# The International Descriptive Study of Effective Methods for the Recruitment and the Retention of Faculty in the United States

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## Abstract

This qualitative descriptive study explored what community college administrators and faculty described as being effective recruitment and retention methods for faculty at community colleges in the Northeastern United States. This study answered two research questions: what recruitment methods do administrators and American faculty at community colleges describe as being effective in the recruitment of American faculty? Also, what retention methods do administrators and American faculty at community colleges describe as being effective in the retention of American faculty? The researcher applied critical race theory to form a framework for best practices in recruiting and retaining American faculty. Data were obtained by interviewing six American faculty and surveying seven community college administrators employed at Massachusetts community colleges who were selected using purposive sampling and community college online staff directories. Using MAXQDA data analysis software, the researcher initiated data analysis using thematic analysis. Data were organized and analyzed to identify codes, categories, and themes. Data analysis resulted in six themes: hiring processes, faculty diversity, recruitment strategies, work environment, student and faculty relationships, and retention strategies. The findings of this study can benefit community college personnel by recommending recruitment and retention strategies to effectively recruit and retain American faculty. There was limited research and data available related to the recruitment and retention of African American male faculty at community colleges. The faculty and administrator participants of this study provided rich data on effective recruitment and retention methods for African American male faculty at community colleges. The critical race theory theoretical framework was summarized. Theoretical and practical implications emerged. Based on the data and new insights, implications for future research were discussed.

**Keywords:** American, Faculty, Recruitment, Retention, Strategies, Community College, Critical Race Theory.

**JEL Classification:** J15.

## Introduction

Community colleges prepare students for future business success. The debate around student consumerism and higher education as a business began in the 1990s (Woodall, Hiller, & Resnick, 2014). This marketization of colleges and universities affected countries such as the United Kingdom, the United States, and Canada (Tomlinson, 2017). As students have been presented with more choices, colleges have turned to the practices of the private business sector as they begin to rely on tuition dollars and less on public funds (Hubbell, 2015). With the rise in tuition costs and students contributing larger amounts to finance their education, students have adopted the view that they are paying for a service and are therefore consumers of education (Arboleda & Alonso, 2017; Tomlinson, 2017). Arboleda and Alonso (2017) suggested that for those institutions that embrace student consumerism and the business side of higher education, students' loyalty toward their college or university is instrumental in retaining existing students and attracting new ones. They stated that in the private business sector, loyalty is evaluated through a customer's repeat purchases, word-of-mouth advertising, and positive recommendations to other people. This is transferrable to higher education as well. Students

speaking positively about an institution is one of the most effective promotional strategies for colleges. Student loyalty leads to recommendations to attend the institution and potentially to financial support as alumni. Generally, positive student experiences promote positive student outcomes.

The diversity of a college campus affects students' experiences, perceptions, and outcomes (Abdul-Raheem, 2016). According to Lundberg (2014), as the community college student body becomes increasingly diverse, faculty diversity is lagging behind. Students identify with faculty of similar backgrounds; therefore, it is in the best interest of community colleges to hire additional faculty of color (Abdul-Raheem, 2016). This study explored the lack of American faculty at institutions of higher education (National Center for Education Statistics, 2018). The National Center for Education Statistics (2018) reported that three percent of fall 2016 full-time faculty were American faculties. According to Han (2014) faculty of color employed by these institutions often experience negative working environments where colleagues and students question their ability. Students critique faculty, complain to administration, give poor course evaluations, and have a lower level of respect for faculty of color (McGowan, 2000). Han suggested that students often display a sense of cultural superiority that causes them to have a lower level of respect but hold faculty of color to a higher standard.

