfortable in their presence.

Several people of color consistently ran into invisible walls of institutions

consistently and creatively changing the rules of the hiring process. This has lead to the

rejection of highly qualified individuals. The barriers that people of color have to overcome to get a job within the academy are extremely high. The claims of participants not receiving a letter of regret may in fact open the eyes of higher education officials that are trying to diversify their faculties and staffs to reflect the increasing student population that they serve.

Does this mean that potential applicants of color are going to be hired because of their race? Is the real truth yes or is it no? There are already several qualified applicants of color seeking to open the doors of the academy in higher education institutions within the state of Oklahoma.   Fortunately, there are several faculty and administrators of color who are willing to give advice to others like themselves on how to break down barriers of employment. Junior faculty and administrators that are accepted into the academy need to remember that the struggle continues to fight institutional racism. Junior members need to work hard with all nationalities to change the academy into a global climate that accepts people from different cultures and backgrounds as leaders of the new world.

How do faculty of color describe their experiences at institutions of higher education?

The goal of this question was to explore relationships faculty and administrators of color had with their colleagues in the dominant culture. Questions focused on daily activities in meetings, workshops, and professional activities associated with higher education. Participants discussed their relationships with their colleagues in different cultural climates. Participants were asked to give examples of what it was like to work with faculty and administrators in professional and social situations.

Working in the Minority

Participants shared their experiences relating to faculty and staff as minorities of color within their respective institutions of employment. Many of them said they got along very well with their colleagues on the job. Several cited the importance of working in positive work environments on a daily basis.

ROGERS
I've established a good relationship with everyone on our campus.

RANDLE
Everyone in my division gets along wonderfully.

Additionally, several participants spoke of the importance having positive relationships with their peers of the dominant culture. Many participants mentioned how they would go out of their way to make the dominant culture feel comfortable. There were several verifiable observations from the researcher at meetings, receptions and events. Several participants would consistently "work the room" by networking with others and getting involved in conversations. Many of them would introduce themselves to others and really make an effort to talk to people of the dominant culture.

MORGAN
As an African-American male, you can't afford to not get along with people.

CHANEY
Developing support from your peers is just a must.

Nevertheless, many participants felt that being in the minority was very difficult. Some of them discussed the importance of the dominant culture working with them in activities that promote understanding. Many members of the dominant culture do not attend activities to support multi-cultural concepts. McIntosh (1996) offers suggestions to many members of the dominant culture to increase their knowledge of people from different

backgrounds. Many participants questioned the sincerity of their colleagues wanting to

learn more about different cultures and different perspectives.

> PAGE
>
> At all the diversity workshops, guess who goes? I am the one that goes. And, you know, I pretty much know what's going on with us. And I'm thinking that some of my White sisters and brothers, you guys need to come also because that's what diversity means; we all mingle and we all go to these meetings.

Participants posed a general concern of being accepted by their White colleagues.

Nevertheless, the reality of being the lone individual of color in many environments

presented many challenges. Some of those challenges were psychological, but in many

instances participants were forced to deal with the realities of isolation in daily work

activities.

> BURKHALTER
>
> In my own mind and in my own opinion I have very good relationships with faculty and administration.

> CRUEL
>
> You know I have decent relationships with a number of faculty at my college, of white faculty at my college, and they are overwhelmingly White. I'm the only full-time African-American male at the campus where I work.

> RANDLE
>
> I sometimes feel that many of the conversations or many of the meetings are geared towards the fact of not trying to offend me so, because I am the only woman of color.

> GRIFFIN
>
> The more education you get; the more you get out there you become smaller and smaller and smaller, so you're sort of used to being the lone star.

Malone reflected back on his experiences at the University of Oklahoma regarding

faculty of color. His reflections remain truthful to current numbers of faculty and

administrators of color who are employed in higher education positions throughout

the state.

> ### MALONE
> When I go to college campuses, I don't see a lot of Black professors. When I was at O.U., I had only one Black professor in four years. The African-American professors who came; they often didn't stay long. They took positions at other campuses.

Some participants claimed that if people of color are working or socializing too

closely, it might appear threatening. Yet, Burks, jokingly, however, seriously expressed

an example when more than two or three people of color communicate or socialize,

Whites see that as danger?

> ### BURKS
> We used to have a joke whenever we would get together we'd meet up in the hall and there would be more than two or three of us and one of the White members on staff would invariably stop and say, "what's going on?" And so we had this ongoing joke about in violation of the congregation law?

Moreover, some participants complained how they had to deal with ignorance and

subtle bigotries associated with their White colleagues. In several instances, many of

their White colleagues might not have realized they were utilizing stereotypes and

making racist remarks in their communication with faculty and administrators of color.

Several faculty members of the dominant culture do not understand as Musil (1997)

contends that faculty development is important for everyone; especially them.   Many

people of the dominant culture are very serious about their innocence that sometimes

entails intellectual integrity engulfed in ignorance.

> ### DURANT
> I don't know every time I think I am pretty much emotionally mature enough to deal with situations, there will always be that thing that gets sprung on you that is just kind of ridiculous.

HOPKINS
          I had a faculty member call me up and he said, "Are you the
          minority overseer?" He has a question about a Black student so he
          wanted to know if I was the; serious as he could be; if I was the
          minority overseer. So, sometimes they want the resident black
          expert.

        Nevertheless, the real world also forces faculty and administrators of color to

maintain the importance of "not focusing on race" and "doing the job" even though one

might feel more comfortable around people who share similar cultural experiences.

Several participants suggested that applicants searching for employment opportunities

should expect to work in the minority. Some participants explained that if people of

color want to be successful, being the token person in working environments is

automatic.

                    BURKHALTER
          That's a thing that you have to learn how to deal with. You're
          going to be in the minority based on what you do in an
          organization.

                    JONES
          You have to get beyond seeing yourself as a Black person around
          the table; you have to get beyond that. You have to see yourself as
          an administrator, an administrator there to do a job. Do the job.
          Don't worry about what people may think or say-just do the job.

"Off camera" one participant mentioned the only time he realized he was in the minority

was when he was reminded of it by one of his colleagues of the dominant culture. He

said, "Some people will tell a Black joke and wait on your reaction. Others will bring up

a Black issue and expect you to be an expert on that issue. I've been in so many meetings

and situations like that. I generally smile or change the subject."

        It was apparent that getting the job for participants was just the beginning in

developing working relationships with their peers. Many participants worked very hard

to be accepted by their colleagues. The preceding participant acknowledged there were

race-related problems, but he was willing to overlook his concerns in order to get along.

These types of instances may appear innocent to the dominant culture, but many cultures

in the minority might interpret these acts as blatant racism.

Working in the Majority

Although a rarity in predominately white higher education institutions in

Oklahoma, there were times when faculty and administrators of color worked together or

in majority situations. During these rare occasions, participants explained how at ease

they were working together. Participants discussed a sense of stress relief from factors

that could have seemed frivolous.

> JONES
> We have a tendency to feel more comfortable around people
> who are like us.

> JOHNSON
> When you go to those types of meetings; it seems like to me you
> go in there with a more relaxed atmosphere.

> LEWIS
> It's very comfortable. We're all on the same page and it feels like
> we are all on the same level. We already go in with an
> understanding of whose going to be on the panel. I've never felt
> uncomfortable being with a group to where racial minorities are
> the majority.

Many participants discussed how they felt empowered. The fact of being around

people like themselves who were in positions of authority was an inspiration. Randle and

Griffin appeared overjoyed at reminiscing on moments when they were in the majority.

> RANDLE
> Because it was good to be around people of my own color and
> seeing so many powerful Black people-

GRIFFIN

It's a source of empowerment. It gives you a source of
empowerment where you feel as though some of your suggestions;
some of the directions and the ideas and the concepts; the things
that you want to do; directions you want to go; people are actually
listening; I mean critically listening; actively listening to some of
your suggestions.

Page and Burkhalter discussed being in the majority from a cultural perspective in social

gatherings. Simplicities such as the type of food served cited differences that might be

dealt with through discussions of diversity.

PAGE

You didn't have to worry about who's on the committee? Who's
in the office? Who's going to be at the party? What are we going
to eat? Is it going to be pig feet or pigs in the blanket?

BURKHALTER

The more people that you can relate to that share your same culture
and value; the easier it is to participate and operate within that
environment.

Nevertheless, the fact of being comfortable around other people of color led to

more statements "off camera" like "If people of color could hire more people of color it

would be a lot more comfortable for everybody. One participant said, "I know people of

color who could hire persons of color, but won't do it because they feel like there will be

too many people of color working together and White people will freak out." Another

participant mentioned that some administrators of color are not allowed to make

decisions to hire anyone, although the person hired may indeed be under the direct

supervision of that administrator. It may be apparent to note in the literature Alger's

(1998) concerns that many faculty members of color create obstacles for other applicants

of color.

Respect from White Faculty and Administrators

Several participants discussed their White colleagues and if they were respected as scholars in the academy. These questions resulted in several different points of view. Some of the participants valued the importance of their White colleagues respecting them. Additionally, the value of what White people think carried into many conversations with participants "off camera." Participants discussed their experiences on how to get respect from colleagues within the academy.

> BURKHALTER
> Over the years I have gained a great deal of respect from colleagues, administrators and teaching faculty. But you don't get that as a result of your position. You get that as a result of how you treat people.

> RANDLE
> My colleagues are not only respectful of me as an employee, but also as a colleague. My views and thoughts weigh just as evenly and equally as my peer.

> JONES
> A lot of people think you have to buy that or show favoritism to individuals, but the way you gain respect is you show respect to other people.

One participant discussed "off camera" how she played a game of respect with her White colleagues. She emphasized that before giving her opinion on issues of importance; she would only voice her opinion after White people voiced their opinions. Once she heard what her White colleagues thought, (although deep down she may disagree) she chose to go along, because she did not want to be labeled as a troublemaker. She wanted to be seen as a "team player." Malone attests to participants' claims.

MALONE

So, you can get the positions, but you can often times forget who you are because you are trying so hard to fit in and meet the criteria of the institution.

