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Perceptions of African American Faculty Retention Practices in Community College

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Kyle Bright

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Walden University
2019

Abstract

Perceptions of African American Faculty Retention Practices in Community College

by

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MA, Indiana Wesleyan University, 2013

BA, Northern Illinois University, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The retention of African American faculty at predominantly White institutions (PWI) has long been a point of concern in higher education. Midwest Community College (MCC), a PWI, 2-year public institution, has a problem of retaining African American faculty employed by the college. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. Delgado and Stefancic's critical race theory conceptual framework of counter storytelling, Whiteness as property, interest conversion, and critique of liberalism guided this study. A qualitative case study research design was implemented for this study with research questions about the perceived issues of African American faculty and administrators' retention practices at MCC. Four African American faculty and 4 African American administrators answered questions to an interview. Interviews, observation of interviewees, archival review, and field notes constituted the data collection techniques. A qualitative research process of manual data and inductive thematic analysis was implemented in this study. Key findings developed from the themes with implications for changes to organizational culture as well as faculty recruitment and retention practices. Policy recommendations include: the appointment of a Diversity Office designee to the Joint Advisory committees; faculty recruitment through the development of a minority faculty recruitment program; faculty retention through the development of a minority faculty success retention program, along with parallel diversity training for all MCC employees. This study would promote social change by offering focused practices for hiring and retaining African American faculty.

Perceptions of Retention Practices of African American Faculty in Community College

by

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MA, Indiana Wesleyan University, 2013

BA, Northern Illinois University, 2001

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February 2020

Dedication

I want to dedicate this doctoral study to my entire loving and supportive family. To my father, who was my first example of manhood and for instilling confidence in me. To my mother, who provided me the necessary tools needed for a lifetime of educational attainment. To my brother, for more lessons in manhood and for being able to observe your successful college and professional careers. To my loving wife, for your A thru Z support throughout this sometimes grueling journey. To my wife and Skylar, thank you for adding joy to our blended family. To Kylah and Kyrie, I hope to inspire you to reach your full potential in life, I love you so much, Baby A and Baby B. To Quiren, my last child, you have provided me further motivation to complete this doctoral journey, I love you my Tasmanian Angel.

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Section 1: The Problem

Evidence of the Problem at the Local Level

A problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The vice-president of Diversity and Adult Education at MCC reported in an October 2015 board meeting that MCC is comprised of 1.6% African American faculty (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). This data highlighted that MCC is significantly below the national average when it came to employing African American faculty. Furthermore, Gould (2017) referenced national statistics from 2006 that report community colleges at 15% in regard to diverse hiring rates, compared to 4-year public and private institutions at 20%. Gould (2017) also included a report from MCC, in which the MCC president created the diversity department in 2004 due to a lack of African American faculty at the college. This MCC president stated that his primary concern when he was hired was that there were too many Caucasian faculty members, compared to the 7% African American faculty members (Gould, 2017, page 3).

The U.S. Department of Education (2016) reported that in the fall of 2013, Caucasians made up 79% of all U.S. colleges and universities faculty, with Asian/Pacific Islander at 10%, African Americans at 6%, Hispanic at 5%, and American Indian/Alaska Native at 1%. Additionally, community colleges and private colleges' faculties include 8% African Americans (Robinson, Byrd, Louis & Bonner, 2013). Illinois colleges and universities are composed of 5% African American faculty and 3% Hispanic faculty (The Illinois Board of Education's Diversifying Faculty in Higher Education, tables III-5 and

III-6, 2016). The aforementioned statistics are not equally comparative to the Illinois college student population, the following data represented the college student demographics at PWIs: Caucasian 57%, Hispanic 15%, African American 14%, Asian/Pacific Islander 6%, American Indian/Alaska Native .3% (The Illinois Board of Education's Diversifying Faculty in Higher Education, 2016). This is significant, as the diversity of the faculty did not reflect the diversity of the regional population. At MCC, the numbers of African American faculty employed by MCC is lower than the state and national average. The problem that I addressed in this study was the lack of retention of African American faculty employed by MCC, a 2-year public institution.

The Larger Educational Situation

Highlighted in Dade, Tartakov, and Leigh (2015), the recruitment and retention of faculty of color are important for an institution to maintain a diverse faculty. Faculty of color displayed an array of academic viewpoints that are crucial to the functioning of PWIs. (Madyun, Williams, McGhee & Milner, 2015). Bonner (2004) posited that African American faculty at PWIs have difficulties gaining access to professional networking opportunities that could afford them the peer guidance that would lead to promotions and tenure at their respective institutions. Robinson, Byrd, Louis, and Bonner (2013) referenced the racial macroaggressions that occurred with African American faculty at PWIs, from the dominant group at their institutions. Specifically, African American faculty have not been provided the standard peer mentorship to assist with their adjustment to the institution, and instead they feel unwelcomed by their colleagues (Robinson et al., 2013). The racial macroaggressions against African American faculty

include tenured Caucasian faculty members minimizing research areas that are of interest to their African American faculty subordinates (Frazier, 2011). Racial macroaggressions that were felt by African American faculty at PWIs is due to the dominant faculty group perception that African American faculty existence is a product of affirmative action.

Despite the presence of African American faculty in the community college setting, there is not much known about their experiences at these institutions (Levin, Walker, Haberly, & Boothby, 2013, p.19). In order to assimilate into the organizational culture of the community college setting, Levin et al. (2013) detailed that African American faculty typically have to create several identities. The side effect of this socialization tactic is African American faculty suppressing their inherent cultural identity in some cases. African American faculty members typically have worked in isolation and have not been afforded the same networking opportunities that their Caucasian counterparts have experienced (Alexander & Moore, 2008, p. 2). Furthermore, Alexander and Moore (2008) explained that African American faculty are subject to verbal and written attacks by Caucasian students regarding their classroom expertise at a rate higher than Caucasian faculty members. Lorenzo (2016) suggested the cause behind these attacks, is that Caucasian students in many cases feel that African American faculty are present at the institution due to some form of systemic inclusion process, rather than the African American faculty members being qualified on their own merits.

In the higher education setting, it is common for African American faculty to assume more student affair tasks when compared to Caucasian faculty. (Jayakumar, Howard, Allen & Han). Professional survival dictates that African American faculty at

PWIs typically adopt a professional identity that relates to Caucasian faculty. The previous point is further explained in a study highlighted in Jayakumar et al. (2009), where the predominantly Caucasian study sight reported 37% job satisfaction for Caucasian faculty, compared to 23% for African American faculty. The same study reported that 52% of African American faculty were dissatisfied with their pay, compared to 37% for Caucasian faculty.

Rationale

I sought to better understand the African American faculty experience at PWIs throughout the course of this study. During my initial research on African American faculty at PWIs, I discovered national statistics related African American faculty at 2-year public and private institutions. I felt this data was important to highlight due to MCC being a 2-year public institution. In the following sections, I have presented justification for the problem choice, and the background of MCC's campus setting.

Justification for the Problem Choice

The U.S. Department of Education (2016) reported that in the fall of 2013, African Americans represented 5% of the 1.5 million faculties at degree granting institution. Additionally, 2-year public and private colleges' faculties are composed of faculty that are 8% African American (Robinson, Byrd, Louis & Bonner, 2013). In regard to 2-year private and public institutions, the U.S. Department of Education (2011) reported that African American faculty are 8% of the total faculty population.

Payne and Suddler (2014) noted that there is a lack of scholarly based information about the experiences of African American faculty at PWIs. Understanding the previous

statement, the scarcity of literature that is available about African American faculty could further support a need to research this population even further. This study could benefit the African American faculty at MCC, who were seeking tenure-track positions. This may also provide information about this topic to all institutions of higher education that might be interested in this topic.

Institution Setting

Young and Smith (2015) reported that MCC board member Charles Young identified a lack of African American faculty at MCC, and subsequently initiated the Charles Young Diverse Faculty Fellow program. The purpose of this initiative is to retain African American faculty at MCC (Young & Smith, 2015). In January 2017, MCC informed the first recipient of the Charles Young Diverse Faculty Fellow program, that her fellowship would be discontinued in May of 2017 (MCC faculty member, personal communication, January 24, 2017). In June 2017, MCC restructured the social science department (MCC faculty member, personal communication, 2015 Charles Young Diverse Faculty Fellow, June 2, 2017). Due to the first recipient of the Charles Young Diverse Faculty Fellow not being offered a permanent full-time faculty position, it highlighted another full-time African American faculty at MCC not being retained. The above situation further decreased an already small pool of African American faculty at MCC.

Additionally, a hiring freeze occurred at MCC from fiscal year starting July 1, 2015 to fiscal year ending June 30, 2016. During the hiring freeze, vacated positions were only filled by internal candidates. This hiring freeze reduced the possibility to recruit new

employees to the college, it also meant that new positions were only being filled by current employees. The normal occurrence of personnel change at any college is vital to consistently employing staff from diverse cultural backgrounds. In order for an institution to remain at the forefront of academic excellence, it must continuously employ and retain its underrepresented faculty populations (Madyun et. al., 2013). MCC is below the state and national averages of African American faculty employed at colleges, and universities. MCC's first Charles Young Diverse fellow not being retained to a full-time faculty position is a significant occurrence related to the problem at this institution, the lack of retention of African American faculty employed by the MCC, a 2-year public institution. The purpose of this study was for me to explore the perceptions of African American faculty retention practices at MCC.

Definition of Terms

African Americans: People whose origins can be genetically traced to Africa, and do not have any Hispanic origins (U.S. Department of Education, 2017). Within the confines of this study, African American will serve as the group studied from a historical context, and will also be the designated participant group.

African American Administrators: Administrators at MCC that have self-reported themselves as African American/Black during their application and hiring process. (MCC, Affirmative Action Plan booklet, 2015). African American administrators at MCC will serve as the people observed in the participant group.

African American Faculty Member: Faculty members at MCC that have self-reported themselves as African American/Black during their application and hiring

process. (MCC, *Affirmative Action Plan booklet*, 2015). African American faculty members at MCC will serve as the people observed in the participant group.

Dominant Group: The culturally powerful population that typically engages in macroaggression against the less powerful, often times marginalized socially or cultural population (Osanloo, Boske & Newcomb, 2016). This group is referenced in this study as the people who have decision-making powers that affect the group being studied, African American faculty.

Faculty Member: Faculty members at MCC are designated with one of the following titles: associate dean, assistant professor, instructor, and adjunct faculty (MCC, *Affirmative Action Plan booklet*, 2015). This group is identified as any person at MCC who holds any position in which they teach the students at MCC

Historically Black Colleges and Universities (HBCU): “Are colleges or universities established prior to 1964, whose principal mission was the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority as to the quality of training offered, according to such an agency or association, making reasonable progress toward accreditation” (U.S. Department of Education, 2017, para. 1).

Microaggression: Subtle acts by a dominant group that marginalizes another group(s) based on its social or cultural affiliations (Osanloo, Boske & Newcomb, 2016).

Predominantly White Institutions (PWI): Are not a designation of any institution within the United States, but the term does imply that an institution typically enrolls more Caucasian students than any other students from ethnic backgrounds (Bourke, 2016).

Colleges and universities similar to MCC, where African American faculty members are not the dominant group of professors.

Sense of Belonging: An individual's desire to be connected to a group that promotes intrapersonal growth within the individual. (Newman, Wood & Harris, 2015). The connectedness that studied group, African American faculty members at MCC, experience by the institutional initiatives designed by the dominant group.

Racial Microaggression: A quick and automatic opinion that the dominant Caucasian group applies to an underrepresented ethnic population. Allows the dominant group to racialize, and make decisions about an underrepresented group of a different race. (Pittman, 2012). Potential observation of the dominant group's actions toward African American faculty at MCC group being studied.

Six Sigma Process Review: A process evaluation system derived from Bill Smith, a 1980s Motorola USA executive. Six sigma methodology seeks to analyze any defects in a process design that could affect a company's deliverable objectives (Lu, Laux & Antony, 2017). MCC has strategic goals to increase and retain African American faculty members (Young & Smith, 2015). The findings of this study have the potential to initiate a Six Sigma process that would review the current retention practices of African American faculty at MCC and discover new practices that would have a positive effect on the retention of African American faculty.

Caucasian: The 2010 United States Census defines Caucasian as "People whose origins are from the original peoples of Europe, the Middle East or North Africa" (Hixson, Hepler & Kim, 2011, p.2). This group of people selected the term Caucasian on

the 2010 United States Census. Caucasian people also include individuals who reported entries such as Caucasian or White; European entries such as Irish, German, and Polish; Middle Eastern entries, such as Arab, Lebanese, and Palestinian, and North African entries such as Algerian, Moroccan, and Egyptian. This group of people have been included as the dominant group referenced throughout the study.

Significance of the Study

In this study, I analyzed the local problem by exploring the lack of retention of African American faculty by employed by the MCC a 2-year public institution, and PWI. The identified gap in practice was the unknown development of retention practices for racially underrepresented faculty groups that reside on U.S. college campuses. MCC had significant challenges in retaining African American faculty. Therefore, this study was unique because it addressed an under-researched area of higher education: the African American faculty population (Wilder, Osborne-Lampkin & Jackson, 2015). African American faculty, until recently, had been understudied (McCoy & Rodricks, 2015). At MCC, 2015 – 2016 institutional statistics indicate that 1.6% of the faculty self-reported as African American.

Local Educational Setting Potential Impact

In 2012, MCC leadership created a strategic initiative that had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. In 2015, MCC's board of trustees recognized that the institution was still not recruiting and retaining African American faculty at a rate they felt supported the overall diverse values of the college (Young & Smith, 2015). Charles Young, an African American MCC

board member, who was a community activist in the area for decades, personally recognized a lack of retention of African American faculty employed by the college. Subsequently, Charles Young, along with the MCC board of trustees, and MCC leadership cabinet members, created the Charles Young Diverse Faculty Fellows program in November 2015. This fellowship program was developed to recruit, retain, and promote underrepresented minority faculty members at the college. Additionally, the program aimed to provide MCC a pool of faculty members that were ethnically representative of the student body. Madyun et al., (2013) reported that between the years 1980 and 2009, the African American college student population rose from 1.1 million to 2.9 million. The presence of African American faculty and decreasing rates of Caucasian college students, provided an opportunity for people in this country to learn how to evolve into a society that promoted multicultural coexistence and understanding.

The first recipient of the Charles Young Diverse Faculty Fellows program was an African American woman. She was a part-time math instructor and had recently received the MCC 2015 Teaching Excellence Award, a student nominated award (Young & Smith, 2015). The fellowship program was designed to give the recipients a full-time non-tenure position, faculty mentoring, and curriculum training needed to pursue a full-time tenure-track position at MCC. Adams (2015) reported that MCC would have lost this African American instructor, to an external professional opportunity if the Charles Diverse Young Fellow program was not created.

In her report to the MCC president, and MCC leadership cabinet in July of 2016, the vice-president of Diversity and Adult Education presented data that showed MCC did

not reach any significant increase in African American faculty members by the end of the fiscal year 2015 (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). This information provided further proof to the MCC stakeholders, that the Charles Young Diverse Fellow program was vital in creating a culture that can recruit and retain more African American faculty members at the college. Dr. Smith stated that information obtained in this study was central in identifying new retention practices that could possibly maintain the current African American faculty rate of 1.6%, and potentially increase African American faculty pool at MCC.

In November 2016, Charles Young passed away. However, Professor Sydney Brown's fellowship was still in place for the 2016 – 2017 academic year at MCC. She had the full time load of classes, similar to the three previous semesters of her fellowship work (Full-time instructor, Professor Sydney Brown, personal communication, February 28, 2017. Sydney Brown received notice that her position at the college, and her fellowship through the Charles Young Diverse Faculty Fellows program would conclude without the possibility of being retained as a full-time faculty member. Her final semester at MCC came at the end of the spring 2017 semester, May 2017. Sydney Brown's total time as a full-time instructor under the fellowship was approximately 18 months, November 2015 through May 2017.

Research Questions

In this study, I sought to discover information relevant to the African American faculty retention practices and the perception of those practices at MCC. That may have affected the retention of African American faculty. These research questions also sought

to gather information about the institution's formal and informal and practices that aim to retain the current African American faculty pool at MCC.

Research Question 1 (RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty?

Research Question 2 (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?

Review of the Literature

This review is a comprehensive summary of the literature on the experiences of African American faculty at PWIs, and socioracial injustices that have occurred to this population that would inhibit positive retention practices. This section includes studies that focused on the experience of African American faculty at PWIs, the conceptual framework of critical race theory, faculty mentoring in higher education, and racial microaggressions. I conducted database searches using EBSCOhost, Walden University Library, and Google Scholar. The initial Boolean search of critical race theory in higher education lead me to other literature related to African American faculty in higher education. I utilized the spider web approach as I reviewed the reference citations noted within the original resources pulled as based upon research terms. I utilized these references to research more studies related to African American faculty.

I achieved saturation when author and title name duplication occurred during scholarly searches. I also included a recent newspaper article from the *Missourian*. A Boolean search included the following phrases: *critical race theory in higher education*, *African American professors*, *recruitment of African American professors*, *African*

American professors at community colleges, African American professors at predominantly White institutions, racial macroaggressions, racial microaggressions, faculty mentoring, academic bullying, and critical race theory.

The literature suggested instances of racial microaggressions that occurred at PWIs between the dominant faculty toward underrepresented African American faculty (Frazier, 2011; Osanloo, Boske, & Newcomb, 2016; Pittman, 2012). The literature also referred to the importance of faculty mentoring in order for African American faculty to experience a sense of belonging to their institutions (Franczyk, 2014; Lambert et al., 2013; Newcomer, 2016; Newman, Wood & Harris, 2015). Furthermore, I also included a newspaper article (Vandelinder, 2016) that highlighted the racial tensions at University of Missouri due to the institution's declining rate of African American faculty.

Conceptual Framework: Critical Race Theory

The theoretical framework for this study was Delgado and Stefancic's (2001) critical race theory. Critical race theory was originally created in the 1970s by Derrick Bell and Allan Freeman using their legal views of racial injustices that they felt were remaining from the 1960s Civil Rights Era (Bell, 1980). Delgado and Stefancic (2001) reconceptualized the foundation of Bell's (1980) post-civil rights critical race theory framework that allowed for more scholarly views to be introduced into the framework from a 21st century standpoint. The above thought supported a scholarly critical race theory examination of current social constructs.

According to Delgado and Stefancic (2001), critical race theory encompassed five tenets:

1. *Counter-storytelling*, which brings forth the voice of racially underrepresented groups. Critical race theory has the ability to capture the unheard stories of marginalized African American faculty at PWIs in the US (ASHE Higher Education Report, 2015). This underrepresented group in academia could have limited research on this topic due to undocumented occurrences of racial exclusion at PWI campuses.
2. *Permanence of racism* implies that racism steers the political and socioeconomical functions of an institution. The dominant racial group in any institution, has the ability to create a power structure based on that group's racial norms (Power, 2007). In the case of PWIs, where African American faculty are an underrepresented group, they often find themselves in a position where they cannot implement their professional practices and preferences.
3. *Whiteness as property* proposes that the majority Caucasian group will hold on to its power or professional positions through racially exclusive tactics. There was limited research as what was the appropriate method to recruit, mentor, and ultimately retain African American faculty at PWIs (Grant & Simmons, 2008). The absence of this information, allowed the majority Caucasian group at PWIs to continue knowingly and unknowingly exclude African American faculty from achieving the same success as Caucasian faculty.
4. *Interest convergence* offers the notion that there was research that suggested Caucasian people, particularly Caucasian women, have gained more from

civil rights policies and affirmative action initiatives than the African American population. Interest convergence was a threat to ethnically underrepresented faculty groups at PWIs (Croom & Patton, 2012). The original vision of affirmative action sought to benefit African Americans. African American have seen the fruits of their affirmative action efforts benefit other non-African American groups, especially the Caucasian woman.

5. *Critique of liberalism* was an institutional instrument that perpetuates colorblindness to a point where racial inequalities continue and increase throughout higher education. Griffin, Pifer and Humphrey (2011) posited that African American faculty experience a multitude of racially exclusive situations at their institutions. These incidents occur at such a high rate that forced African American faculty to leave PWIs or to leave higher education altogether (ASHE Higher Education Report, 2015).

I developed (RQ1) to help me attain information about African American faculty and administrators' counter-storytelling at MCC. I developed (RQ2) to help me attain information about the perceived issues of African American retention practices at MCC as it related to the retention of African American faculty. The socioeconomic and political environment at MCC has hindered African American faculty retention. Caucasian faculty at MCC have potentially gained a distinct career advantage over African American faculty members as a result of being Caucasian. Critique of liberalism is the presence of intentional tactics that employ colorblindness to a point that African American faculty members have not been given the support to succeed due to pre-

existing racial inequalities within the college. Further information regarding the alignment of the research questions to the conceptual framework is located in Table 1 (p. 56).

As referenced in the problem statement, community colleges have less diverse faculty in comparison to 4-year universities in comparison to diversity of faculty (Gould, 2016). MCC's African American faculty percentage of 1.6% reflects the above statement (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). The previous percentage mentioned falls well below the 5% African American faculty that are employed at all Illinois colleges and universities (The Illinois Board of Education's Diversifying Faculty in Higher Education, 2016).

In this study, I explored the perceptions of African American faculty retention practices at MCC as they relate to the five tenets of the study's conceptual framework, critical race theory by Delgado and Stefancic (2001). African American faculty are the ethnic minority at PWIs and typically do not hold the professional title within their institutions that allows them to produce social change for other African American faculty. Delgado and Stefancic (2001) noted the dominant Caucasian faculty at PWIs are accustomed to forming institutional policies that have created career advancement barriers for African American faculty. Vandelinder (2016) described African American faculty at the University of Missouri found themselves in a similar circumstance, where African American faculty members and student group Concerned Student 1950, called for the University of Missouri administration to increase the African American faculty population. Delgado and Stefancic (2001) discussed the importance of organizations

allowing their ethnic underrepresented groups the opportunity to voice their concerns about socioracial injustices. This study has a goal to attain information regarding the perceived socioracial issues at MCC that would affect the retention of the African American faculty.

I used the conceptual framework in this study to organize the data from my research to create insights regarding the lack of retention of African American faculty at MCC. Delgado and Stefancic's (2001) five critical race theory tenets has provided me insight about the day-to-day accounts of African Americans in environments where Caucasians are the dominant group. Using critical race theory as the theoretical framework for this study, I was able to understand African American faculty's perceptions of retention practices at MCC.

Review of the Broader Problem

Lambert et al. (2013) noted the need for a human being to have meaningful relationships with other human beings. Intimate social relationships are vital when it comes to humans thinking positively about their lives (Lambert Et al., 2013). In the world of higher education, Newcomer (2016) described sense of belonging as the connectedness that colleagues feel toward each other. These type of relationships will provide an opportunity for human beings to grow from an interpersonal perspective within their respective organizations (Newcomer, 2016).

When people are not socially accepted by their peers, it causes damage to their self-worth (Lambert Et. Al, 2016). I examined the importance of sense of belonging amongst African American faculty at PWIs, and how a sense of belonging can positively

impact the retention of African American faculty. African American faculty at MCC have reported that they have not felt valued by their Caucasian counterparts, which has contributed to the 1.6% African American faculty rate. (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). Griffin, Pifer, and Humphrey (2011) reported that African American faculty at PWIs felt the constant need to prove themselves to their colleagues, believing that their peers did not see them as professional equals. Caucasian faculty who participate in the mentoring of African American faculty will assist with African American faculty feeling that they are professional equals to their Caucasian counterparts, (Fujimoto, 2012).

Haizlip (2012) suggested that Caucasian faculty who mentor African American faculty are vital to the professional development of African American faculty at PWIs. Additionally, Haizlip (2012) discussed the importance of institutions keeping African American faculty members involved in strategic planning committees. This practice contributes to African American faculty feeling a sense of belonging to the campus community. African American faculty feeling as though they are a part of the campus community builds their confidence within their professional roles and promotes a culture of inclusion throughout the institution.

Newman (2015) offered that African American faculty at PWIs are negatively impacted when they do not feel the same sense of belonging to the campus community when compared to their Caucasian counterparts. Not having a sense of belonging could potentially affect their work performance and how their colleagues view their

professional acumen. It is a natural human yearning to be accepted by others who share similar professional roles (Newman, 2015).

Off Site Situation Related to the Study

In 2016, at the University of Missouri African American faculty expressed their concern to the institution about the lack of African American faculty at the college (Vandelinder, 2016). Vandelinder (2016) reported that in the fall of 2015, the campus organization, Concerned Student 1950, demanded that the African American faculty at the institution be increased from 2.8% to 10% by the end of the 2017 – 2018 academic year. University of Missouri office of institutional research (2015) reported that out of the 1,973 total faculty members at the university, 55 were African American. Tenured African American faculty at the institution peaked at 29 in the 2006 – 2007 academic year, this number has declined by 31% as of 2015, leaving the institution with a total of 20 tenured African American faculty members. Flaherty (2017) expounded upon the Missouri situation by acknowledging the institution's underrepresentation of African American faculty members, but also highlighted another broad problem of the wage gap between Caucasian faculty members and African American faculty members. PWIs could benefit from a better understanding of racial wage gap issues in higher education in an effort to promote inclusion of underrepresented ethnics groups such as African American faculty.

The University of Missouri situation has benefited this study because I examined any documented sentiments from that institution's African American faculty, as it related to the institution's strategic initiatives to retain its African American faculty. I studied an

another institution similar to MCC, where the African American faculty employment rate was on the decline. This helped me bring forward relevant information that correlated with the purpose of this study where I explored the perceptions of African American faculty retention practices at MCC.

Fountain and Newcomer (2016) acknowledged that faculty mentoring occurred within an institution when a tenured faculty member provided guidance to a non-tenured faculty member; the extent of the mentoring relationship depended on the mentor and mentee. Franczyk (2014) found that faculty mentoring can begin with a simple communication relationship between tenured track faculty members and non-tenured track faculty members of a college. Senior level faculty member could have potentially seen increased morale in their non-tenured track faculty members, due to this professional development style of mentoring. Diegel (2013) noted that 67% of community college faculty have a non-tenured designation. A mentoring culture was key within an institution in order for senior level faculty members to provide mentoring to junior level faculty members (Sheridan, Murdoch & Harder, 2015). Additionally, Fountain and Newcomer (2016) indicated that effective mentor/mentee relationships included both sides being matched based on individual incentives, skill sets, career paths and time management.

Zimmerman and Rutz (2014) reported that faculty development typically occurred in unofficial subtle manners throughout the course of an academic school year. Referred to as stealth faculty development, this mentoring relationship had occurred between faculty members in unobservable settings such as informal hallway conversations and

committee discussions. The above points could have been a factor as to why African American faculty have had difficulties breaking into the inner circles of the dominant Caucasian faculty mentoring culture. There was a cultural or racial familiarity that Caucasian faculty members have with each other, that had not existed between Caucasian faculty and African American faculty members.

Higher Education Faculty Experience

Greenwood (2015) discussed the notion that faculty are at times in constant movement until they find a campus community they connect with on a professional and personal level. This had been partially due to the search for the perfect institution that fits their own cultural values, as well as their teaching styles (Greenwood, 2015). Latz & Rediger (2014) noted the importance that faculty place on having a work and social balance within the confines of their duties at their institutions. Sheehy, Bohler, Richardson and Galo (2015) described the existence of professional learning communities at some institutions, where faculty members are strategically provided opportunities to grow through peer-to-peer transformative development. This type of learning setting has been replicable at any college or university, as long as the decision makers were implementing constructive learning environments where faculty were supported socially and emotionally by their colleagues (Sheehy et al., 2015).

The higher education landscape as a whole has made strategic efforts to increase its diverse student populations over the last few decades. Bible, Joyner and Slate (2011) claimed that the same practices had not been implemented to recruit and retain racially underrepresented faculty members. The American Council on Education recognized that

there was a problem with diverse faculty rates in higher education (Mwangi, Thelamour, Ezeofor & Carpenter, 2017). Higher education administrators who have aimed to create new policies that increased employment of diverse faculty population, should understand that these type of projects have required input and cooperation from all stakeholders inside the respective institutions, especially senior faculty members.

African American Faculty Experience

Griffin, Ward and Phillips (2014) provided a first person account of African American professors' experience at a PWIs. Griffin et al. (2014) discussed the notion that African American faculty have played dual roles in order to advance in PWIs. The research of this study highlighted the importance of critical race theory in higher education. Critical race theory researchers in higher education have historically brought forth the voices of underrepresented African American faculty in higher education. Patton and Croom (2011) through the lens of critical race theory, explained "how the hegemonic atmosphere of Whiteness and maleness not only permeate the professoriate, but the broader context of higher education including the curriculum and policies that dictate tenure and promotion to the rank of full professor" (p.15). Dade, Tartakov, Hargrave and Leigh (2015) examined the perceptions of career advancement of African American female faculty members at a PWIs. Dade, Tartakov and Leigh (2015) utilized critical race theory as the theoretical framework, and surmised the critical race theory proved useful in analyzing different areas of social injustices, including African American faculty at PWIs.

DeCuir-Dunby & Dunby (2016) employed critical race theory for the study's theoretical framework. In the DeCuir-Dunby & Dunby (2016) study, the researchers analyzed racial microaggressions that occurred in educational settings where African American faculty members are the underrepresented group at the institution. The research I discovered in this study will contribute to the scholarly literature of the African American faculty experience at PWIs.

African American faculty face relationship challenges with their colleagues and students. Allison (2008) stated that it was a common occurrence for African American faculty to be challenged by their Caucasian students at a rate higher than Caucasian faculty members. Caucasian students viewed African American faculty as less knowledgeable in their subject area when compared to Caucasian professors. Allison (2008) further suggested that this type of professor student relationship had reverberating effects on African American faculty career advancement and, and their likelihood to remain at the institution. African American faculty members had to prove themselves to Caucasian faculty to ensure that their peers viewed them naturally qualified for their roles, instead of being seen as result of affirmative action (Middleton, 2016). There was also an underrepresentation of African American faculty in the STEM areas. Most African American faculty members have worked in the liberal arts and social sciences departments at their respective institutions. At MCC, there are 11 fulltime African American professors, only two of them are in the math and science department, the remaining 9 are spread out throughout the liberal arts and social science departments (Young & Smith, 2015).

The topic of race could potentially create an uncomfortable work setting for Caucasian faculty, because it was subject matter that Caucasian faculty have dismissed without just cause (Middleton, 2016). Society has moved away from the civil right era, where there were overt racially discriminatory practices in all facets of society. Smith, Hung and Franklin (2011) described the new marginalization of ethnic groups was conducted through subtle tactics. African American faculty have earned the same scholastic achievements as Caucasian faculty, yet they found themselves with less career advancement opportunities compared to Caucasian faculty. It was the unfortunate occurrence that African American faculty have risen to distinguished place in society, but that success came with a good amount of ridicule from their peers (Smith, Hung & Franklin, 2011). Racial microaggressions have been identified in the salary differences between faculty racial groups. African American faculty earned on an average less than \$10,000 to 15,000 than Caucasian faculty. (Flaherty, 2017).

Charleston, Gilbert, Esobar and Jackson (2014) explained that recent studies in higher education have highlighted the lack mentorship for African American faculty. A type of mentoring relationship that could promote healthy peer interaction that potentially leads to upward mobility for the African American faculty member within the academia setting. Faculty mentoring was not always associated with a specific institutional program, instead Charleston et al. (2015) found that a typical college culture had the needed resources for mentoring African American faculty. This type of mentoring style was typically created when the protégé attempted to achieve a professional transformation from understudy to self-directed colleague in the eyes of the mentee (p.

86). However, these mentoring relationships have been intentionally forged by senior faculty members that have provided African American faculty with professional development opportunities.

Researchers have pointed out that African American faculty members have faced similar racial challenges at their respective institutions that can be found in everyday society. Griffin, Pifer, Humphrey and Hazelwood (2011) noted that African American faculty at PWIs have even seen extreme form of racism such “hangman nooses being tied on their office doors or even being mistaken as thieves” (p. 496). While the aforementioned occurrence has not represented the broader scale of the African American faculty experience, it has highlighted a potentially negative work experience that this population of professors has faced. Griffin et al. (2011) reported that African American faculty have typically been aware of the racial inequalities that have existed in society, but still had trouble adjusting to a campus setting where these discriminatory practices are present.

Faculty Mentoring

Providing a culture where faculty have become acclimated to their environment has been accomplished through a strong faculty mentoring system (Mullen & Huntiger, 2008). Sheridan, Murdoch and Harder (2015) claimed that the presence of faculty mentoring had created an infrastructure of positive relationships across all respective departments within a college. Furthermore, faculty mentoring was described as an institutional component that assisted with student and faculty retention (Sheridan, Murdoch & Harder, 2015).

Fountain and Newcomer (2016) provided important factors as to why faculty mentors are beneficial to both the mentor and the mentee. Both parties involved in the faculty mentoring process have the opportunity to better formulate their academic theories through this continuous professional relationship (Fountain & Newcomer, 2016). The above faculty mentoring relationship has led to professional development for both the mentor and the mentee.

Franczyk (2014) highlighted the importance of part-time faculty within the constructs of most colleges and universities, and in most cases, these designated instructor types have felt a disconnection from the institution due to their part-time status. Institutions have benefited when there was a faculty succession plan that included part-time faculty transitioning into full-time faculty positions once full-time faculty retired or left the institution (Franczyk, 2014). The above study was significant because it provided a rationale as to why a part-time and adjunct faculty mentoring system benefited the overall campus culture,

Fountain and Newcomer (2016) noted that faculty mentoring occurred within an intuition when a tenured faculty member had provided guidance to a non-tenured faculty member; the extent of the mentoring relationship depends on the mentor and mentee. Franczyk (2014) found that faculty mentoring began with a simple communication relationship between tenured track faculty members and non-tenured track faculty members of a college. Senior level faculty members witnessed increased confidence in their non-tenured track faculty members, due to those non-tenured track faculty receiving faculty mentoring. Diegel (2013) noted that 67% of community college faculty have a

non-tenured designation. A mentoring culture was key within institutions, in order for senior level faculty members to provide mentoring to junior level faculty members (Sheridan, Murdoch & Harder, 2015). Additionally, Fountain and Newcomer (2016) indicated, that an effective mentor/mentee relationship encompassed that both sides have been matched based on individual incentives, skill sets, career paths and time management.