In addition, many American faculty are tasked with additional responsibilities and are expected to operate in roles that White faculty members are not (Kelly, Gayles, & Williams, 2017). For example, faculty of color are often tasked with mentoring and relating to other students of color as a result of a lack of role models with similar backgrounds to these students (Abdul-Raheem, 2016). Although many faculties of color take on these roles, it adds additional responsibility that their colleagues do not have (Han, 2014). This study described recruitment and retention methods for American faculty at community colleges in the Northeastern United States. Previous research by Edwards (2015) studied the recruitment and retention strategies of American faculty at public four-year higher education institutions. This study extended Edwards' research by exploring these topics at the community college level through interviews with American faculty and questionnaires with administrators. The researcher, an American faculty, chose to focus on this group of individuals. The personal experience of having had one American teacher and working at a community college with few American faculty led to questioning the reasons behind these experiences. While there is a current push for business decisions to be focused on diversity, inclusion, and representation, many community colleges lack diversity. They have a faculty shortage that represents their student bodies (see Figure 1) (National Center for Education Statistics, 2018).
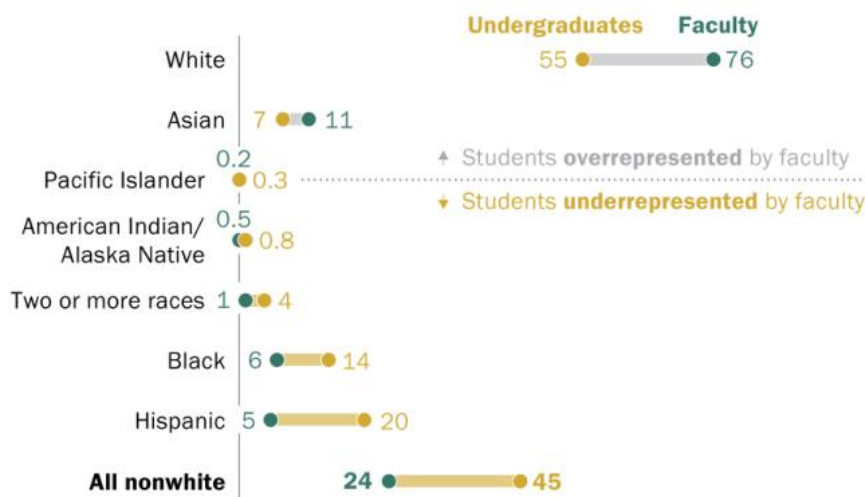


**Figure 1. Percent of Undergraduates and Postsecondary Faculty by Race and Ethnicity, Fall 2017**

Source: Davis & Fry, 2019

Recruiting and retaining American faculty benefits community colleges (Moshiri & Cardon, 2016). American faculty help create a wider, more diverse range of views and experiences for faculty and students (Ryder, Reason, Mitchell, Gillon, & Hemer, 2016). This broader perspective positively impacts student outcomes (Ryder et al., 2016). Students from diverse educational environments are more likely to persist and are also better prepared to become active participants in society (Moshiri & Cardon, 2016). Research also shows that students of color are more comfortable approaching and interacting with faculty of color (Abdul-Raheem, 2016). Generally, a diverse faculty equals greater student success. In addition, satisfied students become loyal alumni which leads to increased revenue for the institution as these loyal alumni speak positively and recommend the

institution to other people (Arboleda & Alonso, 2017; Fires & Sharperson, 2018). Therefore, it is a win-win situation to hire and retain American faculty. Alternatively, Fires and Sharperson (2018) stated that a lack of diversity in the workplace can have a negative impact on an institution's bottom line. They stated that institutions that lack diversity may garner reputations for being non-inclusive. Fires and Sharperson believe that this type of environment often leads to high turnover with employees because they do not feel comfortable working in such an environment. This supports the idea that diversity and inclusion are very important parts of a business or organization.

## Background of the Study

American faculty are underrepresented across institutions of higher education (National Center for Education Statistics, 2018). Phelps-Ward and DeAngelo (2016) suggested that not enough students of color receive doctoral degrees to populate the faculty pipeline. Wood, Kurtz-Costes, and Copping (2011) said this may be due to careers in academe seeming more unattractive in communities of color than medical or law careers, due to prestige and salary. Additionally, Blockett, Felder, Parrish, and Collier (2016) agreed that there is a lack of persistence among American students who do decide to pursue careers in academia. Furthermore, Han (2014) observed that the faculty of color who persist and choose to pursue careers in academe are often met with unpleasant experiences. Han described instances of hostile environments, racial micro-aggressions, social isolation, and student intimidation and disrespect. Despite their underrepresentation and negative experiences, American faculty are important to colleges and universities (Ryder et al., 2016). Institutions that prioritize having a diverse faculty have students who exhibit greater growth and better critical thinking skills (Moshiri & Cardon, 2016). Finally, interacting with faculty of diverse backgrounds prepares students to be active global citizens (Madyun, Williams, McGee, & Milner, 2013).