Nonetheless, several participants did not care what their White colleagues thought. Some of them mentioned how they have witnessed so many misconceptions about themselves and others that they no longer worried about what White people thought or if they respected them.

DURANT

I guess I'm less concerned these days about whether or not they respect me. You know I do my job, I think I'm effective at it; you know I've worked hard to learn and study and do the things that I need to do; and so, I feel like as far as my credentials and ability, you know, it's there and I'm competent. It's up to them whether or not they treat what I say is valid.

MARSHALL

One colleague said to me that she believed the only reason I got published is because I wrote about that Indian stuff.

ASBERRY

So, at this point in my career, I don't really care about them in terms of my intellectual acuity. I don't worry about that; that's their problem.

KEYS

Sometimes, you know, you get feelings from different individuals that they don't respect you as much. But that just compels me to do even better.

Moreover, there were several participants who shared subtleties of disrespect from their White colleagues. These instances appeared to increase the frustrations of participants. Hopkins and Rogers discussed how they encountered disrespectful situations through subtle misconceptions from their White colleagues.

HOPKINS

There have been times when you would make a point. And, people wouldn't say anything and then they go around the table and a White individual would make that same point. And, they would just jump for joy like "what a brilliant suggestion." So, again, here I got labeled again. I sometimes would say excuse me. Five minutes ago I said the same thing! So you kind of just get a little annoyed sometimes.

ROGERS

Sometimes I've even let some of my White subordinates or my European-American employees present the idea; just to see if it may be a little different take on it. And so I've tested that a few times and I have seen that-that has really indeed happened.

Taylor mocked her colleagues of the dominant culture during professional meetings. Her experiences in dramaturgical exercises attributed to the imagery she portrayed as a prominent professor of the academy.

TAYLOR

I had to make them think that it didn't matter whether they respected me or not. Because what I said was going to be so incredibly important sounding; even if it wasn't; because they were going to have to listen to me. I had two voices. There was this voice. Then I had what I called my professor voice. And so I would got into the meetings I'd sound like this and everything and use all these huge words to match my Ph.D. And it worked. And to me that was the scariest thing in the world. These people were just idiots of that level.

Moreover, many participants expressed that their White colleagues only respected their position, and could care less about them outside of the job or their accomplishments professionally. Nevertheless, Lewis' view was promising and hopeful. Several participants in the study agreed with her comments.

LEWIS

I feel like because of my work ethics; my credentials; my integrity; and my character; they respect me for that.

The Socialization Process

Although some participants were more vocal than others "on camera," "off camera," there were several who said they did not like to socialize with people on the job as often as they were required to. Many participants voiced concerns over the importance of whether they should socialize or do their job. Others claimed that when they were socializing they felt like they were on the job. Hopkins expressed how she felt uncomfortable with her supervisor's attempts to force her to bond with professional associates in her work environment.

> HOPKINS
> Sometimes I do feel like it is very frustrating when I am the lone voice crying in the wilderness about various things. I do believe that there are major cultural differences too. There's a number of things that I don't relate to well that they are all enthusiastic about. One of the things that probably gripes me the most in terms of being in the minority is that there is this effort sometimes to bond; to have all these activities and things for us to go away for this retreat and us to have this kind of social activity and to bond. I don't want to bond. I choose those I bond with. And so, I feel sometimes uncomfortable; and I know they probably feel uncomfortable with me. I don't particularly want to be a part of that activity and I don't think it has a lot to do with my job. You know, I think I can be professional and interact with people without being forced to bond with them.

There were several participants who echoed similar examples "off-camera." One person mentioned that he was very careful with what he said or did in social situations with people on the job. He also mentioned that although his White colleagues socialized and might enjoy an alcoholic beverage, he was careful not to drink alcohol at social gatherings with his White counterparts because he felt like he was at work. Additionally, Hopkins gave an example of how uncomfortable she felt with being in the minority all the time, especially in social situations.

HOPKINS

At one institution I worked at the person above me was an admissions officer; he was an associate director and I was the assistant director and he would have affairs out to his house just about every other week. And I started out very nice and tried to mingle and it was like you know I'm tired, I see you all the time; so, I would stop going. And I was very polite about it. And he just asked me directly one time, "Why don't you come anymore? Why do you refuse to come to my house anymore?" And I was just very honest with him. I said, you know what, when I socialize a lot of times I want to be with people that are like me. I was in the minority in the social situation as well as the professional situation. My social situations I want more control over and I want to enjoy. And I am not saying that I'm-but you know, we are put together, even if you work in an all Black institution, based on position. You're put together with people that you may not readily bond with or care about, so I just choose to; if it's going to be social, I want to have more control over it; professional, I'm going to do the best job I can.

Nevertheless, some participants felt as if they did not socialize on the job, their White colleagues would no longer accept them. Many of them were comfortable being in the minority and creating new relationships with the dominant culture. Some participants felt that there were several meaningful situations where diversity in relationships might be extremely positive.

KEYS

I think some of the biggest pros have occurred after they have gotten to know us. Unfortunately, they really haven't gotten to know us as well as we might think.

PAGE

You can create a bond with a White person and I know we all have some bonds and that may be from varying degrees. But, you know, I kind of feel like if I am going to be there eight hours a day, I'm going to smile and cheese and I try real hard to make it be as sincere as possible.

ROGERS

I'll try my best to relate as professionally as possible. But at the same time in a way that makes people feel comfortable and open; and let them realize that I am comfortable and open.

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Some participants shared feelings of having to be someone other than themselves among White colleagues and being "real" among faculty and administrative members of color. Many participants agreed there is a unique reality that exists when socializing with Whites. There is a different reality that exists when socializing with people of color. Moreover, there is a far different reality that exists when socializing with Whites and people of color together. According to one participant speaking off camera and preferring to remain anonymous:

> PARTICIPANT
> When I am around White people, I guess I carry myself different. My family members have told me I even talk different. When I am around Black people they say I talk another way. I guess I am around White people so much that sometimes I sound White. I know when my sister calls me at work and I answer the phone, she will say, "O.K., it's me, get rid of the White voice."

Consequently, Malone discussed the lack of people of color utilizing socialization activities as opportunities to formulate agendas that may lead to increasing and retaining future employees of color.

> MALONE
> Even when we are maybe socializing as Black administrators, there is no Black consciousness. People want jobs. And so, they say what they need to say to keep their jobs. They're not going to be advocates for Black children, Black families or Black communities. They're going to save their jobs.

The socialization process is a key element to making the dominant culture feel comfortable. However, many participants expressed that they do not like to socialize with co-workers outside the job, because they feel uncomfortable. In many instances, people of color are rarely hosts of social activities. One participant expressed "off camera" that White people would not come to her neighborhood for a social activity in

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the evening. Another participant said White people would have a hard time coming to a social activity in his neighborhood during the day. Consequently, Cohen (1999) affirms that faculty of color do not have the social network that White faculty experience throughout their careers.

The Committee Process

Participants discussed the committee process and how applicants are selected for interviews in higher education institutions. Several participants voiced concerns about how the committee process unfairly rejects qualified applicants of color.

TAYLOR

I think there's a cultural disconnect from the people on the search committee to Black applicants. I haven't got anymore interviews simply because the make-up of the search committee is such that being able to discern what's going on from what people present on paper, it just never happens to them. It is a real cultural disconnect.

JOHNSON

I have definitely seen minorities that meet the qualifications.

Some participants raised questions about which faculty members are selected to serve on committees and the criteria utilized for the selection of committee members. Many participants voiced concerns of tokenism by being the one person of color on a committee of 5-10 people. And in many instances as Keys asserts, they had no "official" input in the voting process.

KEYS

When you go through a committee, you know, everything is based on a vote. And, to me as best I understand it; they didn't have enough votes is the reason why they didn't get the job. Now, a lot of instances I didn't think that was right, because I thought they were highly qualified for the position and should have perhaps gotten the job, but here again, I wasn't one of the voting members and consequently, didn't have the opportunity to vote and naturally, the person who was applying for the job didn't get it.

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Several committee members have preconceived notions coming into committee meetings. Participants discussed how several administrators have camouflaged resumes and vitas by not allowing committee members to see names of individuals.

> BURKS
>
> One of the people on the committee came to me saying, "Well, we didn't send that name up. How did that name get sent up there?" And I said we didn't have names remember. There were no names on the application. "Well, well, I just don't understand how this person got sent up there." So I started relating that this person has a Ph.D., two masters degrees, twenty years of experience in higher education; perhaps that's how she got- "Well, I just didn't think that that per-." Yet she voted for her before she knew who that person was.

Unfortunately, according to several participants, people of color are frequently and inadvertently eliminated based on their education from Historically Black Colleges and Universities (HBCU's) or experiences working in communities that cater to people of color. In addition, many participants vocalized their concerns on and off camera regarding the need to increase the pool of candidates from diverse backgrounds. Some participants said that administrators and policymakers do not advertise in proper publications to assure diverse applicant pools.

> JONES
>
> We need to make sure that we have a diversified pool first of all, and you can't guarantee that, but as people apply we encourage a diversified pool.

> KEYS
>
> Sometimes the pools of qualified African-Americans are not where they are looking. So therefore, they need to make a better effort of going after the right pool.

JONES

After you have a diversified pool you need to make sure that you look at those who are qualified, and if those minorities in the pool are qualified, they need to be granted an interview.

Moreover, some participants maintained that if an applicant is selected for an interview, cultural misconceptions from committee members generally create a critical climate that is not conducive to candidates of color.

DURANT

I recently sat in on a search committee at the institution I was previously at. And there was a candidate and she was Native-American. And she; dynamite on the paper; in fact she was one of those people coming in that you know how you kind of categorize and you think she will probably be somewhere in the top five. And when she came in, I continued to be impressed with her. And, you know, I didn't notice that her dialect was you know a little thick; you know, I don't know enough about language to fully describe it, but I guess she wasn't speaking the queen's English for a lack of a better word. But, she was articulate and you understood what she was saying. But, the minute that she left; the feedback from the committee was just; oh, you couldn't understand her; this is horrible. And, to me it just seemed like an over exaggeration. You know, I mean it was quite obvious. But, it was almost quaint, because the way that she spoke kind of took on the dialect from the area she was from, and took you a minute or so to adjust to that, but once you did you could understand her clearly. And again, she was real articulate, clear on what she was saying, real responsive. But, I mean they just kind of ate her lunch.