Zimmerman and Rutz (2014) reported that faculty development typically occurred in unofficial subtle manners throughout the course of academic school year. Referred to as stealth faculty development, this mentoring relationship occurred between faculty members in unobservable settings such as informal hallway conversations and committee discussions. The previous points have been why African American faculty have had difficulties breaking into the inner circles of the faculty mentoring culture. There was a cultural or racial familiarity that Caucasian faculty members have had with each other, that had not existed between Caucasian faculty and African American faculty members. Faculty mentoring worked at its best when it was a continuous process. Grant and Simmons (2008), noted that faculty mentoring provided structures that have led to a positive and trust-filled relationship between the mentor and mentee. When analyzed, researchers noted that there was not enough sufficient evidence that would have informed college administrators on the best method to implement faculty mentoring to underrepresented ethnic faculty groups in higher education. (Grant & Simmons, 2008). Institutions might have found it appropriate to adopt a faculty mentoring program. Harnish and Wild (1994) suggested that faculty mentoring programs were important in

creating intentional and unintentional peer career development relationships. Formal faculty mentoring relationships have occurred within the natural setting of a college's existing institutional programs (Harnish & Wild & 1994).

Collegial learning partnerships, was a philosophy that provided faculty members continuous positive interactions with experienced faculty members (Mullen & Huntiger, 2008). The key findings from Latz and Rediger (2014), of the faculty members studied at a community college, was the importance that faculty members placed on year one faculty mentoring and, continuous professional development opportunities throughout their stay at the institution. Understanding the broader scope of faculty interaction in higher education aligned with the study's research questions that inquired as to the perceived issues of African American faculty and administrators at MCC related to retention of African American faculty. MCC would benefit from learning about more broad scope retention practices that have occurred at other institutions that seek to retain its African American faculty population.

(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? The responses to the research questions support the purpose of this study, where I explored the perceptions of African American faculty retention practices at MCC. I investigated the situations behind the African American faculty retention rates. I obtained first person accounts to help me better understand the 1.6% African American faculty rate at MCC (vice-president of Diversity and Adult Education, personal communication, June 3, 2016).

Racial Microaggressions

Decuir-Gunby and Dunby (2016) noted that racial microaggressions have existed for decades. The primary target of these insults have been African American employees who are the non-dominant group at that workplace. Racial microaggressions or workplace bullying as defined by Frazier (2011) acknowledged that these occurrences affect employee mental and physical health, employee job turnover and overall decreased employee job satisfaction. Racial microaggressions have typically played out through micro insults that are workplace communications from the dominant group to underrepresented African American group (ASHE Higher Education Report, 2015, p.70).

There is research that highlights the relationship between groups who face racial microaggressions, and development of poor physical and mental conditions. Nadal, Griffin, Wong, Davidoff and Davis (2017) found that ethnic groups have an increased chance of deteriorating health due to workplace marginalization. In a society that has a majority Caucasian dominant workforce, it was surmised that African American employees have had a higher rate of workplace induced stress that have caused health problems (Nadal, Griffin, Wong, Davidoff & Davis, 2017).

Huber and Solorzano (2014) found that racial microaggressions are subtle everyday forms of racism that have prevented the least dominant African American group from advancing professionally. Even when everything seems fine on the surface, it was racial microaggressions that have arisen in formal and informal situations that prevent the underrepresented racial group from career advancements (Harwood, Hunt, Mendenhall

& Lewis, 2012). Racial microaggressions have typically been difficult to challenge due to an array of human factors that are not always present when analyzing human subjects.

Implications

I did not seek to forecast the results of this study once it began; however, I attempted to focus the study on the exploration of the perceptions of African American faculty retention practices at a PWIs. An institutional initiative of this type could possibly produce positive relationship building of all faculty, which then could improve any perceived socioracial issues that might have occurred within the African American faculty community. As discussed in the literature, the study could produce parallels between senses of belonging, faculty mentoring relationships, and racial microaggressions, as it relates to African American faculty retention at MCC.

The results of this study can be compared to other similar studies from other colleges and universities. I intended to produce data that would be linked to other similar research projects from the past and future. In this study, I provided significant information about an understudied topic in higher education. I aimed to add to the current literature surrounding African American that would provide further insight to future scholars researching this topic.

Implications for Possible Project Directions

The study's conceptual framework, critical race theory by Delgado and Stefancic (2001), allowed for insight into the issues at MCC that were historically significant in regard to African American faculty members in higher education. The exploratory nature of this study provided other researchers with the same topic to cross reference this study,

and others similar to this study. The referenced literature within this study presented a pattern of data that highlighted institutions with the similar faculty racial demographics. Hopefully, due to the study's findings, more was learned about the relationship between MCC's African American faculty members and the dominant group. I sought to gain a better understanding of this population at the local setting compared to the higher education landscape.

The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. The two research questions are directly aligned with the purpose of the study in that it asked about the perceived issues of African American faculty and administrators at MCC related to the retention of African American faculty. In this study, I attempted provide clarity to the two research questions, related to the study's problem, the lack of retention of African American faculty employed by the MCC, a 2-year public institution and PWI.

Tentative Directions for the Project

The 1.6% African American faculty percentage at MCC was lower than state and national average of comparable institutions. The tentative directions for the project have reflected an opportunity to better understand the local setting and national data related to the disparity between African American faculty and the dominant group at PWIs. In this study, I provided information about the topic that would hopefully obtain pertinent qualitative data that could provide formal and informal practices that would be beneficial to retaining more African American faculty at MCC. This study could allow me to

develop goals toward understanding the diversity retention programs that would be appropriate for MCC. Furthermore, I will gain insight as to why the Charles Young Diverse Faculty Fellow program (Young & Smith, 2015), an initiative that was created in 2015 (Adams, 2015), to retain African American faculty members, saw the first recipient not retained to a full-time faculty position with the college (Sydney Brown, personal communication, May 19, 2017). As a result of this study, I will be able to create strategic planning opportunities that will lead to the development of initiatives similar to the Charles Young Diverse Faculty Fellow program. I intend to identify any areas of weakness that MCC could be experiencing in retaining African American faculty.

MCC implemented a six sigma methodology to review all of its processes. The college employs what are known as six sigma black belts that select and are requested by department administrators to evaluate the effectiveness of various organizational structures. Institutions of higher education have adopted the six sigma process review system to improve the structures within academic and student affairs (Lu, Laux & Antony, 2017). At MCC, six sigma black belt personnel are individuals who have already served in administrator positions. They have been chosen by the MCC president, MCC leadership cabinet members, to review all of the institutions' processes for a timeframe that does not exceed 2 years. Upon completion of their six sigma black belt service, they are placed back into administrator positions, that are typically a grade(s) higher than their original position. The six sigma methodology relied upon an adaptive work process that created the following cycle: (a) identify the organization's adaptive challenge, (b) works to regulate employee distress, (c) direct disciplined attention to issue or problem, (d)

provide work back to the stakeholders, (e) monitor, assess, and revise, and (f) repeat if necessary (Lu, Laux & Antony,2017). I will provide the opportunity for the institution's six sigma black belts to utilize the findings of this study and use them to create further assessment instruments that would completely capture the extent to which the lack of retention of African American faculty employed by MCC, a 2-year public institution, was a problem that should be addressed even further.

Summary

The problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. In section 1 of this study, I described the problem of the lack of retention of African American faculty employed by the college. This problem was referenced in one of the institutions strategic initiatives of 2012. This particular strategic initiative, had a goal to increase African American faculty employment percentage from 1.6% in 2012 to 5.4% 2015. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. As noted in the previous statistical goals, this data suggested there was a true rationale for selecting this topic with it having a distinct problem. Delgado and Stefancic's (2001) critical race theory was the designated conceptual framework for this study. (RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? In section 2, I covered the qualitative methodology, included a rationale for

research design and approach and provided a descriptive plan of action for data collection and analysis procedures.

Section 2: The Methodology

Introduction

The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. Therefore, the two research question of this study are designated as:

(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty?

(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?

I implemented a qualitative case study research design. The data collection included a questionnaire, field notes, and review of institutional data. I implemented a qualitative research process of manual data and inductive thematic analysis. I communicated with the designated MCC gatekeeper, the director of Institutional Research. The director of Institutional Research had access to all MCC personnel file through the MCC human resources database. Through the access mentioned above, the MCC gatekeeper identified the eligible potential participants for the study. In addition to the potential participants identified by the MCC gatekeeper, I incorporated the snowball technique for this study. Merriam (2009) described the snowball technique as purposeful sampling in which the selected participants recruited other potential participants that met the criteria for the study. This manner of sampling created more opportunities for study participants to recruit more participants. This process provided the opportunity to create

more human subject interview responses, observatory field notes, and MCC institutional research data.

The following sections include: (a) the qualitative research design and approach, (b) a description of the qualitative tradition, (c) justification of the research design, (d) the selection of participants, and (e) the data analysis results.

Qualitative Research Design and Methodological Approach

Qualitative research is known for its detailed content that allows the reader to understand the circumstances behind the data. Merriam (1988) stated that case studies presented real life experience through rich storytelling of the phenomenon, which was typically found in the fields of education, social work, and administration. Throughout this case study I focused upon the development of an understanding of the problem presented through vivid imagery of the topic, including an in-depth understanding associated with the local problem as viewed by the case study's participants. I identified the problem of this study is related to state and national statistics that are reflective of the lack of retention of African American faculty employed by MCC, a 2-year public institution and PWI. Baxter and Jack (2006) described exploratory case studies as research that delivered an intervention, but did not have a proposed outcome.

I implemented a case study design with two research questions for this study. (RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? Case studies have traditionally had the ability to extract

information about understudied educational topics (McCoy & Rodricks, 2015). Merriam (1988) described the Collin and Nolblit (1978) case study that investigated the desegregation of schools in Memphis, Tennessee. The previously mentioned case study investigated the cultural effects and attitudes of the people of Memphis, prior to the desegregation and afterwards (Merriam, 1988). Creswell (2012) noted that this type of design provided an in depth description of an individual, groups of people, events and processes.

I conducted face-to-face interviews with African American faculty members, and African American administrators at MCC. I examined the past and present strategic initiatives that MCC has introduced to recruit and retain African American faculty. In addition to face-to-face interviews, I relied upon field notes derived from in person observations that identified reoccurring themes within the institution and its personnel. The discovered themes provided insight to the study's two research questions.

Qualitative Tradition of Research Design

I identified the case study approach to be beneficial in studying educational institutions and providing best practices methods that are sometimes transferrable from institution to institution. Merriam (1998) noted that qualitative case studies have historically been a premiere choice of studies within the educational setting. Sheridan, Murdoch and Harder (2015) cited that faculty have traditionally conducted formal assessments that compared pedagogies and curriculum implementation from institution to institution, and professor to professor. Faculty viewed the above as a common practice in this profession, where the innovative thinkers among this group continuously attempted

to provide new and innovative methods to teaching (Sheridan, Murdoch & Harder, 2015).

I identified best practices approach that have assisted in the creation of formal and informal retention practices of African American faculty at MCC.

I attempted to uncover relationships at MCC that were not previously recognized as significant within the institution. Stake (1995, p.54) stated that case studies have historically answered two questions: (a) what needs to be known, and (b) what are some possible relationships that might be discovered. Stake (1995) posited that case studies have assisted researchers uncover unknown information that was not previously recognized. I provided an external analysis of the institution, that utilized information obtained from face-to-face interviews from MCC faculty and my fields notes to determine creative approaches that might not yet been explored by past college admirations. In a case study, researchers have discovered data that helped them identify themes and trends throughout the data collection process (Merriam, 2009).

Justification of the Research Design

It was vital for the research methodology and design to be linked to the overall purpose of the study (Baxter & Jack, 2006). In this study, I explored the perceptions of African American faculty retention practices at MCC. Baxter and Jack (2006) found that exploratory case studies helped researchers bring forward an array of study results. I recognized that this study benefited from the case study methodology design, on the basis that a case study approach allowed me to produce clear and concise outcomes.

Stake (1995) stated that a qualitative case study researcher lets the occurrence tells its own problem and resolution, without being altered through the researcher's

opinion-based analysis. However, the qualitative case study reader expected the researcher to provide meaning for difficult to comprehend themes within a study (Stake, 1995). Delgado and Stefancic's (2001) described that the first tenet of critical race theory was counter storytelling. Counter storytelling allows the reader to understand firsthand experiences of the African American faculty. I aimed to present a better understanding of all the conceptual framework's (Delgado and Stefancic, 2001) tenets of counter storytelling, permanence of racism, Whiteness as property, interest convergence, and critique of liberalism.

Other Research Designs Considered

The other research design I considered was ethnography. Ethnographic designs share qualities similar with case studies in that they both have the ability to explore the processes of a culture (Creswell, 2012). I discovered that case studies analyze systematic structures, and they differ from ethnographic studies, which examine the behavior of groups within the same aforementioned structures. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. I did not seek to dissect the behavioral patterns of the African American faculty at MCC, which would be a potential objective if I conducted this study within the confines of an ethnography. I utilized a qualitative approach in this study which focused on the MCC Intuitional Review Board provided data, field observations and participant interviews. Bogdan and Biklen (2007) stated that qualitative researchers sought to better understand the human experience within a structured system. Researchers have benefited from a qualitative

design study when they have developed new processes within an educational environment. (Bogdan & Biklen, 2007).

Participants

Merriam (2009) described participants as the human subjects being studied. There were a total of 16 African American faculty members and administrators at MCC. I interviewed eight total African American participants from MCC. Four of the participants have been employed as full-time faculty members at MCC. The remaining four participants have been employed as full-time administrators at MCC.

Purposeful Sampling

I utilized the purposeful sampling method to select its participants. The type of purposeful sampling used was network sampling. Merriam (2009) described network sampling as an effective process for researchers to identify “a few key participants who have easily met the criteria established to participate in the study” (p.79). I created an invitation letter for the MCC gatekeeper to send to the potential participants. I included verbiage in the written letter that formally requested the potential participants to be a part of my study. The invitation letter included directions and my email address and telephone number if they desired to be a part of the study. I used the network sample method for this study. I contacted each potential participant by email or telephone prior to the face-to-face or telephone interview. When I made contact with potential participants by telephone, and they agreed to be interviewed, I sent a follow up email with information about the time and place of the meeting, as well as a copy of a Walden IRB Participant Consent Form for review. At this initial meeting, I presented the Walden IRB Participant

Consent Form for both the participant and I to sign. At the initial meeting, I provided the participant with a copy of the signed Walden IRB Participant Consent Form for the participant's own document records. In the same confirmation email to the participants, I provided the interview questions in for the participant to review on their own prior to the interview. This allowed the participants adequate time to think about the responses they may offer in the face-to-face interviews.

Criteria for Selection of Participants

My goal was to have eight participants in this case study. The participants had to have been current employees of MCC at the time of the study. Another goal was for the participant group was to include four African American faculty members, and two African American administrators. Having African American faculty included in the participant pool reflected a hallmark critical race theory theme of “structural determinism” (Delgado & Stefancic, 2001, p. 25), that was highlighted in Diggs, Garrison-Wade, Estrada and Galindo (2009). Pittman (2012) acknowledged the experiences of African American faculty. The previous two studies mentioned were conducted at PWIs. Critical race theory was the theoretical framework for both studies. The participants in my study are all classified as full-time employees that have been with the MCC for a minimum of 1 year. The 1-year employment status allowed the participants to speak in detail about perceptions of African American faculty retention practices at MCC. The same 1-year length of employment was required for the African American administrator participant criteria.

Archival Review

After I received the letter of cooperation via email from the MCC gatekeeper, I began the process of completing and submitting my Walden IRB application to the Walden IRB department. My Walden IRB approval number is 02-05-19-0493518. After my Walden IRB application was approved by the Walden IRB Office, I emailed the MCC gatekeepers again that provided a to update the institution on the status of my Walden IRB application. Bogdan and Biklen (2007), referred to this method of communication as a cooperative style technique. I subsequently received approval from the Walden IRB office to conduct a study on human subjects at MCC. In the next round of communication with the director of Institutional Research, I submitted a formal request to conduct a study at MCC. My email request included the following: (a) copies of my approved Walden IRB application packet, (b) submission of my MCC IRB application packet, (c) introductory letter to the participants, and (d) follow up introductory letter to the participants. Both the introductory letter and follow up introductory letter were emailed to the potential participants by the director of institutional Research a week apart. The introductory letter and follow-up introductory letter detailed the intent of the study, potential risk factors and the benefits once completed.

Prior to the approval from the Walden IRB office and MCC IRB office, the vice-president of Diversity and Adult Education provided me with the following listed reports, documents and information: MCC's Affirmative Action Plan booklet for 2015-16 (Thomas, Smith & Brown, 2015). This booklet provided detailed information about the African American at MCC who were employed as faculty members and administrators.

This booklet provided insight into existing hiring policies, formal and informal practices, and other institutional specific knowledge on the study's topic. Utilizing the campus intranet, the gatekeepers provided me with supporting data of those faculty and administrators who have self-identified as African American.

Procedures for Gaining Access to Participants

I made contact with a former colleague at MCC who was the current vice-president of Diversity and Adult Education, and who had already self-identified herself as the gatekeeper to the director of Institutional Researcher (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). This initial gatekeeper provided access to the second gatekeeper, the director of Institutional Research whose duties included the review and decisions associated with denying consent of research on human subjects at MCC. Before I sent the formal request to the vice-president of Diversity and Adult Education, and director of Institutional Research, I emailed them a request for a letter of cooperation. The letter of cooperation was the initial communication that informed MCC, that I the college to be a community partner in the study (Walden University IRB application, p. 7, October 2015). Community partners as defined by Walden University were any "schools, clinics, businesses, government entities, residential facilities or other organizations who were involved in the research project" (Walden University IRB application, p. 7, October 2015).

I was provided a letter of cooperation by MCC (personal communication, vice-president of Diversity and Adult Education, September 20, 2017). I submitted this letter of cooperation as an attached document to the Walden IRB application packet. During the

MCC community partner phase of my study, I learned the number of potential participants that would be available to be included in the study. I submitted my unapproved Walden IRB application packet to the director of Institutional Research to ensure I was beginning to address all of the MCC IRB processes within my Walden IRB application. I requested the MCC IRB application materials to review in order to further ensure that I was completing the Walden IRB application in accordance to study site's IRB policy and procedures. After my Walden IRB application was approved, I submitted the approved application to the director of Institutional Research My MCC IRB application was approved by the director of Institutional Research, and the MCC IRB Office.

Bogdan and Biklen (2007), explained that most colleges' institutional review boards (IRBs), have not formally communicated to a researcher who has not reached the data collection phase of his or her study. After I was granted approval by Walden IRB to conduct a study at MCC, I created an invitation letter for the designated MCC gatekeeper to email to the African American faculty and administrators that meet the study's criteria. In the letter, I formally requested the potential participants to be a part of the study. The letter included my telephone number and email address. The gatekeeper emailed the potential participants twice within a seven-day span.

After the potential participants received the email from the designated MCC gatekeeper, I was contacted via email and telephone by the potential participants who expressed their interest in the study. During this first communication between myself and the potential participants, we decided on a time and place for the interview. Upon the

conclusion of the first communication between myself and the participant, I emailed the participant an attachment of the study's Walden IRB consent form for them to review prior to the face-to-face meeting. I also emailed the participants a copy of the interview questions for them to review prior to the face meeting/interview session.

Researcher-Participant Communication and Interaction

I created a relationship with the participants that was built on mutual respect. (Bogdan & Biklen, 2007). I did not have a supervisory role over the study's participants. The invitation letter that was sent by the designated MCC gatekeeper provided the potential participants the option to participate in study either by a face-to-face meeting, video teleconferences or by telephone. I ensured that all of the participants understood that if they chose to participate in this study, the information they provided to me was kept confidential, which protected them from any form of systemic retaliation. I also generalized the findings to ensure the confidentiality of the participants. In the beginning, I recognized that it could be hard to gain the trust of the participants. Therefore, I created an invitation letter that included my email address and telephone number for the participants to contact me with any general questions about the study before they decided whether or not to participate in the study.

At the initial meeting/interview session, I discussed the Walden IRB participant consent form that was previously emailed from myself to the participant. I provided an opportunity to the participants to address any questions about the consent form prior to the interview. I made sure that the participants were aware that the initial meeting/interview session would be audio recorded. I brought a physical copy of the

consent form and interview questions to the interview in case the participant had not had an opportunity to review it prior to the interview. Before the interviews began, I discussed and answered the participants' questions related to the interview questions. I informed the participants at the interview that they can complete the consent form at their leisure if they have not completed already. I utilized this precaution for two of participants who did not complete the consent form prior to the interview, but still consented to the interview via email and verbally.

I made a copy of the signed consent forms for the participants who completed the consent form prior to interview. I provided a copy of the signed consent form to these participants prior to the interview. Upon the conclusion of the initial data collection via in person interviews and teleconferences, I scheduled a follow up meeting with the participants to clarify any errors within the data that was collected via the face-to-face interview. This is known as a research method referred to as "member checking" where the researcher and study participants meet again after initial meeting/interview session to ensure all information collected in regard to the study's participants is accurate (Merriam, 2009).

Protection of Participants

Serving in the best interest of the participants, I made all participants aware from the onset of the study, that I was not attempting to serve as their therapist, and will not ask them probing questions (Creswell, 2012). Thus, the previous point assisted in avoiding unethical practices that might have influenced the participants to answer questions that would please the goals of my study. Merriam (2009) cited that a researcher

has to be sensitive to the technological savvy era, with more access to information that has potentially made participants more easily identifiable. I ensured all of my participants that I was qualified to conduct a social science study of this magnitude. During the first encounter between myself and each participant, I gave them a physical copy of my national research certificate. The participants were able to view my completion date, 12/15/2015 and certificate number, 1923166.

I used the Walden University IRB application (2015) form to prioritize the risk factors that have affected the participants in social science experiments. I created parameters that attempted to minimize the following potential risks to the participants:

(a) unintended disclosure of confidential information (e.g. public disbursement of educational or medical records), (b) abnormal psychological stress (e.g. public disbursement of materials that could be viewed as sensitive, threatening or offensive), (c) public attention to irrelevant personal information (e.g.) sexual preference, family history, illegal behavior or medical records), (d) invasion of privacy through observation (e.g. abnormal unwelcomed public interaction from unfamiliar people), (e) unsolicited invasion of privacy of non-participants loss of wages or employability (e.g. participant's family), (f) perceived coercion to participate in study (e.g. unwelcomed communication by researcher or anyone else to participate in study), (g) major and minor negative health effects (e.g. that causes serious and minor injuries) (Walden Institutional Review Board, 2015, pp. 9-10).

In order to minimize the risk listed above, I implemented a communication plan that reduced the potential of these actions occurring to the participants. I informed the potential participants that their involvement in the study was optional. I informed the potential participants that their involvement in the study was not a requirement for their position at MCC. I informed the potential participants that they had the option to remove themselves from the study at any time. I informed the potential participants that their involvement in this study was confidential. I informed the potential participants that their responses to the face-to-face interview questions recorded via audio recorder and hand notes were kept in my home in a locked file cabinet.

I recognized that a study of this nature with intimate interview questions had the potential to cause psychological stress within the participants. Just in case of this occurrence, I secured a licensed professional counselor (LPC) outside of the MCC community to be on call for any participant that required emotional support after the interview. John Talbert, this study's LPC, served in an on call capacity. He had MCC campus privileges to meet with group participants in the MCC counseling center or other reserved spaces on campus. His counseling services were not required as the participants of this studied were not emotionally or mentally impacted.

Participant's Rights

I received Walden IRB approval. My Walden IRB approval number is 02-05-19-0493518. I subsequently emailed my approved Walden IRB application, Walden IRB application materials and my completed MCC IRB application to the director of Institutional Research at MCC. Approximately a month later, I received a reply email

from the director of Institutional Research, that indicated that director of Institutional had approved my proposed study. As agreed upon per the MCC IRB application, and Walden IRB application materials, the director of Institutional Research emailed the participants an introductory email from the MCC IRB office about the study, with an attachment letter in the email that provided instructions on how to contact me to request to be a part of study. Specifically, the letter included a formal invite to the participants, study procedures, voluntary nature of the study, my telephone number and email address, and the Walden University's Research Participant Advocate telephone number.

Data Collection

Bogdan and Biklen (2007) noted that data collection included the researcher's notations of the participants' responses to interview questions and recorded observations of the participant's physical reactions during responses to interview questions. I implemented face-to-face interviews for five of the eight participants. I conducted telephone interviews for the remaining three participants. I scheduled a one-hour appointment for each participant. I utilized a rechargeable digital audio recorder. In addition to the audio recorder, I used an observation sheet (Appendix B) to notate the participants' physical and emotional responses to the interview questions (Appendix C). The observation sheet was constructed in a table format, which included columns and rows. Participants were informed that they were able to terminate the interview at any point during the session. The participants were given the option to request a follow up interview session to clarify any of their responses provided in the initial interview. In

Appendix D, I have presented a data collection alignment tool about how all the data collections tools aligned with each other

Data Collection Instruments Used

According to Merriam (2009), qualitative researchers have used an array of data collection methods that included, but have not been limited to face-to-face interviews, focus groups, and observations, documents. This study included face-to-face interviews with the participants. I conducted face-to-face interviews as my primary choice of data collection. Any participant that preferred a face-to-face interview, I offered the options of a telephone interview or video teleconference interview. The face-to-face interview format allowed for a conversation style interview, where I asked follow-up questions. This interview method provided the opportunity for the me to observe the participant's physical reactions during the interview.

All interviews were audio recorded. Evers (2011), "in the 1970s social scientists began to use hand written notations in conjunction with audio recording devices, from analog recordings from past decades to current digital recording" (p. 4). This study used a Sony digital voice recorder which included the following features: voice activated recording, double microphone high definition recording, universal serial bus (USB) file transport, 8 gigabytes of storage, and 700 hours of memory. Audio recordings allowed me to review participant interviews, detect for major and sub themes. Before and after I transcribed the participant interview audio recordings, I stored the digital voice recorder in a locked file cabinet in my home office. The audio recorder was also housed in locked file cabinet in my home office. I was the only person with a key to

the file cabinet. As I traveled with the above collected data, I kept in a business case equipped with a combination lock. I was the only person who had knowledge of the combination code to the business case.

The observation sheet was comprised of two sections. The observation sheet included boxes where I wrote the participants' emotional response to the interview questions. The categories of emotional responses included the following: confused, crying, neutral, happy, anger, laughter, quiet, talkative, optimistic and pessimistic. I utilized the observation sheet to record the themes that were detected from the interviewees' responses to the interview questions (Appendix C). I constructed the observation sheet in a column and row format. I used the observation sheet to assist me in better understanding the reasons why the participants answered the interview questions in a particular manner. A study with multiple data collection tools assists and enables the researcher to shed light on topics that might have a lack of conceptual understanding (Merriam, 2009).

Source of Data Collection Instrument

The two research questions listed in this study, and the separate interview questions, allowed me to obtain descriptive responses from all the participants. Creswell (2012) offered the idea of using open-ended interview questions that allowed the participants to have the opportunity to respond with elaborate personal experiences. I implemented face-to-face interviews in this study that created the following scenarios: (a) visual of the participants' mood, (b) immediately clarify miscommunication by restating

a question or comment, and (c) knowing when and when not to probe on certain follow up questions.

Research Question to Interview Question Alignment

The interview questions were aligned with the study's two research questions (See table 1). (RQ1): What are the perceived issues of African American faculty and administrators at MCC related to retention of African American faculty? Interview questions numbered one, two, three, four, five and six are aligned with (RQ1). These questions allowed me to extract responses that detailed the participants' opinions about the retention practices of African American faculty and administrators at MCC. In interview question number one, I asked the participants about their relationships with colleagues and supervisors. Interview question number one allowed me to obtain an initial impression about the participants' feeling toward their own peer relationships at the college. Interview question number two asked whether or not the participants had a sense of belonging to the college. Interview question number two had a follow up question where I asked the participant to explain the reasons or feelings that they had for their original answer. Interview questions number three, four, five and six, I asked specific questions to obtain more detailed information about the systematic processes of African American faculty retention practices at MCC. These questions concerned the formal and informal retention practices of African American faculty that were perceived to be most effective or least effective retention practices of African American faculty.

(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? I developed (RQ2) with the

intention to gain a better understanding of the perceived issues of African American retention practices at MCC related to retention of African American faculty. (RQ2) is aligned with interview questions numbered seven, eight and nine. The purpose of these next set of interview questions was to extract information related to the impact of retention practices of African American faculty at MCC. These questions aimed to further uncover any other retention practices of African Americans faculty that were not answered by the participant in the (RQ1) aligned interview questions. In order to be consistent with the exploratory nature of this study, I allowed the participants to respond about the positive, negative, and neutral impact that has occurred at MCC because of retention practices to retain African American faculty. Progressing into Table 1, please note that the research questions designated are articulated as:

(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty?

(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?

Table 1

The Research Questions

Research Questions	Critical Race Theory Framework addressed	Interview Questions
RQ 1	Counter-Storytelling Permanence of Racism	(1a) Can you describe your relationship with colleagues? (1b) Can you describe your relationship with supervisor? (2) Do you feel a sense of belonging to ICC? Explain? (2a) Can you please describe why or why not you feel this way? (3) What formal retention practices do African American faculty and administrators perceive to be effective? (4) What formal retention practices do African American faculty and administrators perceive to be ineffective? (5) What informal retention practices do African American faculty and administrators perceive to be effective? (6) What informal retention practices do African American faculty and administrators perceive to be ineffective?
RQ 1.1	Whiteness as Property, Interest Convergence and Critique of Liberalism.	(7) What are the retention practices of African American that creates a positive impact? (8) What are the retention practices of African American that creates a negative impact? (9) What are the informal retention practices of African American faculty that creates a neutral impact?

Archival Document Collection

I analyzed historical documents that were published and provided by the vice-president of Diversity and Adult Education at MCC. These documents include the following:

- 2015 – 2016 MCC Affirmative Action Plan booklet (Thomas, Smith & Brown, 2015)
- 2016 MCC Affirmative Action Plan Power Point presentation, (Thomas, Smith & Brown, 2016)
- 2015 MCC Charles Young Diverse Faculty Fellow (Young & Smith, 2015)
- 2015 MCC Teach at MCC booklet, (Thomas, Smith & Brown, 2015)
- 2017 MCC Fiscal Year Institutional Operation Plan (Thomas, Smith & Brown, 2017)

I reviewed the 2015 – 2016 MCC Affirmative Action booklet to understand the personnel data of the amount of African American faculty and administrators employed at the institution. Equally as significant, the 2016 MCC Affirmative Action Plan PowerPoint presentation has qualitative data in it regarding how MCC has implemented diverse hiring practices to recruit minorities. The 2015 MCC Charles Young Diverse Faculty Fellow program brochure is vital to this study because I was able to conceptualize the necessity to create a program of this type to improve the practices related to recruitment and retention of African American faculty at MCC. The MCC Teach at MCC booklet has a section in it where I read about the diverse faculty initiatives at MCC including a picture of a current African American faculty member at MCC.

Lastly, I reviewed the 2017 MCC Fiscal Year Institutional Operational Plan to better understand the data related to minority faculty and adjunct faculty percentages at MCC.

Sufficiency of Data Collection Instruments

Data collection instruments in this study included face-to-face interviews. I included a section on the observation sheet to record the participants' response summary, reactions, mood and emerging themes. The study's interview questions were open-ended and less structured following Merriam's (2009) qualitative case study description. This style of questioning allowed me to extract detailed responses by the interviewee, and subsequently allowed me to ask a series of follow up questions and rebuttals. I aimed to answer the study's two research questions by creating responses to the interview questions that were rich in description.

I implemented a triangulation approach for data collection and data collection review. Merriam (2009) described triangulation method as the process where the researcher compared the differences and similarities of the data collected at different intervals of the data collection process. I recorded the face-to-face interview questions with an audio recorder. After each face-to-face interview, I immediately wrote a brief reflection on the observations of the interview. These three different instruments of data collection allowed for me to compare and cross check that all pertinent information from the audio recorded participant interviews.

Data Gathering, Generation and Recording

One-on-one interviews are commonly used in educational research settings (Creswell, 2012, p. 218). This was the interview method I used for this study. The face-

to-face interview approach served to be the most effective manner to gather rich descriptions of the study site. Creswell (2012), referenced the importance of a research maintaining descriptive field notes that highlight the events, activities and people directly related to the study (p. 217). In conjunction with recording descriptive field notes, I implemented an unstructured interview style. Merriam (2009), list these following benefits of an unstructured or informal interview: open-ended questions, flexible, exploratory, and a conversational feel. This method allowed me to create the most comfortable environment for the participants, and allowed me to obtain descriptive responses from the participants as they answered the interview questions. When I felt that a participant did not provide an in-depth detailed response to any of my interview questions, I offered enough time between interview questions for participants to fully expand upon their original responses, including congenial guttural comments with consideration toward a communicative style that restated an aspect of the prior response in an effort to continue the thought process in which the participant was engaged.

Trustworthiness of Data Tracking System

I stored the study's data digitally and in a paper format. The digital data consisted of face-to-face interviews that were recorded and stored on an audio recorder. I transcribed these audio recordings to my personal computer in a Microsoft Word document. I backed up the audio recordings on an independent flash drive separate from my personal computer. Creswell (2012) noted the initial step when organizing data, was to transcribe the original audio recordings, and the original interview written notes to a typed version stored on a computer. I kept hard copy data such as historical documents,

interview questionnaire forms, audio recording transcriptions, and observation notes in a file folder system in a locked file cabinet in my home office. I stored digital and hard paper data by the following categories: face-to-face interviews, email correspondences, field notes, historical documents, and transcribed audio recordings to a Microsoft Word document.

The study's participants provided an in-depth commentary, which derived from their professional, and racial characteristics. This commentary allowed me to determine the extent to which the lack of retention practices of African American faculty at MCC is a problem that should be explored further. I identified that a study of this nature could help provide African American faculty at MCC a voice to discuss their experiences, which will create a better understanding of potential retention practices of African American faculty at MCC. A feature of an exploratory case study was the presence of multiple data sources (Baxter & Jack, 2006). I identified that there were several offerings of data within this case study, which brought forth significant human provided information and archival documents.