Several studies focused on barriers to the recruitment of faculty of color. Gasman, Kim, and Nguyen (2011) listed "six barriers to the recruitment and retention of faculty of color: isolation and lack of mentoring for faculty of color, occupational stress experienced by faculty of color, devaluation of minority research in the academy, the "token hire" misconception of faculty of color, racial/ethnic bias in recruitment/hiring, and racial/ethnic bias in tenure and promotion practices and policies" (p. 213). Additionally, Magloire (2019) discussed hiring committee bias. These barriers should be addressed by human resources staff and institution administrators to address the underrepresentation of American faculty. Magloire (2019) suggested that hiring committees be aware of potential bias and try to mitigate or reduce the bias. In addition, the literature suggests that hiring committees undergo diversity training and follow specific guidelines to reduce bias. Faculty value diverse work environments and the hiring committee is the first step to creating such an environment (Ponjuan, 2011). Research shows that there are often few recruitments or retention strategies specifically geared toward faculty of color (Edwards, 2015). The lack of American faculty is a societal problem. Students should leave college with an openness to diversity and the preparation to interact with diverse populations. Having a diverse faculty is a necessary step in this preparation (Ryder et al., 2016). Therefore, effective recruitment and retention methods are important to recruit and retain American and other faculty of color (Moshiri & Cardon, 2016). Edwards (2015) researched recruitment and retention methods for faculty of color at public, four-year institutions. The gap for this study is defined by Edwards, which suggested there is a need for further study of recruitment and retention methods at community colleges. Other studies explored faculty preparation and institutional support. Blockett et al., (2016) focused on doctoral students pursuing professorship at four-year institutions. In addition, Han and Ochwari (2018) researched mentoring programs for faculty of color retention at four-year institutions. Generally, these studies focused on preparing faculty for employment at four-year institutions. Overall, after a review of the literature it was noted that faculty preparation, recruitment, and experiences at community colleges required additional research.

## Problem Statement

It was unknown what American faculty and community college administrators described as effective methods for community colleges to recruit and retain American faculty. The gap for this study was defined by Edwards (2015), which suggested a need for further research of recruitment and retention methods at community colleges. Edwards concluded that institutions did not use intentional recruitment methods, such as diverse hiring committees, to attract American faculty, nor did institutions have structured retention methods, such as faculty mentoring, to retain American faculty. Edwards indicated that institutions used standard recruitment and retention processes. The findings were based on four-year public institutions and suggested that future research be carried out in community colleges. This study extended the research of Edwards and described effective recruitment and retention methods that community colleges can use to recruit and retain American faculty. The general population affected was American faculty and administrators at community colleges. Still,

the target population of this study was a more specific subpopulation of American faculty and administrators at Massachusetts community colleges. The unit of analysis was each individual American faculty members and each individual community college administrator's description of recruitment and retention. In general, there is a shortage of American faculty across U.S. institutions of higher education. While 14% of college and university students are American, just six percent of full-time college and university faculty are American (National Center for Education Statistics, 2018). Ryder et al. (2016) cited that a diverse faculty exposes students to diverse perspectives. Additionally, they indicated that faculty of color allow for greater student cultural awareness and a better understanding of different racial perspectives. Creating personal relations with others of different ethnicities and diverse backgrounds allows students to challenge stereotypes and connect to others' cultures (Madyun et al., 2013). It helps students function in the diverse society of today (Moshiri & Cardon, 2016). Boyd (2018) showed that students of color need role models who share similar backgrounds. Abdul-Raheem (2016) concluded that students of color are more apt to approach and reach out to faculty of color. Overall, greater faculty diversity leads to positive student outcomes (Ryder et al., 2016). Generally, faculty of color provides many benefits to college campuses. However, they remain underrepresented. Previous research focused on recruitment and retention at four-year public colleges and universities. Therefore, more information was needed regarding recruitment and retention of faculty of color at the community college level.