Several participants agreed with Hopkins' assertion that some committee members cite negative and unjustifiable reasons to eliminate qualified candidates through subtleties that are not associated with the candidate's skills, education and experiences. The dynamics of committee members play major factors in the selection process. Unfortunately, one or two people on the committee who have major influences or may be more "vocal" than some of their peers brush off many applicants of color.

HOPKINS
They will devise very creative methods. When you have somebody who fits the mold except for the color; they devise very creative methods of finding a way-well he's really doesn't-you know he's really not as qualified. One committee I was on, the person had a Ph.D.; had numerous years of administrative experience; fit it to a "T" in terms of his credentials; very articulate, very bright, and so, there wasn't any way-and he actually was sent forward. The way he was discredited was the way something happened outside of the interview, with an interaction with one of the committee members; which really shouldn't have been a part of that consideration.

Participants agreed that many applicants of color might come into the interview process with skills that might be unfamiliar to the dominant culture. Furthermore, other participants agreed that many persons of color just need an opportunity to become acclimated to the culture and climate of the institution.

BURKHALTER
One of the things that I find that's difficult in terms of; and in particular with African-Americans is whether or not an institution is willing to take a look at a person's application, especially people of color, and if they see any gaps that exist in that application; being willing to take a chance on that individual. And one of the problems African-Americans have when they go on job searches, and they're competing with majority populations is that they may not have all of the skills that another group of individuals may have. So then it comes down to the institution whether or not the institution has a commitment to hire people of color and are they willing to take a person who maybe don't have a hundred percent of what you want, but has all of the values, the character, and all of the things that you want in that individual and take a chance on them. And that's where I find the committee process breaking down. The committee process breaks down and that the committee tends to look very restricted at certain criteria.

Nevertheless, the committee process is popular among many higher education institutions. It also serves as a vehicle to include the suggestions and insights of other faculty members. Nonetheless, many participants suggest that there are several flaws that make the committee process unfair.

Summary and Analysis of the Findings to Research Question #2

It is very important for faculty and administrators of color working in higher education institutions to get along with their peers. As Asberry said sometimes faculty members of color have to be clinicians to deal with all of the different elements of working with others in academia. Cruel discussed how this creates an additional level of things that faculty and administrators of color must process and develops into an added burden that leads to frustration. Jones spoke of the ability for faculty members to communicate with other faculty and staff members. Additionally, faculty of color must expect to be in the minority when working in institutions of higher education. In today's society, this may indeed be the case. Nonetheless, the literature from Bonner and Evans (2004) maintain that with the growing number of students of color entering colleges and universities, and the increase of faculty and administrators of color, more campuses will recognize the need to promote inclusion. As faculty and administrators of color increase, maybe more opportunities to work amongst others like themselves will allow them to work in more comfortable environments.

Some participants in this study claimed that most of their peers respected them. The old cliché of giving respect to get respect may be true; nonetheless, Marshall's claims of her colleagues not respecting her work because she wrote about Indians and that was why she gets published appears cruel, mean, and unethical.

The socialization of faculty and administrators of color with the White majority poses a concern for several participants. Although Hopkins voiced her position of wanting to control her own destiny and choose people to socialize with on her own, others vocalized those same concerns "off camera." Hopkins contends that she has been

labeled a troublemaker for voicing her concerns by refusing to participate in affairs where she is consistently in the minority. Although some information ended up on the editing floor of the documentary, some faculty and administrators of color mentioned that their White colleagues rarely attended social gatherings where people of color were in the majority. One participant mentioned that a White prominent professor at her institution discussed in a seminar that she would have difficulty being in the minority among people of color. The literature affirms Echols, Hwang & Noble's (1998) mandate that policymakers and researchers need to examine the cross-cultural interactions and attitudes about diversity.

Several participants claimed that the committee process for hiring practices needed to be reexamined. Some participants claimed the committee process perpetuated policies of institutional racism. Although many committees are designed to be inclusive of faculty and attempt to maintain objective principles in hiring processes, the data demonstrates that the subjectivity of committee members generally alleviates objectivity. Shifting the focus as Zamboanga & Bingman (2001) claim from "strongly encouraging minorities to apply" to emphasizing the importance and value of diversity, might allow future applicants to understand the message that many higher education institutions are trying to portray. Moreover, several faculty and administrators of color mentioned they were the only person of color on committees and their contribution and votes were frequently "outweighed" by the majority. Keys said he was on a committee, but did not have a vote. This leads to notions of tokenism that one may perceive as a way to diversify the committee's physical make-up.

Generally, people selected to participate on committees are not administrators. Many committee members are not trained in areas associated with hiring practices. Taylor claimed that there is a "cultural disconnect" between committee members and applicants of color. Randle also affirms that some committee members ask illegal questions and focus on cultural misconceptions and stereotypes. As unqualified committee members examine applicants, they generally eliminate highly qualified people of color for positions in academia. Burkhalter claimed committee members sometimes get bogged down in certain criteria that they have established and frequently focus on elements that don't have a lot to do with the job. The result is they generally hire people like themselves. The literature supports these claims as Tighe (1997) maintains that faculty development is an important element for understanding diversity and cultural differences.

According to the University of California's Affirmative Action Guidelines for Recruitment and Retention of Faculty, (University of California, 2002) each department should make an effort to appoint a search committee that represents a diverse cross section of faculty and includes members who will monitor affirmative action efforts of the search committee. The report also mentioned departments that lack diversity on their own faculty should consider appointing faculty outside the department to search committees or develop other alternatives to broaden the perspective of the committee and increase the reach of the search.

How do faculty of color describe their experiences with students?

The focus of this question was to explore the relationships of faculty and administrators of color with students in the academy. Participants were asked questions about students from the dominant culture and students of color. The purpose of the question was to find out how students respond to faculty and administrators of color in daily interactions throughout campuses and classrooms. In several cases, probing questions revealed interactions that might prove helpful to potential faculty and administrators of color.

Experiences with White Students

The overwhelming majority of participants shared positive experiences with their relationships with White students. Several participants expressed that most of their White students were very receptive of them as professionals. These positive relationships were evident in course evaluations as White students generally responded with favorable scores and comments for faculty members of color. Rudenstine (1996) claims how a diverse educational environment challenges students to explore and exchange ideas at a different level and create opportunities to share different life experiences with people from different cultural backgrounds. Some participants shared comments from their supervisors that were generally positive. Additionally, several participants discussed positive letters of recommendations from their supervisors and peers within the academy regarding their working relationships with students. Nevertheless, many administrators and faculty members of color consistently had to overcome certain challenges and obstacles with White students in the academy.

ANDY

I've had some cases where I could tell they were shocked that I was a person of color. That wasn't something they expected.

BURKHALTER

A student as a whole may have some preconceived notions about what an instructor is when they walk in the class on the first day. But, that will change pretty quickly depending on the instructor and how that instructor relates to the students.

Several participants shared stories about how students reacted to them on the first class session. The stories consisted of students being very excited to students dropping the class. Moreover, the overwhelming responses from participants were comments about how several white students discussed never having a person of color as a teacher in the classroom. Many participants commented on the difficulty associated with White students accepting them as professionals in their respective disciplines.

BURKS

Ninety-nine percent of my students are White middle-class suburbanites. I have had students who have said they have never had a Black instructor. I had one student who said she had never seen a Black person.

Additionally, some participants discussed how some students had refused to listen to their instruction. Many participants gave rich narratives regarding the challenges associated with trying to work with White students who refused to accept them as professionals in their areas of expertise.

GRIFFIN

You have that small minority of students who still have a problem with who's actually giving them instruction.

RANDLE

I have experienced racism from students who were younger than me and some that were older than me. Many of the students that I had those experiences with were very quick to tell me they would not be receptive to a Black woman telling them what they needed to do in a class.

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Other participants commented on some family members of White students who were surprised to find administrators and faculty members of color in professional positions within the academy. Some participants discussed verbal and non-verbal reactions from parents and their interactions with academic professionals of color.

> PAGE
>
> What I find interesting is when the parents come. Like a White parent will come with their first-time White child from the upper middle-class area, and you can see the look on their face as I'm approaching to get the next student and they see they have to talk to me; you can see the look of, "Hmmmm, do I have to talk to that Black lady." And I've seen a couple of times when they will say to my clerk, "Can we go back downstairs?"

Moreover, some students from the dominant culture were surprised at the professionalism exhibited by faculty and administrators of color in higher education institutions. Frequently, participants discussed subtle instances of ignorance associated with White students who were exposed to highly trained individuals with experiences working with diverse student populations. This "sudden exposure" to people of color as professionals, as opposed to negative stereotypes associated with different ethnicities, became a new reality to White students.

> ASBERRY
>
> "He's different. He's a smart one of those people." I said what kind of those people; alien or ninja-turtle? We won't go into what kind of people. "He's different. He doesn't seem Black. You know, he doesn't seem Black. He doesn't act Black. He's intellectually astute, very candid. He doesn't look Black; he looks like an Arab or something." I said yes, I am Black.

> GRIFFIN
>
> Some of the students who haven't been exposed to African-American professional people are almost a little bit surprised that we actually do know what we are talking about and we are just as professional as anybody else.

Nevertheless, participants discussed that there are always a few students in each class

who continually challenge their expertise. And in some cases, students have not learned

to be as subtle as their parents. According to several participants, in many cases students

are outright racist in their refutations of accepting faculty members or administrators of

color as professionals. Randle discussed how she had to overcome a major challenge

with a student who not only challenged her expertise time and time again, but also during

one particular class session, offended her and other members of the class by performing

blatant acts of racism.