I made an alias document that was created at the beginning of this proposal. This document included the pseudonyms for all MCC personnel. As this study progressed, I included the pseudonyms of the MCC African American faculty members that served as the participants in this study.

The Role of the Researcher

Merriam (2009) stated, "the interviewer avoids any dialog during the interview that would suggest that the interviewer was partial or discriminant toward the

interviewee's responses to the questions" (p. 107). During the interview, I provided a comfortable atmosphere for the interviewee. Before the interview started, I informed the interviewees that they have been selected for the study because of their invaluable knowledge on the topic. Additionally, I provided a bottle of water at the beginning of the meeting. I informed the interviewees that they had the option to stop the interview or take a break for any reason at any point during the interview. I also offered the interviewees the option for them to ask me any clarifying questions at any point during the interview. Before the interview, I verbally asked the participants if they consented to the audio recorder before I started the recording. I explained to the participants that the purposes of the audio recording were to ensure accuracy for all of their responses to the interview questions.

As a result of the development of my Walden IRB application packet, I was able to identify my initial personal biases. Upon approval of my Walden IRB application, I began to identify further personal biases that arose throughout the course of this study. I maintained an electronic journal of my personal biases on my personal laptop.

Data Analysis

I implemented an inductive approach to analyzing the study's data. The participant feedback and field notes led me to commonalities within the study. As the data was collected, I began the initial steps of data analysis. I manually analyzed the data searching for reoccurring themes and subthemes. Merriam (2009) recommended that researchers should collect data and analyze data simultaneously if the setting allowed for it.

I created a Microsoft Word document to store all audio recording transcriptions. I utilized the Microsoft Word navigation search document function to scan the entire document for common words and phrases. I simultaneously viewed the electronic version of the transcribed audio recording on my laptop in Microsoft Word, and viewed the physical copy of the transcribed audio recordings that I printed from the Microsoft Word audio recording file, I developed the major and subthemes of the study. In order to compare participants' responses to each other, I left space between my hard copy of interview question and left space between interview questions which allowed me to insert reoccurring words, phrases, developing themes and the participants' body gestures during their interview question responses. Data coding allowed me to distinctly label and narrow down the most common and reoccurring themes throughout the interviewees' responses. I conducted this process by identifying text segments, placing brackets around them, and assigning a code word or phrase that accurately described the meaning of the text segment (Creswell, 2012, p. 244). This allowed me to determine if there were any specific questions that routinely induced a similar verbal response or physical response from the participants.

During the interviews, I asked the initial interview questions, and depending on the detail of the participants' response, I would ask a follow up question to ensure the participant understood the original question or needed it phrased differently for them to better understand it. I would actively listen to the participants' responses to the questions with a constant head nod and intermittently recording notes on the observation sheet as previously mentioned. I wanted to ensure that the participants felt I valued them and each

of their responses to the interview questions, and other follow-up questions and dialog. This type of researcher and participant relationship was vital for rich descriptions of the participants to come forth during the interview sessions. Merriam (2009) identified the role of a qualitative researcher was to create engaging interview setting so that the human subjects can have a sense of peace while sharing experiences from their world perspective.

Upon the conclusion of each interview, I immediately transcribed the participant interview into a Microsoft Word file. For each transcribed interview, I utilized the Microsoft Word search function and entered in the common verbiage/themes I notated on the observation sheet. This practice further helped me identify the common themes within the interview sessions before I started the formal coding process via analysis of the hard copy interview transcripts. Creswell (2012) recommended that the data analysis phase yield up to 5 themes and 30 codes. After organizing each participant's hard copy of the interview transcript, and the observation sheet, I began the process of hand coding all of the data. It was at this juncture where I began to identify themes, subthemes and codes within the body of the transcribed interview and observation sheet. I incorporated a data analysis technique known as triangulation matrix (Lodico, Spaulding and Voegtler, (2010). I relied upon this method of data analysis that helped identify reoccurring themes, concepts, phrases and ideas. I utilized this concept and identified an initial reoccurring theme within a data set, that allowed me to search for, and this discover this initial theme in other sections of the collected data. I then identified subthemes during this phase of the data analysis. The triangulation matrix method allowed me the ability to incorporate a

flexible action research method of data analysis. Action research is the research method that allowed researchers to stop at several points throughout the study and reflect on their research questions, interview questions, data collected, and to figure what data analysis techniques were the most beneficial to the study (Lodico, Spaulding & Voegtle, 2010, p.350).

Evidence Quality and Credibility of the Findings

Implementing an informal type of face-to-face interviewing process ensured that the participants were compelled to answer all interview questions as truthfully as possible. At the time of the face-to-face interviews, rapport built between myself and the participant based on our initial email and telephone communication. The face-to-face interview process included an atmosphere that was standardized, informal, and friendly. The above components produced quality, and consistent responses from the participants. Data reliability was created in this qualitative research study as I was able to obtain direct interview questions responses from the participants via face-to-face interviews or telephone interviews. Merriam (2009) described reliability as “the extent to which research findings can be replicated, the probability that the same results would be yielded if the study was repeated” (p. 221). I cross referenced the responses of all the participants’ responses to the interview questions to check for distinct similarities and differences. This helped determine that there was reliability within the study, and that the participants’ responses were consistent with each other.

Member Checks

I ensured that the data collected was an accurate description of the participants' responses to the interview questions. I implemented member checking in this study, which afforded the participants the opportunity to conduct a thorough review of their responses after the during the interview session was concluded. Creswell (2012) described member checking as a process that allowed study participants' the opportunity to provide clarification about the statements they made to the researcher during the interview. Via email, the participants provided an electronic copy of the participants' responses to interview questions. This interview report included the common themes that I conceptualized from their interview questions responses. In this email communication, I requested that the participant contact me via telephone or email to clarify any inaccurate recorded responses or themes derived from the responses.

Triangulation

I thoroughly analyzed the data collected to ensure it was as an accurate description of the participants' responses to the interview questions. Merriam (2009) described triangulation as the process of analyzing data that was obtained from different people, in different settings, at different times. I digitally recorded the face-to-face interviews. I achieved triangulation in this study by collecting face-to-face interview data, utilizing an observation sheet, recording field notes, and reviewing archival documents. In this study, I recognized parallels between the data collected in the field, and the archival documents. The combination of data collected in the field and archival documents ensured that I provided this study with data validity, and further reliability.

Peer Debriefing

I studied a population that was unfamiliar to my own personal or professional experiences. Therefore, I attempted to gain a cultural understanding of this population, from more than just their responses to the interview questions. Upon the conclusion of all eight interviews, I entered into dialog that was known as peer debriefing. Lodico Et. Al. (2010) described peer debriefing was when the researcher sought to understand the experiences and cultural norms of the group he or she studied. My comprehension of this group's background was not solely limited to the interview session, I acquired further knowledge through informal conversations.

Researcher's Bias

I had worked at MCC for seven years. I was an African American administrator in the Diversity and Adult Education department, where I reported to the vice-president of Diversity and Adult Education. As a member of this department, I worked on several projects related diversity and inclusion of underrepresented faculty groups. My professional experience at MCC has affected the lens through which I have analyzed certain instances as it pertained to the study. Particularly, my perspective is that of a person who has solely worked in administrator-type roles at MCC, and not as a faculty member. As such, my understanding of the faculty experience is not extensive as my understanding of the administrator experience in higher education. The lens through which I view the faculty and administrative experiences within MCC are through that of a professional staff member's experiences, that may be differentiated and may include potential bias due to the differentiated job expectations as understood from a professional staff experience. I have attempted to better understand experiences of faculty and

administrative leadership, through mentoring and modeling discussions with faculty throughout higher education; these discussions have enhanced my potential understandings around higher education faculty and administrative leadership roles. Although my efforts have attempted to lessen the researcher's potential bias, I recognize that researcher bias may impact the lens through which I view the faculty and administrative experiences within MCC; however, as a doctoral candidate with professional staff experience in higher education and collegial mentorship by higher education faculty, I have a burgeoning understanding that may flower into a deeper understanding of the faculty and administrative leadership experience.

Procedures for Discrepant Cases

I conducted the procedures for discrepant cases after I coded the data for major themes emerged, and after I completed member checks. I discovered that discrepant cases offer a descriptive layer to a study, that would further promote the quality, accuracy and credibility of my analysis. Creswell (2012) reported that the presence of major themes and contrary evidence of these themes provided the reader multiple perspectives that further indicated that the researcher had presented the data in unbiased manner.

Data Analysis Results

In the following sections, I will present the steps in which the data analysis results were derived. I generated the study's data by communicating, and eventually receiving Walden IRB and MCC IRB approval to conduct a study on human subjects. This led to me gathering data via in-person and telephone interviews of the study's four faculty participants, and four administrator participants. I recorded the study's participants'

interviews via a digital audio recorder. Lastly, I stored the study's data via electronic components, and within physical storage places. In the next three sections, I provided detailed steps on how the data analysis results were developed.

Data Generation

I contacted the vice-president of Diversity and Adult Education at MCC, and she granted me a letter of cooperation from the institution. Based on the attainment of this document, the director of Institutional Research in the Office of Institutional Research at MCC contacted me via email and provided me the necessary steps needed to conduct a study on human subjects at MCC. The director of Institutional Research indicated that he had access to employee records, and contact information at the institution. Subsequent to this communication, I obtained approval from the Walden University Office of Research that provided consent to study human subjects at MCC. My Walden IRB approval number is 02-05-19-0493518. I submitted my approved Walden IRB application materials via email to the director of Institutional Research for him to review, and provide feedback to me via a telephone discussion or email. After the director of Institutional Research reviewed my approved Walden IRB application materials, the director of Institutional Research provided me with conditional approval to conduct a study on human subjects at MCC, pending the approval of my MCC IRB application. A month after the above email communication between myself, and the director of Institutional Research, my Walden IRB application was approved by the Walden University Office of Research. I then completed my MCC IRB application to the director of Institutional Research. After my MCC IRB application was reviewed by the office of

institutional research at MCC, the director of Institutional Research notified me via email to inform me that I was approved to conduct a study on human subjects at MCC.

In accordance with the agreed upon Walden IRB and MCC IRB application materials, director of Institutional Research emailed the potential participants that fit the study's participant criteria. The initial email included a letter attachment that I had written, providing an overview of the purpose of study. I included a phone number and email address for those potential participants to contact if interested in the study and wanted to learn more information about the study. A week after the initial email, the director of Institutional Research emailed the potential participants a reminder email regarding the study. The director of Institutional Research did not email the potential participants again after the second email sent by the director of Institutional Research

Data Gathered

I developed an invitation letter and reminder invitation letter for the study's potential participants. In the letter, I included an option for the participants to meet for the initial meeting/interview session in person, video teleconference or by telephone. I provided the potential participants an option to call or email me to express their interest in the study.

A total eight potential participants responded to the director of Institutional Research's email. Five potential participants contacted me via telephone and the other three potential participants contacted me via email communication. During the initial communications between myself and each participant, she or he consented verbally or electronically to be a part of the study. The participants and I agreed that I would email

the participants a copy of the study consent form and the interview questions for review prior to the scheduled interview meeting. If the potential participants noted any questions or concerns while reviewing the study consent form, I informed them that I was available through email, telephone or face-to-face contact, to address each question or concern.

All eight confirmed participants were assigned a pseudonym name to protect their identity. Five participants provided me with a physical signed consent form. The remaining 3 participants submitted their consent forms via email submission to the email address I provided on the consent form in lieu of a written signature was a digital signature via email address. I allotted two hours for each interview session, and informed the participants that there would be a follow up interview (member checking) at a later date. Five of the interviews took place at the participants' offices at MCC, per the request of the participants. All five of these participants expressed to me that they would feel most comfortable conducting the interview in their private office. The other three interviews took place via-telephone while I was located at my private office.

Data Recording and Storage

I digitally recorded all eight of the interviews via a Sony audio recorder. While conducting the interviews, I utilized an observation sheet (Appendix B) to record any physical reactions that the participants displayed while responding to the interview questions and also recorded any reoccurring themes that were presented during the interviews. This early practice allowed the me to write down the themes mentioned from participant-to-participant during the interview sessions. Identifying themes in real time

provided me an instant understanding of any shared verbiage among the eight participants.

The interviews were audio recorded by a digital audio recorder. The recorder had transcription capabilities that allowed the recording to slow down and speed up according to the individual speaking pace of every participant. This feature provided listening and transcription accuracy to the researcher. The digital recorder featured a storage limit of four gigabytes of audio recordings. This feature was significant to ensure that I could collect a high volume of audio recordings from the study's participants. The digital recorder also featured a USB function that provided a dual purpose of charging the device and uploading the recorded files to my personal computer.

Once the participant interview audio files were uploaded to my personal computer, I assigned a file title related to the participant's pseudonym and the date of the interview. I then created a back-up recording of the participant interview audio files on a flash drive. The files were then housed in a folder on my personal computer hard drive, solely designated for my doctoral study. Lastly, I transferred the audio recordings to a flash drive solely dedicated to my study. I stored the personal computer, the Sony audio recorder, the flash drive participant interview audio files recorder, the flash drive and all paper-based documentation were stored at my home in a locked storage unit. Only I had the keys to the storage unit, and only I had access to the storage unit.

Participant Demographic Information

The study participant demographics related to the two distinct groups of participants were designated as Faculty Participants (Table 2) and Administrator

Participants (Table 3). The MCC handbook designates faculty members as full-time course instructors who teach a minimum of ten courses per academic years, which totals a minimum of 30 credit hours of coursework during the fall, and spring semesters. MCC faculty are not contractually obligated to teach in the summer, however, they have the option of teaching courses in the summer term.

The interviews were conducted individually; however, I categorized the participants into two groups based on their faculty or administrator classification at MCC. The rationale behind this was for the reader to clearly understand the lens through which the four faculty participants answered questions, and the lens through which the four administrator participants answered the same questions. African American faculty and African American administrator participants had the potential to share similar cultural experiences; however, simultaneously, there was the potential for the four faculty participants, and the four administrator participants to share unique details related to their vastly different professional roles at MCC.

In Table 2, I have presented demographic information related to the four faculty participants. I gave The four faculty participants were given the pseudonym designations F1, F2, F3, and F4. I provided a column that listed the gender of the four Faculty Participants. The four faculty participants all shared information during the interview as it pertained to their level of education compared to their Caucasian colleagues. The four faculty participants indicated that they believed their Caucasian colleagues were threatened by their level education. The four faculty participants believed the previous point was due to the possibility that African American faculty with a higher level of

education than Caucasian faculty, could prevent the career advancement of Caucasian faculty by applying for positions at MCC that required a terminal degree. This was the reason I thought it was important to designate a column that presented the four faculty participants' level of education. I included columns that presented how many years each the four faculty participant had worked at MCC, and if they were categorized as a tenure track faculty member. It was significant to highlight this demographic information, to ensure the reader understood the participants' level of expertise and experience.

Table 2

Demographics of Faculty Participants

Pseudonym	Gender	Education Level	Years at MCC	Tenure
F1	M	Doctorate	5	Tenure Track
F2	M	Doctorate	1	Tenure Track
F3	M	Doctorate	7	Tenured
F4	F	Master's	20	Tenured

This study also included four administrator participants. Table 3 detailed demographic information related to the four administrator participants. The MCC handbook designates administrators as professional staff that are full-time non-faculty, and manage their own respective divisions in the areas of student affairs, enrollment services, food services, and facilities and operations. Administrators are considered professional staff that report directly to a non-faculty dean or a non-faculty vice-president. The four administrator participants were given the pseudonym designations

A1, A2, A3, and A4. I included a participant gender column in Table 3 as well. Similar to the four faculty participants, the four administrator participants discussed their level of education compared to their Caucasian colleagues, and how they believed their educational attainment was a perceived threat to administrators' career advancement at MCC. The administrator participants believed the previous point was due to the possibility that African American administrators with a higher level of education than Caucasian administrators, could prevent the career advancement of Caucasian administrators by applying for positions at MCC that required a master's degree. Therefore, I included a level of education column in Table 3. I provided a column that presented the four administrator participants' years employed by MCC for the reader to understand their institutional knowledge and expertise. It was significant to highlight that the four administrator participants were adjunct faculty members, and spoke with knowledge about faculty relations at MCC. The MCC handbook designated full-time professional staff members who teach adjunct faculty courses as employees who have dual supervisory obligations. These individuals are required to report to their primary non-faculty dean or non-faculty vice-president. They are also required to report to the academic department faculty chair for which the course they teach is classified. These employees are expected to teach their courses with office hours, and attend all regularly scheduled department meeting for which the course they teach is classified. This was the rationale for including an adjunct faculty column designation. The four administrator participants in this study offered perspectives for the processes, and cultures related to both faculty, and non-faculty departments at MCC.

Table 3

Demographic of Administrator Participants

Pseudonym	Gender	Education Level	Years at MCC	Adjunct Faculty
A1	M	Master's	2	Yes
A2	F	Master's	6	Yes
A3	F	Master's	22	Yes
A4	F	Master's	5	Yes

The study's two research questions guided my development of open ended interview questions. The participants' responses to the interview questions assisted with my development of themes and subthemes, that produced themes and subthemes as the data was analyzed during and after the data collection phase. I implemented the triangulation method (Lodico et al., 2010) throughout the data gathering and recording phase. This method allowed me to identify relevant data that was worthy of analysis.

Build the Findings from the Problem and Research Questions

A problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the institution. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. The MCC archival documents (Thomas & Smith, 2015), that I reviewed provided data insight to low retention rates of African American faculty at MCC. On a broad scale, the literature surrounding African American faculty at PWIs exhibited a lack of both formal faculty

mentoring practices (Sheridan, Murdoch, & Harder, 2015) and informal faculty mentoring practices (Zimmerman & Rutz, 2014), that correlated to (RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? In this study, I aimed to seek insight to the state of retention practices of African American faculty at MCC, derived from (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? The study's problem, aligned with the research questions, provided the foundation to created interview questions that led to an array of responses from the four faculty participants, and the four administrator participants (Refer to Table 1). There were a total of eleven interview questions asked to the study's participants. The first eight interview questions aligned with (RQ1). The final three interview questions aligned with (RQ2).

I developed open-ended interview questions (Appendix C) that provided me with a wide range of responses on various subject matters within MCC. The four faculty participants, and four administrator participants' responses to the interview questions allowed me to gain insight into the problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The two research questions were the foundation for the interview questions that I developed. The interview questions led me to obtaining an array of responses from the four faculty participants, and the four administrator participants. During the interview sessions, there were instances when the four faculty participants, and four administrator participants went off-task while answering the interview questions. When this occurred, I began to

verbally engage with the four faculty participants, and four administrator participants, where I made statements, and asked questions to clarify the interview question that had been ask of them. This was a method I utilized to rephrase the question, in case the four faculty participants, and four administrator participants did not understand the interview question.

The four faculty participants, and four administrator participants shared similar responses when speaking about the organizational culture of MCC. The four faculty participants, and four administrator participant groups both provided responses during their interviews that aligned with the study's problems. The four faculty participants, and the four administrator participants shared their experiences related to their interactions with the MCC student population. The four faculty participants discussed topics related to pedagogy, and faculty office hours for students. The four administrator participants, who were all adjunct faculty, also shared discussed topics related to pedagogy, and faculty office hours for students. The four faculty participants, and four administrator participants shared their experiences while serving on various institutional project committees.

Faculty Participant 1, and Faculty Participant 3 discussed the cultural differences between Midwest institutions of higher education, compared to Northwest and West Coast institutions of higher education. Faculty Participant 1 was previously employed by a Northwest institution of higher education, while Faculty Participant 2 was previously employed by a West Coast institution of higher education. As such, the four faculty participants' responses offered a breadth and depth of differentiations in understanding

and experience, that drew from their prior experiences associated with institutions of higher education that were housed in different parts of the United States of America.

Faculty Participant 2, and Faculty Participant 4 teaching experience was solely based in Midwest institutions of higher education. Faculty Participant 2 originally taught at a 4-year institution in the Midwest prior to his arrival at MCC. Faculty Participant 2 was able to provide similarities/differences between his former institution, and his current institution. Faculty Participant 4, a native of the MCC community, had only taught at MCC. Faculty Participant 4, who is a tenured faculty member, and has worked at MCC for 20 years, focused on the institutional changes that have occurred during her time at MCC. Therefore, these two faculty participants offered a perspective of higher education unique to the Midwest institutions.

After I compiled all of the above interview responses, I analyzed data in manner that categorized it into segments that were or were not related to the study's problem, and two research questions. After several reviews, the segments of data that did not offer pertinent information related to the study, and research questions, I removed entirely from the data analysis process. The segments of data that offered pertinent information related to the study, and research questions, I began to code sections based on similar descriptions interview responses from the four faculty participants, and four administrator participants. Lodico et al. (2010) described coding as "the process as the inductive process of data analysis that involves examining many small pieces of information, and abstracting a connection between them" (p. 183). Once I coded the interview data in its

entirety, I began to build data analysis patterns, data analysis relationships, and data analysis themes.

Data Analysis Results: Patterns

At the beginning of the data collection process, and throughout the data analysis process, I began to search for emerging patterns derived from the four faculty participants' responses to the interview questions, and the four administrator participants' responses to the in the interview questions. Once all of the interviews had concluded, I coded the data utilizing the visual model process (Creswell, 2012). I began the data analysis by dividing large segments of information throughout the four faculty participants, and four administrator participants' responses to the interview questions. I then began to code the large segments of information. Each segment produced at least thirty codes. I then began to consolidate the codes based on redundancy of information. It was at this stage that I recognized emerging patterns as a result of the coding process. Once all the emerging patterns were identified, I discovered that there were emerging patterns that aligned with the study's four faculty participants, and there were emerging patterns that aligned with the study's four administrator participants. In the following two sections, I have offered information related to the four faculty participants' patterns, and the four administrator participants' patterns.

Faculty participant patterns. I interviewed three faculty participants face-to-face, and one faculty participant via telephone. I observed that the four faculty participants began to naturally speak about their birthplace origins, and the roles they held at their previous institutions they were employed. Faculty Participant 1 was born and

raised in the Northeast region of the US. Faculty Participant 2 was born, and raised in another Midwest city. Faculty Participant 3 was born outside of the US, and raised in the Northeast region of the US. Faculty Participant 4 was the only faculty participant that was born, and raised in the same city as MCC. The three faculty participants I interviewed face-to-face smiled, and exhibited a significant amount of body movement when they talked about their birthplace origins or their previous institutions. When discussing their colleagues, and supervisors, I observed that the four faculty participants had a somber tone in their voice, and their speaking was slowed down the most at this point of the interviews. The three faculty participants I interviewed face-to-face did not exhibit body movement. I observed the four faculty participants describe their roles, and responsibilities at MCC. The four faculty participants had an excited voice when they described all of their interactions with the MCC students. The four faculty participants I interviewed face-to-face exhibited facial expressions of joy, and exhibited body movement when they described their interactions with the MCC students. All four faculty participants discussed the details related to them applying to their current roles, and eventually being hired at MCC.

Administrator participant patterns. I interviewed two administrator participants face-to-face, and two administrator participants via telephone. As the two administrator participants answered the interview questions, I observed that the two administrator participants began to naturally speak about their birthplace origins, and their roles at their previous institutions they were employed. All four of the administrator participants were born, and raised in the same city as MCC. All four of the administrator

participants' previous institutions were in the same city as MCC. Throughout the course of the interviews, when the four administrator participants described their birthplace origins or their roles at previous institutions they were employed, I observed that all four administrator participants spoke in a joyful manner. The two administrator participants I interviewed face-to-face smiled, and exhibited a significant amount of body movement when they spoke about their birthplace origins or their roles at previous institutions they were employed. When all four administrator participants discussed their current colleagues, and supervisors, I observed that the four administrator participants had a somber tone in their voices, and their speech was slowed down compared to other segments of the interview. The two administrator participants I interviewed face-to-face did not exhibit body movement while discussing their colleagues, and supervisors. All four administrator participants reported that their employment at MCC was professionally rewarding. I observed that all four administrator participants describe their roles, and responsibilities at MCC positive. All four administrator participants had an excited voice when they described all of their interactions with MCC students. In summation, the four administrator participants' responses to the interview questions indicated that they were not content to be employed by MCC. The four administrator participants' responses to the interview questions indicated that MCC was professionally rewarding, and cited their interactions with MCC students as the reason. All four administrator participants discussed the details related to them applying to their current roles, and eventually being hired at MCC.

Data Analysis Results: Relationships

I discovered that there was alignment between the four faculty participants' relationships and (RQ1): What are the perceived issues of African American faculty and administrators at MCC as relates to retention of African American faculty? The first relationship that aligned with (RQ1) was the four faculty participants discussed their negative interactions with their Caucasian colleagues as a contributing factor related to their feelings about African American faculty retention at MCC. The second relationship that aligned with (RQ1) was that the four faculty participants were unable to meet other African American faculty due to four faculty participants being located in various academic departments. There was also alignment between the four faculty participants' relationships and (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? The four faculty participants reported that their relationships with their supervisors, and colleagues were negatively impacted due to their level of education.

Additionally, there was alignment between the four administrator participants' relationships and (RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? The first relationship that aligned with (RQ1) was the four administrator participants discussed their negative interactions with their colleagues, and supervisors as a contributing factor related to their feelings about African American faculty retention at MCC. The second relationship that aligned with (RQ1) was that the four administrator participants were unable to meet other African American administrators due to other African American administrators being located in other administrative departments. There was also

alignment between the four administrator participants' relationships and (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? There is alignment between (RQ2) and the four administrator participants' relationships when the four administrator participants reported that their relationships with their supervisors, and were negatively impacted due to their level of education.

Table 4

Faculty/Administrators' Relationships Alignment to Research Questions

(RQ1)/(RQ2)	Faculty Relationships	Administrators' Relationships
(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty?	Negative interactions	Negative interactions
	Separate departments	Separate departments
(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?	Level of education	Level of education

Faculty participants' relationships. The four faculty participants' relationships built out of the four faculty participants' patterns indicated that four faculty participants had conflicting feelings toward MCC. The four faculty participants viewed their roles at MCC as professionally rewarding. The relationships also indicated that the four faculty participants were not content with their relationships with colleagues, and supervisors. The four faculty participants worked in separate academic departments. Three of the four

faculty participants possessed terminal degrees, and they had the highest level of education in their respective departments. The four faculty participants believed that African American faculty with terminal degrees were treated unfairly by Caucasian faculty with master's degrees. As it relates to the above unfair treatment reported by the four faculty participants, Faculty Participant One stated "I supervise faculty members that have been teaching economics, political science and various courses with no college degrees in those subject matters. I arrive to MCC, and my faculty members displayed resistance to my style of professional developments toward them due to my formal training as a result of my Ph.D., and attending national conferences that they choose not to attend." The four faculty participants reported that this unfair treatment from their colleagues due to the four faculty participants' perception that Caucasian faculty believed that African American faculty with terminal degrees were a threat to Caucasian faculty career advancement opportunities at MCC. Another example of the unfair treatment reported by the four faculty participants, came from Faculty Participant 3. He stated the following, "I interact at the college with a guarded sense, I have experienced subtle and blatant forms of disrespect from my colleagues. I am the only faculty member in the department with a Ph.D. In our field of academia, it is appropriate to call a colleague faculty member by their doctor title. I notice that my colleagues in my department do not give me the doctor title salutations, but I have witnessed them giving the doctor title salutations to Caucasian faculty members at the college." In summation, the four faculty participants have reported instances of experiencing unfair treatment by their Caucasian colleagues. This section has provided information, and examples that highlights the

perceived unfair treatment the four faculty participants believe they have received from the colleagues at MCC due to their level of education. The four administrator participants had similar experiences with their colleagues, when compared to the four faculty Participants.

Administrator participants' relationships. The relationships built out of the patterns derived from the interview questions, indicated that the four administrator participants shared similar, and different relationships. The four administrator participants' relationships build out of the four administrator participants' patterns indicated that the four faculty participants had conflicting feelings toward MCC. The four administrator participants were content with their relationships with their colleagues, but not content with the relationships with their supervisors. The four administrator participants worked in three different departments. Two of the four administrator participants worked in the same department. The four administrator participants reported feeling socially disconnected from other African American faculty, and staff due to MCC African American personnel being a minority population at the college, and that MCC African American personnel worked in separate campuses/departments. Administrator Participant 2 discussed how MCC having two campus played a role in African American administrators not being able to receive cultural support from other African American personnel. Administrator Participant 2 stated, "African American employees at MCC have an understanding that other African Americans are employed at the college, but it is challenge to build a cultural connection to MCC when we (African Americans) are spread across two campuses, and we work in different departments. All four of the

administrator participants possessed master's degrees. All four of the administrator participants had at least one Caucasian colleague in their department that possessed a master's degree. The four administrator participants believed that African American administrators with master's degrees were treated unfairly by Caucasian administrators with master's, and bachelor's degrees. During her interview, Administrator Participant 4 spoke about the unfair treatment that the four administrator participants with master's degrees experienced from their Caucasian colleagues. Administrator Participant 4 stated, "African American administrators typically have an uphill battle as it relates to career advancement at the college. Even though we (African Americans) might have the master's degrees required for leadership positions at MCC, I have experienced instances where my Caucasian colleagues will implement tactics that will exclude African American administrators from getting the necessary project management experience that aligns with their current job descriptions, and the concentration of their master's degree. The four administrator participants believed the above situations was due to the four administrator participants' perception that Caucasian administrators believed that African American administrator's with master's degrees were a threat to Caucasian administrators' career advancement opportunities at MCC.

Data Analysis Results: Themes

The problem upon which this study is based, states that a problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the

African American faculty experience at PWIs. Upon conclusion of my data analysis, I recognized patterns and relationships in the developing coding of the data sets, resulting in the emergence of themes and subthemes. Toward aligning the emergence of themes and subthemes throughout the data analysis process with (RQ1) and (RQ2), I ensured that Table 4 represents the faculty participants' themes and subthemes, and Table 5 represents the administrator participants' themes and subthemes. I presented Table 4 and Table 5 toward representing the alignment of the research questions and the study's themes and subthemes in a clear and concise fashion.

Table 5

Faculty Participants' Themes and Subthemes

(RQ1)/(RQ2)	Faculty Participants' Themes	Faculty Participants' Subthemes
(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty?	Permanence of Racism	Formal mentoring
	Interest Convergence	Faculty recruitment
(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?	Whiteness as Property	Racially exclusive tactics
		Critique of liberalism
		Faculty fellowship
		Visibility of AA faculty

I discovered that there was alignment between the four faculty participants'

Themes/Subthemes when compared to the four administrator participants'

Themes/Subthemes. Table 6 (below) highlighted the themes and subthemes amongst the

four administrator participants. In the next section, I constructed Table 6 where I present details related to the themes and subthemes alignment between the four faculty participants, and the four administrator participants.

Table 6

Administrator Participants' Themes and Subthemes

(RQ1)/(RQ2)	Admin. Themes	Admin. Subthemes
(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty?	Permanence of racism	Formal mentoring
	Interest convergence	Admin. recruitment
(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?	Whiteness as property	Racially exclusive tactics
		Critique of liberalism
		Diversity training
		AA admin. visibility

As the study's problem was designated as at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. The themes that naturally emerged from the study's research questions and data analysis were:

1. Permanence of Racism
2. Interest Convergence

3. Whiteness as Property

I identified permanence of racism as the dominant Caucasian group at MCC that has directly or indirectly created an organizational culture that negatively impacts African American faculty. I identified interest convergence as the idea that affirmative action was created to assist African Americans in the dominant Caucasian workplace. In particular, at US community colleges, the dominant Caucasian group at these institutions have utilized affirmative action tactics to exclude African Americans from employment, and career advancement. I identified Whiteness as property as the dominant Caucasian group will implement racially exclusive tactics to hold on to its power. The themes aligned between my data analysis of the four faculty participants and four administrator participants. However, the subthemes were differentiated, as I presented in Table 7.

Table 7

Faculty Participant and Administrator Participant Themes and Subthemes

Faculty/Admin. Themes	Faculty Themes	Admin. Themes
Permanence of racism	Formal mentoring	Formal mentoring
Interest convergence	Faculty recruitment	Admin. Recruitment
Whiteness as property	Racially exclusive tactics	Racially exclusive tactics
	Critique of liberalism	Critique of liberalism
	AA faculty visibility	AA admin. Visibility
	Faculty fellowship	Diversity of training

The four faculty participants, and the four administrator participants shared the study's three central themes. I aligned the first theme of permanence of racism with the four faculty participants, and the four administrator participants' belief that MCC's Caucasian dominant group has created a culture that is not conducive to the cultural needs of African American faculty, and administrators at MCC. The second theme, interest convergence, I aligned with the four faculty participants, and the four administrator participants' concerns that affirmative action policies originally intended to aide African Americans with employment/career advancement at predominantly Caucasian universities, are now utilized to assist Caucasian MCC personnel seeking the same career advancement opportunities or to assist Caucasian professionals seeking employment with MCC. The last theme of the study, Whiteness as Property, I aligned

with the four faculty participants, and four administrator participants' mutual belief that the Caucasian dominant group has deliberately created racially exclusive tactics within MCC policy creation that prevents MCC African American personnel to achieve the same level of professional success as their Caucasian counterparts.

Theme one: Permanence of racism. (RQ1): what are the perceived issues of African American faculty and administrators at MCC as it related to retention of African American faculty? Throughout the four faculty participants, and four administrator participants' interviews, a central theme that emerged was the permanence of racism at MCC. Permanence of racism developed as a theme as I identified commonalities in the four faculty participants, and four administrator participants' responses to the interview questions. The four faculty participants, and the four administrator participants indicated that the Caucasian dominant group at MCC had implemented a power structure that prevented MCC African American personnel from implementing practices that represented the cultural norms of African American faculty, and administrators at MCC. Utilizing the conceptual framework of this study, critical race theory (Delgado & Stefancic, 2001) I identified permanence of racism as the manner in which the Caucasian dominant group in an organization treated African Americans within an institutional setting derived from historical race relations in this country. The participants of this study indicated that permanence of racism at MCC presented itself in the lack of formal mentoring. The four faculty participants, and the four administrator participants shared the same subthemes as a result of the first central theme, permanence of racism. Below I

offer the subtheme details for permanence of racism for the four faculty participants, and the subtheme details for permanence of racism for the four administrator participants.