## Purpose of the Study

The purpose of this qualitative descriptive study was to explore what community college administrators and American faculty described as being effective recruitment and retention methods for American faculty at community colleges in the Northeastern United States. The study utilized semi-structured interviews and a Survey Monkey questionnaire to collect the data. The results of the study provided effective methods for community colleges to recruit and retain American faculty. The target population for the study was American faculty and administrators at Massachusetts community colleges. Data was collected from six American faculty and seven administrators. A qualitative descriptive study design described the experiences of the faculty and administrative participants to allow for descriptions of effective methods to recruit and retain American faculty at community colleges. This study filled a gap in understanding effective methods for recruitment and retention of American faculty at community colleges. This research was relevant for community college administrators and human resources personnel given the low percentage, three percent, of American faculty teaching at colleges and universities across the United States. (National Center for Education Statistics, 2018). As student bodies become increasingly diverse, with diverse needs, administrators and human resources personnel can benefit from effective methods to recruit and retain faculty who can relate to the students. Faculty of color should be recruited intentionally and retained, as well, because many faculties of color have negative experiences (Han, 2014; Magliore, 2019). Overall, this study contributed knowledge on effective methods to assist community colleges in the recruitment and retention of American faculty.

## Research Questions

Diverse faculty create better learning environments for students (Ryder et al., 2016). In fall 2016, however, just three percent of college and university faculty were American faculties (National Center for Education Statistics, 2018). This qualitative descriptive study explored what American faculty and community college administrators described as effective methods for recruiting and retaining American faculty at community colleges. The following research questions guided the study:

$R_1$: *What recruitment methods do administrators and American faculty at community colleges describe as being effective in the recruitment of American faculty?*

$R_2$: *What retention methods do administrators and American faculty at community colleges describe as being effective in the retention of American faculty?*

Based on the literature review, several themes emerged regarding effective recruitment and retention methods of American faculty at community colleges in the Northeastern United States. Recruitment themes such as hiring processes, intentionally advertising in places American faculty frequent, and recruitment strategies. Emerged retention themes included environment, mentoring programs designed to help American faculty feel a sense of belonging in what could otherwise be a hostile environment, and retention strategies. The research questions are related to the theoretical framework, critical race theory. Critical race theory is a theoretical framework that is used to challenge racism and other forms of oppression. Critical race theory acknowledges faculty of color and their unwelcoming experiences while also challenging White people's experiences as the norm (Critical Race, 2015). Many institutions and systems in society work against people of color and support a system of privilege and oppression. Critical race theory is available to address the core of these institutions

and systems to affect real institutional change (Vats & Keller, 2018). This study contributed to the literature by giving American faculty a voice and provided effective methods for the recruitment and retention of American faculty at community colleges.

## Assumptions, Limitations, Delimitations

**Assumptions.** An assumption is a condition that is believed to be true even when there is no evidence to support it (Pyrczak & Bruce, 2016: 84). This study will be based on the subsequent assumptions. Faculty and administrators sincerely participated in the research and did not have any other motives. This assumption was drawn from the fact that participants participated in the study through their own free will and received no compensation. It was also assumed that participants were honest in their interviews and survey answers as the research questions were straightforward and not very personal in nature. Given the selection of community colleges across the entire state of Massachusetts and not one particular community college, the researcher assumed that a sufficient number of faculty members and administrators would respond to participate in the study. Lastly, since Edwards (2015) and Aymer (2017) previously used similar interview and surveyed questions and the research questions for this study were reviewed by an expert panel, it was assumed that the questions collected valid and reliable data.

**Limitations and Delimitations.** A limitation is "a weakness or a handicap that potentially limits the validity of the results" (Pyrczak & Bruce, 2016: 84). The following limitations applied to this study. The study only included faculty and administrators from three Massachusetts community colleges because of the proximity to the researcher's geographic location and the willingness of the institution to participate. The data collected was limited to semi-structured interviews and a questionnaire in the interest of the researcher's and participants' time and availability. Lastly, the study relied on self-reported data. Self-reported data required the researcher to take what the participants said at face value. This was also problematic because it relied on participant articulateness and researcher interpretation. The researcher may have misinterpreted something that a participant said, leading to false interpretation. Ultimately, with self-reported data, there was no way to verify the information independently. Member-checking and clarifying questions, however, were used to collect the most accurate information. A delimitation is "a boundary to which a study was deliberately confined" (Pyrczak & Bruce, 2016: 84). The following delimitations are applied to this study. The study only included three Massachusetts community colleges. In addition, only American faculty and administrators employed at the selected institutions were eligible to participate. American faculty were specifically chosen because it was an area of particular interest to the researcher. This demographic has one of the lowest teaching rates, with only three percent of fall 2016 faculty being American faculty (National Center for Education Statistics, 2018). Administrators were chosen in addition to faculty because they offer an administrative viewpoint and different perspectives. Similarly, Massachusetts community colleges were chosen since they were of particular interest to the researcher, and they were also more readily available given the researcher's geographic location.