> RANDLE
>
> Anytime this student would ideologically challenge me I met the
> challenge. So they weren't prepared to realize that I could actually
> answer the questions that they posed. During a mock election this
> same particular student decided to come to class in full Klan
> regalia. I am not talking about sheets that they tore from K-Mart in
> the Martha Stewart section. I am speaking of a true authentic Klan
> regalia robe equipped with ropes, and crests, and crosses, and
> hoods, with the circles cut out, and boots, and jeans and all of that.

Moreover, although many participants may have experienced situations like Randle

encountered, several participants offered examples on how to deal with acts of racism

from students. In addition, some participants offered advice for people of color in

classroom and offices concerning the need to remain focused and do the job at hand.

Many participants discussed the importance of overcoming ideas associated with bigotry.

The general idea was to remain calm and professional when encountering hostile

situations.

> BURKHALTER
>
> I think African-American instructors do have a little bit of an
> added burden. And that burden is to overcome any preconceived
> notions that if you are African-American that you were hired
> because of some affirmative-action program or you were hired
> because you didn't meet all of the criteria. But, you don't have to

carry that in there with you. All you have to do is go into the classroom and do the best you can.

Consequently, there were some participants who encouraged others like themselves to try to get past negative preconceptions some students and their families bring to the academy. Several participants maintained the importance of remaining consistently professional and ignoring ignorant notions and nasty attitudes. Some participants claimed that White students would eventually accept people of color as professionals within the academy.

> JONES
> Once they begin to visit with me they have a tendency to forget that, you know. It's like oh, he's able to speak; and he's able to communicate.

> PAGE
> If they just get in your office, you can usually win them over. And they're like; I mean you usually see it. "Well, they're not that bad." And I have found many times that the person that has that look like, "I don't want to talk to her," will be the same one that will come back and ask to speak to me.

> LEWIS
> My Caucasian students; I think what they find of having a Native-American or a minority professor is that I don't give special privileges to anyone. But, I also make allowances for special circumstances that they may be personally encountering. They find me approachable and that's a good thing because that helps me to work with them and I think they all find me approachable. And, the words firm, tough, but fair comes out a lot as far as the evaluations.

Research shows that many students of the dominant culture need to be exposed to people from diverse backgrounds. As Fifield (1997) claims women and people of color bring different perspectives to higher education institutions. In the year 2005, Burks' claim of some White students saying they have never seen Black people remain disheartening.

Experiences with Students of Color

Several participants shared their experiences of working with students from their own nationalities. All participants expressed good relationships with students like themselves. Students of color were generally excited about seeing faculty members of color in the classroom or in administrative positions.

JONES
Those minority students often come in at times also and they're at ease. And they can relate; and they feel more comfortable.

BURKHALTER
Students of color when they walk into a classroom and they see an instructor that is of a certain color; I think they are pleased.

ANDY
You can sense their relief or pride that the instructor is African-American. Usually I have one or two good relationships each semester and that's been the case for the last six years.

Moreover, many faculty and administrators of color are faced with additional burdens of advising, counseling and mentoring students that are not within their disciplinary areas. The lack of faculty and administrators of color creates more work for the few members of the professorate whose students come to them for advice and support. Research supports these claims as Hughes (2004) affirms that newly hired faculty members of color automatically have to play several roles to support students' concerns.

BURKS
They often come to me as the resident African-American at that campus with issues about other classes or other instructors.

Nevertheless, several participants voiced concerns of low expectations that students of color have when they first come into the classroom. Generally, faculty members have to reiterate the importance of study habits associated with doing college

level work. One may assume as Green (2000) discusses that many students of color who

graduate from high school do not have the skills necessary to succeed in college. Others

like Reisberg (1999) claim that many students of color are isolated when they enroll in

PWI's. Some students of color are exposed to faculty members of color for the first time

and like many of their peers of the dominant culture, have preconceived notions based on

stereotypes associated with people of color. Nonetheless, Williams (2000) attests that

students of color need role models for guidance and mentoring in educational

environments.

> BURKHALTER
> In the classroom you're going to always have individuals who have
> an expectation of getting something for nothing. And I think one
> of the things that African-American instructors face with African-
> American students or students of color are that they think that if
> they come into your class they have an automatic "A."

> CHANEY
> They come in with the attitude of give me everything that I want
> and I want an "A", and I don't want to work for it.

> ASBERRY
> I think many students who have come back to a second or third
> time expect; not all; that well, because I'm getting ready for social
> security that you should give me an "A." In other words, "I've
> been doing this a third time. And I like you Dr. Williams, but I
> should deserve an "A." I said well, you are doing "C" work.

Although many students of color exhibit lower expectations when they have a

faculty member of color in the classroom, faculty and administrators of color quickly

eliminate those false preconceived notions by raising the expectations of students of color

to proper standards. Several participants mentioned that students of color are reawakened

to their responsibilities that include having the necessary discipline associated with

working hard in the classroom.   Students generally acquire deeper elements of respect

for their professors of color.   As Williams (2004) notes minority faculty not only serve in

the workplace, but also in the community. Faculty members gain respect from students,

parents and community members.

> LEWIS
> My African-American students especially respect me, because they can't play me. You know, they'll try to play me and you know. I draw the line and usually once we get passed that; it takes one or two days then they're cool.

> KEYS
> You have some students you have to stress that we are going to be fair and we have high expectations for their success.

> LEWIS
> Native-American students; they try to play me also. And they think, "All right-cool. She's Native-American, so I can let my papers slide. I can turn them in a little bit late. You know that I can come to her." And they find out that the rules are the same for everyone.

Although many students of color were surprised to find faculty and administrators of

color throughout their respective campuses, there was a sense of joy and elation to have

role models who may appear more approachable than other staff members of the

dominant culture. Many students of color have never had faculty members of color as

professors in their college courses.   Participants claimed that many faculty members

frequently accepted additional responsibilities because students of color demanded it.

Many participants agree with Williams (2004) that faculty members of color do not end

up mentoring one of two students, but an entire community of students who demand their

attention.

Summary and Analysis of Research Question #3

Several participants commented that they have good relationships with students of the dominant culture. The driving factors for many of the participants were opportunities to expose students to not only new ways of learning, but also increase their knowledge in terms of working with different people. Again, participants discussed not only being accepted by faculty and staff members, but also by students. The majority of faculty and administrators worked with White students due to the high enrollment of White students. The data showed that frequently faculty members of color were the only person of color in a classroom of White students. Many participants said they had to prove themselves to White students and were frequently challenged. Other White students simply refused to allow faculty of color an opportunity to offer them instruction. In addition, administrators of color faced some of the same initial problems with White students. Page vocalized how the parents of White students added to the "shock factor" by discovering that they may have to communicate with a person of color on a professional basis. Asberry illustrates how some students did not believe he was indeed an African-American.

As unbelievable as it may sound, the data confirms the reality of the frustration that exists among participants working in environments where students and parents still believe many of the negative stereotypes about persons of color. Several faculty and administrators of color shared additional experiences off camera about their exposure to lewd acts of racism. One participant discussed how on the first day of work at a college

he was employed; the letters "K.K.K." were painted above his office door. Another participant discussed how he received a hangman's noose in his folder during a meeting with students and faculty. Another faculty member was told by an Academic Supervisor that she needed to "walk the other way" if she saw certain people walking down the hallway towards her. Yet another participant discussed how his Supervisor told him that since his single black mother raised him he must have had a hard life and did not receive a proper upbringing. Moreover, another participant explained how a fellow professor shared with her derogatory drawings and writings about her that a student passed around the class. Another participant spoke about how a student at Oklahoma State University wore a Ku Klux Klan outfit to a party. Several participants expressed how some White students dropped their classes after discovering that a Black person was the Instructor. One participant said that the White student told them directly, "I'm dropping your class because I know I can't learn anything from someone Black." Only after some White students began to feel comfortable with faculty and administrators of color do they allow themselves opportunities to enhance their educational experiences.

In contrast, most students of color seldom challenged faculty and administrators of color. Generally, as Andy noted students of color were excited to know that the there was a person of color teaching them. The data supported claims that many students of color had lower expectations of academic achievement, because they had a faculty member of color as an instructor. Faculty and administrators of color were challenged to change the thought process of students of color and let them know they will have to work hard to succeed, and only then, will they be rewarded for their efforts. The literature supports Astin (1997) claim of how faculty of color are more likely to instill in students

of color a commitment to social change and the importance of a good education. Many

faculty members of color know they serve as role models for students of color. Burks

noted that students of color frequently seek after faculty and administrators of color for

counseling and mentoring. The literature from Baez (1999), supports how faculty of

color are expected to do more service than their White counterparts, because of their high

visibility, and the need for mentoring students, due to a lack of diverse faculty and staff in

academic institutions.

The Future of Faculty of Color

The question concerning the future of faculty of color emerged from participants

as they shared their ideologies about the outlook of future faculty and administrators of

color in higher education institutions throughout the state of Oklahoma.   These

comments produced multiple concepts on what needs to happen in higher education

institutions within the state, to increase the numbers of faculty and administrators of

color.

> BURKHALTER
> I think that there are great opportunities for people of color in
> Oklahoma; for faculty members.

> JONES
> I think the future in higher education; it's looking better at the
> same time it, it's taken a long time for a lot of people of color to
> get into higher education; in the faculty.

Historically, it has taken a long time for people of color to break down some of

the barriers associated with employment opportunities within the state of Oklahoma.

Several participants expressed the values associated with their past experiences of having

strong work ethics. Many participants of color reflected on ancestral quotations

associated with becoming successful in education.

MALONE

I had Black teachers from the first grade through the ninth grade in Oklahoma who told us everyday you have to be twice as good.

CHANEY

You had to have tripled the experience.

ASBERRY

We have to continue on-goingly to prove ourselves that we have the intellectual acuity and I.Q. to do these certain type of things.

LEWIS

I work hard. And I know a lot of people of color who just work hard and that's just their ethics.

Many participants expressed their frustration from the lack of faculty and administrators of color in colleges and universities across the state. Several participants believe there are qualified people of color available, but they do not get an opportunity to demonstrate their skills and abilities.