Subtheme one: Formal faculty mentoring. The lack of formal mentoring was a shared perspective among the four faculty participants, and four administrator participants. The study's participants indicated that African American faculty/administrators received within their respective departments from their colleagues and supervisors. The four faculty participants and four administrator participants reported that seven of the eight participants they did not feel there that is adequate mentoring at the college for both African American faculty and staff. Faculty Participant 2, is one of 15 faculty members hired at MCC in the 2018. Faculty Participant 2 is the current Charles Young Diverse Faculty Fellow. Faculty Participant 2 commented that, "I was the only African American faculty member out of fifteen in my incoming class that does not have an assigned faculty mentor." Faculty Participant 2 reported that he learned that he was the only faculty member in the 2018 faculty class that has yet to meet with a faculty mentor. Faculty Participant 2 further explained he learned the above from his other 2018 incoming faculty colleagues during fall semester informal social encounters. Faculty Participant 2 reported that during these informal social encounters with his 2018 incoming faculty colleagues discussed their first semester experiences with senior-level faculty colleagues/supervisors. When asked about formal mentoring for African American faculty at MCC. Faculty Participant 2 responded with:

I have not experienced faculty mentoring while at MCC. I do understand that faculty mentoring does occur at the institution, but it seems to be limited for

African American faculty. As an underrepresented population you would think that the college would specifically make sure African American faculty have an opportunity to be mentored by a senior level faculty member or colleague.

Faculty Participant 1 reported a resistance from Caucasian faculty members to mentor incoming African American faculty. Faculty Participant 1 stated “I am only the faculty member in my department with a terminal degree, and I coincidentally the only African American person in my department, so this brings resentment from Caucasian colleagues.” Faculty Participant 1 indicated that by him having a terminal degree, there were times that his educational attainment made his colleagues have a sense of inferiority toward him. During the interview session, Faculty Participant 1 recalled an instance where a MCC male Caucasian faculty colleague expressed his own professional insecurities about Faculty Participant 1’s terminal degree attainment face-to-face to Faculty Participant 1. Faculty Participant 1 described this encounter with the male Caucasian faculty as a conversation they had during their MCC work hours. The above conversation pertained to potential employee layoffs at MCC to low student enrollment. Faculty Participant 1 reported that during this conversation with the male Caucasian faculty, the male Caucasian faculty stated to Faculty Participant 1 that Faculty Participant 1 does not have to worry about being laid-off due to Faculty Participant 1 being an African American faculty member with a terminal degree. Faculty Participant 1 reported that the male Caucasian faculty comment from above was due to the male Caucasian referencing that there was a low amount of African American full-time faculty employed at MCC. Specifically, African American full-time faculty employed at MCC with

terminal degrees. Faculty Participant 1 citing the above conversation between him, and the male Caucasian faculty, Faculty Participant 1 reported that this occurrence, and others occurrences of racial-macroaggressions that he believed he has received from his Caucasian colleagues has contributed to Faculty Participant 1 not receiving any formal mentoring while at MCC. Faculty Participant 1 discussed being open to formal, and informal mentoring from colleagues with less years of teaching experience than Faculty Participant 1, and from colleagues who have less educational attainment than Faculty Participant 1.

Faculty Participant 4, is the only faculty participant who does not hold a terminal degree, is currently pursuing a doctorate degree. There are not any terminal degree holders in Faculty Participant 4's department. The four faculty participants reported there is a correlating cycle of non-existent faculty mentoring practices that have led to a lack of a sense of belonging by African American faculty at MCC. The four faculty participants indicated that formal mentoring is a significant factor in the retention of African American faculty at MCC. Faculty Participant 2 shared further experiences about his social experience at MCC, and his experience with faculty mentoring. Faculty Participant 2 shared:

My experience thus far has been pretty good. MCC has welcomed me as it pertains to being nice. My colleagues are nice to me, but as it pertains to navigating the MCC culture and teaching experience, it has been abysmal. When it times to be collaborative, I find myself always having to be the aggressor. I

have to reach out to my colleagues and do continuous follow through for a project to get initiated and completed.

Faculty Participant 3 discussed the origins of community colleges in American and how it plays a factor in the poor relationship that African Americans have with these types of institutions. Faculty Participant 3 shared:

The American community college were one of the last higher education frontiers for African American professoriate populations to begin seeking employment post-civil rights era. This time period saw African American professors attempting to obtain employment mostly at 4-year PWIs predominantly.

Challenges of integration of the African American faculty into community colleges is because these institutions historically have not enrolled the top tier African American student, which does not allow for Caucasian faculty to have life experiences with African Americans who have distinguished intellect.

Subtheme Two: Formal administrator mentoring. The four administrator participants did not have knowledge of formal mentoring practices for African American faculty at MCC. The four administrator participants did discuss the importance of formal mentoring for African American administrators at MCC. The four administrator participants indicated that African American faculty and staff could benefit from a formal mentoring process due to the permanence of racism culture at MCC that has led to African Americans not feeling a sense of belonging to MCC. Administrator Participant 4 described her positive on-boarding experience with MCC, and how that every employee should be made to feel the way she did during the hiring process. Administrator

Participant 4 suggested there be a formal mentoring process for African American faculty, and administrators after they are hired at MCC. Administrator Participant 4 shared:

When I was hired by MCC, I was immediately assigned mentor. I had a lot of help navigating things from my mentor and from other faculty and staff. It was a very informal process, everyone just seemed so happy to assist me with getting acclimated to the college. I was able to get involved with collaborative projects during my first month, and throughout my first year to present day. This involvement that my colleagues have shown to me during my time at MCC really make feel valued as a person and that I belong.

The four administrator participants indicated that formal mentoring would benefit all MCC employees, including African American faculty, and administrators. The four administrator participants believed that the act of mentoring colleagues was determined on whether or not MCC has a policy related to formal mentoring. The four administrator participants reported that desired an institutional policy that would make formal mentoring a cultural norm amongst MCC employees.

Theme two: Interest convergence. (RQ1): what are the perceived issues of African American faculty and administrators at MCC as it related to retention of African American faculty? The second theme that emerged during the four faculty participants, and four administrator participants' interviews was interest of convergence. Interest convergence developed as a theme as I identified commonalities in the four faculty participants, and four administrator participants' responses to the interview questions.

The four faculty participants, and the four administrator participants' responses aligned interest convergence which suggested the Caucasian dominant group at MCC had utilized affirmative action initiatives to assist MCC Caucasian personnel with career advancements, and to assist Caucasian professionals seeking employment with MCC. The same affirmative action initiatives that were originally intended to assist African Americans transition into the predominantly Caucasian US workforce. Policies that prevented MCC African American personnel from achieving the same amount of professional success as their Caucasian counterparts. Utilizing the conceptual framework of this study, critical race theory (Delgado & Stefancic, 2001), I identified interest convergence are organizational policies such as affirmative action that were once in place to assist African Americans seeking employment at PWIs. Delgado and Stefancic (2001) noted that interest convergence transformed into organizational policies used to assist the dominant Caucasian group at PWIs, as opposed to the African American population that it was intended to assist. Delgado and Stefancic (2001) posited that interest convergence is the act of colleges formally recruiting African American students, African American faculty, and African American administrators. The four faculty participants, and the four administrator participants shared the same subthemes as a result of the second central theme, interest convergence. Below I offer the subtheme details for interest convergence for the four faculty participants, and the subtheme details for interest convergence for the four administrator participants.

Subtheme one: Faculty recruitment. The four faculty participants indicated that the perceived recruitment practices of African American faculty at MCC played a major

role in the retention of African American faculty at MCC. The four faculty participants reported that MCC should implement a formal and transparent recruitment practices of African American faculty to MCC. Faculty Participant 1 reported that he was not hired based off of his 15-year experience teaching at the college level, nor him having a terminal degree, he believed that his hiring at MCC was due to a formal recruitment process. Faculty Participant 1 indicated that his 15-year teaching experience, and terminal degree were professional attributes that his MCC hiring committee were seeking in a qualified candidate. However, Faculty Participant 1 discussed that the institution was in a period of being intentional in regard to hiring African American faculty to increase the low rate of African American faculty working in full-time positions at MCC. Faculty Participant 1 referenced the 2012 MCC strategic priority that had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. Faculty Participant 1 indicated that he was recruited by the Dean of the English department Faculty Participant 1 shared:

The Dean of the English department, a Caucasian woman, really advocated for me to be hired. She was in an authoritative position to make final hiring decisions. She saw me as the best candidate and hired me against the will of the faculty hiring committee. She even went as far as to meet with the provost about me, and they both came to the conclusion that I was the best person for the position.

Faculty Participant 1 reported that his onboarding experience was an unconventional style of formal recruitment/hiring of African American faculty to fill the African American faculty deficit at MCC. Faculty Participant 1 believed this

unconventional style of formal recruitment/hiring had good intentions, but Faculty Participant 1 expressed concerns that his recruitment/hiring process could bring forward resentment from current MCC faculty who experienced a more traditional style of hiring, which did not include an academic dean, and/or provost intervening during the hiring process.

Faculty Participant 3 discussed the opportunities for MCC to recruit African American adjunct faculty into pool for potential full-time faculty positions. Faculty Participant 3 stated, “that it is a common practice at MCC for adjunct faculty to be offered full-time faculty positions.” The four faculty participants believed that the experience gained by working as an adjunct faculty prepares the adjunct faculty to successfully handle the MCC faculty culture, and the MCC full-time faculty class work load expectation.”

The four administrator participants emphasized the importance of PWIs examining the adjunct faculty pool to internally recruit for underrepresented faculty minority groups on their college campus. Administrator Participant 2 reported that MCC has approximately 200 full-time faculty members (tenured and non-tenured), and 400 adjunct faculty members. Faculty Participant 2 further described the adjunct faculty pool, and the adjunct faculty members’ educational/professional qualifications for full-time MCC faculty positions if, and when full-time faculty positions became available at MCC. Faculty Participant 2 reported that MCC has traditionally been able to recruit from the surrounding communities, and promote adjunct faculty to full-time faculty positions at MCC. Faculty Participant 2 indicated that this strategy is particularly an option for MCC

due to the type of degrees, and certificates offered at MCC. Furthermore, Administrator Participant 2 reported that at MCC, a 2-year community college with only associate degrees, and certificate options, local bachelor degree possessing professionals, and current MCC adjunct faculty have the necessary educational/professional qualifications required to be hired for non-tenure full-time faculty positions at MCC. Complimentary speaking, Administrator Participant 2 explained that MCC has the necessary infrastructure and on-boarding processes to transition African American adjunct faculty members to full-time roles to diversify the faculty workforce. Administrator Participant 3 further discussed the opportunities to recruit from the adjunct faculty pool. Administrator Participant 3 shared:

The college has an opportunity to recruit African American professionals in the community to adjunct faculty position. The next step is to internally recruit those African American adjunct faculty members to full-time positions. MCC has to identify the academic Deans that are in favor or creating a diverse faculty pool at the college. Then identify full-time faculty members from all races to form a diverse faculty hiring group. A group of this kind could work collaboratively with the faculty senate, human resources, the diverse faculty recruiter, cabinet members and the office of the president of MCC. It would take this type of buy-in or something close to it for the college to see positive changes in the manner in which we recruit African American faculty.

Faculty Participant 3 discussed the importance of MCC recruiting in communities that have a high population of African American that are interested in teaching in higher

education. He mentioned that the college has to address issues related to the recruitment strategies of African American faculty. The four faculty participants, and four administrator participants acknowledged that the diverse faculty recruiter position was a step in the right direction for recruiting more African American faculty. Both of these groups also reported that the diverse faculty recruiter position will help to identify the current gaps the institution has in recruiting and retaining African American faculty. However, unanimously, Group 1 and Group 2 discussed the idea of creating more positions similar to the diverse faculty recruiter position.

Faculty Participant 3 stated, “the recruitment of African Americans to faculty positions at MCC is very important, but the college also needs to address the recent change in the faculty deciding to eliminate implicit bias training from the hiring process.” Faculty Participant also stated, “for over 10 years, MCC required all full-time personnel to complete an implicit bias training that prepared employees to potentially serve on hiring committees.” Faculty Participant 1 explained that in 2017 the faculty senate voted the implicit bias training out of the faculty contract.

The four faculty participants, and the four administrator participants discussed the importance of African Americans seeking employment at MCC would benefit from having an internal ally that would advocate for their hiring. An example of this was Faculty Participant 4’s comment, “I was initially not selected for the position I applied to, but the vice-president of Human Resources went to the provost to explain that MCC has to stop stringing along qualified African American applicants to only not hire them in the end.” Faculty Participant 4 reported because of this internal ally, the institution created

another faculty position for me. Faculty Participant 4 shared the following about recruiting Faculty Participant 2, with the assistance from Faculty Participant 4:

Vice-president of Diversity and Adult Education oversees the Charles Young Diverse Faculty Fellow program, I serve on the hiring committee along with Faculty Participant 4 and other faculty members. The goal of the Charles Young Diverse Faculty fellow program is to recruit and retain African American faculty, but I feel there needs to be diverse faculty oversight committee to review all faculty applicants to ensure African American applicants are receiving unbiased treatment while apply and interviewing for faculty positions.

Faculty Participant 2 described how he was recruited for the Charles Young Diverse Faculty Fellow position by Administrator Participant 4. Faculty Participant 2 shared:

I am from the west coast, so I never heard of MCC. However, I was open to different opportunities to achieve my first faculty position at any college in the country. So I attended various minority faculty recruitment fairs. At one of these fair is where I met Administrator Participant 4. She explained to me how MCC was seeking to recruit African Americans professionals for faculty positions. She gave me information about the Charles Young Diverse Faculty Fellow program. I immediately applied to it, and now here I am with my first faculty position in my professional career.

Faculty Participant 2, described his experience meeting Faculty Participant 4 at the faculty recruitment fair. Faculty Participant 2 indicated that during his initial meeting

with Faculty Participant 4 at the recruitment fair, Faculty Participant 4 and him discussed in detail, the 2012 MCC strategic priority that had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. Faculty Participant 2 reported that Faculty Participant 4 indicated to him at the faculty recruitment fair that the 2012 MCC strategic priority goal was not met. Furthermore, Faculty Participant 2 reported that Faculty Participant 4 indicated to him that Administrator Participant 4's position at MCC, diverse faculty recruiter, was created due to support the 2012 MCC strategic priority goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015.

Subtheme two: Administrator recruitment. The four administrator participants emphasized the importance of PWIs similar to MCC to employ formal recruitment practices of African American administrators. The four administrator participants indicated that a formal, and transparent recruitment practice of African American faculty improves the retention of African American faculty, and administrators employed at MCC. The four administrator participants reported that MCC has the opportunity to create organizational policies to recruit African American professionals in the surrounding community. The four administrator participants believed there were African American professionals in the surrounding community with the transferable skills required to work as an administrator at MCC.

All four of the administrator participants have served as adjunct faculty at MCC. Similar to the four faculty participants, the four administrator participants indicated that MCC has the opportunity to formally recruit African American adjunct faculty into full-

time faculty positions. Administrator Participant 2 who has been with the institution for five years, discussed the feeling of excitement when she would meet a new African American adjunct faculty member at an academic department meeting. Administrator Participant 2 believed it was important for African American faculty, and administrators to visually see new African American faculty, African American administrators, and African American adjunct faculty to create a sense of belonging to MCC. The four administrator participants reported that the sense of belonging to MCC was vital in the retention of African American faculty, and administrators. Administrator Participant 3 explained that MCC has the necessary infrastructure and on-boarding processes to transition African American adjunct faculty members to full-time roles to diversify the faculty workforce. Administrator Participant 3 further discussed the opportunities to recruit from the adjunct faculty pool. Administrator Participant 3 shared:

The college has an opportunity to recruit African American professionals in the community to adjunct faculty position. The next step is to internally recruit those African American adjunct faculty members to full-time positions. MCC has to identify the academic Deans that are in favor of creating a diverse faculty pool at the college. Then identify full-time faculty members from all races to form a diverse faculty hiring group. A group of this kind could work collaboratively with the faculty senate, human resources, the diverse faculty recruiter, cabinet members and the office of the president of MCC. It would take this type of buy-in or something close to it for the college to see positive changes in the manner in which we recruit African American faculty.

The four administrator participants reported that MCC had made efforts recently to formally recruit African American faculty, and administrators. The four administrator participants referenced the Charles Young Diverse Faculty Fellowship program, and the creation of a full-time diverse faculty recruiter. The four administrator participants believed that both of the above initiatives have the potential to consistently recruit, and retain African American faculty, administrators at MCC.

Theme three: Whiteness as property. (RQ2): What are the perceived issues of African American retention practices at MCC as it related to retention of African American faculty? The third theme that emerged during the four faculty participants, and four administrator participants' interviews was Whiteness as property. Whiteness as property developed as a theme as I identified commonalities in the four faculty participants, and four administrator participants' responses to the interview questions. The four faculty participants, and the four administrator participants indicated that the Caucasian dominant group at MCC had implemented racially exclusive tactics via institutional policies. Policies that prevented MCC African American personnel from achieving the same amount of professional success as their Caucasian counterparts. Utilizing this study's conceptual framework, critical race theory (Delgado & Stefancic, 2001), I discovered that institutions where African Americans are the minority population, these institutions tend to have practices that perpetuates colorblindness to a point where racial inequalities continue and increase. Delgado and Stefancic (2001) claimed that the cornerstone of Whiteness as property is to recognize that conflict is inevitable, and that progress is made through the resistance of the dominant Caucasian

organizational structure that has directly or indirectly marginalized African Americans (p. 10). The four faculty participants, and four administrator participants indicated that MCC has perpetuated Whiteness as property through organizational racially exclusive tactics. The four faculty participants, and four administrator participants reported that MCC had implemented initiatives that have combatted the historically racial exclusive tactics that have affected the recruitment practices of African. The four faculty participants, and the four administrator participants shared the same subthemes as a result of the third central theme, Whiteness as property. Below I offer the subtheme details for Whiteness as property for the four faculty participants, and the subtheme details for interest convergence for the four administrator participants.

Subtheme one: Racially exclusive tactics: The four faculty participants discussed the origins of what was known as the diverse hiring training. The four faculty participants reported that the goal of the diverse hiring training was to provide diversity education to all MCC employees. The diversity education focused on MCC employees identifying their implicit biases toward individuals who have applied to position at MCC. The four faculty participants indicated that the faculty senate had recently removed a clause from the faculty contract requiring all MCC faculty complete a diverse hiring workshop within the first year of employment. Faculty Participant 2 indicated that the removal of the diverse hiring training from the faculty contract would negatively impact the recruitment, and retention of African American faculty at MCC. Faculty Participant 2 believed that the diversity hiring training was a necessity for MCC to ensure it was creating an equal opportunity for all applicants who come from racially diverse background. The four

faculty participants indicated that the removal of the diverse hiring training from the faculty contract could negatively impact MCC's African American faculty perception of the recruitment practices of African American faculty. Faculty Participant 3 expressed frustrations with the overall career advancement opportunities, and diverse hiring trainings at MCC. Faculty Participant 4 shared:

You would like to think that a room full of Caucasians have the capability be unbiased to an African American applicant sitting in front of them for an interview, but that is not a possible thing. There are a lot of human nature elements that prevent the probability of the occurring. We as a society are constructed and divided by racial, gender and cultural backgrounds, so you can't expect those biases to magically disappear because we have successfully completed a diverse hiring training workshop.

The four faculty participants reported instances of being frustrated with serving on hiring committees that resulted in outcomes that did not yield any qualified African American candidates not selected for position within the college. Faculty Participant 4 stated, "I have gotten hiring committee fatigue, I understand that I am on the committee most of the time because I'm a double minority, an African American and a woman. The four faculty participants indicated that they feel it's their duty as African American faculty to serve on hiring committees to ensure African American faculty applicants were not subject to any racially exclusive tactics.

All four of the administrator participants have served as adjunct faculty for MCC. During the interview sessions, the four administrator participants expressed

disappointment in the removal of the diverse hiring training from the faculty workshop. The four administrator participants reported inconsistencies with the diverse hiring training that was once required for all employees to complete within a year of employment. The four administrator participants described the origins of the diverse hiring training as the institutional on-boarding process that addressed employees' implicit biases related race, gender, religion, culture and sexual preference. The four administrator participants discussed the importance of hopefully re-inserting the diverse hiring training back into the faculty workshop, and that MCC should explore other diversity programming that would lead to the recruitment of African American faculty, and administrators at MCC, and the retention of African American faculty, and administrators employed by MCC. Administrator Participant 1 discussed diverse hiring training as a component to the hiring process that has assisted in eliminating some of the racial prejudices that could arise when underrepresented applicants seek employment at a PWI similar to MCC. Administrator Participant 2 had similar views about the purpose of the diverse hiring training that is still a requirement for full-time staff members to be complete within the first year of employment. Administrator Participant 2 explained, "The diverse hiring training goal is to combine co-workers from different cultural backgrounds that would not normally meet to discuss their differences, with the goal of hiring a diverse workforce at MCC." Administrator Participant 2 further stated, "the diverse hiring training is important for people to see attributes in other people that are only blatantly noticeable if you happen to be a part of that culture being viewed at the time or have experiences socializing with those various cultures."

Subtheme two: Faculty fellowship program. The four faculty participants discussed the Charles Young Diverse Faculty Fellow program at lengths during their interview sessions. The four faculty participants had various thoughts regarding the current state of the program and its future. The four faculty participants reported that the fellow program is a positive program, there were questions whether or not the institution as a whole is truly supporting it. Faculty Participant 1 described that the Charles Young Diverse Faculty Fellow program is not subject to the traditional faculty contractual requirements and hiring process. Therefore, Faculty Participant 1 further explained, “you have to fight against faculty resistance because faculty, especially Caucasian faculty, viewed the fellow program as a way to skip their sacred traditional hiring process. Faculty Participant 3 discussed the need of the Charles Young Diverse Faculty Fellow. He described that the traditional hiring process as being flawed for African American applicants who are seeking full-time faculty positions: Faculty Participant 3 shared:

The college talks about all this diversity and inclusiveness stuff, but I constantly witness qualified internal African Americans faculty get passed over for positions by external Caucasian candidates through the traditional hiring process. The Charles Young Diverse Fellow program is a way to the balance the playing field for African American to have at least a shot of getting a full-time position. Even with that, there is only one position available with the fellow program every 2 years. My suggestion to increase the African American faculty population at MCC, create more diverse faculty fellow positions at the college.

The four administrator participants described the Charles Young Diverse Faculty Fellow program as a good idea during its inception, but they felt it might not have the overarching retention goals needed to retain the African American recipients of it. Administrator Participant 1 stated that “the Charles Young Diverse Faculty Fellow program is seen as a further dimension of affirmative action (Frazier, 2011) by Caucasian faculty due this group seeing it as a way for African American faculty to avoid the traditional hiring process, therefore, it can cause faculty resistance.”

Salient Data

The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. The study’s conceptual framework was based on Delgado and Stefancic (2001) critical race theory. The four faculty participants, and four administrator participants discussed the importance of the institution recruiting African American faculty, and the affects that has on the current African American faculty and administrators at MCC. The four faculty participants, and four administrator participants also referenced a depleted sense of belonging to the institution due to the lack of African American faculty/administrator recruitment efforts, and lack of formal mentoring provided by MCC. The four faculty participants indicated that their years of experiences, and educational credential were called into question when compared to their Caucasian colleagues. The four administrator participants believed that due to MCC having several campus locations, it had the potential to cause a low sense of belonging to MCC faculty, and staff. Throughout the interviews, the study’s four faculty participants, and four

administrator participants referenced the lack of career advancement opportunities as a result of MCC not having formal, and informal mentoring practices. Furthermore, the four faculty participants, and four administrator participants described the need for diversity training program for all full-time employees as continuing education. The four faculty participants, and four administrator participants identified that diversity initiatives had occurred at MCC, but did not express complete satisfaction of the diversity initiatives. An impactful shared thought between the four faculty participants, and four administrator participants was their fatigue related to serving on hiring committees. Faculty Participant 4, and Administrator Participant 2 indicated that they stopped serving on hiring committees when requested by MCC human resources.

Discrepant Cases

The study's eight participants offered opposite responses to some of the questions. In particular, the participants seemed to display various levels of joy and frustration when they were asked the interview question, "Do you feel a sense of belonging to the institution?" The topics that were brought forth by the faculty participant group while answering the above question were related to: tenure-track faculty designations organizational culture, and student success stories in the classroom. The topics that were brought forth by the four administrator participants while answering the interview question, "Do you feel a sense of belonging to the institution?" were related to hiring committees, the MCC department of diversity and adult education, and student success stories from an admissions/support services perspective. The four faculty participants unanimously responded that they did not feel a sense of belonging to the institution. The

four administrator participants group had varying views when responding to the same question. Administrator Participant 1 and Administrator Participant 2 described that she did not have a sense of belonging to institution. Administrator Participant 2 reported:

I don't feel a part of the school because no one thinks like me, and how I deal with socialization processes. The school is not making any cultural adjustments for me or any other African American employees, I'm just considered another employee. There are no in-roads or any special treatment. No one is making the path easier for African Americans because the African American population is unique to the institution. Instead, African Americans have to make all of the cultural adjustments to the institution.

Administrator Participants 3 and Administrator Participant 4 reported that they had a sense of belonging to MCC due to the cultural connection they believed they had to the department they worked under, the department of Diversity and Adult Education. Administrator Participant 3 and Administrator Participant 4 explained that their cultural connection to the department of Diversity and Adult education was due to this department employing the most African American personnel at MCC. Administrator Participants 3, and Administrator Participant 4 reported that they had a sense of belonging. Administrator Participant 4 reported:

Yes, I do feel a sense of belonging to MCC. I felt like a stakeholder. The projects that I was able to lead inside, and outside of my department has given me the confidence to succeed further at the college. I enjoy working here. I developed

personal, and professional relationships that I hope to keep for a long time moving forward in my career. It is convenient. It is a great place to work. I met a lot of great friends. There are opportunities for growth for sure.

The four faculty participants, and four administrator participants indicated that there were racial cultural adjustments that they had to deal with as a part of their professional roles at MCC. The four faculty participants believed that there was a sector of MCC's predominantly Caucasian student population that might not have had experience with an African American educator during their K – 12 educational experience. The four faculty participants cited the above as a moderate cultural adjustment concern they faced working at MCC. Faculty Participant 3 stated, "My experiences at ICC have been up and down in terms of cultural adjustments, sometimes I feel that the college maybe, could do more in terms of me seeing other people that look like me in a teaching role."

The four administrator participants reported that they also had racial cultural adjustments while working at MCC. The four administrator participants indicated that their primary cultural adjustment concerns derived from their interactions with their Caucasian colleagues. The four administrator participants felt the cultural adjustment between them, and their Caucasian colleagues was based in differing styles of verbal, and nonverbal communication that could be potentially acknowledged among different racial groups. Administrator Participant 1 stated, "I feel like I have been trying to find a consistent working style of communication with my Caucasian colleagues." Since I started working at MCC I have had the minority experience which makes me feel like a

lot of times that I am unable to get my point across to my Caucasian colleagues due to our cultural differences.”

As I noted on the study’s observation sheet (Appendix B), I recognized a significant amount of intonation in the faculty participant’s and the administrator participant’s voices when I asked them interview question 1A, “Describe your relationship with your colleagues?” and interview question 1B, “Describe your relationship with your supervisor?” Faculty participants 1, 2, 3, and administrator participants 2, and 3 began their responses with a slow speech pattern that gradually sped up over the course of their response. While answering interview questions 1A, and 1B, faculty participants 1, 2, 3, and Administrator Participant 4 did not present a significant amount of body movement or hand gestures during their responses to interview questions. faculty participants 1, 2, 3, and Administrator Participants 2 responses to the interview questions 1A, and 1B were pessimistic in nature. I noted that administrator participants 1, 4, and Faculty Participant 4 began their response to interview questions 1A, and 1B with a fast-paced speech pattern. I noted that these participants had presented a significant amount of body movement, hand gestures, smiling, and laughter during their responses to the interview questions. Administrator Participants 1, 4, and Faculty Participant 4 responses to interview questions 1A, and 1B were optimistic in nature.

Evidence of Quality and Accuracy of Data

I interviewed eight human subjects that met the participant criteria. Throughout the course of the interviews, the participants addressed the study’s problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty

employed by the college. Five of the eight interviews were conducted via face-to-face meetings, and the remaining two interview were conducted via telephone. Four of the eight participants were African American faculty at MCC. I ensured that data was accurately obtained through digital recording of all interview sessions between myself and the four faculty participants, and four administrator participants. During each interview with the four faculty participants, and four administrator participants I utilized a hard copy observation sheet (Appendix B) to record the participants' physical reactions to the interview questions, and to record their physical actions while answering the interview questions. During each interview with the four faculty participants, and four administrator participants I utilized a hard copy interview questions sheet (Appendix C) to write field notes related to the interview questions the participants answered. My field notes, and audio recordings ensured that the audio recording transcriptions were an accurate representation of what the four faculty participants, and four administrator participants were communicating to me during the interviews. For the purpose of member checks, I emailed the four faculty participants, and four administrator participants a Microsoft Word transcript of their responses to the interview questions. This process of member checks provided the four faculty participants, and four administrator participants an opportunity to review all of their responses to the interview questions, and subsequently provide me feedback to accuracy of the audio recording transcriptions. At this point of the member checks, the four faculty participants, and four administrator participants could clarify any mistakes I made during the audio recording transcriptions of their interview questions responses.

I transcribed the four faculty participants, and four administrator participants' audio recorded interview responses into Microsoft Word files on my personal computer. I categorized each participant's transcribed interview responses into their own Microsoft Word file, under a pseudonym title. After I completed the transcription of each participant's interview responses, I analyzed the data developing code, themes/subthemes, and identifying an overall interpretation of the interview responses. After the above step in data analysis, I separately emailed each participant their designated Microsoft Word file attachment, which contained a transcript of their interview responses, and my interpretations of their interview responses. Creswell (2012) defined member checks as a process in which the researcher allowed the participants to review the interpretations of the participant's responses to the researcher's interview questions. In the above email, I requested that the four faculty participants, and four administrator participants review their interview transcripts to search for any inaccuracies pertaining to the information they provided to me during the interview process. The four faculty participants, and four administrator participants reviewed their interview transcripts within a week's time, and provided me feedback via email. The four faculty participants, and the four administrator participants communicated that their interview transcripts were accurate and a fair representation of their responses to the interview questions.

I provided triangulation of the data toward the study's findings. I implemented a triangulation matrix (Lodico et al., 2010, pg.351) that required the search for reoccurring phrases, themes, concepts, ideas that have been brought forward by the study's two

research questions. I identified the consistent response patterns and categorized them into the three central themes of the study: permanence of racism, interest convergence, and Whiteness as property. Lodico et al. (2010) noted that the triangulation matrix has enabled researchers to better understand what types of data has provided has answered the interview question. The triangulation matrix method was implemented throughout the course of this study as I analyzed the archival documents (Thomas, Smith & Brown, 2015; Young & Smith, 2015; Thomas, Smith & Brown, 2016; Thomas, Smith & Brown, 2017). The above archival documents were instrumental in my development of the study's two research questions. The study's research questions helped with my development of the interview questions. I compared the MCC archival documents with the statistical data (US Department of Education) related to African American faculty at PWIs. I discovered that there was a correlation between the US Department of Education (2016) data, and the archival documents, which provided statistical data about faculty racial demographics of the MCC. I developed open-ended interview questions that allowed for the four faculty participants, and four administrator participants to provide a wide range of interview responses related, and unrelated to the African American faculty retention strategies at MCC. During the process of data analysis, I compared the above participants' interview responses to peer-reviewed studies about African American faculty retention strategies at MCC. I discovered that there was a correlation between those peer review studies, and the four faculty participants, and four administrator participants' responses to the interview questions. I analyzed the four faculty participants,

and four administrator participants' interview responses to develop codes from this information, which subsequently developed into the study's themes, and subthemes.

Data Analysis Results Outcomes

I obtained the study's data analysis results outcomes through the development of the study's two research questions. I discovered the study's first two themes (permanence of racism and interest convergence) through the development of (RQ1). I obtained the study's third theme (Whiteness as property) through the development of (RQ2). In the following two sections, I discuss the data analysis results outcomes as related to the problem and research question, and to the larger body of literature.

Relation to the problem and research question. A problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. (RQ1): What are the perceived issues of African American retention practices at MCC as it relates to the retention of African American faculty? As a result of (RQ1), I discovered two themes, and two subthemes related to the context of the study's problem. The two themes derived from (RQ1) were permanence of racism, and interest convergence. I discovered two subthemes revealed by (RQ1) was formal mentoring, and formal recruitment. The above themes/subthemes, were built from the four faculty participants, and four administrator participants responses to the interview questions. They indicated that MCC was not implementing formal practices that would retain the current African American faculty, and administrators who worked at MCC. (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? The findings as a result of (RQ2)

revealed the study's third theme, four subthemes related to the context of the study's problem, and research questions. The study's third theme derived from (RQ2) was Whiteness as property. The study's subthemes revealed by (RQ2) was racially exclusive tactics, critique of liberalism, faculty fellowship program, and diversity training. The theme related to (RQ2), Whiteness as property, was built from the four faculty participants, and four administrator participants who reported that MCC, a PWI, had not developed initiatives to assist African American faculty, and administrators with career advancement opportunities at MCC.

Relation to the larger body of literature. The study's challenge was to explore whether or not there were any parallels between the review of the literature and the outcomes. I found significant correlation between the literature review and the following archival documents: 2015 – 2016 MCC Affirmative Action Plan booklet (Thomas, Smith & Brown, 2015); 2016 MCC Affirmative Action Plan Power Point presentation, (Thomas, Smith & Brown, 2016); 2015 MCC Charles Young Diverse Faculty Fellow booklet (Young & Smith, 2015); 2015 MCC Teach at MCC booklet, (Thomas, Smith & Brown, 2015); 2017 MCC Fiscal Year Institutional Operation Plan (Thomas, Smith & Brown, 2017). The above archival documents guided my research throughout the study. I was able to identify themes/subthemes that initiated a final review of literature related to the problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by MCC. The subthemes that emerged that were related to the larger body of literature were formal mentoring, faculty/administrator recruitment, racially exclusive tactics, critique of liberalism, and diversity education.