## Literature Review

**Identification of the Gap.** This literature review provides an overview of the underrepresentation of American faculty, the faculty of color experience, the importance of faculty of color, recruitment and retention strategies for American faculty, and an overview of critical race theory. This qualitative descriptive study describes effective methods for recruitment and retention of American faculty in the Northeastern United States. The study utilizes individual, semi-structured interviews and questionnaire data. The study results will explain what American faculty and community college administrators describe as being effective methods for community colleges to recruit and retain American faculty. This study was necessary, as Edwards (2015) examined recruitment and retention at public four-year institutions of higher education but did not examine recruitment and retention at community colleges. Edwards identified recruitment and retention strategies for minority faculty at community colleges as a recommendation for further research. Morest (2015) acknowledged that the contributions of community college faculty often receive very little attention in the literature. Many previous studies examined four-year public and private institutions. Additionally, few research studies explore the experiences of American faculty and effective recruitment and retention methods at community colleges. Community colleges have increasingly diverse student bodies and predominantly White faculty and staff. A diverse faculty representative of the student body is ideal, however. This study contributes descriptions of effective methods for recruitment and retention of American faculty at community colleges in the Northeastern United States. The study results will provide strategies that community colleges can use to recruit and retain American faculty leading to more diverse community college campuses.

**Theoretical Foundations.** The theoretical foundation for this study is the critical race theory. "[Critical race theory] is a theoretical framework researcher use to examine culture as it relates to race, law, and power" (Boyd, 2018: 30). Critical race theory first arose in the 1970s and seeks to provide a critical analysis of race and racism from a legal point of view (Joshi et al., 2015). Critical race theory emerged from the critical legal studies (CLS) movement that began from the early work of Derrick Bell, Mari Matsuda, Charles Lawrence, Kimberlé Crenshaw, and White theorist Alan David Freeman's dissatisfaction with the slow progress of racial reform in the United States (Simba, 2014). Through critical race theory, scholars examine the oppression of people of color and the continuation of White supremacy in America (Kelly et al., 2017). According to Joshi et al. (2015) critical race theory focuses on uncovering and highlighting the stories of those marginalized in society. Counter stories challenge White supremacy and provide alternative interpretations of events through the voices of those who are marginalized (Hayes & Fasching-Varner, 2015). Critical race theory highlights the voices of people of color in hopes of enacting change. The theory states that narrative and storytelling are important to understanding and addressing the experiences of those marginalized (Joshi et al., 2015). Critical race theory is a theoretical framework that is used to challenge racism and other forms of oppression. It acknowledges faculty of color and their unwelcoming experiences while also challenging White people's experiences as the norm (Critical Race, 2015). Critical race theory purports that race is socially constructed, and that racism is endemic (Lee, 2018). Furthermore, critical race theory states that the construction of the race color line is not from a few individuals but is a systemic issue. Many institutions and systems in society work against people of color and support a system of privilege and oppression (Vats & Keller, 2018). Critical race theory is available to address the core of these institutions and systems to affect real institutional change. Critical race theory is committed to social justice and is an effective platform to deconstruct White supremacy in education using a socially just approach (Matias, Montoya, & Nishi, 2016: 3). This theory supports voices of color and recognizes that people of color have different experiences but collectively they speak to the issue racism (Lee, 2018).