HERNDON

It is very frustrating looking at the absence of people of color and African-Americans, females, etc.

JONES

You look at the public schools in Oklahoma; the number of faculty, minority faculty in the public school; high percentage. But, somehow cannot break into the area of higher education or the career tech system as well; very limited. Why is that?

Some participants associated the inconsistencies in hiring practices with the current ratios of qualified applicants of color. Rogers expressed when races are measured by the percentages associated with the national population; it may not be possible to have many people of color in employment pools.

ROGERS

We are only ten percent of the population of this country. Therefore, if you get ten candidates, the best you might do is one percent; I mean one of those ten being an African-American.

Burkhalter maintained that it is important for communities of persons of color to prepare qualified individuals for positions in higher education institutions. He asserts that if people of color dramatically increase the employment pool, then the likelihood of having candidates of color selected for positions is more probable. Moreover, Burkhalter also maintains that the communities of persons of color need to do a better job in producing qualified candidates.

BURKHALTER

Where the problem lies in that we as a group of individuals, African-Americans, aren't presenting enough qualified people to get the positions. Our role is not that the institutions won't hire them; it's presenting institutions with qualified people of color. And, putting institutions in a position where they can't say, "I can't find anybody of African-American or Latino or Hispanic decent to teach these classes. That's a fault of the African-American and people of color's community. We have to make institutions turn us down; and the only way to make them turn us down is by presenting numbers of individuals with qualifications for the jobs. You see, and I hope you don't misunderstand what I am saying, but if there's no one ever applies for jobs that have qualifications then institutions can't hire them.

Nevertheless, there were others who claimed that the candidate pools have increased. Some participants maintained that there must be other reasons that people of color are not getting opportunities.

DURANT

I'm a doctoral student. When I look around in my programs I see more and more persons of color in these programs. So, we are turning out people with the credentials, but I wonder where they are going.

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Many participants were optimistic about new beginnings and expressed hope for the future. Several of them felt that the changes would have to occur at the top of the organizational structure of higher education institutions. Jones discussed the need for diversity on all levels of the higher education hierarchy.

> JONES
> It's going to take a change at the top. And when I speak of the top, I'm not only speaking of the presidents; our state regents; our board of regents, Oklahoma State Regents for Higher Education, they need to be a diverse body.

> RANDLE
> I think that the board of regents should do a lot more in terms of recruitment; people of African-American backgrounds to higher academia, particularly because there are large numbers of African-American youth deciding to go to college.

> MILTON
> I think now we owe it to those students to continue to put forth an effort to increase the faculty of color.

Nonetheless, there were some participants who want people of color to look at ways to not blame the system and find ways to make changes amongst themselves to assure a stronger representation of future faculty and administrators of color. There were opinions that supported Michael Jackson's message of "looking at the man in the mirror."

> BURKHALTER
> Where are we to say the institution is not fulfilling its promise to hire people of color? I challenge institutions to hire people of color. I challenge the minority communities to present a pool of highly educated individuals and then see institutions turn us down and we will address that at that time.

However, some were pessimistic about institutions increasing the population of faculty and administrators of color on college campuses. Many participants expressed that people of color were their worst enemies. Malone claimed that some people of color

would not work to increase the plight of others. He maintained that many people of color

who could help, would close their eyes and continue to maintain the status quo.

<div align="center">MALONE</div>

> An educator who will go along with the status quo has no concern
> for justice. Because if you think for yourself, you ought to be able
> to ascertain for yourself the wrongs and the inconsistencies that
> exist in a society where people want to make you believe that it's
> fair, but in practice it's not fair.

Nevertheless, some participants claimed that opportunities continue to exist for

applicants of color. Many participants insisted on people of color preparing themselves

for opportunities that arise.

<div align="center">BURKHALTER</div>

> I was very surprised a year ago when an African-American friend
> of mine became the president of a rural college. And if I had been
> a betting man I would have said, I don't believe they would hire
> this individual; an African-American in a rural predominately
> White school; which tells you that there are opportunities out there.

Consequently, other participants voiced concerns of the need for people of color to give

back to their own communities by providing assistance to others like themselves who are

now faced with challenges on how to gain employment in higher education institutions

across the state. Additionally, some participants commented that in order for changes to

take place institutions must make concerted efforts to reach out to people of color.

<div align="center">RANDLE</div>

> It's our responsibility to reach back and help our own, but it's also
> the college's responsibility to do something to retain us in terms of
> faculty compensation, benefit packages-

<div align="center">JOHNSON</div>

> If the strong emphasis is being put on it is time for us to get to hire
> a minority; this is a good time to do it. Then, they'll make it
> happen.

<div align="center">138</div>

JONES
It has to be an effort made by the administration of each institution to say, "My faculty, my staff, my administration has to reflect the population of the students that we are educating." And sad to say there are some institutions in Oklahoma with no cabinet level administrators who are minority, but they have a great number of minority students attending those institutions. And so, it's going to be up to the state regents; it's going to be up to the governing boards; it's going to be up to the presidents of the colleges to make those things happen.

Although many participants are deeply involved in institutions of higher learning on a daily basis, they have all been exposed to similar environments of working in climates that lack diversity. Obviously, participants of this study shared different perspectives on the future of faculty and administrators of color in higher education institutions within the state. The data demonstrates that multiple realities exist among participants.

Summary of Findings through Participatory Action Research and Postmodernism

The mode of inquiry for this study is from the perspective of Participatory Action Research and Postmodernism. Although there were twenty-four participants who participated in this project, a twenty-fifth participant as researcher is also a key player that should not be overlooked. It is apparent to note that readers should be reminded of the methods utilized by the researcher through triangulation practices that support this mode of inquiry. As an active participant in this study gazing through the lens of postmodernism, this researcher offers a perspective that may appear unique and insightful through interviews, field notes, observations, etc. Furthermore, as a dramatist, thespian and director of theatre, the researcher understands the distinction of observing others through practices in social and professional situations. With higher education institutions as a backdrop for observation, the participating scholars serve as thespians

that create elements of reality theatre.   Finally, it is also important to note that the qualitative mode of inquiry has phenomenological roots that relate to the researchers repertoire of experiences.

Emerging Themes

The participants of this study definitely provided insight to the need for higher education institutions to diversify its faculty and staff to reflect the diversity of its student populations. All participants in this study shared a common concern for the diversification of faculty. Although many of them have different ideologies about reaching goals for diversity, several of them care about being accepted; all participants have experienced frustration; and one time or another, all of them had or still have a desire to know what White people do/what White people think. Again, it is apparent to note that there are multiple realities that exist among people of color. Nonetheless, all of those views can be seen within the themes of acceptance, frustration, and what White people do/what White people think.

These three themes serve as models of deconstruction through the theoretical perspective of postmodernism. By deconstructing the three themes associated with the diversification of higher education faculty, one begins with the assumption of acceptance. Several participants want to be accepted by the White majority so bad that their ideological concepts may have assimilated into the status quo. Why is acceptance into the status quo so important to some of the participants? Others may view acceptance by the dominant culture as a vehicle to explore research opportunities. Moreover, some may view the whole notion of acceptance as an opportunity to demonstrate their worth to the status quo. It is apparent that the participants want others to accept them. But, can

participants expect others to accept them for who they are? Why do people of color have

to adjust their personalities to make the dominant culture feel comfortable? If the

dominant culture has problems accepting others, why do they not adjust their

personalities to make people of color feel comfortable? Questions like these generally go

unanswered, but lead to elements of frustration.

The participants of this study spent a lot of time venting their frustrations.

Generally, those frustrations were directed at the higher education institutions claiming

diversity, but lacking the practice. Some participants continue to search for answers to

change the institutionalized ideologies of the status quo. There is a need to increase the

diversity of faculty and administrators of color in order to reflect its student populations.

Does it help for participants to get frustrated? Will their frustration change the practices

associated with the lack of hiring people of color in colleges and universities? Why do

participants of color remain in situations of frustration? Is the desire for people of color

to change their cultural climates and improve the diversification of faculty and

administrators? Are their frustrations too caught up in what White people do/what White

people think that they are unable to perform to the best of their abilities?

There were two distinctive positions that emerged out of the theme what White

people do/what White people think.   Participants were either very concerned or they did

not care about what White people do/what White people think. Generally, participants

who were very concerned about what White people do/what White people think were

concerned with being politically correct and keeping their jobs. These participants did

not want to get themselves in trouble or lose credibility amongst their peers of the

dominant culture. Additionally, there were times when some participants asked the

researcher to turn the camera off for fear of not saying things politically correct. Many participants said they were afraid of being labeled a troublemaker. Some of them feared they would no longer be accepted as team players if they mentioned their true feelings on camera. Nevertheless, several participants did not care what White people do/what White people think. Generally, these participants had been in their positions for several years and had a considerable amount of time in the academy. Many of them could care less about labels attached to them by the dominant culture that include "playing the race card", "being troublemakers" and "not being a team players."

Multiple Realities

Additionally, an analysis of the data demonstrates that there are multiple realities that exist between people of color. Although the majority of the participants work in PWI's and are in the minority, several of them appear blind to the realities of institutional racism. If they recognize it, refuse to believe it, because of the need to be accepted and not become labeled as a troublemaker. Some participants appeared conditioned to believe that racism no longer exists in the fabrics of higher education institutions. Some participants close their ears, eyes and mouths to their colleagues' claiming racism. Moreover, faculty and administrators of color who expose the racist concepts within higher education institutions are quickly chastised by a system that is designed to maintain the status quo. Unfortunately, the need to feel accepted and keep a good job for individual gain and notoriety gives way to the importance of helping each other as a community rise above institutional racism. The data suggests that many PWI's in Oklahoma may purposely recruit individuals of color who maintain the status quo.

Key Findings

1. Participants were concerned that policymakers are not practicing what they are preaching regarding diversification. Many participants discussed that administrators are not seriously working to implement diversity initiatives.