Formal mentoring. Allen, Eby and Lentz (2006) described organizations that have incorporated successful formal mentoring programs have developed them with the goal that both the mentor, and the mentee have their professional needs met. Waller and Shofoluwe (2013) cited the importance of the development institutional policies that aide in creating an organizational culture that promotes formal mentoring for African American faculty, and administrators. Once organizations have developed institutional policies to implement formal mentoring, the strategies created to address formal mentoring have the potential to produce additional mentoring relationships, including informal mentoring (Murrell, Blake-Beard, Porter, & Perkins-Williamson, 2008). Mason (2014) referenced the state of Texas legislation that required educational leaders to undergo formal mentoring a part of their professional development. The researchers who have studied this legislation, proposed higher education faculty, and administrators develop formalized mentoring programs that produces a diverse organizational culture.

Faculty/administrator recruitment. Colleges, and universities seeking to improve the recruitment practices of African American faculty/administrators have improved these practices through gaining insight about career advancement goals of this population in higher education. (Kaplan, Gunn, Kulukukakani, Raj, Freund, & Carr, 2018). The previous point was further emphasized by Sanchez, Poll-Hunter, Spencer, Lee-Rey, Alexander, Holaday and Sanchez (2018), that recommended further research for PWIs seeking to improve the recruitment practices of African American faculty, and administrators. Institutional processes related to career exploration of African American faculty, and administrators have assisted African American faculty seeking a transition

into an administrator role, and likewise for African American administrators pursuing a faculty position. Barrett (2008) described the development of a diverse faculty council, that included the MCC provost. In this study, I examined the recruitment practices of African American faculty/administrators, that allowed me to create unconventional policies that ensured a formal, and transparent recruitment practices of African American faculty, and administrators. These recruitment practices that run counter to racially exclusive tactics that have historically been ingrained in the organizational culture of PWIs.

Racially exclusive tactics. PWIs have directly or indirectly implemented organizational policies that have created a negative campus culture for African American faculty, and administrators. (Steele, 2018). Hurtado, Alvarez, Guillermo-Wann, Cuellar and Arellano (1998) cited that a college's campus climate was defined by the racially exclusive tactics, direct or indirect, that negatively impact African American employees, and other underrepresented populations. Steele (2018) noted that when African American faculty, and administrators have directly been impacted by racially exclusive tactics or have knowledge of them, it affects African American faculty, and administrators sense of belonging to the institution in question. African American faculty, and administrators sense of belonging to the campus has been aligned with their overall satisfaction with the institution. PWIs have created an organizational culture that have inhibited the development of policies that would assist in the recruitment of African American professionals (Killough, Killough, Walker II, & Williams, 2017). PWIs seeking to increase their African American faculty, and administrator population have benefited

from institutional policy revisions, and diversity education for non-African American faculty, and administrators.

Critique of liberalism. Yao (2017) described critique of liberalism as the rejection of the process in which the dominant Caucasian group has not allowed African American professionals to succeed or fail based solely on the African American professional's individual abilities. Critique of liberalism aimed to reject a post-racial society that has allowed color blindness in business settings where the Caucasian population is the dominant groups, with African Americans as the underrepresented group. There are cognitive norms in society that have traditionally promoted racial color blindness to a point that it has systematically marginalized underrepresented ethnic populations (Mills, 2017). Koonce (2018) found that organizational culture has the potential of shifting at PWIs when Caucasian administrators became involved with the institution's diversity initiatives. Yao (2017) noted that colleges with formalized diversity strategies would be in position to create an organization culture, and cognitive norms to reject conventional policies that do not align with the career advancement problems that affect African American faculty and administrators at PWIs.

Relation to the conceptual framework. I discovered that the study's conceptual framework, critical race theory (Delgado & Stefancic, 2001), proved to be relevant to the study's outcome. The study's three major themes of permanence of racism, interest convergence and Whiteness as property are systematic components that align with three of the five tenets of critical race theory (Delgado & Stefancic, 2001). I discovered that all five tenets emerged throughout the course of my study. Critical race theory's first tenet,

counter-story telling, was employed when I offered an opportunity of an underrepresented ethnic group to describe their experiences at a PWI. Critical race theory's second tenet, permanent of racism, aligned with the participants' stories as it was a shared thought that the dominant Caucasian group implemented processes that were not culturally collaborative with the African American faculty population. Critical race theory's third tenet, Whiteness as property, is the utilization of racially exclusive tactics. Correlated to the findings in that the study offered a primary example in which a diverse hiring training program was eliminated by a majority Caucasian faculty senate. Critical race theory's fourth tenet, interest convergence, suggests that organizational policies such as affirmative action were once in place to assist underrepresented groups, have now been used to assist dominant Caucasian group. Participant discussion related to the study's third major theme, brought forth a shared group thought that aligned with this tenet. Critical race theory's fifth tenet, critique of liberalism, the perpetual systematic process of color blindness of the dominant Caucasian group, aligned with the study's outcomes in that the participants' shared thought was that the dominant Caucasian group has the option to directly or indirectly ignore problem related to underrepresented ethnic groups they are forced to address it. Critique of liberalism was designated as a subtheme of Whiteness of property.

Outcome of the Results: Description of the Project Deliverable. A problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by MCC. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the

African American faculty experience at PWIs. Archival documents supplied by the vice-president of Diversity and Adult Education (vice-president of Diversity and Adult Education, personal communication, June 3, 2016), aligned with the local statistics, national statistics (Gould, 2017; US Department of Education, 2016). The descriptive data obtained via the study's participant interviews aligned with the above archival documents, local and national data. I identified three major outcomes that emerged from the study's participant interviews: organizational culture, faculty recruitment and faculty retention. My analysis of the findings led toward a discussion of the most appropriate project, based upon the findings achieved. The project deliverables considered were: evaluation report; curriculum plan; professional development/training curriculum and materials; and, policy recommendation with detail. I ensured that each project deliverable option was fully analyzed and considered, with a focus toward the most appropriate project based upon the findings from the research.

Evaluation report. I did not view this study as an evaluation study. I believed an evaluation report would be an inappropriate choice for this study's project deliverable as based upon the findings from the research. Explicitly, the purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. Lodico et al. (2010) described program evaluation reports as the assessment of an existing or soon to be implemented formal program within an educational setting. The data collected in this study suggested that there are not any formal practices in place to retain African American faculty. Therefore, this project will not utilize an evaluation report method.

Curriculum Plan. The foundation of this study was for me to bring forth new scholarly insight to the understudied topic of African American faculty experiences at PWIs (McCoy & Rodricks, 2015). I recognized that this study was not related to any type of curricular analysis, nor did I recognize that study has provided any suggested pedagogical improvement to the higher education landscape. My suggestion related to a curriculum plan may be toward developing a detailed curriculum plan associated with an extensive training event to highlight heightened sensitivity associated with under-represented groups within MCC. However, the curriculum plan's specifics associated with a minimum nine-week curriculum plan toward developing curricular materials encompassing units and lessons that highlight objectives, activities, assessments, teacher notes, and evaluation plan, do not embrace the findings of this study. I have identified that a curriculum plan is not an appropriate outcome of the results. Therefore, this information exhibits that there is not a need to conduct a curriculum plan project for this study.

Professional Development/Training Curriculum and Materials. In this study, I attempted to learn an array of organizational processes and structures. I sought to gain a historical perspective to any personnel training and development related to the study's topic of African American faculty retention rates at community college. I collected data related to topics such as diversity hiring training, diverse faculty recruitment initiatives, and the presence of general faculty mentoring at the institution. It is my belief that I can incorporate the historical archival documents, review of the literature, conceptual framework, participant interview data and previous formal/informal professional

development practices that have existed at MCC as the foundation to formulate a recommended policy to create positive social change related to the study's problem and purpose statement. I recognized that the outcome of the results suggested that developing a professional development or training event that the faculty senate has already voted to remove from the mandatory faculty and staff yearly trainings does not suggest that one professional development or training event will address the depth and breadth of the findings as an appropriate project. As such, professional development/training curriculum and materials was rejected as a viable project option.

Policy recommendation with detail. Based upon the data analysis and subsequent findings, my professional judgement leads me to believe that the most appropriate project deliverable as an outcome of the results is a policy recommendation with detail. A policy recommendation with detail is the most appropriate and viable approach for this project. The outcomes revealed that formal practices related to African American faculty/administrator mentoring, and recruitment would be beneficial in addressing the study's problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by MCC. The institution did have initiatives in place regarding the recruitment of African American faculty (Appendix E). I seek to develop policy recommendations that will not only address the institutional needs of African American faculty at MCC, but also address the institutional needs of African American administrators at MCC.

Section 3: The Project

I focused on creating four policy recommendations that will benefit the MCC campus community. I developed policy recommendations that will include the following: (a) Diversity Office designee appointment to the Joint Advisory committees (b) development of a minority faculty recruitment program, (c) development of a minority faculty success retention program, and (d) development of a diversity training curriculum for MCC employees. I aligned these project recommendations to address the study's thematic findings of organizational culture, faculty recruitment, and faculty mentoring.

Background of the Problem

A problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. The study's four faculty participants, and four administrator participants described their experiences as African American faculty, and administrators at MCC. Aligned with the study's critical race theory conceptual framework, I discovered the themes that emerged from the four faculty participants' and four administrator participants' interview sessions were permanence of racism, interest convergence, and Whiteness as property. I recognized that the study's themes provided an understanding around the four faculty participants, and four administrator participants' perceptions that MCC lacked effective institutional policies geared toward the retention of African American faculty retention. Furthermore, I learned during the data collection phase of the study that MCC had three existing

policies that were developed to recruit and retain strong African American candidates into full-time and part-time faculty positions at MCC.

Background of existing policy

MCC's workforce is governed by the office of Affirmative Action and Equal Opportunity. Specifically, the office of Affirmative Action and Equal Opportunity promotes inclusive hiring practices of minorities, and women into faculty, and staff positions at MCC (Thomas & Smith, 2015, p.6). In 2005, the MCC board of trustees pledged a commitment to building an organizational culture of open access, and fairness for its students, employees, and the communities it serves. MCC's affirmative action policy states:

It is the policy of MCC that no person shall be excluded from consideration or denied employment. It is the policy of MCC that no person shall, on the grounds of race, color, religion, sex, age, national origin, ancestry, disability, sexual orientation or veteran status, be excluded from consideration of employment, denied employment with or be subject to discrimination of any kind by the college.

In 2005, the vice-president of Diversity and Adult Education was hired at MCC, and she was designated as MCC's first affirmative action officer. In this dual role, the vice-president of Diversity and Adult Education began to address the MCC Affirmative Action policy by implementing strategic practices to attract qualified minority, and women candidates into full-time or part-time position at MCC. These practices included the development of the Diverse Adjunct Faculty Recruitment Fair (Appendix E), the

creation of a diverse faculty recruiter position, and the Charles Young Diverse Faculty Fellow program. The vice-president of Diversity and Adult Education conducted periodically audits of the three above programs, and all MCC projects associated with the affirmative action policy.

Summary of Analysis and Findings

(RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? The study's findings derived from (RQ1) were organizational culture, and faculty recruitment. The four faculty participants, and four administrator participants discussed their concerns with the organizational culture that contributed to African American faculty, and administrators having a low sense of belonging to MCC. Related to the faculty recruitment finding, the four faculty participants, and four administrator participants reported a lack of perceived formal faculty recruitment practices of African American faculty into full-time positions at MCC.

(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? I discovered that the study's finding derived from (RQ2) was faculty retention. The four faculty participants, and four administrator participants believed that mentoring opportunities will aide in the professional development, and career advancement of African American faculty, and administrators. These mentoring opportunities will improve the retention efforts of African American faculty, and administrators at MCC. Additionally, the four faculty participants, and four administrator participants indicated that the lack of African

American faculty, and administrator involvement on campus wide projects was another factor in African American faculty, and administrator retention at MCC.

Rationale

The project has the ability to affect social change across the MCC campus. I believe that this project genre could assist MCC in building upon its mission, values, and prior strategic priorities by utilizing the institution's existing resources. The four faculty participants, and four administrator participants identified the following organizational challenges at MCC: (a) lack of formal/informal mentoring practices for African American faculty/staff, (b) lack of formal/informal recruitment practices of African American faculty seeking full-time and part-time employment with MCC, and (c) racially exclusive tactics that inhibit the professional development and career advancement opportunities for current African American faculty/staff. I believe a policy recommendation with detail is appropriate to provide solutions related to the study's problem, the lack of retention African American faculty employed by MCC. Therefore, the following four policy recommendations will address the findings from the Section 2 data analysis results: (a) appoint a Diversity officer designee to the MCC Joint Advisory Committees, (b) develop a minority faculty recruitment program, (c) Develop a minority faculty retention success program, and (d) Develop an employee diversity training curriculum focused on student success. I identified that the four policy recommendations are aligned with the four correlating subthemes between the four faculty participants, and four administrator participants (Refer to Table 5 & Table 6). Those four correlating subthemes between the four faculty participants, and the four administrator participants

are formal mentoring, formal recruitment, racially exclusive tactics and critique of liberalism.

This project genre is a viable option for the study's conceptual framework, critical race theory (Delgado & Stefancic, 2001). Critical race theory has origins in the 1960s Civil Rights Era and includes policy reform for African Americans in society at-large, the U.S. workforce, and within the educational landscape. The four faculty participants, and four administrator participants' feedback indicated that MCC's organizational culture was not inclusive toward African American faculty, and administrators. The four policy recommendations will deliver a project that will effectively address the perceived organizational culture issues of African American faculty, and administrators.

This project genre addresses the findings of study, as reported by the four faculty participants, and four administrator participants. The assignment of the Diversity Office designee to the joint advisory committee will have a positive impact on the collaborative projects between African American and Caucasian colleagues. The vice-president of Diversity and Adult Education's development of a minority faculty success retention program will assist with the professional development, and career advancement opportunities for African American faculty, and administrators. Furthermore, the vice-president of Diversity and Adult Education's development of diversity training curriculum will allow African American faculty to work on highly visible campus wide project. These projects will be student success focused, which will increase the amount of collaborative projects between African American faculty, other non-African American faculty, and administrators at MCC. These types of collaborative projects will improve

the campus climate of MCC, which will have a positive impact on the organizational culture.

Major Evidence from Literature and Research

I compiled major evidence from literature and research related to African American faculty retention at PWIs. In the following sections, I presented parallels between the African American faculty, and the literature that surrounds African American faculty retention at PWIs. I discovered literature and research that will assist MCC leadership in better understanding the challenges of African American faculty at PWIs.

Faculty Engagement and Motivation

In this project, I will include the development of a diversity training curriculum for MCC employees. The diversity training will have a focus on minority student success. The diversity training curriculum will be developed by the Department of Diversity and Adult Education and led by African American faculty. The four faculty participants, and four administrator participants reported that African American faculty, and administrators were not involved in highly visible campus wide projects. The four faculty participants and three of the four administrator participants all reported enjoying student interaction via in-class/faculty office hours for the four faculty participants or via student service appointments for three of the four administrator participants.

The four faculty participants, and three of the four administrator participants indicated that they routinely provide additional mentoring opportunities to minority students. The minority students solicited mentoring opportunities via staying after class

with the four faculty participants at a higher rate than Caucasian students. The minority students solicited student service appointments with three of the four faculty participants at higher rate than the Caucasian students, as reported by three of the four faculty participants. Lewis and Yates (2019) discussed how minority students are experiencing extremely low learning outcomes, and degree attainment at PWIs. These students entering PWIs come from disadvantaged socioeconomic backgrounds that has not linked them to K – 12 educational preparations that prepares them for the academic, and psychological rigors of U.S. colleges and universities.

PWIs have the institutional data to identify minority students from disadvantaged backgrounds in order to provide the appropriate academic and student service interventions (Oyserman & Lewis, 2017). When compared to their Caucasian counterparts, Pineda and Drummond (2018) highlighted that minority college students have had less college preparation opportunities during their K – 12 years. Prior to attending college, minority students from have had limited K – 12 college workshops that employ ACT/SAT test taking strategies, and career counseling.

Kruse, Rakha, Calerone, (2017) described that PWIs seeking to become more culturally accepting of its minority faculty and students can develop cultural competency training programs that will allow Caucasian faculty to be more effective with their interactions with minority faculty and students. The implementation of cultural competency training programs allowed PWIs to address the historical marginalization that racial minority groups have experienced at U.S. colleges and universities.

Self-Efficacy

Delgado and Stefancic's (2001) critical race theory was the conceptual framework of this study. The first tenet of critical race theory, counter storytelling, is the idea that African Americans have traditionally been silenced in a society that does not value their capabilities as human beings or as professionals in the workplace (Crawford, 2019). The four faculty participants, and four administrator participants indicated that in the rare occurrences that their supervisors or colleagues provided constructive feedback about their job performance. The four faculty participants, and four administrator participants reported that constructive feedback gave them a sense of empowerment, and they felt a sense of mastering their career path. Bandura (1995) discussed the importance of individuals receiving positive communication from other individuals to develop self-efficacy in the person seeking the positive communication. Social support in the workplace is a factor that helps promote self-efficacy in an individual's career (Hou, Yuzhen, & Zhijun, 2019). These social support instances create personal and professional influences that can provide lifelong confidence in their professional capabilities that will allow individuals to master their profession. Bandura (1995) identified support through verbal communication as an initial step to building an individual's self-efficacy. This project will provide African American faculty the opportunity to lead a highly visible campus wide project, that will increase their sense of belonging to MCC.

African American Faculty Self-Efficacy

There are four themes of Bandura's self-efficacy theory: (a) mastery experiences, (b) vicarious experiences, (c) verbal persuasion, and (d) physiological and emotional states (Bandura, 1995). The four faculty participants, four administrator participants in

this study described having self-efficacy through vicarious experience when they witnessed another African American faculty/administrator be promoted to a new position or be associated with a campus-wide project. The four faculty participants, and four administrator participants reported having self-efficacy through vicarious experiences when new African American employees were recruited into full-time positions at MCC.

Browne (2019), described vicarious experiences as the positive impact that was received by individuals when they observe others who are similar to them master the same duties. The four faculty participants and four administrator participants in this study discussed the importance of informal mentoring. The four faculty participants, and four administrator participants described their informal mentoring experiences from a positive perspective. The four faculty participants, and four administrator participants indicated that these informal mentoring experiences provided an opportunity to gain further confidence in their professional capabilities. Historically, it was important for individuals to receive positive verbal persuasion from people that already have history of reinforcing their professional attributes (Harrell-Williams, Sorto, Pierce, Lesser & Murphy, 2014).

The last theme of Bandura's self-efficacy theory is physiological and emotional state. The four preceding Bandura self-efficacy theory themes have the potential to contribute to an individual's physiological and emotional state. Individuals have performed personal inventories on themselves to assess the likeliness that they are in physiological or emotional state to handle new professional challenges (Betz & Voyten, 2017). The four faculty participants, and the four administrator participants in this study

voiced their concerns regarding the potential emotional stressors that they have faced as a result of the uncertainty of their career advancement opportunities at MCC.

Bandura (1995) discussed that individuals with high self-efficacy are able to perform their duties, and responsibilities while experiencing adverse life events, while individuals with low self-efficacy tend to underperform in their routine tasks when they experience the same adverse life experiences. In the scenario that an individual has a limited amount of stress in their professional roles, and this is combined with positive reinforcement regarding their work performance, it was likely that this individual had high self-efficacy (Kelleher, 2016). The four faculty participants, and four administrator participants in this study indicated that they perform at a higher level in their careers, when they were not experiencing stress at the job, and their colleagues were supplying them with consistent encouragement, and constructive criticism in an effort to provide them with professional development.

The four faculty participants, and four administrator participants indicated that they become more motivated to perform their tasks when they observe African American faculty, and administrators being routinely recruited, and retained at MCC. Therefore, self-efficacy is a component of the four policy recommendations: (a) Diversity Office designee appointment to the Joint Advisory committees, (b) minority faculty recruitment program, (c) minority faculty success retention program, and (d) development of diversity training curriculum. The vice-president of Diversity and Adult Education, along with the Department of Diversity and Adult Education, and African American faculty will develop a diversity training curriculum, focused on minority student success.

Diversity Training Curriculum

Historically, minority students at PWIs have dealt with challenges related to self-efficacy (Rodriguez-Amaya, Betancourt, Collins, Hinojosa & Corona, 2018). The development of a diversity training curriculum, with a minority student success focus will provide MCC faculty the cultural competency education to better communicate with the minority student population at MCC. Schwartz (2019) discussed the benefits of faculty at PWIs completing diversity training in order to better communicate with ethnically diverse student populations. PWI faculty who have completed diversity training are in a position to better deliver their respective course objectives to students from diverse backgrounds.

Minority students at PWIs have adjusted to the academic rigors of college just like their Caucasian counterparts, but also had difficulties adjusting culturally to a setting where they were an underrepresented population (Harper & Hurtado, 2007). Faculty who possess this type of cultural competency will have the intrapersonal tools to help minority students' cultural adjustments to an environment where they are an underrepresented population. The four faculty participants, and four administrator participants referenced the academic difficulties of minority students at MCC. The four faculty participants, and four administrator participants reported the academic challenges that minority students at MCC have experienced during their time as an employee.

DeCuir-Gunby & Seongtae (2019) noted that minority students in PWIs have preconceived negative thoughts related to their racial identity, and how their racial identity contributed to minority students' academic performance. Minority students were

more likely to achieve success at PWIs when the campus had instituted diversity training that addresses the minority students' needs from the academic affairs, and student service perspective (Iverson, 2007). The development of a diversity training curriculum, with a minority student focus will give the MCC campus community cultural competence to interact with minority student that leads to their success as a student at MCC.

A diversity training curriculum, with a focus on minority student success, will provide the MCC campus community insight as to how minority students view their own racial identity as a potential barrier to their success. Minority students at PWIs had low self-efficacy in their ability to meet the academic rigors of an unfamiliar majority Caucasian setting due to not having a cultural sense of belonging to the institution (Campbell, Carter-Sowell, & Battle, 2019). Contributing factors to minority students not having a sense of belonging to PWIs is the low campus presence of minority students, minority faculty, and minority staff. MCC's student population was comprised of 14.7% minority students. Minority faculty made up 3% of the faculty population at MCC (Thomas & Smith, 2015). The four faculty participants, and four administrator participants indicated that minority students at MCC, have typically originated from non-Caucasian dominant K – 12 institutions. These minority students find challenges in culturally adjusting to the PWI setting that MCC offers.

Liou and Rotheram-Fuller (2019) discussed how minority students at PWIs have higher rate of coming from disadvantaged backgrounds, than their Caucasian counterparts. Minority students' educational backgrounds have included K – 12 educational settings where they are not academically challenged in a manner that will

appropriately prepare them for post-secondary academic rigors (Boland, Gasman, Nguyen, & Castro-Samayoa, 2018). As such, minority students at PWIs are more likely to develop self-efficacy where the campus culture challenges them academically, and nurtures their low or high expectations of achievement. The development of a campus wide diversity training curriculum, focused on minority student success, will be instrumental in MCC building a campus culture that is conducive to creating a sense of belonging for minority students, and minority faculty, and staff.

Campus Culture

This study's conceptual framework was rooted in Delgado and Stefancic's (2001) critical race theory. The four faculty participants, and the four administrator participants reported that MCC had an organizational culture that was not conducive to the African American faculty professional development, and career advancement surrounding the MCC campus. McDaniel (2017) discussed the importance of shared governance between faculty, and administrators to improve the interconnected campus culture between faculty, staff, and students. Mutual respect amongst colleagues is the foundation of a college creating a campus cultural that supports the professional needs of the employees, and the educational needs of the students.

PWIs have had challenges with campus culture through the lens of minority faculty, staff, and students. As reported first in a study by the American Council on Education, Mwangi, Thelamour, Ezeofor, and Carpenter (2017), the authors highlighted a survey where 55% of U.S. college presidents cited that their respective institutions' minority faculty, staff, and student populations have routinely experienced campus

cultural problems when it comes to the majority Caucasian campus setting. A positive or negative campus cultural climate within an institution has impacted the overall teaching abilities of minority faculty, and contributed to the learning outcomes of the minority student population.

The four faculty participants, and four administrator participants reported problems with their professional interactions with their Caucasian colleagues. Stromquist (2017) discussed the competitive nature of the professoriate world that led to instances of negative working interactions between colleagues. Historically, a university's campus culture was rooted in faculty's classified or self-proclaimed ranking when comparing a faculty member to another faculty member. Full professors perceive that they have higher professionally ranking than associate professors; associate professors believe they have a higher professional ranking than assistant professors; assistant professors believe they have higher professional ranking than part-time/adjunct instructors (Stromquist, 2017, p.134). The professoriate landscape includes the above rankings amongst colleagues, and also the designation of tenure-track faculty, and non-tenure track faculty. Depending on the institution type, there are campus cultural advantages, to disadvantages to tenure-track faculty, and non-tenure track faculty.

Kezar (2018) found that tenure-track faculty provides institutions continuity of academic programs over a long period of times due to tenure-track faculty contract specifications. However, the tenure-track model has committed institutions long-term to academic programs that have low enrollment, and eventually become a financial burden to the institution. The adjunct faculty have not traditionally provided colleges and

universities stability in academic programming compared to tenure-track faculty, but adjunct faculty have provided institutions financial flexibility to hire part-time instructors at a reduce expense to the institution (Rhoades, 2017). Community colleges whose faculties are comprised of 67% adjunct faculty, have offered a unique diverse learning experience for its students with the faculty who possess a wide range of cultural, and career experiences when compared to their counterparts at the 4-year colleges/universities (Hurlburt & McGarrah, 2016). Baber, Zamani-Gallaher, Stevenson and Porter (2019) described community colleges as an educational setting that offered eclectic academic programs and student service functions that have contributed to successful learning outcomes for students from various cultural backgrounds, and socioeconomic setting. Furthermore, community colleges have employed a diverse workforce to meet the needs of the diverse community college student populations (Baber, Zamani-Gallaher, Stevenson and Porter, 2019). As such, U.S. community colleges have the necessary campus culture to develop new, and innovative student learning models to assist community college students with educational attainment or career advancement opportunities.

Minority Faculty Professional Development

The four faculty participants, and four administrator participants indicated that MCC has limited formal/informal mentoring opportunities for African American faculty, and administrators. The four faculty participants, and four administrator participants reported that formal and mentoring aides in professional development, and career advancement. Blake (2018) conducted a study on fifteen minority faculty members,

where the data analysis results exhibited that several of the study's participants cited the mentoring they received from professors in their undergraduate/graduate experience as the reason they entered into the field of higher education. The participants from the above study reported that they had not experienced the same level of mentoring as a full-time faculty member, compared to when they were undergraduate and graduate students.

The campus culture that has existed at PWIs is not the environment that attracts African American faculty. Ginsberg, Gasman and Castro-Samayoa (2017) highlighted former U.S. Department of Education Secretary Arne Duncan's concern about the "unstable supports system for African American educators in the K – 12, and higher education settings" (p.119). African Americans are not naturally selecting the field of higher education as a career path at the same rate as their Caucasian counterparts. African American faculty have historically represented a minority percentage of the faculty populations at PWIs, and they have professionally benefited from mentoring relationship that is built on mutual trust between colleagues (Conway & Mutisya, 2018). The four faculty participants, and four administrator participants indicated that formal, and informal mentoring received from their colleagues or senior faculty at MCC will lead to their professional development, and career advancement opportunities.

Change Management in Higher Education

As with many global entities around the world, higher education is not immune to threats generated by an unpredictable global economy. Citing a 2012 report from Bain & Company, Davis and Fifolt (2018), it reported that only one-third of U.S. colleges and universities had a business models that was financially sustainable. The challenges faced

by institutions of higher education created the likelihood that college/university leadership has to consistently evolve or change its institutional policies (Anderson & Brown, 2014). Once senior-level administrators at college and universities agree upon a policy, it has to be implemented campus wide.

The four faculty participants, and four administrator participants discussed the shared governance culture of MCC. Referencing the transparent nature of shared governance at MCC, the four faculty participants, and four administrator participants indicated that shared governance at MCC was the institutional checks and balance system that ensured all policy development, and policy implementation is aligned with MCC's mission, values, and strategic priorities. Anderson and Brown (2014), cited that it is vital for institutions to understand that the implementation of change management process is a requirement for policy development, and policy implementation to be successful. Community college stakeholders have developed policies that coincide with the institution's overall goals, but policies are developed due to the connectivity that community colleges have to local/state legislation, and public scrutiny.

Change management practices at the community college level provided college leadership with the necessary organizational tool without negatively impacting the campus community. Kater (2017) described change management in higher education as a method for colleges to provide its employees with professional guidance to address the big picture goals, while ensuring the employees maintains or improves their levels of self-efficacy. Change management at the higher education level requires interdepartmental cooperation from colleges' departments directly impacted by the

proposed policy, and also cooperation from colleges' departments that are not directly involved in the planning/implementation of the proposed policy.

Change management provided the institutions' employees a consistent method of communicating upcoming policy implementation (Davis & Fifolt, 2018). Change management rely upon the institutions subject matter experts to address the current practices related to the new policy development. This is accomplished by asking the subject matter experts "why" and "what" answers to solicit a response that will contribute to the overall effectiveness of policy development, and implementation. The Joint Advisory committees is comprised of MCC's subject matter experts from the divisions of academic affairs, student services, finance/operations, and community engagement.

As described in the MCC handbook, the purpose of the Joint Advisory committees is "to provide direction from a systems perspective, in the quality improvement projects at the college, that are integral to accreditation maintenance and the overall shared governance of the College." (Thomas & Smith, 2018). The Joint Advisory committees provide campus wide transparency for policy development, and buy-in from key MCC stakeholders prior to policy implementation. In a study by Tinberg (2018), the author referenced an institution where the "faculty and professional staff" senate was created to ensure the college's administration was being transparent with institutional policy development prior to policy implementation. The previous statement is an example for institutions seeking to develop new policies. These institutions' leadership have the opportunity to identify long-term advantages in utilizing a change management approach for policy implementation policies.

Golnik (2012) discussed the emergence of the “managerial professionals” within the college and university setting (p. 16). These individuals have institutional knowledge as it relates to academic affairs, student services, operations and finance. Once change has occurred at an institution, the employees’ commitment to the change is based on the change management approach they received during the policy implementation (Denvi & Mangundjaya, 2017). Employees respond positive to policy implementation, when there was a change management approach that focused upon employee professional development, leading to sustained or increased employee self-efficacy. The Joint Advisory committee is a previously existing change management structure within MCC that can provide strategic guidance for the college during all phases of routine policy implementation.

The understanding of change management practices in higher education, and combination of Bandura’s (1995) self-efficacy theory will benefit the entire MCC campus community as it implements the policy recommendations associated with the project. The four faculty participants, and four administrator participants indicated that they have experienced difficulties with implementing change to practices in their current roles at MCC. Therefore, I found it appropriate to provide literature regarding change management in higher education, and the impact of change management per this project’s policy recommendation.

Appropriateness of Genre

The findings of Section 2 confirmed that MCC has institutional challenges of organizational culture, recruitment of African American faculty into full-time/part-time

positions, and African American faculty retention. As such, I will move this project forward with the development of policy recommendations to address the study's findings. Policy recommendations have a vast history within the confines of the higher educational landscape. Higher education policy recommendations tend to arise when academic leadership at institutions detect a paradigm shift in learning philosophies that will directly impact these academic leaders' institutions (Thomas, 2012). The conceptual framework of this study, critical race theory, historically has been aligned with policy development, and recommendations within the education sector. Breen (2018) discussed the importance of the critical race theory framework when educational leaders are attempting to create widespread policy change at their respective institutions. Furthermore, Azano and Stewart (2016) noted that PWIs should incorporate culturally relevant teaching frameworks for their African American faculty to become socially adjusted to an environment where African American faculty are a racial minority. This includes the inclusion of the underrepresented African American experience in the development of main stream pedagogical theories, historically dominated by the Caucasian majority at PWIs.

This project has developed policy recommendations that will incorporate MCC faculty, and administrators that have provided leadership on previous policy implementation. This project's policy development originated from my thorough research of the related peer reviewed literature, and analysis of the themes that emerged during my in-person interviews with the four faculty participants, and four administrator participants. Davis and Fifolt (2018) cited that policy implementation in the college

setting occurred after a face-to-face interview with the institution's personnel that is most familiar with the past processes associated with the current policy recommendation.

Conducting the Research

I conducted the literature research through the EBSCOhost via the Walden University Library, and Google Scholar. Within the EBSCOhost I relied upon all available Walden University Library databases within the search filter options. This allowed my searches to recover the most relevant, and current data to support the literature review. I identified the findings of this study as organizational culture, faculty recruitment, and faculty retention as reported by the four faculty participants, four administrator participants. These findings helped me formulate the initial phase of my literature review. The search began by looking for support services for African American faculty at PWIs. I discovered the results of this initial search shared common results with the study's finding themes of organizational culture, faculty recruitment, and faculty retention. The above searches were linked to content related to self-efficacy, campus climate, change management, African American faculty mentorship, and minority student success programs. After this discovery, I then created a separate search entering the terms self-efficacy, campus climate, change management, African American faculty mentorship, and minority student success programs. The above literature provided information as to how colleges/universities are developing campus wide programs that relies upon the expertise of their faculty, and administrators. My research of change management led to research related to self-efficacy. During my research, I discovered that self-efficacy was a vital contributing factor to the success of change management.

Badura (1995) theorized that self-efficacy is vital to human collaborations, and that humans can perform above average in their daily routines when they are placed in an encouraging, and collaborative environments with other humans. This was a significant component of my literature review, as it will be the foundation to provide the necessary motivation for the MCC key stakeholders to perform the tasks associated with the goals of the project. This final search phase led me to 40 current peer reviewed articles, books, and websites that I have included in my literature review.