Critical race theory is a framework for analyzing race and racism in the nation's higher education institutions. In addition, critical race theory allows for the examination of educational policies providing a space for faculty of color to share their experiences (Critical Race, 2015). Critical race theory serves as the foundation for collecting and analyzing interview data to determine recruitment and retention methods for American faculty at community colleges. The focus of critical race theory is to highlight the voices of people of color through narrative and storytelling (Lee, 2018). This closely aligned with this interview study and determining recruitment and retention methods. Critical race theory provides a lens to recognize and explain the effects of institutional norms and policies on the work and identity of faculty of color. Ultimately, critical race theory recognizes the importance of experiential knowledge and the strength that comes with it; therefore, critical race theory uses several methods including storytelling, family histories, biographies, chronicles, epistolaries, narratives, and testimonies (Critical Race, 2015). According to Kelly et al. (2017) there are five principles of critical race theory. The first principle is the permanence of racism, which suggests that racism is a permanent part of American society. The second principle focuses on the entitlement of whiteness and the ability to include or exclude based on said whiteness. Thirdly, critical race theory believes that White people benefit from any advancements made by people of color. The fourth principle challenges the idea of race neutral society based on the slow progressions of racial inequality. Lastly, the fifth principle states that counter stories give a voice to people of color and allows a different perspective to challenge the dominant narrative of whiteness. Critical race theory can be used to analyze classroom experiences, looking at the disconnect between teacher and student background (Howard & Navarro, 2016). There is a growing number of students of color enrolling in today's community colleges, however, the faculty remains mostly White. Many faculties may be unaware of the racial experiences of their students (Howard & Navarro, 2016). Therefore, there is a lack of cultural knowledge. These differences are known as the demographic divide (Howard & Navarro, 2016: 8). Critical race theory provides a space for these experiences to be heard. This study offers additional information to critical race theory because it highlights the voices of people of color in hopes of enacting change. Additionally, the findings of the study will provide a lens to recognize and explain the effects of institutional norms and policies on the work and identity of faculty of color. Furthermore, counter stories will advance critical race theory and move the racial discussion forward at colleges and universities.

### Review of the Literature

Racial and ethnic diversity among faculty is important in higher education and affects student experiences and retention, especially among underrepresented students. While the community college student body is becoming increasingly diverse, the faculty is not (Lundberg, 2014). National Center for Education Statistics (2018) reported that in fall 2016, of all full-time, male faculty in degree-granting postsecondary institutions, 41% were

White and 3% were Black. However, a diverse faculty provides a richer learning environment for students (Ryder et al., 2016). Research also suggests that students of color feel more comfortable and are more likely to attend colleges and universities where there is a representation of people of color in the faculty and administration (Moshiri & Cardon, 2016). Meanwhile, students from diverse educational environments are better prepared to become active participants in society (Kelly et al., 2017). As a recruitment tool, hiring committees can provide funding specifically for hiring faculty of color (Kelly et al., 2017). It can be done in conjunction with purposeful advertising in publications and organizations with which people of color are familiar (Gasman et al., 2011). Making specific efforts to recruit faculty of color gives the impression that the institution values diversity. It is not enough to recruit faculty of color. However, there must also be measures to retain the faculty as well (Kelly et al., 2017). Many faculties of color have negative interactions with students and colleagues, such as having their competence questioned and feeling unwelcomed (Kelly et al., 2017). Other research has shown that faculty of color experience feelings of "exclusion, isolation, marginalization, and alienation" (Siegel et al., 2015: 593). Of all the other faculty of color and White faculty, American faculty are most likely to experience race-related occupational stress. Unfortunately, this results in academia being one of the most segregated professions (Wilder, Osborne-Lampkin, & Jackson, 2015). Many faculties and staff fail to see that racism exists and do not believe corrective action is needed. These attitudes reflect color blindness and post-racial era thinking (Wilder et al., 2015). Institutions, however, can counteract this type of thinking by hosting social events and discussions about diversity and success to provide a welcoming environment for faculty of color (Cole et al., 2017).

This literature review includes an overview of the underrepresentation of American faculty, the faculty of color experience, the importance of faculty of color, recruitment and retention strategies for American faculty, and an overview of critical race theory which will be used as a theoretical framework for this research. The study identifies recruitment and retention methods for American faculty at community colleges in the Northeastern United States and utilizes individual, semi-structured interviews and a Survey Monkey questionnaire to collect the data. The results of the study will provide effective methods for community colleges to recruit and retain American faculty. This study was necessary as Edwards (2015) examined recruitment and retention at public four-year institutions of higher education but did not explore recruitment and retention at community colleges. Edwards identified recruitment and retention strategies for minority faculty at community colleges as a recommendation for further research. According to the American Association of Community Colleges (2018) 41% of the undergraduate students in the United States are enrolled at community colleges. Community colleges largely contribute to higher education in the United States and tend to serve a larger number of underrepresented, disadvantaged, and low-income students (Rosenbaum et al., 2016). Community college student bodies are highly diverse, and the faculty and administration should be representative of the students they serve.