2. Participants shared practical techniques on searching for jobs in higher academia. Many discussed traditional job search methods that included looking at newspaper ads, web sites, filling out applications, etc. Nevertheless, the majority of them were hired through networking with people already in the higher education system.

3. The discussion of breaking down the walls of academia to get an opportunity for employment became a major issue. Participants discussed that it was important for people interested in joining the academy to get acquainted with someone in the institution of inquiry. Participants discussed working as an adjunct faculty member or volunteering in community organizations with some association with a particular college or university was a great way to get through the doors of the academy.

4. Many participants commented on how they had been rejected while pursuing positions within the academy. Several participants discussed that although they were highly qualified for positions in which they applied, they were still rejected and in many cases never received a phone call or got an interview. Some participants mentioned in some cases they did not receive letters of regret. Others mentioned that letters of regret they received were general. Some of the letters included phrases like "we found someone more suited for our needs."

Nevertheless, several participants offered words of encouragement for people interested in gainful opportunities in higher education to continue searching and remain positive.

5. Participants discussed some of the barriers to job opportunities. Some participants mentioned that sometimes applicants of color create barriers by not presenting themselves professionally. Some participants encouraged future applicants of color to make sure their portfolios were neat and professional. Others questioned some of the barriers and could not pinpoint specific examples, but understood that things were not adding up, because they had the qualifications and skills. Many participants knew of people from the dominant culture who were hired and had less qualifications and skills. In some cases, participants mentioned that several individuals from the dominant culture were hired and did not meet the criteria established in advertisements seeking applicants.

6. Although many participants felt like their qualifications were key elements of getting them their positions of employment, several recognized that they were hired because they were persons of color. Generally, higher education institutions throughout the state of Oklahoma made decisions to hire a person of color early in the job process.

7. Participants shared practical advice to applicants of color interested in applying for positions in the academy. Some of the advice included applicants networking with someone already in the system, presenting professional academic materials, and dressing professionally during interviews, etc.

8. Many participants discussed what it is like to work in the minority. Several

participants shared rich narratives and gave meaningful advice to future employees of color on how to work effectively while in the minority. Many participants shared concerns and expressed suggestions on overcoming anxieties while in minority situations.

9. In regards to working in the majority, several participants discussed feelings of empowerment. Many participants told stories of how they felt more comfortable in atmospheres with people from their own cultural backgrounds. Although being in the majority was a rarity, participants shared how they were highly respected and able to be more effective.

10. When asked about whether or not they were respected by their colleagues, some participants felt like they were highly respected by their colleagues. Others however, felt like they were not respected. In addition, some did not care whether or not other members of the academy respected them.

11. Several participants did not want to socialize with the dominant culture. Many of these participants voiced concerns of having more control over their social lives. Some participants shared how they like to socialize with one another. According to the data, although opportunities for camaraderie exist, there are no agendas or discussions for improving the plights of faculty and administrators of color in higher education institutions within Oklahoma. Nevertheless, other participants enjoyed socializing with the dominant culture. Many participants mentioned how they had established lifelong relationships with others through professional and social contact.

12. The committee process for hiring practices received a lot of dissatisfaction from participants. Many of them felt as though they had no voice when serving on committees. Others discussed how committees usually focused on specifically rigid criterion that usually discredits persons of color. Some participants mentioned that the committee process should be abolished.

13. Experiences working with White students were generally positive for participants. Many of them discussed how they tried to make their students feel comfortable and give them as much support as possible. Nevertheless, there were some participants who shared rich narratives on some of the challenges they incurred with White students.

14. Experiences working with students of color also received positive responses from participants. Comments that included things like "students were excited to see a person of color teaching in the classroom" were repeated several times. Nonetheless, many participants shared how many students of the color come into the classroom with low expectations. Several faculty participants expressed how they have had to uphold high academic standards for students of color.

15. Many participants shared their insights on the future of faculty and administrators of color in higher education institutions within the state of Oklahoma. There were positive and negative comments about the future, but the general consensus was there are many things that need to happen to assure that the faculty, administration, and staff reflects the growing population of students of color in colleges and universities across the state.

CHAPTER V

CONCLUSION

Summary

Purpose of the Study. The purpose of this study was analyze the current data and

focus on the recruitment and retention of faculty of color in higher education institutions

within the state of Oklahoma. Research questions were designed to explore problems and

decipher possible solutions. By conducting qualitative interviews as a method of

collecting data via videotape, the study revealed perceptions and attitudes of faculty and

administrators of color "on and off camera." The study addressed the following research

questions:

    1. How do faculty of color describe and experience the job search and

        interview process?

    2. How do faculty of color describe their experiences at institutions of higher

        education?

    3. How do faculty of color describe their experiences with students?

This study was conducted in February 2005 until May 2006. Twenty-four

participants were interviewed using the snowball-based methodology of sampling.

Qualitative interviews were conducted in 30 to 90 minute sessions. The locations of the

study took place in PWI's within the state of Oklahoma. A variety of data collection

methods were utilized through videotaped interviews, discussions "off camera" that

consisted of field notes, observations techniques, artifacts, brochures, college and university web sites, historical data, etc. Individual interviews and focus groups were conducted. The analysis of the data consisted of observation of dailies (unedited footage) over and over again with some transcribing during the editing process. All 24 participants signed visual/audio release consent forms that permitted public viewings of the final documentary. A continuity (editing guide) was developed and video editing consisted of written data, narration, voice-overs, talking heads, original music and graphics. Several rough edits were presented to the faculty advisor and credits appeared at the end of the documentary. The two-hour documentary serves as a supplement to the written dissertation, which also serves as a guide.

Summary of the Analysis of the Data. The participants of this study were definitely supportive of the need for higher education institutions to diversify their faculty, and become more inclusive of the general populations of people they serve. The research questions revealed three distinctive themes through the data. The themes of acceptance, frustration and what White people do/what White people think were resounding concepts in the data.

Acceptance. The data revealed that faculty and administrators of color wanted to be accepted. The job search process consisted of faculty and administrators of color looking for opportunities to demonstrate their abilities and skills. The barriers faculty and administrators faced were challenges that many of them overcame through their abilities to make White people feel comfortable. Additionally, there were inconsistent hiring practices that did not follow federal guidelines. Some institutions changed the legal laws associated with hiring. Many faculty and administrators of color were locked

out of the academy based on inconsistent hiring practices. Nevertheless, many faculty and administrators of color were hired due to the same inconsistencies in the hiring process.

Moreover, faculty and administrators of color networked at institutions, served as an adjunct faculty, and were assigned to many higher education committees.   The ability to communicate effectively and make White people feel comfortable became a "best practice." The data revealed that the majority of faculty and administrators of color were hired because they were persons of color. Nevertheless, they had to be the "right type" of person of color to receive consideration. And once they had become identified as a person that Whites could feel comfortable, and not a person who might pose a threat to the status quo, they were accepted and generally hired.

Moreover, several committees have led to the rejection of highly qualified applicants of color. Culturally insensitive and subjectively oriented committee members, lack the skills necessary to determine the right person for the job. Several higher education institutions have tried to establish fairness and appear on the surface as genuinely working to increase the diversity of its faculty and staff, however, the data revealed many institutions actually practice elements of tokenism on the surface which in many cases reveals the racists' ideologies encompassed in a system that continues to reject qualified applicants of color.

Frustration. Several participants became upset during the videotaping of the interviews.   Sometimes they requested the researcher to turn the camera off because they were getting emotional about reliving negative experiences in the academy. Nevertheless, many of them demonstrated their frustrations on camera. Although some of their

frustrations may appear funny, the realistic danger is they are indeed truthful experiences of their encounters in a system that continues to degrade them. In many individual interviews and focal groups the need to blow off steam became a therapeutic exercise.

Several participants were vocal about the hiring process. Many of them commented that hiring practices were not fair. Some were willing to accept unfair practices as the reality of today's society. Frustrations definitely emerged in discussions "off camera" about the overall process of searching for a job. Although many of the participants had "inside connections" in the application process, they were shocked to learn that some of their new "White colleagues" were hired and did not fully meet the qualifications that were advertised by the institution. Several shared stories of frustrations with the inconsistencies of the policies and procedures on paper with the realities of what actually occurs.

Many participants involved in working with other faculty and staff members know the importance of making Whites feel comfortable at all times. One participant jokingly discussed how if too many people of color get together, some Whites frequently wonder if people of color are plotting or establishing a coo. Unfortunately, many Whites who seriously believe those types of things appear ignorant.

Participants were also frustrated with White students who enter college, and are truly unprepared to deal with faculty and administrators of color. The ignorance associated with students accepted into colleges and universities without any understanding of diversity and global awareness should inspire higher education officials to require high schools to teach more classes in diversity. Some participants mentioned

the additional burden of overcoming preconceived notions of bigotry from students should not be happening in 2005.

What White people do/what White people think? Earlier in this study references were made regarding how the dominant culture was addressed. Most of the time, the dominant culture was addressed as "they." The discussions of the dominant culture seemed very easy for participants. They continually seemed at ease talking about White people.   Participants were also careful to address White people as European-Americans, Anglo or Caucasians, because it sounded politically correct.

The participants spent a considerable amount of time worrying about what White people do/what White people think. Several participants were seeking tenure opportunities and were always cognizant about the dominant culture's reaction of their participation in the study. Many participants have witnessed labels placed on their peers by the dominant culture. "Off camera" some of the participants said it was important to stay ahead of the dominant culture. Although many Whites have maintained that many people of color are reactive, the data revealed that many faculty and administrators of color are proactive when it comes to dealing with the dominant culture. Several participants discussed proactive agendas about how they are able to keep their jobs, and live in Oklahoma near their families, by keeping the dominant culture from focusing on them. The end result from the data collected demonstrated that many participants were "two-steps ahead" of the dominant culture.   One of the participants claimed "off camera" that she had been at her institution long enough to know the signs. She said she could generally tell when she or other faculty members of color were going to be attacked by the dominant culture.