Interconnected Analysis of Theory and Research

In Section 2 of this research project, I presented the qualitative case study approach I implemented to collect data, and subsequently analyze the data. My thematic analysis of the data led to the findings of the study that were organizational culture, faculty recruitment, and faculty retention. I cross referenced these thematic findings with MCC archival documents (Thomas & Smith, 2015), to formulate my own theory as to the critical needs of MCC. It was at this point, I transitioned my theories into a practical direction for the project in this section (Section 3). The final results of the above analysis led to the development of four policy recommendations. The first policy recommendation is to appoint a Diversity Office designee to the Joint Advisory committees. The four faculty participants, and four administrator participants indicated that MCC had issues with its organizational culture as perceived by African American faculty, and administrators. The second policy recommendation is to appoint the vice-president of Diversity and Adult Education to develop a minority faculty recruitment program is supported by MCC archival documents that reference the 2012 MCC strategic priority

that had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. This strategic priority is also connected to this project's third policy recommendation to appoint the vice-president of Diversity and Adult Education to develop a minority faculty success retention program. The minority faculty success retention program will have a faculty mentoring focus, that will provide minority faculty professional development, and career advancement opportunities. In Section 2 of this study, the four faculty participants, and four administrator participants indicated that MCC lacked formal, and informal retention practices for African American faculty, and administrators (refer to Table 5 & Table 6). The lack of formal, and informal mentoring was a contributing factor to the low sense of belonging to MCC by African American faculty, and administrators, as reported by the four faculty participants, and four administrators. Furthermore, the four faculty participants, and four administrator participants reported that African American faculty, and administrators had a low sense of belonging to MCC due to not consistently being involved in highly visible campus wide projects. This project's fourth policy recommendation, will appoint the vice-president of Diversity and Adult Education, the Department of Diversity and Adult Education, and African American faculty to develop a diversity training curriculum, with a focus on minority student success. The development of a diversity training curriculum, focused on minority student success, is aligned with the MCC 2017 strategic goal to increase completion rates for all students, particularly underperforming student groups such as African American, and racial minority students.

Recommendations Connected to the Evidence

In this project, I intend to develop four policy recommendations that will address the findings of this study that were organizational culture, faculty recruitment, and faculty retention. I discovered that the thematic analysis of the study's findings suggested the need for MCC to develop formal, and informal practices to improve its organizational culture, African American faculty recruitment practices, and African American faculty retention practices. The four policy recommendations are aligned with MCC's mission, values, and strategic priorities. The successful implementation of these policy recommendations will require the cooperation from the MCC board of trustees, MCC president's leadership cabinet members, MCC's provost cabinet, dean's council, faculty senate, and managers/supervisors forum. In Table 8, I have presented the alignment of the four policy recommendations to the study's two research questions, and the findings of the study. These four policy recommendations were developed to address the study's thematic findings of organizational culture, faculty recruitment, and faculty retention.

Table 8

Alignment of Research Question to Policy Recommendations

(RQ1)/(RQ2)	Findings	Policy Recommendations
(RQ1): What are the perceived issues African American faculty and administrators at MCC as it relates to African American faculty?	Organizational culture	Diversity office designee appointment
	Faculty recruitment	Minority Faculty Recruitment program
(RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?	Faculty retention	Minority Faculty Retention Success program
		Diversity training curriculum

Recommendation One

The first recommendation is to appoint a Diversity Office designee to serve on the MCC Joint Advisory committees. The Diversity Office designee will work collaboratively with the Joint Advisory committees to create campus wide diversity initiatives. The Diversity Office designee will chair campus wide diversity initiatives that were developed as a result of the Diversity Office designee's appointment to the Joint Advisory committees.

Connections to evidence. The first policy recommendation is aligned with (RQ1): What are the perceived issues of African American retention practices as it relates to retention of African American faculty? I believe this recommendation will address the finding theme of organizational culture at MCC. The four faculty participants, and four

administrator participants reported having negative interactions with their Caucasian colleagues. Kamble, Baumeister, and Fincham (2013) referenced the challenges that African American faculty had at PWIs with feeling a sense of belonging.

Relation to the audience. The first policy recommendation to assign a Diversity office designee to the joint advisory committees. The Diversity office designee will provide input to the joint advisory committees pertaining to the organizational needs of African American faculty/administrators, and all ethnic minority personnel at MCC. This policy recommendation will aid in improving the organizational culture as perceived by African American faculty, and administrators at MCC.

Recommendation Two

The second policy recommendation will be for the creation of a minority faculty recruitment program at MCC. The vice-president of Diversity and Adult Education will be responsible for the development of this program. The vice-president of Diversity and Adult Education will work collaboratively with academic affairs leadership to develop specific initiatives that will attract qualified minority faculty candidates to full-time or part-time faculty positions at MCC. A minority faculty recruitment program will create formal practices to recruit minority faculty candidates from three area colleges/universities' graduate school programs. Lastly, the Minority Faculty Recruitment program will develop virtual recruiting practices that will allow MCC to optimize the recruitment of minority faculty candidates locally, nationally.

Connections to the evidence. Similar to the first policy recommendation, this policy recommendation is also aligned with (RQ1). Additionally, this policy

recommendation is aligned with the 2012 MCC strategic priority that had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. The four faculty participants, and four administrator participants indicated that MCC did not have formal practices related to recruiting African American faculty.

Relation to the audience. The second policy recommendation is the creation of a Minority Faculty Recruitment program. This program will introduce creative ideas to recruit qualified African American faculty into full-time, and part-time faculty positions at MCC. The Minority Faculty Recruitment program will have a positive impact on the African American faculty perceptions of the retention practices of African American faculty at MCC. The development of a minority recruitment program will promote a culturally inclusive organizational culture at MCC. This type of diversity initiative will positively impact African American faculty sense of belonging to MCC.

Recommendation Three

This policy recommendation is for MCC to develop a minority faculty retention success retention program. The vice-president of Diversity and Adult Education will be appointed to develop the minority faculty success retention program. A minority faculty success retention program will offer campus wide networking opportunities for minority faculty to receive formal, and informal mentoring from colleagues or senior faculty. The vice-president will work collaboratively with Academic Affairs leadership to develop the faculty mentoring component associated with this policy recommendation.

Connections to the evidence. The third policy recommendation is aligned with (RQ2): What are the perceived issues of African American retention practices at MCC as

it relates to retention of African American faculty? The four faculty participants, and four administrator participants reported that MCC lacked formal, and informal mentoring opportunities for African American faculty. Additionally, the four faculty participants, and four administrator participants indicated that the lack of formal mentoring available to African American faculty was due to MCC being geographically spread out between two campuses.

Relation to the audience. This policy recommendation will contribute to improving the practices related to African American faculty retention by providing opportunities for mentoring that will increase African American faculty sense of belonging to MCC. This policy recommendation will call upon the campus community to provide formal, and informal mentoring opportunities to African American faculty. This program will provide professional development, and career advancement opportunities for African American faculty.

Recommendation Four

This recommendation will be for MCC to develop a diversity training curriculum that focused on minority student success. The vice-president of Diversity and Adult Education will be appointed to chair this initiative. African American faculty will work collaboratively with the Department of Diversity and Adult Education to develop a mandatory diversity training curriculum for all MCC employees. African American faculty will lead this initiative by delivering the diversity training curriculum via on-campus workshops, pre-recorded diversity training videos, and an online diversity training module accessible on the MCC intranet.

Connected to the evidence. This recommendation is also aligned with (RQ2): What are the perceived issues of African American retention practices at MCC as it relates to retention of African American faculty? This policy recommendation will promote African American faculty engagement into campus wide projects at MCC. The four faculty participants, and four administrator participants reported that African American faculty were not routinely involved with highly visible campus wide projects. Furthermore, the four faculty participants, and four administrator participants indicated that by not observing African American faculty involved in campus wide projects, it negatively impacted African American faculty's perception of the retention practices of African American faculty at MCC.

This policy recommendation will improve the self-efficacy of the African American faculty by providing them with the support of the MCC campus community to lead a project. Bandura (1995) found that peer support is a contributing factor in a person sustaining or increasing their self-confidence in performing tasks. As such, this policy recommendation has a goal to increase African American faculty self-confidence in their roles at MCC, and to provide African American faculty a sense of belonging to MCC.

Relation to the audience. This policy recommendation will allow African American faculty to be involved in a highly visible campus wide project. This policy recommendation will build the profile of African American faculty. The successful implementation of a project of this magnitude, will earn African American faculty the respect of their colleagues. Therefore, this policy recommendation will improve the self-efficacy of the African American faculty by providing them with the support of the MCC

campus community to lead a project. Bandura (1995) stated that peer support was a contributing factor in a person sustaining or increasing their self-confidence in performing tasks. As such, this policy recommendation will increase African American faculty self-confidence in their roles at MCC, and providing African American faculty a sense of belonging to MCC.

Goals of the Proposed Project

The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. I have offered project goals within this section that align with the study's problem, at MCC, a 2-year public institution, was the lack of retention of African American faculty employed by the college. Thematic analysis of the study's findings indicated that MCC had issues with the organizational culture, faculty recruitment, and faculty retention. The goals of this project are to address the critical needs of MCC that will create positive impact on the campus community. In order to address the study's findings, I will put forth the following goals for this project:

1. Implement campus wide diversity initiatives to improve the organizational culture.
2. Recruit qualified minority faculty candidates to full-time or part time positions at MCC.
3. Retain the current minority faculty population.
4. African American faculty will lead diversity training workshops on campus.

Goal one. The first goal of this project is aligned with the issues with organizational culture that were identified during my research of MCC. The four faculty participants, and four administrator participants indicated that MCC's organizational culture was not conducive to providing a sense of belonging to African American faculty. Diversity Office designee will be appointed to the joint advisory committees. The purpose of this appointment is for the Diversity Office designee to work collaboratively with the joint advisory committees to develop diversity initiatives that promote a culturally inclusive campus culture at MCC. The Diversity Office designee, and the joint advisory committees will communicate with MCC stakeholders to create diversity initiatives that are reflective of the diverse employee, and student populations at MCC.

Goal two. The second goal of this project will be to recruit qualified minority faculty candidates to full-time or part-time faculty positions at MCC. The vice-president of Diversity and Adult Education will be appointed to develop a minority faculty recruitment program. With assistance from Academic Affairs leadership, the vice-president of Diversity and Adult Education will identify, and appoint two current faculty members to serve as faculty recruiters. There are three 4-year institutions within a forty-five-minute radius of MCC that have graduate school academic programming. The two faculty recruiters will attend bi-annual career fairs at the three identified institutions in an effort to recruit minority graduate students into full-time or part-time faculty positions at MCC. The two faculty recruiters will make presentations to the three identified institutions' African American, and minority student organizations. The above presentations will allow MCC to build professional relationships with the three

institutions' student body. The establishment of these relationships will aide in creating opportunities to recruit their African American, minority student population into faculty positions at MCC. The recruiter's will also have contact with the three institutions' faculty, and administrators as a result of working with the above groups when scheduling their visits to each of the three campuses.

A minority faculty recruitment program policy recommendation will include a robust virtual platform to recruit minority faculty locally, and nationally. Internally, MCC leadership will develop a virtual job fair for higher education professionals seeking faculty positions. A virtual job fair will allow for MCC to promote its open faculty positions throughout various higher education internet platforms. In particular, MCC will promote its virtual job fair on HigherEdJobs.com. The website, HigherEdJobs.com, allows U.S. institutions to post job postings from their institutions. Additionally, HigherEdJobs.com provides institutions to utilize its "affirmative action job announcement" feature to assist member institutions with its recruitment of minority candidates. The four faculty participants, and for administrator participants indicated that implementing formal practices for recruiting African American faculty, and administrators will have a positive impact on the current African American faculty, and administrators at MCC.

Goal three. The third goal of this project is to retain the current minority faculty population at MCC. The vice-president of Diversity and Adult Education will be appointed to develop a minority student success retention program. The vice-president of Diversity and Adult Education will work collaboratively with academic affairs leadership

to create a faculty mentoring component of the minority faculty success retention program. The four faculty participants, and four administrator participants' discussed the lack of formal, and informal mentoring opportunities available for African American faculty. Additionally, the four faculty participants, and four administrator participants believed that by not being provided formal, and informal mentoring, it has negatively impacted their professional development, and career advancement opportunities.

The vice-president of Diversity and Adult Education will communicate a formal request to MCC's Human Resource department for the purposes of acquiring access to employee records. The vice-president of Diversity and Adult Education will obtain employee records of those individuals who have indicated that they are an ethnic minority on their employment application to the college. Utilizing the employee record information, the next action item will be for the vice-president of Diversity and Adult Education to send an email to all minority faculty to inform them of the minority faculty success retention program. The above email will include verbiage for the minority faculty respondents to respond to the vice-president of Diversity and Adult Education's email indicating their interest in being a mentee in the African American faculty mentoring program. The vice-president of Diversity and Adult Education will create a campus communication campaign (mail/email) requesting MCC faculty to serve as faculty mentors. The verbiage in this communication will include directions for interested faculty to respond to the vice-president of Diversity and Adult Education to indicate their interest in serving as a mentor. The vice-president of Diversity and Adult Education will create mentor/mentee assignments based on mentor/mentees' academic department origins,

career interests, and hobbies. However, these predetermined factors are not necessary for the matching of a mentor, and mentee for the African American faculty mentoring program. Lastly, the vice-president of Diversity and Adult Education will develop biannually minority faculty mentoring networking events. These events will not be titled as a minority faculty event, instead it will be promoted to the MCC campus community as an opportunity for the entire MCC faculty population to become a faculty mentor or to request a faculty mentee. The vice-president of Diversity and Adult Education will include verbiage in the campus wide promotion of the above faculty networking events, that would give faculty an option to RSVP to the vice-president of Diversity and Adult Education's email address indicating that they are seeking to become a faculty mentor or faculty mentee. At the faculty networking events or after the conclusion of the faculty networking events, the vice-president of Diversity and Adult Education will pair all mentors, and mentees together via email communication providing the mentor contact information to the mentee, and providing the mentee contact information to the mentor. At this point, the faculty mentor, and mentee can make their own arrangements to meet with each other to begin the formal, and informal mentoring process.

Goal four. The fourth goal of this project will be for African American faculty to lead diversity training workshops on campus. The vice-president of Diversity and Adult Education will collaborate with the Department of Diversity and Adult Education, and African American faculty to develop a diversity training curriculum. The mandatory diversity training will be completed on an annual basis by all MCC employees. The purpose of the training is to create efficient processes to better prepare all MCC

administrators, and faculty to aide in the success of all MCC students, especially African American, racial minority student success. This diversity training curriculum, and workshops are aligned with the MCC 2017 strategic goal to increase completion rates for all students, particularly underperforming student groups such as African American, and racial minority students.

The diversity training will be presented in three different formats. The training options will be available to all MCC faculty, and staff via in-person workshops. The in-person workshops will be conducted on both MCC campuses. The diversity training will also be available via online modules. The online modules will be available to faculty, and staff via the on-campus intranet. The last training option is for faculty, and staff to watch a diversity training video at their regularly scheduled faculty, and staff meeting. The diversity training program will be comprised of four subcommittees. The first subcommittee will develop, coordinate, and present the in-person workshops. The second subcommittee will develop the online training modules for MCC faculty, and staff. The third subcommittee will develop the diversity training video. Lastly, the fourth subcommittee will be responsible for the development of a monthly newsletter that will highlight the diversity training, and all MCC diversity initiatives.

MCC developing an African American faculty led campus wide project focused on minority student success, will create opportunities for MCC to publicize this project internally at MCC, and solicit local news coverage about the project. Additionally, this project has the opportunity to be submitted to local, and national higher education publications which will gain the attention of other African American faculty, and

administrators in higher education. The study's finding of faculty retention will be addressed by the institution increasing the campus visibility of African American faculty, and administrators. The African American faculty who are a part of the development of the diversity training curriculum, and workshops will develop a sense of belonging to MCC through engagement with the campus community. This sense of belonging will create a positive impact toward African American faculty retention at MCC.

Project Description

I identified that for this project to be successful, it will require an array of resources from the MCC campus community. I discovered that MCC possesses an existing support system that will assist in the successful development of this project. I also identified potential barriers that will inhibit this project from flourishing. In the following sections, I have detailed the existing resources, supports, and barriers at MCC. Lastly, I included potential solutions to the potential barriers for this project's success.

Needed resources. MCC is governed by a board of trustees. The first presentation of the project will be to the MCC board of trustees. The MCC board of trustee creates the vision in which college leadership develops strategies to execute the college mission, values, and strategic priorities. During, and after the presentation to the MCC board of trustees, this project will gather pertinent information to further ensure that the project's policy recommendations are aligned with MCC's mission, values, and strategic priorities. After meeting with the MCC board of trustees, it is the intention of this project to present the project's deliverable to the MCC president, and MCC leadership cabinet members. I hope to gain cooperation from the MCC president, and MCC leadership cabinet

members, MCC's provost cabinet, dean's council, faculty senate, and Managers/Supervisors Forum. In particular, the MCC provost has the potential of setting the initial tone of this project due to these policy recommendations mostly impacting the academic affairs departments, which falls under the scope of supervision of the provost. It is at this point, where MCC faculty have the opportunity to understand the importance of this project, and to identify how they can contribute to the project. The MCC president, MCC leadership cabinet members, and all other MCC upper level administrators, will play a significant role in supporting this project by supplying the necessary resources needed to ensure that this faculty-based project is aligned with institutional goals.

Existing supports. The vice-president of Operations oversees the departments of Human Resources department, and Finance. The Human Resources department could offer this project the most recent archival literature related to African American faculty employment, length of employment, and cited reasons for leaving MCC. The MCC Human Resources department has staff that is dedicated to affirmative action, and staff development. The Finance department could offer this project information relevant to the funding required to support this type of project. The director of institutional research oversees a staff that is dedicated to institutional planning, special projects, and legislative relations. The department of Human Resources could offer this project the most recent historical data, and forecast information related to past African American employment statistics, and future opportunities to hire internal, and external African American applicants for full-time faculty positions. The MCC provost oversees the academic program departments, which include academic program deans, academic program chairs,

and faculty. The provost could offer the cooperation of his or her academic program deans, academic program chairs, and faculty in the participation of this project. The vice-president of Diversity and Adult education oversees a department that has routinely conducted African American faculty recruitment programs/events. This project could benefit by the project leaders obtaining the outcomes related to those departments of diversity and adult education African American faculty recruitment initiatives. The director of Organizational Learning reports directly to the Provost. The director of Organizational Learning oversees the department of organizational learning. This department is responsible for the professional development, and assessment of MCC faculty, and staff performance. The organizational learning and instruction department provides the following services to MCC faculty, and staff: new staff orientation, new faculty orientation, adjunct faculty orientation, six sigma yellow belt training, staff mentoring, faculty and staff professional development workshops, collaborative workshops with cabinet, software training, and celebration of service. The director of Organizational Learning, and the department of Organizational Learning could potentially offer the most significant participation to entire project. As referenced above, the department of Organizational Learning has a history at MCC of working on special projects at MCC that include faculty development, faculty assessment, and new faculty orientation.

Project leaders could utilize all of the above MCC resources to develop a formal assessment of the perceived retention strategies of African American faculty at MCC. This project originated from studying the perceived retention practices of African

American faculty at MCC, and the project's policy recommendations will lead to an improved organizational culture. An improved organizational culture will have a positive impact on other MCC processes associate academic affairs, student learning outcomes, and student services.

Two potential barriers. The two potential barriers designated are available funding and employee contracts. There is specific alignment between this project, and prior strategic planning documents that are available on the institution's website. The MCC 2012 strategic initiative had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. The vice-president of Diversity and Adult education at MCC reported in an October 2015 board meeting that MCC was comprised of 1.6% African American faculty (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). In these reports, I discovered that MCC did not meet its 2012 strategic initiative goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015.

The first potential barrier of this project is existing institutional funding. This project could potentially create additional responsibilities, and duties for MCC faculty, and staff. This could present challenges related to related to MCC faculty, and staff performing tasks outside of their job description, that is linked employment contracts, and compensation. This project would need to consider all of the funding challenges that might arise when attempting to implement this project. This project would require physical tasks to be completed by MCC personnel who are designated in the MCC operating budgeted expenditures as instructional programs (faculty), academic support,

student services, and institutional support. Therefore, I believe this project will require funding from the operating budgeted expenditures that provides employee salaries, and operating expenses for instructional programs, academic support, student services, and institutional support. Thomas and Smith (2015) cited that the MCC operating budgeted expenditures MCC had increased its total budgeted expenditures from \$46,356,540 during the 2017 – 2018 fiscal year to \$46,461,724 during the 2018 – 2019 fiscal year. The 2019 – 2020 MCC operating budgeted expenditures are \$47,072,972, which is an increase from the 2018 – 2019 fiscal year operating budgeted expenditures of \$46,461,724 (Thomas & Smith, 2015). In this project, I do not seek to forecast MCC's financial stability or any financial shortcomings, but the above operating budgeted expenditures might suggest that the MCC personnel needed for this project are still employed by the institution.

The second potential barrier of this project is existing employee contracts. I believe that this project should consider the following questions regarding the MCC organizational structure, and its employees' availability to participate in this project: (a) what potential staff participating in this project are paid hourly versus salaried? (b) how does hourly versus salaried status affect their time commitment to this project? (c) what are the details regarding faculty contracts? (e.g. nine-month or ten-month contract), and (d) how will potential faculty contracts, and faculty availability based on these contracts affect the timetable of the project?

Potential solutions to the barriers. There will be an assessment of the funding availability at MCC to support a project of this type. It could be helpful to work with

MCC employees along with the Human Resources department to review the job descriptions that are on file. This could assist in identifying the subject matter experts for this project based on their duties, and responsibilities listed in their job description. This would also aide recruiting the MCC employees that would be potential assets to the project. In this project, I seek to bring the subject matter experts to the forefront. Utilizing a detailed evaluation method, it would be ideal for this project to work with the department of Human Resources to obtain insight on hourly versus salaried employees, and details surrounding faculty contracts. This project would enlist the services of the vice-president of Operations, and his or her Finance department to obtain a clear understanding as to what funds can be allocated to a potential special project conducted by the department of Organizational Learning. The MCC Organizational Learning department will have the assigned task to develop, and coordinate special projects that administration sees necessary to improve organizational processes that are aligned with the institution's mission, values, and strategic priorities. The staff of the Organizational Learning department possess the educational, and professional skillset to develop small group or campus wide assessments. This special project will be the development of a formal assessment instrument to be completed by MCC employees, in an effort to collect data regarding the perceived retention strategies of African American faculty at MCC, and the opportunity to recruit new African American faculty into full-time faculty position at MCC.

Table 9

Proposal for Implementation and Timetable

Task	Month/Year Implementation
Appoint Diversity office designee to Joint Adv. Com.	Immediate
Minority Faculty Recruitment program begins	July, 2020
Minority Faculty Success retention program begins	August, 2020
Faculty Mentoring Social	September, 2020
Diversity Training Curriculum Development	September, 2020
Employee Diversity Training begins	Oct, 2020 thru continuous

This project seeks to immediately install the Diversity Office designee on the joint advisory committees. In July, 2020, the vice-president of Diversity and Adult Education will develop a minority faculty recruitment program. In August, 2020, the vice-president of Diversity and Adult Education will develop a minority faculty success retention program. Additionally, in September, 2020, the minority faculty success retention program will host a campus faculty mentoring social. In September, 2020, will begin the development of the diversity training curriculum, with a minority student success focus. Lastly, in this project, I will introduce the diversity training to the MCC campus in October of 2020.

Roles and Responsibilities

In this project, I will include an array of roles and responsibilities for MCC faculty, and administrators. All tasks conducted by each of the parties are equally important to ensure the success of the four project's goals. Highlighted in the following sections, are the descriptions of the roles, and responsibilities of: (a) MCC president, and MCC leadership cabinet members, (b) vice-president of Diversity and Adult Education, and (c) president of the faculty senate, and the director of Organizational Learning.

MCC president, and MCC leadership cabinet members. The MCC president, and MCC leadership cabinet members will be responsible for the development of the minority faculty recruitment program. Previously, diversity initiatives at MCC were chaired by the vice-president of Diversity and Adult. This policy recommendation to create a minority faculty recruitment program will require input from the MCC president, and MCC leadership cabinet members. The MCC president, and MCC leadership cabinet members will review archival documents supplied by the vice-president of Diversity and Adult Education to shed light on in-progress, and past minority faculty recruitment efforts conducted by the department of diversity and adult education. After reviewing the above archival documents, the MCC President, and MCC leadership cabinet members will be able to determine which minority faculty recruitment efforts that were either ineffective or were not implemented due to lack of department or institutional resources. By understanding the necessary resources to develop a minority faculty recruitment program at MCC, the MCC president, and MCC leadership cabinet members will have data to build a budget for a minority faculty recruitment program.

MCC vice-president of Finance. The vice-president of Finance will provide the MCC president, and MCC leadership cabinet members MCC's budget details, and funding available to support the development of a minority faculty recruitment program. After a final decision is made by the MCC president, and MCC leadership cabinet members as to the how MCC funds will be allocated to the minority faculty recruitment program, the vice-president of Finance will work with the department of Finance to ensure the minority faculty recruitment program is accounted for in the current fiscal year's budget, and next fiscal year's budget. Budgetary considerations for the minority faculty recruitment program are as followed, but not limited to: (a) employee salaries, (b) employee benefits, (c) professional development conferences, (d) travel/lodging expenses, (e) institutional software purchase, (f) virtual recruitment platform purchases, and (g) employee overtime pay. Budget consideration will be made for the hiring of full-time, and part-time position as agreed upon by the MCC president, and MCC leadership cabinet members. The last step in this budget process is for the vice-president of Finance to work with the vice-president of Human Resources, to discuss the pay scale, and benefits options for individuals hired for full-time, and part-time positions. These pay scale options will be in accordance with the current pay scale, and benefits policies of MCC.

MCC vice-president of Diversity and Adult Education. The role of the vice-president of Diversity and Adult Education is to serve as the Diversity Office designee for the MCC joint advisory committees. The vice-president of Diversity and Adult Education will work on collaborative projects with members of the joint advisory

committees to ensure the diversity initiatives are implemented throughout the MCC campus community. The vice-president of Diversity and Adult Education will be responsible for the development of the minority faculty recruitment program. The vice-president of Diversity and Adult Education will schedule meetings with academic affairs leadership to develop the minority faculty recruitment program. The goal of the minority faculty recruitment program is to attract qualified minority faculty candidates to full-time or part-time. The vice-president of Diversity and Adult Education will provide leadership in the development of the formal assessment instrument that will measure the effectiveness of the minority faculty recruitment program, and the minority faculty success retention program. The vice-president of Diversity and Adult Education will utilize the results of the formal assessment to improve the processes within the minority faculty recruitment program, and to improve the processes within the minority faculty success retention program.

MCC president of the faculty senate. The president of the faculty senate will play a pivotal role in development of the minority faculty recruitment program, and the minority faculty success retention program. The president of the faculty senate will be able to provide information about existing MCC practices related to the recruitment of minority faculty. Additionally, the president of the faculty senate will shed light on effective, and ineffective retention practices that have been implemented at MCC. The duties of the president of the faculty senate include routine meetings with the MCC president, and MCC cabinet leadership to discuss topics related at academic affairs. The president of the faculty senate speaks on behalf of the faculty senate when attending

campus wide collaborative meetings. This type of institutional influence possessed by the president of the faculty senate will contribute to the departments of academic affairs dedicating their personnel, and resources in the development of the minority faculty recruitment program, and the minority faculty success retention program. The president of the faculty senate has an understanding of academic affairs that will contribute to the creation of a successful recruitment practices, and retention practices of minority faculty. The president of the faculty senate communicates will communicate with the MCC president, and the MCC leadership cabinet members in relation to matters concerning faculty contracts, faculty course loads, advancement and promotions, academic freedom, and compensation. The president of the faculty senate will provide valuable input into the development of the formal assessments that will measure the effectiveness of the minority faculty recruitment program, and the minority faculty success retention program. Finally, the president of the faculty senate will be able to provide valuable input into the development of the formal assessment that will measure the effectiveness of existing strategies related to external recruitment of minority faculty seeking full-time or part-time faculty positions at MCC.

Director of Organization Learning. The director of Organizational Learning will be instrumental in the development of the mandatory diversity training online module, and mandatory diversity training digital video. The director of the Organizational Learning department will meet with the department of Diversity and Adult education subcommittees that are responsible for the creating the mandatory diversity training online module, and mandatory diversity training digital video The

meetings between the director of Organizational Learning, and the above subcommittees, will include collaborative discussions regarding the development, and contextual framing of the assessment instrument that will become the mandatory diversity training online module. This combined group will make the following decisions regarding the assessment questions, by answering the following questions in the development of the assessment questions: (a) will this assessment instrument include multiple choice questions? (b) will this assessment include True or False questions? (c) will this assessment include fill in the blank questions? and (d) will this assessment include the combination of multiple choice questions, true or false questions, and fill in the blank questions The director of Organizational Learning, and department of Diversity and Adult Education subcommittees will agree upon a final draft of the assessment instrument. The director of Organizational Learning will then upload the assessment instrument to the campus intranet. Finally, the director of Organizational Learning will upload the assessment instrument into the mandatory diversity training online module available to all MCC employees via the campus intranet.

The director of Organizational Learning will provide the digital video equipment for the subcommittees to create the diversity training digital video. The director of Organizational Learning will provide the subcommittees universal serial bus flash drives. The universal serial bus flash drives will be utilized by the subcommittee to download the diversity training video from the above digital video equipment to the universal serial bus flash drives. The director of Organizational learning will distribute universal bus flash

drives to the MCC campus community for the purpose of MCC employees viewing the mandatory diversity training video at department, and staff meetings.

Project Evaluation Plan

I will utilize an outcomes based evaluation for this study's project evaluation plan. In the sections below, I will provide the benefits and justification of implementing an outcomes based evaluation for this project. Lastly, I will present the project's overall evaluation goals, and overall goals of outcome measures that will be derived from an outcome based evaluation.

Outcomes based evaluation

I will utilize an outcomes based evaluation to measure the effectiveness of this project's policy recommendations. An outcomes based evaluation will allow for me to compare the study's data, to future feedback from African American faculty, and administrators, and the MCC campus community. This feedback will help me determine the effectiveness of the policy recommendations implemented as a result of this project. Ansari and Usmani (2019) highlighted that outcomes based evaluations played a significant role in organizational change within educational settings. A careful analysis of the results of an outcomes based evaluation will help determine the direction for future projects that address the study's findings of organizational culture, faculty recruitment, and faculty retention.

Justification of an Outcomes Based Evaluation

An outcomes based evaluation has the ability to provide qualitative input to MCC leadership in better understanding what institutional processes need improvement or what

institutional processes are effective. In the case of this project, an outcomes based evaluation will help me determine if the outcomes of this project are aligned with this study's literature that suggested that African American faculty at PWIs could benefit from formal or informal mentoring (Franczyk, 2014). Furthermore, the results of an outcomes based evaluation could provide me insight into the development of campus wide practices that can be implemented at MCC to improve the organizational culture issues reported by the study's four faculty participants, and four administrator participants. An outcomes based evaluation could also help me determine if the outcomes of this project are aligned with this study's literature that recommended that PWIs similar to MCC should consider developing formal recruitment strategies of new African American faculty into full-time positions at these institutions (Sanchez, Poll-Hunter, Spencer, Lee-Rey, Alexander, Holaday & Sanchez, 2018). The results of this project's outcomes based evaluation will provide MCC leadership the necessary qualitative data to address the study's problem at MCC, a 2-year public institution, and PWI, the lack of retention of African American faculty employed by the college.

Overall Evaluation Goals

The outcomes based evaluation procedures will be instrumental in understanding the needs of the project's goals to ensure its success. The outcomes based evaluation will provide pertinent information that will measure the effectiveness of this project's four policy recommendations, and MCC's preexisting policies related to African American faculty retention practices. The above will provide MCC stakeholders data to make

evidence based decisions to improve future institutional practices that relate to the retention of African American faculty.

The stakeholder's associated with each policy recommendation will be responsible for the creation of the evaluation instrument. The evaluation will be used to solicit feedback from the stakeholders, and all MCC personnel who were associated with each respective policy recommendation. The evaluation will include Linkert scale questions that will measure the effectiveness of the outcomes of the project's four policy recommendations. The Linkert scale is known for its strongly agree to strongly disagree measurement scale that helps with an organizations' process improvements (Creswell, 2012). A hard copy evaluation will be made available to the project's stakeholders during meetings associated with the projects. The project stakeholders will also receive the evaluation via campus mail in their mailboxes. The evaluation will be imported into the Survey Monkey platform website. The stakeholders will receive an email invitation to complete the evaluation via the Survey Monkey website.

The project's first goal, to assign a Diversity Office designee to the Joint Advisory committees. The stakeholders associated with this policy recommendation will be responsible for the development of the outcomes based evaluation instrument. This goal will be measured by the successful implementation of diversity initiatives offered by the Diversity officer at Joint Advisory committees meeting. After the Diversity Office designee serves a minimum of one-year on the Joint Advisory committees, an evaluation will be distributed, and completed by the project's stakeholders to assess the following project items: (a) the amount of diversity initiatives in-progress as result of the Diversity

Office designee assignment, (b) the amount of diversity initiatives close to implementation as a result of the Diversity Office designee assignment, (c) the amount of diversity initiatives developed by the Diversity Office designee, and the Joint Advisory committees, (d) the project's successes and challenges, and (e) opportunities for improvements.

The project's second goal, for the MCC president, and MCC leadership cabinet members to develop a minority faculty recruitment program. The stakeholders associated with this policy recommendation will be responsible for the development of the outcomes based evaluation instrument. This goal will be measured by minority faculty recruitment program recruitment efforts that lead to the successful hiring of minority faculty. This evaluation will be distributed, and completed by the project's stakeholders after a minimum of one-year. The following project items will be measured: (a) minority faculty hired as a result of the minority faculty recruitment program, (b) the amount new minority faculty recruitment practices in-progress, (c) the amount of new minority faculty recruitment practices close to implementation, (d) the project's successes and challenges, and (e) opportunities for improvements.

The project's third goal, for the vice-president of Diversity and Adult Education to develop a minority faculty success retention program. The stakeholders associated with this policy recommendation will be responsible for the development of the outcomes based evaluation instrument. This goal will be measured by the successful implementation of formal, and informal faculty mentoring practices aimed to serve minority faculty. This evaluation will be distributed, and completed by the project's

stakeholders after a minimum of one-year. The following project items will be measured:

(a) the amount of mentor/mentee relations formulated as a result of the African American faculty mentoring program, (b) the amount of new African American faculty mentoring practices in-progress, (c) the amount of new African American faculty mentoring practices close to implementation, (d) the project's successes and challenges, and (e) opportunities for improvements.

The project's fourth goal, for the vice-president of Diversity and Adult Education, and the Department of Diversity and Adult Education to develop a diversity training for MCC faculty, and administrators. The stakeholders associated with this policy recommendation will be responsible for the development of the outcomes based evaluation instrument. This goal will be measured by the successful development of a diversity training curriculum. The diversity training will be delivered via in-person workshops, development of the diversity training via an online module accessible via the MCC intranet, and development of a diversity training video available to MCC employees at regularly scheduled department or staff meeting. The evaluation will be distributed, and completed by the project's stakeholders after a minimum of one-year. The following project items will be measured: (a) the amount of MCC employees who attended the in-person diversity training workshops, (b) the amount of MCC employees who completed the diversity training via the online module, (c) the amount of MCC employees who watch the diversity training video at a regular scheduled department or staff meeting, (d) the project's successes and challenges, and (5) opportunities for improvement.

The outcomes based evaluation goals in this section are supported by the 2012 MCC strategic priority that aimed to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. In 2016, the vice-president of Diversity and Adult Education, reported that MCC remained at 1.6% African American faculty employed at the college (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). An outcomes based evaluation will assist in determining the demographic related information of MCC employees that completed the assessment instrument via the hard copy evaluation or the evaluation via the Survey Monkey platform. This will allow the entire MCC campus community to provide its feedback as it relates to the study's problem at MCC, a 2-year public institution, was the lack of retention of African American faculty employed by the college.

Overall Goals of Outcome Measures

An outcomes based evaluation will assess the effectiveness of the project's four policy recommendations of: (a) Diversity Office designee appointment to the Joint Advisory committees, (b) development of a minority faculty recruitment program (c) development of an African American faculty mentoring program and, (d) development of a diversity training program. The first overall goal will be for the Diversity Office designee to serve on the Joint Advisory committees. The Diversity Office designee will work collaboratively with the members of the Joint Advisory committees in an effort to create campus wide diversity initiatives. This goal will be measured by the amount of new diversity initiatives that have been created as a result of the Diversity Office designee appointment to the Joint Advisory committees.

The second overall goal is for the MCC president, and MCC leadership cabinet members to develop a minority faculty recruitment program. The minority faculty recruitment program will gain support from the MCC campus community. In particular, the minority faculty recruitment program will work collaboratively with the provost, the faculty senate, and the Human Resources department. The minority faculty recruitment program will create benchmarks for success by thoroughly investigating the local, and national landscape of potential minority faculty applicants to recruit into full-time positions at MCC.

The third overall goal of this project is for the vice-president of Diversity and Adult Education to develop a minority faculty Retention success program. The minority faculty retention success program will provide consistent professional development opportunities for African American faculty at MCC. Minority faculty who volunteer to be a part of the African American faculty mentoring program will be assigned a mentor. The mentor/mentee relationship will last for a period of time that is agreed upon between the mentor/mentee.

The fourth overall goal is for the vice-president of Diversity and Adult Education, and the department of Diversity and Adult Education to develop a diversity training curriculum for MCC employees. One of the focuses of the diversity training program is student success. African American administrators, and faculty will develop the diversity training curriculum, and lead the diversity training sessions. The diversity training curriculum is designed to provide MCC faculty, and administrators an on-going forum to learn cultural competency education. The diversity training will provide MCC faculty,

and administrators the verbal and written communication skills to interact with the culturally diverse MCC campus community. All four overall goals will be assessed on a routine basis, in order to gain feedback from the stakeholders associated with each of the project's goal. This feedback will be utilized in process improvement initiatives related to the evaluation goals.

Project Implications

I discovered two possible social change implications as result of this project. In the following sections, I have presented information regarding social change implications at MCC, and in the larger context. Additionally, I detailed the importance of this project from the perspective of all the MCC stakeholders who will be directly or indirectly involved in the project's development and implementation.

Social Change Implications at MCC

The social change implications included in this section are aligned with the study's purpose for me to explore the perceptions of African American retention practices at MCC. Archival documents exhibited that MCC had challenges with African American faculty retention (Thomas & Smith, 2015). My review of MCC archival documents assisted in the development of study's problem, that MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The problem statement provided the foundation to develop the study's two research questions. (RQ1): What are the perceived issues of African American faculty and administrators at MCC as it relates to retention of African American faculty? (RQ2): What are the

perceived issues of African American retention practices at MCC as it relates to retention of African American faculty?

The project's goal based evaluation will provide insight to the perceived retention strategies of African American faculty at MCC. In this study, I collected data from four faculty participants, and four administrator participants, who were all African American. I acquired feedback from non-African American faculty, and administrators who might not have known about the perceived retention strategies of African American faculty at MCC as reported by their African American faculty, and administrator colleagues. Furthermore, this project could result in new relationships being created between African American, and non-African American employees at MCC. These new professional relationships will aide in creating an organizational culture that is inclusive to all MCC employees, and simultaneously provide further solutions to addressing the problems of African American faculty retention at MCC. In this project, I intend to foster new interdepartmental relationships between MCC departments that might not typically collaborate with each other on campus wide projects. These social change implications at MCC are aligned with the last sentence of the Abstract section of this study. As such, this study could promote social change by offering a stronger understanding of the perceptions of retention practices associated with African American faculty at U.S. colleges and universities.

Social Change Implications in the Larger Context

This study could promote social change by offering a stronger understanding of the perceptions of retention practices associated with African American faculty at U.S.

colleges and universities. I conducted a thorough review of the peer reviewed literature that revealed that there is a large scale problem of African American faculty retention at PWIs. The study's findings of organizational culture, faculty recruitment, and faculty retention are aligned with the literature of African American faculty retention. Therefore, the findings of this study, and the policy recommendations developed by this study will expand upon the peer reviewed literature on the topic of African American faculty retention at PWIs. My scholar practitioner colleagues, will be able to review this study with the intentions to offer solutions at other PWIs where the same organizational culture problems exist as it relates to African American faculty retention. These social change implications in the larger context are aligned with the last sentence of the Abstract section of this study. As such, this study could promote social change by offering a stronger understanding of the perceptions of retention practices associated with African American faculty at U.S. colleges and universities.

Importance of the Project to Local Stakeholders

MCC has 991 total employees, twenty-nine of which are African Americans that meet the study's participant criteria (personal communication, director or Institutional Research, April 11, 2019). MCC is comprised of 510 total of faculty, and administrators. This project hopes to interface with at least 50% of the campus community through the four project's goal. The first goal is to assign a Diversity Office designee to the Joint Advisory committees. The Joint Advisory committees is comprised of seventy total committee members across its fifteen subcommittees. The second goal is for the MCC president, and MCC leadership cabinet members to develop a minority faculty

recruitment program. MCC has seven total MCC leadership cabinet members. The third goal is for the vice-president of Diversity and Adult Education to develop an African American faculty mentoring program. MCC is comprised of sixteen total African American faculty members. The fourth goal is for the vice-president of Diversity, and Adult Education, and the department of diversity to develop a mandatory diversity training geared toward student success. All 991 employees will receive this training.

MCC campus community. As highlighted in the last section, the first three project's goals will impact different MCC personnel groups, and committees. The project's fourth goal will impact all 991 MCC employees, as this will be a mandatory diversity training developed, and led by African American faculty, and administrators. In this study, I addressed the perceptions of African American faculty retention practices at MCC, through the lens of the four faculty participants, and four administrator participants. I have considered the impact that the policy recommendations will have on the entire MCC campus community. In particular, non-African American MCC employees may discover that the origins of this project were to develop successful African American faculty retention practices at MCC. Non-African American employees could potentially disassociate with the goals of this project due to their personal or professional beliefs regarding their perceptions of the organizational culture at MCC. Personal or professional beliefs that are not congruent to the perceptions of MCC's organizational culture indicated by the study's four faculty participants, and four administrator participants. Additionally, some non-African American employees might not be accustomed to organizational change. Not being accustomed to organizational

change is a potential occurrence of any of the 991. However, through the mandatory diversity training or other campus platforms, these non-African American employees could provide helpful feedback to the project. MCC employees when experiencing an organization change situation. Lastly, African American employees who were not associated with the study, could potentially have the same feelings as the above non-African American employees.

On the contrary, this project could bring forth non-African American employees who agree with the foundation of the study's problem. These non-African American MCC employees may discover that the origins of this project, and find the basis of the project's goals agreeable to their personal, and professional belief systems. Therefore, these non-African American employees could provide helpful feedback to the project via the mandatory diversity training, and other campus platforms. African American employees who were not associated with the study, could potentially have the same feelings as the above non-African American employees.

MCC African American faculty and administrators. Central to this study, and this policy recommendation project, is the MCC African American faculty/administrator study participants. It was the descriptions of their experiences that I utilized as the foundation of this project. In this project, I aimed to shed light on the perceived retention strategies of African American faculty/administrators, as seen through the lens of the current African American faculty/administrators at MCC. The results of this project's formal assessment will reveal the development of new formal strategies directed toward providing formal, and informal mentoring and professional development opportunities

between Caucasian faculty/administrators, and African American faculty/administrators. Lastly, the results of this project's formal assessment will allow me to collaborate with MCC leadership to develop new formal strategies directed toward the recruitment of new African American faculty, administrators, and staff into full-time positions at MCC.

Charles Young Diverse Faculty Fellow program. The Charles Young Diverse Faculty Fellow program was developed with the goal to retain the current pool of MCC African American faculty (Young & Smith, 2015). I developed this project with the intention to inspire further ideas that are similar to The Charles Young Diverse Faculty Fellow program, that has an objective to recruit, and retain African American faculty into full-time faculty positions at MCC. Faculty Participant 2 is the current Charles Young Diverse Faculty Fellow recipient. I discovered the outcomes of this project's formal assessment, and potential policy recommendation initiatives, will allow for Faculty Participant 2 to be retained as a full-time faculty member at MCC upon the conclusion of his fellowship. The successful development, and implementation of this project will allow MCC leadership the opportunity to create significant change in the methods in which African American faculty at MCC receive formal, and informal mentoring from Caucasian faculty at MCC. This project would hope to be viewed as a viable policy recommendation through the lens of the MCC campus community. I would like for this project to improve the conditions of professional development through mentoring for African American faculty at MCC, and to also improve professional development for all MCC employees.

Vice-President of Diversity and Adult Education. The vice-president of Diversity and Adult Education is a key stakeholder for this project. The vice-president of Diversity and Adult Education supplied me the original MCC archival documents that exhibited a lack of African American faculty employed at MCC (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). The vice-president of Diversity and Adult Education at MCC has been responsible for the development of programs, that sought to recruit African American faculty, administrators, and staff to full-time positions at MCC. I believe this project is aligned with the already existing efforts of the Diversity and Adult Education department. Meaning, this project will allow me to produce data that would support the continued or increased funding for initiatives that have goals to recruit, and retain African American faculty, and staff to full-time positions at MCC.

MCC President, and MCC leadership cabinet members. This project will need the support of the MCC president, and MCC leadership cabinet members to be properly implemented amongst the MCC campus community. The project could potentially require fiscal decisions to be made by the MCC president, and MCC leadership cabinet members. I will provide the MCC president, and MCC leadership cabinet members a complete plan of success that this project intends to produce. This project will include an outcomes based evaluation of the proposed project goals. The MCC president, and MCC leadership cabinet members will receive the results of the outcome-based evaluation, to then make an informed decision regarding the future direction of this project's policy recommendation.

Importance of the Project in the Larger Context

In this study, I focused on the perceived retention strategies of African American faculty at MCC. Critical race theory (Delgado & Stefancic, 2001), was the conceptual framework for this study. I identified critical race theory as a widely recognized conceptual framework that brings forward the untold stories of the African American faculty experience at PWIs (Dade, Tartakov & Leigh, 2015). This project could potentially be the first of its kind at MCC. MCC has the opportunity to be at the forefront of social change in the U.S. higher education landscape on a topic that still seeks to address the challenges of direct or indirect marginalization by the dominant group of those individuals who control the power structure that affects the professional work environment of underrepresented groups at U.S. colleges, and universities. Additionally, I believe this project will improve the cultural environment in which MCC is located. Over the last four years, the city where MCC is located has been ranked in the top five worst cities for African Americans to live (USA Today, 2017; Huffington Post, 2015). This project will produce diversity initiatives that will attract local, and national African American professionals to this city, and to MCC.

MCC campus community. In this study, I focused on African American faculty retention at MCC. However, I discovered the findings of this study have revealed a project that will have a positive impact on the entire MCC campus community. This project will allow MCC leadership deliver policy recommendations that will bring all MCC stakeholders together in a collaborative setting that will create positive social change on campus.

Starting with the first policy recommendation, that will assign the vice-president of Diversity and Adult Education or designee, to the Joint Advisory committees. This policy recommendation will reemphasize the importance of interdepartmental cooperation at MCC. This policy recommendation will contribute to further collaborative planning amongst all departments of MCC. The second policy recommendation will have the MCC president, and MCC leadership cabinet develop a minority faculty recruitment program. This policy recommendation will provide a future template for developing recruitment strategies to address workforce deficiencies for any positions at MCC. Additionally, the second policy recommendation will display to the MCC campus community that the president, and the MCC leadership cabinet members have a vested interest in employee recruitment. The third policy recommendation is to assign the vice-president of Diversity and Adult Education to develop an African American faculty mentoring program. This policy recommendation has brought forth, and will continue to bring about positive changes for professional development, and career advancement, as a result of intentional formal, and informal mentoring practices at MCC.

The last policy recommendation, assigns the vice-president of Diversity and Adult Education, and department of diversity and adult education to develop a mandatory diversity training. This policy recommendation will contribute to future best practices at MCC in regard to employee mandatory trainings. This policy recommendation is rooted in student success, by focusing on what the MCC student population needs from the academic affairs departments, and student services departments. Lastly, the above

recommendation will address challenges MCC has with its student population's course completion rates, graduation rates, and course completion rates.

Section 4: Reflections and Conclusions

In this section, I addressed the project's strengths, limitations, and my professional development as a researcher. The purpose of this study was to explore the perceptions of African American faculty retention practices at MCC since little is known about the African American faculty experience at PWIs. I identified that there is a lack of retention of African American faculty employed by MCC. I implemented a qualitative case study to research the problem. I utilized open-ended questionnaire to collect data from four faculty participants and four administrator participants from MCC. The findings of this led me to construct a policy recommendation project that would address MCC's challenges with organizational culture, faculty recruitment, and faculty retention as seen through the lens of African American faculty and administrators at MCC.

Project Strengths

I discovered the project's strengths after a careful analysis of the project deliverables. In the following section, I will present information detailing the project's four strengths of interdepartmental cooperation, employee recruitment, employee retention, and employee diversity training. Furthermore, I will offer perspectives as to why this project genre could be utilized in any organization, not just in higher education organizations.

Interdepartmental Cooperation

This project could establish/reestablish interdepartmental cooperation at any organization. The results of this policy recommendation will improve the overall culture of any organization. The first policy recommendation is the installment of a diversity

representative who will routinely communicate and meet with other departments' leadership representatives. The strength of this project is that it will address any perceived gaps in any organization's practices of inclusion of its ethnically diverse employee populations. The diversity representative will be in a position to offer evidence based organizational change methods to improve the entire organizational culture. I introduced creative methods for MCC employees to communicate with each other to build an agreeable organizational culture that is inclusive to all of any organization's employees. As a result of this project, any organization will have an opportunity to improve its employees' sense of belong to the organization.

Employee Recruitment

This strength of this project is that it relies upon any organization's executive leadership to diversify the demographic makeup of its workforce personnel. This policy recommendation can be utilized by any global organization that has identified deficiencies in their workforce. In particular, any organization could potentially develop goals to increase the amount of employees that possess specific work experience to fit the needs of the organization. This policy recommendation will provide evidence-based practices that any organization can utilize to recruit the above employees that fits organization's workforce needs.

Employee Retention

The strength of this project is that it will incorporate an employee retention program. The employee retention program has a focus of coworkers mentoring each other. This policy recommendation is transferrable to organizations within the higher

education landscape and beyond. This policy recommendation is rooted in providing professional development to any organization's employees. Through this policy recommendation, any organization will be able to implement a wide array of professional mentoring opportunities that could potentially lead to employee satisfaction, and reduce a company's employee turnover rate. Lastly, the strength of the project is that it will provide guidance for organizations to develop a mentoring program that provides employees the necessary professional development so that they can seek future career advancement within the organization.

Employee Diversity Training

The strength of this project is that it will provide an opportunity for the demographically underrepresented employee populations at any organization to develop and lead an organization wide project. Delgado and Stefancic's (2001) critical race theory noted that organizations are comprised of a majority group that are the dominant decision makers, and the minority group that are less dominant when it comes to organizational decision making. The minority group sometimes becomes marginalized by the policies developed by the above dominant decision makers. The strength of this project will be an introduction of a creative policy recommendation that will allow any organization's demographically underrepresented population to be a part of policy development, and implementation that will have a positive impact on the minority population of any organization.

Project Limitations

I discovered the project's limitations after a careful analysis of the project deliverables. In the following sections, I will present information detailing the project's four limitations of interdepartmental cooperation, employee recruitment, employee retention, and employee diversity training. Furthermore, I will offer perspectives as to why this project genre would not be a suitable project option within higher education organizations or organizations not in higher education.

Interdepartmental Cooperation

This policy recommendation's goal is to establish/reestablish interdepartmental cooperation at organization, by installing a project manager to various organizational initiatives. One limitation of this project is that the organization's department leaders and committee chairpersons might not be accepting of working with a project manager on existing projects they are currently in the process of developing with their respective teams. Another limitation of this project is that any organization's department leaders might view this policy recommendation as an indication that the organization does not believe in the professional capabilities of the above department leaders. This could negatively impact the department leader's self-confidence, which could affect their job performance. This could lead to the department leaders, and committee chairpersons associated with this policy recommendation feeling a low sense of belonging to the organization.

Employee Recruitment

I identified limitations of this policy recommendation that has a goal to recruit employees. In this project, I recognized that the development of an employee recruitment program could negatively impact the existing employees who have already been assigned to employee recruitment. Additionally, in this project, I recognized that the development of another employee recruitment initiative could be detrimental to the professional psyche to these above individuals. Therefore, the individuals who are assigned to any organization's employee recruitment efforts might not support this policy recommendation.

Employee Retention

I identified a limitation of this policy recommendation is that it only provides a specific employee group mentoring opportunities. Other employees might find it insulting that the organization has chosen a specific employee group for professional mentoring. I identified this project's goal might not be understood by employees not associated with the development, and implementation of the policy recommendation. Employees not directly involved in the development, and implementation of this policy recommendation could be negatively impacted. Additionally, if employees who are not allowed to participate in the mentoring program discover the criteria to attend the mentoring program, it could cause both of these employee groups to have negative interactions with each other within the workplace setting. One limitation of this policy recommendation is that it is not inclusive to all employees of the organization.

Employee Diversity Training

I identified the limitations of this project are that the development of the diversity training will not include feedback from the majority of any organization's employees. The excluded employees could potentially be currently serving on other employee training initiatives for the organization. This could bar excluded employees from supporting or attending this newly formed diversity training program. The limitation of this policy recommendation is that it is not inclusive to all employees of the organization.

Recommendations for Alternative Approaches

The problem upon which this study is based, states that a problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. The 2012 MCC strategic priority had a goal to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. This goal was not met, the vice-president of Diversity and Adult Education at MCC reported at the October 2015 board meeting that MCC was composed of 1.6% African American faculty (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). In the following sections, I provided multiple approaches that will assist MCC leadership addressing the study's problem differently than what is included in this project's deliverables. Additionally, I presented information regarding alternative definitions and solutions to the problem. Lastly, these above approaches include addressing racial microaggressions, and addressing the campus culture at MCC.

Addressing the Problem Differently

Based upon the data collected, another approach to fixing the perceived problems of retention of African American faculty at MCC is to develop more initiatives similar to

the Charles Young Diverse Faculty programs, in an effort to hire more external African American faculty seeking full-time employment at MCC. Established in 2015, the Charles Young Diverse Faculty program has recruited two African American faculty into full-time faculty positions at MCC. Exploring internal and external funding opportunities to add more diverse faculty fellow positions will serve as another opportunity to increase the amount of African American faculty employed by MCC. The Charles Young Diverse Faculty could offer a bridge component that will ensure that at the end of the fellowship timeframe, the diverse faculty fellow will be hired as a full-time faculty at MCC.

Alternative Definitions and Solution to the Problem

In this study, I identified the initial problem at MCC, a 2-year public institution and PWI, was the lack of retention of African American faculty employed by the college. MCC leadership identified that there was a problem with the retention of African American faculty when the institution created the 2012 strategic priority that aimed to increase African American faculty members from 1.6% to 5.4% by the end of the fiscal year 2015. The alternative problem could be that the implementation of diversity and inclusion initiatives is mostly developed by the vice-president of Diversity and Adult Education, and members of the department of Diversity and Adult Education. Increasing African American faculty, and retention of African American faculty does not solely improve the campus culture. I believe MCC could benefit from enlisting the services of Achieving the Dream. Founded in 2004, Achieving the Dream is a non-profit organization that was created to serve U.S. community college students, and faculty populations. Achieving the Dream focuses its efforts on providing diversity training

solutions to colleges who are having challenges with its organizational culture. Achieving the Dream has acquired nearly 70 million dollars in private and public donations since its inception (Lamb, 2018). Achieving the Dream has provided funding to colleges and universities who sought to identify gaps in practices related to faculty development, and student learning outcomes.

Addressing Racial Microaggressions

The study's four faculty participants and four administrator participants reported having instances of experiencing racial microaggressions from their Caucasian colleagues. These racial microaggressions could potentially be solely perceived by African American faculty and administrators. These perceived racial microaggressions might not be intentional on behalf of Caucasian faculty and administrators. Caucasian faculty and staff might not possess the cultural competency to communicate with members of racial minority groups, including their own Caucasian colleagues, African American faculty, and administrators at MCC. Additionally, MCC African American faculty and administrators will benefit from attempting to better understand their Caucasian colleagues background and culture in order for there to be constructive communication from both groups. Fixing a campus culture to ensure that racial minority groups feel a sense of belonging to the institution will require the development of diversity and inclusion initiatives by all the MCC departments, not only the department of Diversity and Adult Education. It is vital for all MCC personnel to understand the importance of diversity and inclusion for everyone who is associated with the MCC campus.

Addressing the Campus Culture

Since 2005, MCC has displayed a commitment to building a culturally inclusive campus culture through the appointment of a vice-president of Diversity and Adult Education, and creation of a Department of Diversity and Adult Education. However, the four faculty participants and four administrator participants indicated that MCC does not have a campus culture that is conducive to African American faculty sense of belonging. MCC leadership could gain a better understanding of its campus climate through routine formal assessments of its diversity initiatives that are implemented to improve the campus climate. Harper and Hurtado (2007) noted that colleges began to develop a positive campus community culture through ongoing assessments of its racial climate (p.21). This understanding of racial climate will create an opportunity for a college to have honest conversations about identifying the specific campus culture needs of any particular college. In the case of MCC, stakeholders have the opportunity to use the findings of this study as a starting point to develop a campus culture that aligns with the previously constructed mission, values, and strategic priorities. In this study, I focused on African American faculty perceptions of retention practices of African American faculty. The four faculty participants and four administrators reported that MCC could benefit from a campus diversity training program for employees.

Scholarship, Project Development and Leadership and Change

In the following sections, I have detailed the circumstances surrounding my doctoral journey. I discussed my evolution from doctoral student to scholar practitioner. Furthermore, I shared my growth as a leader and project development. Finally, I

discussed the constantly evolving higher education landscape, and how this project will positively impact higher education.

Scholarship

I graduated from Indiana Wesleyan University with a masters of arts in student development, counseling, and administration in higher education. I started my journey as a Walden University doctoral student in March of 2014. After taking a 10-year break between the finish of my bachelor's degree, I never would have thought during that time span that I would someday apply and get accepted to a doctoral program. Getting accepted to Walden University's education leadership program was a major accomplishment from my perspective.

The first requirement prior to my first semester was to complete a writing assessment exam to measure my writing competencies. I earned a five out of six on the writing assessment exam. This was the first step in the development of my self-efficacy that would give me the confidence to earn a doctorate. As a scholar practitioner, I have grown a lot during this doctoral journey. Entering into this program, I was not well versed on writing in a scholarly voice, APA rules, qualitative case study research, and data analysis. During this journey, I have acquired the knowledge and abilities to collect data from human subjects, and interpret a study's findings that will lead to my research being added to the peer reviewed literature regarding African American faculty, and administrators in higher education, who work at PWIs. Most importantly, my journey has led me to contributing a study that will create positive social change.

Project Development

I have worked in project development for nearly eleven-years in higher education. My primary focus has been enrollment services, with tasks associated with recruitment, territory management, admissions counseling, and enrollment funnel data analytics. This doctoral journey has allowed me to develop a project with a clear understanding of higher education best practices related to the project's goals. I conducted thorough research of current peer reviewed journals, articles, and books to assist in the creation of three policy recommendation that will assist with the perceived retention practices of African American faculty, and administrators at MCC.

In order to create a project of any nature, it would benefit the researcher or project manager to first be able to identify the problem or forecast potential problems that may arise during project implementation. I have learned throughout the course of this journey, to ask the "so what" question to guide my understanding of the issues surrounding MCC's identified problem. During the period of me formulating the "so what" question(s) related to my study, I was then able to develop the two research questions for my study. In a doctoral study, the research questions should be aligned to every phase of the research project, which includes alignment to the following areas: the prospectus, proposal, IRB application, data collection, data analysis, the outcomes, and finally the project development and opportunities for the project to create social change.

Leadership

I have grown as a leader during this doctoral journey. I now feel comfortable enough to call myself a scholar practitioner. I have been able to incorporate the study's research into the functions of my job at the primary institution where I am employed. I

have been able to interpret peer reviewed practices at the local/national level, and implement these best practices into processes that meet the needs of my primary institution. The benefits of formal mentoring and informal mentoring of faculty, staff and students was a focus of my doctoral study. At my primary institution, I have developed a faculty and student engagement program that is designed to offer early mentor opportunities to seniors in high schools. As my leadership abilities have improved during this doctoral journey, I have a better understanding that the gaining of true knowledge of any topic requires a doctoral like work ethic. This doctoral journey has provided me the true understanding of evidence based project development. I recognize that being an effective leader is a result of me conducting extensive research on my topic of choice. I have exhausted all research efforts to gain a thorough understanding of my topic. I have a scholarly understanding of my research topic, that will make me an effective leader to my colleagues, and other professional peers I collaborate with for project development.

Change

Higher education is always evolving, and will benefit from scholar practitioners at colleges and universities offering new literature to create social change. Social change was always a priority as I developed, and eventually completed my doctoral journey. I understood that it was important to address the challenges that were occurring at MCC. However, I kept the mindset that allowed me to think about the broader issues related to my study topic. I believe that this doctoral journey has provided me the educational skillset that will allow me to create positive social change within my current institution of higher education, other colleges/universities, and beyond the higher education landscape.

The contributions of my study are transferable to various societal situations where those respective stakeholders are seeking to implement positive social change. I now understand, because of my doctoral journey, that in order to create positive social change, one must fully develop an understanding of all the preexisting factors that could inhibit positive social change from occurring.

Reflections on the Importance of the Work

This project will impact the work conditions of all MCC employees. The outcomes of this doctoral study were organizational culture, faculty recruitment, and faculty retention. In particular, I discovered that MCC African American faculty, and administrators' professional development, and career advancement opportunities will be positively impacted by the policy recommendations associated with the project. I believe this project will improve the disparity in the ratio of minority faculty employed by MCC (3%), compared to the minority student population at the institution of 14.7% (Robert & Smith, 2015).

The acquisition of MCC archival documents provided me a working knowledge to address potential gaps in the retention practices of African American faculty in relation to the current peer reviewed literature regarding the subject. The investigation of the above current scholarly literature on African American faculty retention, and the analysis of MCC's archival documents is an initial step to affecting change at MCC or any study site that is being investigated by a social science researcher. My policy recommendations from this study will provide the MCC board of trustees, MCC president and MCC leadership cabinet members the evidence based research to create widespread

institutional changes related to the retention practices of African American faculty retention.

In the larger context, this project will contribute to the peer reviewed literature that has studied the experiences of minority faculty populations at US colleges, and universities that are designated as PWIs. This project has offered viable policy recommendations that are transferrable to these other PWIs, where the key stakeholders are seeking to implement formal practices that will improve the campus culture for all of its faculty, especially the ethnic underrepresented minority faculty. Finally, this project is important as it has the potential to be emulated in workforce organization outside of higher education. In this project, I offered a microcosm of study findings that could represent large scale organizational culture issues that are occurring in U.S. workforce companies. As such, in this project, offered solutions to organizational culture issues to any U.S. workforce organization where there is a Caucasian dominant group, and an ethnic minority group.

Implications, Applications, and Directions for Future Research

In this project, I brought forth pertinent data and research that will contribute to the scholarly literature surrounding African American faculty retention at PWIs. I have provided MCC leadership a project template that can utilized for years to come to positively impact the MCC campus community. In the following sections, I detailed the implications, applications, and directions for future research that this project has delivered.

Implications

The national statistics has presented data that African American faculty are a statistically underrepresented population at U.S. colleges and universities. (US Department of Education, 2018). This data has been aligned with both the peer reviewed literature regarding African American faculty, and the archival documents that were provided to me during my data collection (vice-president of Diversity and Adult Education, personal communication, June 3, 2016). These implications have presented evidence that African American faculty at PWIs had challenges with the preexisting social constructs of these institutions. The above implications suggest that African American faculty at PWIs need a support system that will provide them consistent professional development opportunities.

Applications

The study's four faculty participants, and four administrator participants brought forth evidence that would suggest that MCC has not created an environment that is conducive to the retention of its African American faculty. The findings of this study were organizational culture, faculty recruitment, and faculty mentoring. This study has exhibited that there are thematic correlations within the data collected. The MCC stakeholders will benefit from this study's procedural steps in acquiring, and analyzing the data. These steps can be utilized by MCC stakeholders to address the study's problem of African American faculty retention, and to also address any other organizational culture issues related to all MCC employees' sense of belonging. The findings of this study were organizational culture, faculty recruitment, and faculty mentoring.

Directions for Future Research

The outcomes of this study will provide directions toward addressing the gaps in practice of retaining African American faculty at MCC. Application of these solutions at MCC will add to the peer reviewed literature, and national best practices for retaining African American faculty at PWIs. My research study of MCC, and subsequent project development, could potentially lead to MCC stakeholders developing further organizational projects that have goals to address gaps in practices of other MCC strategic priorities.

In this project deliverable, I focused on creating solutions that would address the perceived problems of the retention of African American faculty at MCC. The four faculty participants, and four administrator participants indicated that African American faculty, and administrators had a low sense of belonging to MCC. As a result of this project's policy recommendations, I provided the local stakeholders further insight in conducting future research to address MCC's problem of the retention of African American faculty. Leadership at other PWIs, with similar perceived organizational culture challenges as MCC, could benefit by reviewing the results of this project's deliverable to create positive social change at their institutions.

Conclusion

I have evolved as a scholar practitioner as result of this doctoral journey. My development has allowed me to gain the analytical skills to address problems in higher education, and society at large. I began this research project with the intentions to gain an understanding of the African American faculty experience at PWIs. The review of literature offered evidence that my topic of choice was worthy of further investigation,

and research. The analysis of the literature, and the local archival documents supported the problem statement of this study. My approach throughout this entire journey was focused on how I could create positive social change at MCC, and throughout the US higher education landscape. My research led me to data that indicated that the African American faculty population at MCC was disproportionately low, when compared to local, and national statistics. I have learned the scholarly methods of identifying a problem, and developing research questions that will lead to an efficient data collection, and data analysis process. As a result of this study, I have expanded my knowledge as a scholar practitioner. I now have the confidence to create positive social change at my primary institution. Furthermore, I possess the necessary research skills that will enable me to conduct further research in the field of higher education, and other professional fields. Moving forward, this doctoral journey has made me a more effective leader for future research projects of all types. I would like to add to the literature surrounding this topic by submitting independent research projects to peer reviewed journals. My development of more research about African American faculty retention practices at PWIs will inspire me further to become a presenter on the topic at local, and national forums. Achieving these above goals will allow me the opportunity to come in contact with other colleagues who have chosen to study topics similar to mine. These types of interactions will continuously improve my abilities as a researcher, by allowing me to engage in projects related to this study, and all other research projects that I choose to be a part of for professional or personal reasons. This doctoral journey has provided me with the necessary knowledge to create positive social change in all projects I am associated

with in my professional role at my institution. I have almost eleven years of admissions, and enrollment services experiences in higher education. However, my understanding about faculty in higher education was limited to only my interactions with my faculty colleagues in a work setting. As a result of this doctoral journey, I have vastly increased my knowledge about faculty, through a thorough investigation of the experiences of faculty throughout the higher education landscape. As such, I have become a more well developed higher education leader because of this doctoral journey.

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Appendix A: The Project

Kyle Bright

Doctoral Candidate, Walden University

Dear Administrators,

I appreciate the opportunity to present the results of my research project to MCC. The title, and topic of my research project is *Exploration of Perceptions of African American Faculty Retention Practices in Community College*. The goal for this project is toward positive social change at MCC, and within the larger higher education landscape. I reflect my professional appreciation, for providing access to MCC's faculty and administrators, resulting in this policy recommendation report.

Throughout this policy recommendation I will present the findings of the qualitative study, resulting in the development of the policy recommendation goals. I am available to provide presentations and associated discussions related to this study's findings and policy recommendations as desired toward supporting the mission, vision and values of this forward-leaning organization.