Conclusions

Although there are some people who may disagree with the diversification of

higher education faculty, the current literature has a higher percentage of scholars, faculty

members and administrators who agree that diversity throughout academe is important to

the future of higher education in the United States. The literature definitely supports

many ideas and concepts of what several colleges and universities have done to diversify

their campuses. The literature also offers new ideologies on how colleges throughout the

nation, including Oklahoma, can increase their diversification of faculty of color.

Minority faculty (Talbert-Johnson & Tillman, 1999) should be vigorously recruited.

Institutions must reexamine promotion, tenure, and faculty development policies to

ensure equity. Recruitment programs of (Zamboanga & Bingman, 2001) prospective

faculty of color would allow them to experience the sociocultural climate of an academic

department and the surrounding community of that institution first hand. The literature

supports the need for institutions to break down barriers to diversity. The future of higher

education in Oklahoma is dependent on regents, legislators, community members,

administrators, and faculty, adhering to the need of increasing the diversification of

faculty in colleges and universities across the state.

The participants of this study understand the importance of faculty and

administrators of color getting an opportunity to contribute to the academy. Although

they may disagree, and in some cases are misinformed about the plight of faculty of color

getting opportunities in the future, they do understand that as students continue to enroll

in higher education institutions, it will be important to them to get a quality education.

Diversity is a part of a quality education. The data has demonstrated that higher

education institution do themselves a disservice by not allowing qualified applicants of color an opportunity to break through the doors of the academy.

The socialization of faculty and administrators of color with the dominant culture is improving, but needs to be revised. The practice of the dominant culture controlling the majority of social events that people of color are required to attend may not be effective. Although the dominant culture may assume that planned social events are not part of the job, many faculty and administrators of color feel as though they are still "on the job." These activities may not be "best practices" for people who work together from diverse cultural backgrounds.

Additionally, faculty and administrators of color should not be made to "bond" with people whom they work with on a professional basis. Academic professionals need to have more control of their social livelihoods. Faculty and administrators of color should not have to feel obligated to participate in social activities that are not a part of their jobs. Many of these social activities include joining and participating in community clubs and organizations, churches, sports events etc., that are not part of their professional responsibilities.

Finally, faculty and administrators of color should not have to feel like they cannot communicate or socialize with each other in numbers that are more than two or three people at a time. This aspect of not socializing with each other at work for any length of time has historical implications based on racist ideologies. Higher education institutions should implement practices that encourage people from the same cultural backgrounds to communicate with each other on a regular basis to eliminate feelings of

isolation. By increasing the numbers of faculty and administrators of color, this issue may become moot.

As members of the academy misconstrue quotas, and affirmative action claims, the likelihood for people of color getting hired does not look good.   Colleges and universities must make concerted efforts to recruit and retain faculty of color. Even with federal mandates of the past, several institutional administrators may find ways to change the rules. What will it take for colleges and universities to hire persons of color? It will take an accountability plan to assure that presidents of colleges and universities do their job, and make sure the practices that are already in place are implemented.

Rules and programs designed as solutions are rarely implemented. There is simply no accountability for follow-through. Nevertheless, institutions will make sure that their brochures, schedules, web sites etc., include the demographics of faculty and students from various backgrounds. Several university publications provide visual materials that project diversification, but throughout the fabrics of the institution those images of diversity become non-existent.

Implications of the study

Implication One. The first implication of this study is the documentary film that might be distributed throughout the state of Oklahoma. The documentary is a quick way for this study to create greater dialogue and discussion regarding the recruitment and retention of faculty of color within the state. The general audience will initially include the participants of the study. As participants view the film and read the written dissertation, they will likely share this information with others like themselves. Many of the participants may elect to share this documentary with their colleagues in academia.

Others may wish to share it in their classes that focus on issues of diversity. Participants may get opportunities to share the documentary in diversity workshops within their institutions to discuss some of the information within the documentary. The Participatory Action Research model allows the points of views of participants to be heard through the analysis of the data.

Second, per committee approval Oklahoma State University will have a copy of the dissertation in its library. Professors and administrators teaching in several different disciplines may find the documentary as an interesting tool to create discussion among future doctoral candidates. Moreover, the documentary as dissertation supplement could inspire other students to make their own documentaries. With quick advancements in technology, the documentary film component for a dissertation could be a cutting-edge element to other documentaries produced within the state. Although there may indeed be other documentaries to supplement the written dissertation, this project may provide yet another way for students to reach the general public and create discussion and dialogue on issues of importance within the state.

Third, this project has potential for publication on public information television stations that include KOED-TV 11 in Oklahoma City, Oklahoma. This community television network broadcasts several programs of interests throughout the state. Other cable networks may also show an interest in the video documentary. If the documentary is broadcast in local, state and cable networks, the ramifications for greater discussion through the media may be a spark plug to changes that need to occur in higher education institutions across the state.

Finally, if the video documentary is broadcast on any station, there is still a potential for community talk shows that include local and state radio stations, community events television programs and local newspapers to cover stories that may peak public interests. Additionally, the participants who were a part of this study may be able to assist in the promotion of getting the documentary broadcasted on television stations. Once the publication is broadcast, the opportunities for further discussions could lead to the increase of faculty and administrators receiving employment opportunities within the state of Oklahoma.

Implication Two. The second implication of this study is that the documentary film supplement may be shown all across the nation. If the publication process of broadcasting the video documentary is done in Oklahoma, there may be opportunities for other states to do the same thing. In addition to national broadcasting that may include larger companies like the Public Broadcasting System, (PBS), there may be other colleges and universities that place the documentary in their libraries for academic study with classes that may benefit from seeing the documentary.

Additionally, there is a growing concern for the recruitment and retention of faculty of color in higher education throughout the nation. Many organizations are sponsoring conferences and workshops regarding the issue of the lack of faculty and administrators of color throughout the country. Although other states like Michigan and Kentucky have published documentaries that are similar, the Oklahoma dissertation may add something unique to the current conversations across the nation. Discussions may continue and spark future studies that may provide additional data to support the recruitment and retention of faculty of color nationwide.

Implication Three. The third implication is that this study may serve as a model for future studies. There is definitely a need for more studies to be done in the near future regarding the recruitment and retention of faculty and administrators of color in Oklahoma. Several professors and administrators throughout the state may be inspired to publish material in this discipline. If higher education institutions are going to remain competitive, the need to reflect the diversity of its faculty and staff to their student populations will have to be addressed. Students of the future may demand that they have more role models in higher academia. Students of the future may present studies about the issue. Scholars and authors throughout the country may share information from other states about what they are doing to combat this problem. The literature supports how several colleges and universities throughout the country are increasing their faculty of color to reflect the ratios of student of color. These institutions may serve as models as Oklahoma colleges and universities work to increase the numbers of faculty and administrators of color.

Recommendations

All of the participants supported the need for colleges and universities throughout the state of Oklahoma to increase the representation of their faculties of color. Moreover, several participants gave advice to people of color seeking job opportunities within the academy. Observations, interviews, literature and collected data, produced the following suggestions for people of color seeking positions in the academy:

1. People of color need to make sure they are qualified.

2. People of color need to make sure their application information is neat and professional.

3. Applicants need to make sure they research the institution of consideration to determine if it is a good fit.

4. Applicants granted interviews should discuss the necessity of being a "team player."

5. Applicants granted interviews should present themselves in a professional manner in terms of dress, speech and behavior.

6. People of color need to network effectively with "others in the know" for word of mouth opportunities.

7. People of color should get involved in community activities, committees, boards, etc. that have an interest in the institution of consideration.

8. People of color should seek out possibilities of working as an adjunct faculty member.

9. People of color should expect rejection, but remain encouraged and continue to apply for positions.

10. People of color rejected frequently at certain stages of the application process should reevaluate their approach, and let trusted individuals offer suggestions for modifications.

11. People of color should monitor newspapers, periodicals and web sites that list employment opportunities in higher education.

The following suggestions are for the "powers that be" which include community members, legislators, regents, administrators and faculty members who participate in the selection process of applicants seeking employment in the academy. If the "powers at be" are serious about diversifying their faculties, these suggestions may be included in "best practices" to increase the recruitment and retention of faculty and administrators of color.

1. The Governor and legislators should select people of color as regents to the Oklahoma Regents of Higher Education.

2. Presidnts of higher education institutions in Oklahoma should be held accountable for the diversification of their administrators and faculty to reflect their student populations.

3. Presidents and administrators should reevaluate the need for and possibly eliminate the committee process in the hiring of future applicants.

4. Administrators should make a concentrated effort to recruit and retain people of color.

5. Administrators should be held accountable to follow best practices for hiring and retaining people of color.

6. Administrators should increase budgetary expenses for advertising in publications that cater to minority readers; travel and lodging costs for potential applicants, and other needs as necessary.

7. Administrators should also provide funding for related moving expenses for applicants out of town, faculty and family housing at reduced rates, and benefit packages comparable to other regional higher education institutions.

8. Faculty members should be assigned to all new hires in order to help them become accustomed to the culture of the institution.

Summary of Recommendations

The recommendations for people of color interested in gainful employment in higher education institutions within the state of Oklahoma should be considered seriously. Although changes may be proposed, the bottom line may stand for years to come. It will be important to do as much as possible to assure a position in Oklahoma if there is an interest. Fortunately and unfortunately, depending on the situation, there are more opportunities for faculty and administrators of color outside the state of Oklahoma. Nevertheless, Oklahomans who have left the state have difficulty returning home. Several participants noted the difficulties associated with trying to settle in the state. Nevertheless, interested applicants of color should remember there might be problems associated with taking a position in Oklahoma, because of the requirement to make White people feel comfortable.

These recommendations for the "powers at be" were summarized to provide discussion for changes that need to occur in the hiring practices of academia within the state of Oklahoma. Although to date, there may be plans in the making to revitalize the hiring practices in some colleges and universities across the state, these recommendations should be included and considered for implementation. These recommendations are intended as a start to create more dialogue for possible implementation. Observers of this study need to be aware that these recommendations for change may cause opposition and pose some difficulties. Nevertheless, the difficulties will pose greater challenges if

higher education officials do not work to change the status quo for colleges and universities in Oklahoma.