I am open to communications, and look forward to opportunities to present this information throughout the campus community as well as supporting stakeholders.

Sincerely,



Kyle Bright

Policy Recommendations Report

Walden University

A Policy Recommendation Paper with Detail

by

Kyle H. Bright

Executive Summary

This project will address the problem at MCC, a 2-year public institution, the lack of retention of African American faculty employed by the college. The project goals are aligned with the purpose of the study for me to explore the perceptions of African American faculty retention practices at MCC. The organizational culture of MCC has affected the African American faculty perception of retention practices of African American faculty. As such, this project will improve the retention practices related to African American faculty at MCC.

This project will address the study's findings of organizational culture, faculty recruitment, and faculty retention. The project's four policy recommendations are as followed: (a) assign a Diversity Office designee appointment to the Joint Advisory committees, (b) develop a minority faculty recruitment program, (c) develop a minority faculty retention success program, and (d) develop an employee diversity training curriculum focused on student success. The four policy recommendations are new to the MCC infrastructure, and requires all stakeholders to think creatively for there to be a successful implementation of the policies. The four policy recommendations may provide the following results:

- Provide MCC stakeholders the findings of the study that have led to the rationale of the project's policy recommendations.
- Offer MCC stakeholders policy recommendation that will aide in the institution's existing diversity initiatives to retain African American faculty.

- Provide MCC faculty, and administrators with the project's research documents that will aide in the implementation of the policy recommendations.
- Improve students' course completion rates, increase students' graduation rates, and increase students' transfer rates.
- Facilitate MCC interdepartmental cooperation based on the project's goals.
- Solicit feedback from MCC stakeholders to ensure the project's policy recommendations will meet the needs of the entire college.

In the following section I will present the Policy Recommendation Report, based on the findings of this study which is titled, *Explorations of Perception of African American Faculty Retention Strategies in Community College*.

Policy Recommendation Report

Exploration of Perception of African American Faculty Retention Strategies in Community College

Introduction

After careful review of the thematic analysis of this study, it revealed that the four faculty participants, and four administrator participants reported challenges regarding the organizational culture, faculty recruitment, and faculty retention. This policy recommendation report provides the details related to the findings of the data collected. African American faculty, and administrators indicated that they would be willing to receive formal and informal mentoring from their colleagues. African American faculty, and administrators in this study believed that campus wide formal and informal mentoring will aide in professional development, and career advancement for all MCC personnel.

The purpose of the policy recommendation paper is for me to offer suggestions on how to support the African American faculty, and administrator community at MCC. The policy recommendations will provide best practice suggestions, derived from current scholarly literature of the African American faculty, and administrators' experiences in the community college setting. I constructed the study's conceptual framework based on Delgado and Stefancic's (2001) critical race theory. Throughout the higher education landscape, critical race theory can be exhibited through racial microaggressions from the Caucasian dominant group in their interactions with the minority ethnic group in workplace settings. (Osanloo, Boske & Newcomb, 2016; and Pittman, 2012). These

interactions play a major factor in setting the tone for the perceived organizational culture of the ethnic minorities. In this policy recommendation, I will offer suggestions to improve the organizational culture as perceived by the four faculty participants, and four administrator participants in this study.

Project Focus

The recommendation project has the ability to affect social change across the MCC campus. This project genre could assist MCC in building upon its mission, values, and prior strategic priorities by utilizing the institution's existing resources. The four faculty participants, and four administrator participants identified the following organizational challenges at MCC: (a) lack of formal/informal mentoring practices for African American faculty/staff, (b) lack of formal/informal recruitment practices of African American faculty seeking full-time and part-time employment with MCC, and (3) racially exclusive tactics that inhibit the professional development and career advancement opportunities for current African American faculty/staff. I believe that a policy recommendation project is appropriate to provide solutions related to the study's problem, the lack of retention African American faculty employed by MCC. Therefore, the four policy recommendations will address the following outcomes presented in the Section 2 data analysis results: (a) perceived challenges regarding organizational culture from the African American faculty perspective, and administrators, (b) formal recruitment practices of African American faculty into full-time and part-time positions at MCC, and (3) African American faculty retention as result of career advancement opportunities at MCC. The four policy recommendations are aligned with the three

correlating subthemes between the four faculty participants, and four administrator participants (Refer to Table 5 & Table 6). Those four correlating subthemes between the four faculty participants, and the four administrator participants are formal mentoring, faculty recruitment, racially exclusive tactics, and critique of liberalism.

In this project genre, I will address the findings of study, as reported by the four faculty participants, and four administrator participants. The assignment of the Diversity Office designee to the Joint Advisory committees will have a positive impact on the collaborative projects between African American, and Caucasian colleagues. The vice-president of Diversity and Adult Education's development of a minority faculty success retention program will assist with the professional development, and career advancement opportunities for African American faculty, and administrators. Furthermore, the vice-president of Diversity and Adult Education's development of diversity training curriculum will allow African American faculty to work on highly visible campus wide project. These projects will be student success focused, which will increase the number of collaborative projects between African American faculty, and other non-African American faculty, and administrators at MCC. These types of collaborative projects will improve the campus climate of MCC, which will have a positive impact on the organizational culture.

Major Evidence from Literature and Research

I compiled major evidence from literature and research related to African American faculty retention at PWIs. In the following sections, I present parallels between African American faculty, and the literature that surrounding African American faculty

retention at PWIs. I discovered literature and research that will assist the reader in better understanding the challenges of African American faculty at PWIs.

Faculty Engagement and Motivation

This project will include the development of a diversity training curriculum for MCC employees. The diversity training will have a focus on minority student success. The diversity training curriculum will be developed by the department of Diversity and Adult Education, and led by African American faculty. The four faculty participants, and four administrator participants reported that African American faculty, and administrators were not involved in highly visible campus wide projects. The four faculty participants, and three of the four administrator participants all reported enjoying student interaction via in-class/faculty office hours for the four faculty participants or via student service appointments for three of the four administrator participants.

The four faculty participants, and three of the four administrator participants indicated that sometimes offered additional mentoring communication to minority students. The minority students solicited mentoring opportunities via staying after class with the four faculty participants at a higher rate than Caucasian students. The minority students solicited student service appointments with three of the four faculty participants at higher rate than the Caucasian students, as reported by three of the four faculty participants. Lewis & Yates (2019) discussed how minority students are experiencing extremely low learning outcomes, and degree attainment at PWIs. These students entering PWIs come from disadvantaged socioeconomic backgrounds that has not linked

them to K – 12 educational preparations that prepares them for the academic, and psychological rigors of U.S. colleges and universities.

Colleges and universities (PWIs) have the institutional data to identify minority students from disadvantaged backgrounds in order to provide academic and student service interventions (Oyserman & Lewis, 2017). When compared to their Caucasian counterparts, Pineda and Drummond (2018) highlighted that minority college students have had less college preparation opportunities during their K – 12 years. Prior to attending college, minority students from have limited K – 12 college workshops that employ ACT/SAT test taking strategies, and career counseling.

Kruse, Rakha, Calerone, (2017) posited that PWIs that have become more culturally accepting of its minority faculty, and students have developed cultural competency training programs that allowed Caucasian faculty to be more effective with their interactions with minority faculty, and students. The implementation of cultural competency training programs allowed PWIs to address the historical marginalization that racial minority groups have experienced at U.S. colleges and universities.

Self-Efficacy

Delgado and Stefancic's (2001) critical race theory is the conceptual framework of this study. The first tenet of critical race theory, counter storytelling, is the idea that African Americans who have traditionally been silenced in a society that does not value their capabilities as human beings or as professionals in the workplace (Crawford, 2019). The four faculty participants, and four administrator participants indicated that in the rare occurrences that their supervisors or colleagues provided constructive feedback about

their job performance, it gave them a sense of empowerment, and they felt a sense of mastering their career path. Bandura (1995) discussed the importance of individuals receiving positive communication from other individuals to develop self-efficacy in the person seeking the positive communication. Social support in the workplace was a factor that helped promote self-efficacy in an individual's career (Hou, Yuzhen, & Zhijun, 2019). These social support instances create personal and professional influences that can provide lifelong confidence in their professional capabilities that will allow individuals to master their profession. Bandura (1995) identified support through verbal communication as an initial step to building an individual's self-efficacy. In this project, I will deliver a policy recommendation that will provide African American faculty the opportunity to lead a highly visible campus wide project that will reinforce their education skill set.

African American Faculty Self-Efficacy

There are four themes of Bandura's self-efficacy theory: (a) mastery experiences, (b) vicarious experiences, (c) verbal persuasion, and (d) physiological and emotional states (Bandura, 1995). The four faculty participants, four administrator participants in this study described having self-efficacy through vicarious experience when they witnessed another African American faculty/administrator be promoted to a new position or be associated with a campus-wide project. The four faculty participants, and four administrator participants African reported having self-efficacy through vicarious experiences when new African American employees were recruited into full-time positions at MCC.

Browne (2019) described vicarious experiences as the positive impact that was received by individuals when they observed others that are similar to them master the same duties. The four faculty participants, and four administrator participants in this study discussed the importance of informal mentoring. The four faculty participants, and four administrator participants described their informal mentoring experiences from a positive perspective. The four faculty participants, and four administrator participants indicated that these informal mentoring experiences provided an opportunity for them to gain further confidence in their professional capabilities. It was important for individuals to receive positive verbal persuasion from people that already have history of reinforcing their professional attributes (Harrell-Williams, Sorto, Pierce, Lesser & Murphy, 2014).

The last theme of Bandura's self-efficacy theory is physiological, and emotional state. The preceding Bandura self-efficacy theory themes have the potential of contributing to an individual's physiological, and emotional state. Individuals perform personal inventories on themselves to assess the likeliness that they are in physiological or emotional state to handle new professional challenges (Betz & Voyten, 2017). The four faculty participants, and the four administrator participants in this study voiced their concerns regarding the potential emotional stressors that they have faced as a result of the uncertainty of their career advancement opportunities at MCC.

Bandura (1995) noted that individuals with high self-efficacy were able to perform their duties, and responsibilities while experiencing adverse life events, while individuals with low self-efficacy tend to underperform in their routine tasks when they experience the same adverse life experiences. In the scenario that an individual has a

limited amount of stress in their professional roles, and this is combined with positive reinforcement regarding their work performance, it was likely that this individual would have high self-efficacy (Kelleher, 2016). The four faculty participants, and four administrator participants in this study indicated that they perform at a higher level in their careers, when they were not experiencing stress at the job, and their colleagues were supplying them with consistent encouragement, and constructive criticism in an effort to provide them with professional development.

The four faculty participants, and four administrator participants indicated that they become more motivated to perform their tasks when they observe African American faculty, and administrators being routinely recruited, and retained at MCC. Therefore, self-efficacy is a component of the four policy recommendations: (a) Diversity Office designee appointment to the Joint Advisory committees, (b) minority faculty recruitment program, (c) minority faculty success retention program, and (d) development of diversity training curriculum. The vice-president of Diversity and Adult Education, along with the department of Diversity and Adult Education, and African American faculty will develop a diversity training curriculum, focused on minority student success.

Diversity Training Curriculum

Historically, minority students at PWIs have dealt with challenges related to self-efficacy (Rodriguez-Amaya, Betancourt, Collins, Hinojosa & Corona, 2018). The development of a diversity training curriculum, with a minority student success focus will provide MCC faculty the cultural competency education to better communicate with the minority student population at MCC. Schwartz (2019) discussed the benefits of faculty at

PWIs completing diversity training in order to better communicate with ethnically diverse student populations. PWI faculty who have completed diversity training are in a position to better deliver their respective course objectives to students from diverse backgrounds.

Minority students at PWIs are adjusting to the academic rigors of college like their Caucasian counterparts, but also had difficulties culturally adjusting to a setting where they are an underrepresented population (Harper & Hurtado, 2007). Faculty who possesses this type of cultural competency will have the intrapersonal tools to help minority students' cultural adjustments to an environment where they are an underrepresented population. The four faculty participants, and four administrator participants referenced the academic difficulties of minority students at MCC. The four faculty participants, and four administrator participants reported the academic challenges that minority students at MCC have experienced during their time as an employee at MCC.

DeCuir-Gunby & Seongtae (2019) described minority students in PWIs have preconceived negative thoughts related to their racial identity, and how their racial identity contributed to minority students' academic performance. Minority students were more likely to achieve success at PWIs when the campus has instituted diversity training that addresses the minority students' needs from the academic affairs, and student service perspective (Iverson, 2007). The development of a diversity training curriculum, with a minority student focus will give the MCC campus community cultural competence to

interact with minority students. This campus community interaction will lead to their success as a student at MCC.

A diversity training curriculum, with a focus on minority student success, will provide the MCC campus community insight as to how minority students view their own racial identity as a potential barrier to their success. Minority students at PWIs have low self-efficacy in their ability to meet the academic rigors of an unfamiliar majority Caucasian setting due to not having a cultural sense of belonging to the institution (Campbell, Carter-Sowell, & Battle, 2019). Contributing factors to minority students not having a sense of belong to PWIs is the low campus presence of minority students, minority faculty, and minority staff. MCC's student population is comprised of 14.7% minority students. Minority faculty make up 3% of the faculty population at MCC (Thomas & Smith, 2015). The four faculty participants, and four administrator participants indicated that minority students at MCC, have typically originated from non-Caucasian dominant K – 12 institutions. These students find challenges in culturally adjusting to the PWI setting that MCC offers.

Liou and Rotheram-Fuller (2019) discussed how minority students at PWIs have higher rate of coming from disadvantaged backgrounds, than their Caucasian counterparts. Minority students' educational backgrounds have included K – 12 educational settings where they are not academically challenged in a manner that will appropriately prepare them for post-secondary academic rigors (Boland, Gasman, Nguyen, & Castro-Samayoa, 2018). As such, minority students at PWIs are more likely to develop self-efficacy where the campus culture challenges them academically, and

nurtures their low or high expectations of achievement. The development of a campus wide diversity training curriculum, focused on minority student success, will be instrumental in MCC building a campus culture that is conducive to creating a sense of belonging for minority students, and minority faculty, and staff.

Campus Culture

This study's conceptual framework was rooted in Delgado and Stefancic's (2001) critical race theory. The four faculty participants, and the four administrator participants reported that MCC had an organizational culture that was not conducive to the African American faculty professional development, and career advancement surrounding the MCC campus. McDaniel (2017) discussed the importance of shared governance between faculty, and administrators to improve the interconnected campus culture between faculty, staff, and students. Mutual respect amongst colleagues is the foundation of a college creating a campus cultural that supports the professional needs of the employees, and the educational needs of the students.

PWIs have had challenges with campus culture through the lens of minority faculty, staff, and students. As reported first in a study by the American Council on Education, Mwangi, Thelamour, Ezeofor, and Carpenter (2017), the authors highlighted a survey where 55% of U.S. college presidents cited that their respective institutions' minority faculty, staff, and student populations have routinely experienced campus cultural problems when it came to the majority Caucasian campus setting. A positive or negative campus cultural climate within an institution has impacted the overall teaching

abilities of minority faculty, and contributed to the learning outcomes of the minority student population.

The four faculty participants, and four administrator participants reported problems with their professional interactions with their Caucasian colleagues. Stromquist (2017) discussed the competitive nature of the professoriate world that has led instances of negative working interactions between colleagues. Historically, a university's campus culture was rooted in faculty's classified or self-proclaimed ranking when comparing a faculty member to another faculty member. Full professors believed that they have higher professional ranking than associate professors; associate professors believed they have a higher professional ranking than assistant professors; assistant professors believed they have higher professional ranking than part-time/adjunct instructors (Stromquist, 2017, p.134). The professoriate landscape includes the above rankings amongst colleagues, and also the designation of tenure-track faculty, and non-tenure track faculty. Depending on the institution type, there are campus cultural advantages, to disadvantages to tenure-track faculty, and non-tenure track faculty.

Kezar (2018) posited that tenure-track faculty provided institutions continuity of academic programs over a long period of times due to tenure-track faculty contract specifications. However, the tenure-track model has committed institutions long-term to academic programs that have low enrollment, and eventually become a financial burden to the institution. Adjunct faculty have not traditionally provided colleges and universities stability in academic programming compared to tenure-track faculty, but adjunct faculty have provided institutions financial flexibility to hire part-time instructors at a reduce

expense to the institution (Rhoades, 2017). Community colleges whose faculties are comprised of 67% adjunct faculty, have offered a unique diverse learning experience for its students with the faculty who possess a wide range of cultural, and career experiences when compared to their counterparts at the 4-year colleges/universities (Hurlburt & McGarrah, 2016). Baber, Zamani-Gallaher, Stevenson and Porter (2019) described community colleges as an educational setting that offered eclectic academic programs and student service functions that have contributed to successful learning outcomes for students from various cultural backgrounds, and socioeconomic setting. Furthermore, community colleges have employed a diverse workforce to meet the needs of the above community college student populations. As such, U.S. community colleges have the necessary campus culture to develop new, and innovative student learning models to assist community college students with educational attainment or career advancement opportunities.

Minority Faculty Professional Development

The four faculty participants, and four administrator participants indicated that MCC has limited formal/informal mentoring opportunities for African American faculty, and administrators. The four faculty participants, and four administrator participants reported that formal and informal mentoring aides in professional development, and career advancement. Blake (2018) conducted a study on fifteen minority faculty members, where the data analysis results exhibited that several of the study's participants cited the mentoring they received from professors in their undergraduate/graduate experience as the reason they entered into the field of higher education. The participants

from the above study reported that they had not experienced the same level of mentoring as a full-time faculty member, compared to when they were undergraduate and graduate students.

The campus culture that has existed at PWIs is not the environment that attracts African American faculty. Ginsberg, Gasman and Castro-Samayoa (2017) highlighted former U.S. Department of Education Secretary Arne Duncan's concern about the "unstable supports system for African American educators in the K – 12, and higher education settings" (p.119). African Americans are not naturally selecting the field of higher education as a career path at the same rate as their Caucasian counterparts. African American faculty have historically represented a minority percentage of the faculty populations at PWIs, and they have professionally benefited from mentoring relationship that is built on mutual trust between colleagues (Conway & Mutisya, 2018). The four faculty participants, and four administrator participants indicated that formal, and informal mentoring received from their colleagues or senior faculty at MCC will lead to their professional development, and career advancement opportunities.

Change Management in Higher Education

As with many global entities around the world, higher education is not immune to threats generated by an unpredictable global economy. Citing a 2012 report from Bain & Company, Davis and Fifolt (2018), only one-third of U.S. colleges and universities had a business model that was financially sustainable. The challenges faced by institutions of higher education create the likelihood that college/university leadership has to consistently evolve or change its institutional policies (Anderson & Brown, 2014). Once

senior-level administrators at college and universities agree upon a policy, it must then be implemented campus wide.

The four faculty participants, and four administrator participants discussed the shared governance culture of MCC. Referencing the transparent nature of shared governance at MCC, the four faculty participants, and four administrator participants indicated that shared governance at MCC was an institutional checks and balance system that ensured all policy development, and policy implementation is aligned with MCC's mission, values, and strategic priorities. Anderson and Brown (2014), posited that it was vital for institutions to understand that the implementation of change management process is a requirement for policy development, and policy implementation to be successful. Community college stakeholders have developed policies that coincide with the institution's overall goals, but policies are developed due to the connectivity that community colleges have to local/state legislation, and public scrutiny.

Change management practices the community college level provides college leadership with the necessary organizational tool without negatively impacting the campus community. Kater (2017) described change management in higher education as a method for colleges to provide its employees with professional guidance to address the big picture goals, while ensuring the employees maintains or improves their levels of self-efficacy. Change management at the higher education level requires interdepartmental cooperation from colleges' departments directly impacted by the proposed policy, and also cooperation from colleges' departments that are not directly involved in the planning/implementation of the proposed policy.

Change management provided the institutions' employees a consistent method of communicating upcoming policy implementation (Davis & Fifolt, 2018). Change management relies upon the institutions subject matter experts to address the current practices related to the new policy development. This is accomplished by asking the subject matter experts "why", and "what" answers to solicit a response that will contribute to the overall effectiveness of policy development, and implementation. The Joint Advisory committees is comprised of MCC's subject matter experts from the divisions of academic affairs, student services, finance/operations, and community engagement.

As described in the MCC handbook, the purpose of the Joint Advisory committees is "to provide direction from a systems perspective, in the quality improvement projects at the college, that are integral to accreditation maintenance and the overall shared governance of the College." (Thomas & Smith, 2018). The Joint Advisory committees provide campus wide transparency for policy development, and buy-in from key MCC stakeholders prior to policy implementation. In a study by Tinberg (2018), it referenced an institution where the "faculty and professional staff" senate was created to ensure the college's administration was being transparent with institutional policy development prior to policy implementation. The previous statement is an example for institutions seeking to develop new policies, by understanding that there are long-term advantages in utilizing a change management approach for policy implementation policies.

Golnik (2012) discussed the emergence of the “managerial professionals” within the college and university setting (p. 16). These individuals have institutional knowledge as it relates to academic affairs, student services, operations and finance. Once change has occurred at an institution, the employees’ commitment to the change is based on the change management approach they received during the policy implementation (Denvi & Mangundjaya, 2017). Employees respond positive to policy implementation, when there was a change management approach that focused upon employee professional development, leading to sustained or increased employee self-efficacy. The Joint Advisory committees is a previously existing change management structure within MCC that can provide strategic guidance for the college during all phases of routine policy implementation.

The understanding of change management practices in higher education, and combination of Bandura’s (1995) self-efficacy theory will benefit the entire MCC campus community as it implements the policy recommendations associated with this project. The four faculty participants, and four administrator participants indicated that they have experienced difficulties with implementing change to practices in their current roles at MCC. Therefore, I found it appropriate to provide literature regarding change management in higher education, and the impact of change management per this project’s policy recommendation.

Goals of the Proposed Project

I have offered project goals within this section that align with the study’s problem, at MCC, a 2-year public institution, was the lack of retention of African

American faculty employed by the college. Thematic analysis of the study's findings indicated that MCC had issues with the organizational culture, faculty recruitment, and faculty retention. The goals of this project are to address the critical needs of MCC that will create positive impact on the campus community. In order to address the study's findings, I will put forth the following goals for this project:

1. Implement campus wide diversity initiatives to improve the organizational culture.
2. Recruit qualified minority faculty candidates to full-time or part time positions at MCC.
3. Retain the current minority faculty population.
4. African American faculty will lead diversity training workshops on campus.

Goal one. The first goal of this project is aligned with the issues with organizational culture that were identified during my research of MCC. The four faculty participants, and four administrator participants indicated that MCC's organizational culture was not conducive to providing a sense of belonging to African American faculty. Diversity Office designee will be appointed to the Joint Advisory committees. The purpose of this appointment is for the Diversity Office designee to work collaboratively with the Joint Advisory committees to develop diversity initiatives that promote a culturally inclusive campus culture at MCC. The Diversity Office designee, and Joint Advisory committees will communicate with MCC stakeholders to create diversity initiatives that are reflective of the diverse employee, and student populations at MCC.

Goal two. The second goal of this project will be recruit qualified minority faculty candidates to full-time or part-time faculty positions at MCC. The vice-president of Diversity and Adult Education will be appointed to develop a minority faculty recruitment program. With assistance from academic affairs leadership, the vice-president of Diversity and Adult Education will identify, and appoint two current faculty members to serve as faculty recruiters. There are three 4-year institutions within a forty-five-minute radius of MCC that have graduate school academic programming. The two faculty recruiters will attend bi-annual career fairs at the three identified institutions in an effort to recruit minority graduate students into full-time or part-time faculty positions at MCC. The two faculty recruiters will give presentations to the three identified institutions' African American, and minority student organizations. The above presentations will allow MCC to build professional relationships with the three institutions' student body. The establishment of these relationships will aide in creating opportunities to recruit their African American, minority student population into faculty positions at MCC. The recruiter's will also have contact with the three institutions' faculty, and administrators as a result of working with the aforementioned groups when scheduling their visits to each of the three campuses.

The minority faculty recruitment program policy recommendation will develop a robust virtual platform to recruit minority faculty locally, and nationally. Internally, MCC will develop a virtual job fair for higher education professionals seeking faculty positions. A virtual job fair will allow for MCC to promote its open faculty positions throughout various higher education internet platforms. In particular, MCC will promote

its virtual job fair on HigherEdJobs.com. The website, HigherEdJobs.com, allows U.S. institutions to post job postings from their institutions. Additionally, HigherEdJobs.com provides institutions to utilize its “affirmative action job Announcement” feature to assist member institutions with its recruitment of minority candidates. The four faculty participants, and for administrator participants indicated that implementing formal practices for recruiting African American faculty, and administrators will have a positive impact on the current African American faculty, and administrators at MCC.

Goal three. The third goal of this project is to retain the current minority faculty population at MCC. The vice-president of Diversity and Adult Education will be appointed to develop a minority student success retention program. The vice-president of Diversity and Adult Education will work collaboratively with academic affairs leadership to create a faculty mentoring component of the minority faculty success retention program. The four faculty participants, and four administrator participants’ discussed the lack of formal, and informal mentoring opportunities available for African American faculty. Additionally, the four faculty participants, and four administrator participants believed that by not being provided formal, and informal mentoring, it has negatively impacted their professional development, and career advancement opportunities.

The vice-president of Diversity and Adult Education will communicate a formal request to MCC’s department of Human resource department for the purposes of acquiring access to employee records. The vice-president of Diversity and Adult Education will obtain employee records for those individuals who have indicated that they are an ethnic minority on their employment application to the college. Utilizing the

employee record information, the next action item will be for the vice-president of Diversity and Adult Education to send an email to all minority faculty to inform them of the minority faculty success retention program. The above email will include verbiage for the minority faculty respondents to respond to the vice-president of Diversity and Adult Education's email indicating their interest in becoming a mentee in the African American faculty mentoring program. The vice-president of Diversity and Adult Education will create a campus communication campaign (mail/email) requesting MCC faculty to serve as faculty mentors. The verbiage in this communication will include directions for interested faculty to respond to the vice-president of Diversity and Adult Education to indicate their interest in serving as a mentor. The vice-president of Diversity and Adult Education will assign create mentor/mentee assignments based on mentor/mentee academic department origins, career interests, and hobbies. However, these predetermined factors are not necessary for the matching of a mentor, and mentee for the African American faculty mentoring program. Lastly, the vice-president of Diversity and Adult Education will develop a biannually minority faculty mentoring networking events. The events will not be titled as a minority faculty event, instead it will be promoted to the MCC campus community as an opportunity for the entire MCC faculty population to become a faculty mentor or to request a faculty mentee. The vice-president of Diversity and Adult Education will include verbiage in the campus wide promotion of the above faculty networking events, that would give faculty an option to RSVP to the vice-president of Diversity and Adult Education's email address indicating that they are seeking to become a faculty mentor or faculty mentee. At the faculty networking events

or after the conclusion of the faculty networking events, the vice-president of Diversity and Adult Education will pair all mentors, and mentees together via email communication providing the mentor contact information to the mentee, and providing the mentee contact information to the mentor. At this point, the faculty mentor, and mentee can make their own arrangements to meet with each other to begin the formal, and informal mentoring process.

Goal four. The fourth goal of this project will be for African American faculty to lead diversity training workshops on campus. The vice-president of Diversity and Adult Education will collaborate with the department of Diversity and Adult Education, and African American faculty to develop a diversity training curriculum. The mandatory diversity training will be completed on an annual basis by all MCC employees. The purpose of the training is to create efficient processes to better prepare all MCC administrators, and faculty to aide in the success of all MCC students, especially African American, racial minority student success. This diversity training curriculum, and workshops are aligned with the MCC 2017 strategic goal to increase completion rates for all students, particularly underperforming student groups such as African American, and racial minority students.

The diversity training will be presented in three different formats. The training options will be available to all MCC faculty, and staff via in-person workshops. The in-person workshops will be conducted on both MCC campuses. The diversity training will also be available via online modules. The online modules will be available to faculty, and staff via the on campus intranet. The last training option is for faculty and staff to watch a

diversity training video at their regularly scheduled faculty, and staff meeting. The diversity training program will be comprised of four subcommittees. The first subcommittee will develop, coordinate, and present the in-person workshops. The second subcommittee will develop the online training modules for MCC faculty, and staff. The third subcommittee will develop the diversity training video. Lastly, the fourth subcommittee will be responsible for the development of a monthly newsletter that will highlight the diversity training, and all MCC diversity initiatives.

MCC developing an African American faculty led campus wide project focused on minority student success, will create opportunities for MCC to publicize this project internally at MCC, and solicit local news coverage about the project. Additionally, this project has the opportunity to be submitted to local, and national higher education publications which will gain the attention of other African American faculty, and administrators in higher education. The study's finding of faculty retention will be addressed by the institution increasing the campus visibility of African American faculty, and administrators. The African American faculty who are a part of the development of the diversity training curriculum, and workshops will develop a sense of belonging to MCC through engagement with the campus community. This sense of belonging will create a positive impact toward African American faculty retention at MCC.

Summary of the Current Project

In this project, I will address the study's findings of organizational culture, faculty recruitment, and faculty retention. The four faculty participants, four administrator participants reported the lack of formal, and informal mentoring opportunities for African

American faculty, and administrators at MCC. The project's policy recommendations will allow African American faculty, and administrators to serve on preexisting campus wide initiatives where African American faculty, and administrators will develop supportive professional relationships with their MCC colleagues. Additionally, the project's policy recommendations will provide African American faculty, and administrators an opportunity to develop new campus wide initiatives that will build the profile of African American faculty, and administrators from the perspective of their MCC colleagues.

Conclusion

This qualitative study allowed me to present evidence as to the perception of the retention practices of African American faculty at MCC. The policy recommendations in this section were constructed through the lens of the study's conceptual framework, critical race theory. The data collected indicated that MCC had challenges related to organizational culture, faculty recruitment, and faculty retention as perceived by the four faculty participants, and four administrator participants. The above study findings will be addressed through the policy recommendations that will assign a Diversity Office designee to the Joint Advisory committees, develop a minority faculty recruitment program, develop a minority faculty success retention program, and implement a campus wide diversity training curriculum focused on minority student success.

Appendix B: Observation Sheet

Participant Name: _____

Physical reaction to interview questions	What did you see related to this physical reaction?	What themes were observed during this question?	What interview question prompted this physical reaction?
1. Confused			
2. Cry			
3. Neutral			
4. Happy			
5. Anger			

6. Laughter			
7. Quiet			
8. Talkative			
9. Optimistic			

Appendix C: Interview Questions

Introduction: I would like to say thank you for taking time out of your busy day to be a part of my research study. Are there any questions that can answer at this time?

Purpose Statement: This is a semi-structure interview, with open ended questions. I am interested hearing your opinions about the topic of this study, which is exploring the perceptions of the African American faculty retention practices at MCC. At this point, you have already signed the consent form to participate in this study, but at any point you can opt out of this interview and the study altogether. Feel free not answer any question that makes you feel uncomfortable. At the same time, you are welcome to elaborate as much as you would like for any response. This interview will be audio recorded, and I will also be taking notes during your responses. Everything that we discuss today will kept confidential, and only used for the purpose of this study.

Guidelines:

1. Please do not be concerned about providing a perfect answer. I value your opinion, and view you as an expert.
2. Feel free to share all of your experiences regarding the research topic.
3. Remember, this will be a learning experience for you, myself, and the institution.

Interview Questions

1. Can you describe your experiences as faculty member/administrator?
 - a. Can you describe your relationship with your colleagues?
 - b. Can you describe your relationship with your supervisor?
2. Do you feel a sense of belonging to the institution?

- a. Can you describe why or why not you feel this way?
3. What formal retention practices do African American faculty and administrators perceive to be effective?
4. What formal retention practices do African American faculty and administrators perceive to be ineffective?
5. What informal retention practices do African American faculty and administrators perceive to be effective?
6. What informal retention practices do African American faculty and administrators perceive to be ineffective?
7. What are the retention practices of African Americans that create a positive impact?
8. What are the retention practices of African Americans that create a negative impact?

What are the retention practices of American Americans that create a neutral impact?

Appendix D: Data Collection Tool Alignment Guide

Data Collection	Data Collection Tools	Data Collection Source	Data Collection Storage
Interviews	Interview questions sheet. Sony digital voice recorder.	Participants' responses to interview questions.	In a locked file drawer, in the home of the researcher.
Observation	Participant observation sheet.	Participants' physical reactions to interview questions	In a locked file drawer, in the home of the researcher.
Archival documents	Previously provided private institutional documents. Private institutional documents provided throughout the course of the study.	The department of institutional research and planning at MCC.	In a locked file drawer, in the home of the researcher.
Field notes	Notepad and laptop.	Study site notations.	In a locked file drawer, in the home of the researcher.

Appendix E: Diverse Faculty Recruitment

MCC News

Thursday, March 15, 2018

NEWS > MCC HOSTS DIVERSE ADJUNCT FACULTY **RECRUITMENT EVENT**

APRIL 18

Midwest Central College Hosts Diverse Adjunct Faculty Recruitment Event April 18

MCC will host a recruitment event for adjunct faculty on Wed., April 18, from 4 to 6 pm in the Student Center on the MCC North Campus, located at 3254 W. Academy Drive. Diverse individuals are encouraged to apply, and all applications are welcome.

Light refreshments will be served.

Areas of need currently include the following departments: Agricultural and Industrial Technology; Arts and Behavioral Sciences; Business, Legal, and Information Systems; Humanities; Health Careers; and Math, Science, and Engineering.

Individuals with a master's degree or a master's degree with 18 hours of graduate coursework in those subject areas are encouraged to apply. For some disciplines, an associate's degree or certificate is required to qualify as an adjunct. Individuals who meet the required qualifications will be contacted as openings become available.

No reservation is required for this free event. To apply online for adjunct faculty positions and to review further job requirements, visit MCC's website.

The Future Depends on YOU!

[REDACTED]
*is actively seeking
minority professionals
who are interested
in teaching.* *[REDACTED]*

*If you have a master's degree and
teaching skills apply online at*

OR contact *[REDACTED]*

Diversity, [REDACTED]

Education is the passport
to the future, for tomorrow
belongs to those who
prepare for it today.

MALCOLM X