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APPENDICES

APPENDIX A

CONSENT FORM
Faculty Recruitment and Retention of People of Color in Higher Education in the State of Oklahoma

I, _____ agree to participate in the research study "Faculty Recruitment and Retention of People of Color in Higher Education in the State of Oklahoma." I understand that this research is intended to identify the experiences of Faculty and Administrators of Color in the professorate. I will participate in one interview of 1-2 hours in length on video camera for this documentary film research project. These interviews will include discussions of the educational experiences that I have encountered before coming to and questions about my (College or University) experiences with other colleagues, staff members and students.

I understand that every effort will be made to protect my identity if I choose to not sign the visual/audio release portion of this consent document. My name will not be used in any reporting to (College or University) or any other public reports. The documents from this research will be held in a locked file in the office of Rodney L. Clark. Only he will have access to the original materials.

All information I provide will be confidential and generally will not be shared with others unless I provide written consent EXCEPT for the following circumstances:

- At Oklahoma State University, the Institutional Review Board for the Protection of Human Subjects, Rodney L. Clark's supervisor, and the Chancellor will have access to all data upon request.

- *If Mr. Clark has reason to believe that I or someone else may be in danger of physical harm, **state law** and professional ethics require the researcher to take steps to protect me and / or other agencies involved. This may include notification of appropriate social service agencies and legal agencies.*

- In the event that the data is subpoenaed by the court.

I understand that all participation is voluntary and that the refusal to participate will involve NO penalty or loss of benefits to which I am otherwise entitled. I may discontinue participation at any time without penalty or loss of such benefits mentioned above.

For any questions regarding this research, I may contact:
Mr. Rodney Clark
Oklahoma State University
6404 N. Osage Drive
Tulsa, OK   74126
(918) 425-0110

For any questions regarding my rights and treatment in this research, I may contact:
Dr. Robin Hughes, Assistant Professor – Oklahoma State University
College of Education
Oklahoma State University 317 Willard
Stillwater, OK   74078
(405) 744-8146

For information on subject's rights, please contact Dr. Sue Jacobs, IRB Chair, at 415 Whitehurst Hall, 404-744-1676

I agree to participate, but I do not consent to sign the visual/audio release. If my physical likeness is used, it will be skewed and altered to conceal my identity. Mr. Clark further agrees to not release any of my physical/audio likeness until, such approval is granted by me verbally. I also realize that Mr. Clark may choose not to use any of my information in this research project.

_____   _____   _____
            (Participant)   Rodney L. Clark   (date)

Video/Audio Consent Statement

I agree to participate, and I also agree and grant Rodney L. Clark the right to photograph/audio record my picture, recorded voice, silhouette, and other reproductions of my physical/vocal likeness (as the same may appear in any still camera photograph and/or motion picture film), and in connection with the exhibition, theatrically, on television or otherwise, of any motion picture in which the same may be used or incorporated, and also in the advertising, exploiting, and/or publicizing of and such motion picture, but not limited to television or theatrical motion pictures. I further give Rodney L. Clark the right to reproduce in any manner whatsoever any recordings made of my voice in association with the aforementioned documentary film project.

_____   _____   _____
            (Participant)   Rodney L. Clark   (date)

APPENDIX B

E-mail/Phone Contact Script

Hello Professor John Doe. My name is Rodney Clark and I am a doctoral candidate at Oklahoma State University. I am working on my dissertation entitled The Recruitment and Retention of Faculty of Color in Higher Education in the State of Oklahoma. My dissertation has a documentary film element in it and my Dissertation Committee and the Institutional Review Board of Oklahoma State University have approved me to conduct this study.

I am seeking your participation as an interviewee to answer question that I have prepared for this study. The interview will take approximately 1-2 hours of your time. If you agree to participate, you will be required to sign a consent form giving me permission to use your name, physical/vocal/likeness in the film.

However, you may participate and not give consent to use your name, physical/vocal likeness. I will skew the picture of you and your voice to assure confidentiality. You will be allowed to review the final edited version of the documentary film and approve or disapprove of your portion of the film. If you do not approve, I will re-alter the footage for your approval or not use any of the footage in the film of your physical/vocal likeness.

After the study is completed I will erase and destroy all tapes that contain your physical/vocal likeness. With your participation, I am looking forward to completing a study that may be used throughout the state, region and nation for ways in which to increase the recruitment and retention of faculty of color.

Are you interested? If so, when might you be available to conduct an interview? Would you feel comfortable interviewing with a group of other professors or would you rather conduct the interview alone? Would you agree to an interview in your office or would you like to come to my home studio?

Thank you for your time and consideration. I look forward to our interview scheduled for _____ (day) on _____ (date) at _____ p.m./a.m. Thanks again. Have a good day!

APPENDIX C

DISSERTATION INTERVIEW QUESTIONS

Overarching Research Question # 1

How do faculty of color describe and experience the job search and interview process?

1. How did you find out about job opportunities?

2. Which colleges and universities did you inquire about?

3. What type of positions did you apply for? How were you qualified for them?

4. What was the process of your job search like? Who were your recommendations?

5. Did you discover barriers as you applied for employment opportunities?

6. When you did not get the job do you have any idea why? How did you find out?

7. Why do you think you got the job?

8. Do you know of others like yourself who have applied for faculty positions and what were some of their reasons for getting hired and not getting hired?

9. What advice would you give to people of color in applying for faculty positions within the State of Oklahoma?

Overarching Research Question #2

How do faculty of color describe their experiences at

institutions of higher education?

1. Have you developed good relationships with any

    faculty and staff?

2. In most of your meetings with faculty and staff are you

    generally in the minority? If so, explain what it feels like to be

    in the minority in meetings with faculty and staff?

3. What does it feel like being in the majority in meetings with

    faculty and staff?

4. What does it feel like being in the minority in meetings with

    faculty and staff?

5. Do you feel like the faculty and staff are respectful of you as an

    employee?

Overarching Research Question #3

How do faculty of color describe their experiences with students?

1. Have you developed positive relationships with students in

    your classes? Tell me…

2. Have you had any negative experiences with students in your

    class? Tell me…

3. How do new students generally react to you when they

    discover that you are a person of color?

4. Do you ever have any students of your same race in your class, and if so, what is your relationship like with them?

5. How do you know when your students admire your knowledge as an Instructor?

6. What type of language style do you use as you talk to students in your class?

Oklahoma State University Institutional Review Board

Date: Monday, May 09, 2005

IRB Application No ED05106

Proposal Title: The Recruitment and Retention of Faculty of Color in Higher Education in the State
                         of Oklahoma

Reviewed and   Expedited

Processed as:

Status Recommended by Reviewer(s): **Approved Protocol Expires:** 5/8/2006

Principal

Investigator(s
Rodney Clark   Robin Hughes
6404 N. Osage Drive   317 Willard
Tulsa, OK 74126   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the aghts
and welfare of individuals who may be asked to participate in this study will be respected, and that the
research will be conducted in a manner consistent with the 1RB requirements as outlined in section 45
CFR 46.

   The final versions of any printed recruitment, consent and assent documents bearing the IRB approval
   stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

   1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must
      be submitted with the appropriate signatures for IRB approval.
   2. Submit a request for continuation if the study extends beyond the approval period of one calendar
      year. This continuation must receive IRB review and approval before the research can continue.
   3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are
      unanticipated and impact the subjects during the course of this research; and
   4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the
authority to inspect research records associated with this protocol at any time. If you have questions about
the IRB procedures or need any assistance from the Board, please contact Beth McTeman in 415
Whitehurst (phone: 405-744-5700, emct@okstate.edU).

   Sincerely
   Sue C. Jacobs   Chair
   Institutional Review Board

VITA

Rodney Lynn Clark

Candidate for the Degree of

Doctor of Education

Thesis: RECRUITMENT AND RETENTION OF FACULTY OF COLOR IN
          OKLAHOMA

Major Field: Higher Education

Biographical: Birthplace – Tulsa, Ok.   Parents: Beverley Clark & Jim Chaney, Jr.

Personal Data: Home Address: 311 Center Street
                                     Berea, Kentucky 40403
                                     Phone: (859) 985-9059
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Education: B.A. (June, 1983) University of Washington. Seattle, Washington.
               Major: Theatre; Minor: Psychology
               M.F.A. (December, 1991) Howard University. Washington, D.C.
               Major: Film; Minor: Television
                       Thesis Title: *One Divided By One"* (Full length screenplay).

Experience: Assistant Professor of Theatre. Berea College
               Assistant Professor/Coordinator of Theatre. Tulsa Community College.
               Associate Dean of Student Affairs: Northeastern OK A & M College.
               Television Instructor/Counselor. Northeastern Oklahoma A & M College.

Professional Memberships: Oklahoma State Speech, Theatre and Communications
                           Association – First Vice-President
                           Northside Coordinating Committee – President

Name: Rodney Lynn Clark   Date of Degree: May, 2006

Institution: Oklahoma State University   Location: Stillwater, Oklahoma

Title of Study: RECRUITMENT AND RETENTION OF FACULTY OF COLOR IN
             OKLAHOMA

Pages in Study: 181   Candidate for the Degree of Doctor of Education

Major Field: Higher Education

Scope and Method of Study: This study focuses on the recruitment and retention of faculty of color in Oklahoma. Although the study is written in its formal context, an additional documentary film component mirrors the written dissertation. Twenty-four professors and administrators of color discuss some of the difficulties associated with being in the minority at predominately white higher education institutions. The general focus is to improve the recruitment and retention process of higher education institutions seeking to diversify their faculties and staffs.

Findings and Conclusions: Faculty and administrators of color address the need for higher education institutions to modify their faculties and staffs to reflect the rising numbers of students of color entering colleges and universities in the state. These members of the academy offer advice to people of color seeking employment. They also make suggestions to policymakers regarding the need to hold academy officials accountable for the implementation of practices associated with increasing the diversity of its employees.

ADVISER'S APPROVAL: Dr. Robin Hughes