**Underrepresentation of American Faculty.** The United States has become increasingly diverse and commonly referred to as a melting pot because of its vast diversity. The population demographics, however, are not reflected in the higher education workforce (Han, 2014). According to the National Center for Education Statistics (2018), 3% of full-time, male faculty are American faculties, whereas 14% of college and university students, ages 18 to 24 years old, are American (see Figure 2).
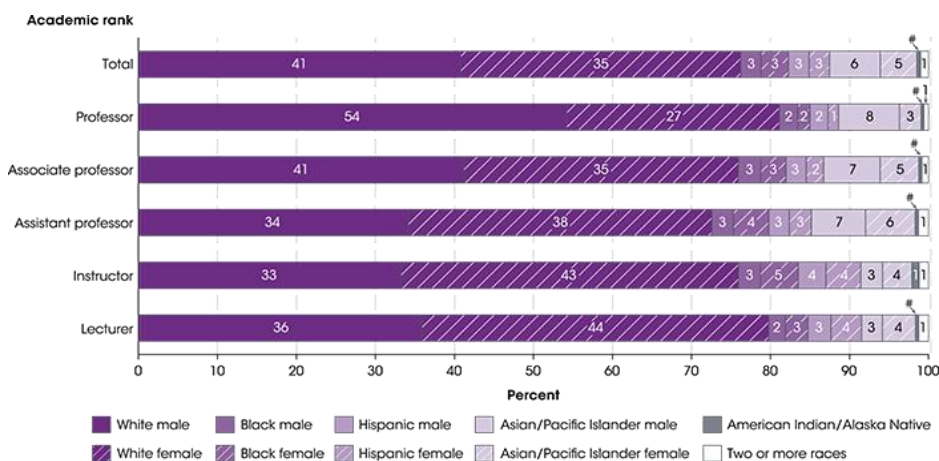


**Figure 2. Percentage Distribution of Full-Time Faculty in Degree-Granting Postsecondary Institutions, by Academic Rank, Race/Ethnicity, and Sex: Fall 2016**

Source: NCES, 2018

Lundy-Wagner, Vultaggio, and Gasman (2013) indicated that it is important for American faculties to have access to hiring pools to be successful as faculty; however, many do not have access to these pools or access to suitable mentors because of where they live or the less prestigious schools they attend. Blocket et al. (2016) suggested focusing on the retention of students of color as there is high attrition among American faculties college students. Sinanan (2016) cited that lack of retention can be traced back to the college experience of American students. Many American students, attending predominantly White institutions (PWIs), feel less prepared than their White peers, unwelcomed by their White peers, and a lack of belonging at their institutions. Additionally, poor retention can be traced to the lack of socialization of students of color. Tierney (1997) defines socialization as "a set of common assumptions, morals, rituals, and norms that are followed within organizations" (p. 99). Furthermore, many students of color feel academically unprepared and face structural alienation. Mentoring, however, can bridge the gap and contribute to student retention, as it allows students to have someone who has been through a similar experience help and guide them through necessary steps and avoid pitfalls. Mentors also serve as a great network connection and help with research, internships, and job opportunities (Lynch-Alexander, 2017). Bianco, Leech, and Mitchell (2011) state that current teachers serve as mentors and the teachers that students of color interact with shape their career choice. Having a teacher who shares a student's racial background is one of the first steps that helps students connect and create an interest for them to pursue a teaching career. The lack of American teachers makes this connection less likely.

Additionally, Wood et al. (2011) indicated that careers in law or medicine seem more attractive than careers in academe in the minority community due to prestige and salary. Wood et al. argued that American do not see teaching as a viable career choice in comparison to becoming a doctor or lawyer. The teaching profession does not hold as much prestige in their community and is believed to not pay as well. Bianco et al. (2011) pointed out similar results when surveying and interviewing a group of American high school students. The American students said that lawyers and/or medical doctors were considered more respected and had greater earning power than teachers in their community. These thoughts early in the educational careers of American deter them from pursuing the education and career pathway to teaching; thus, leading to their underrepresentation in faculty hiring pools and positions. The National Center for Education Statistics (2019) acknowledged that students of color are underrepresented in doctoral programs while White students account for approximately 70% of awarded doctoral degrees in the United States (see Figure 3). Pursuing and obtaining a doctoral degree is an important step on the path to accessing faculty hiring pools. Therefore, the lack of American students obtaining doctoral degrees, leads to a lack of people of color in faculty hiring pools.
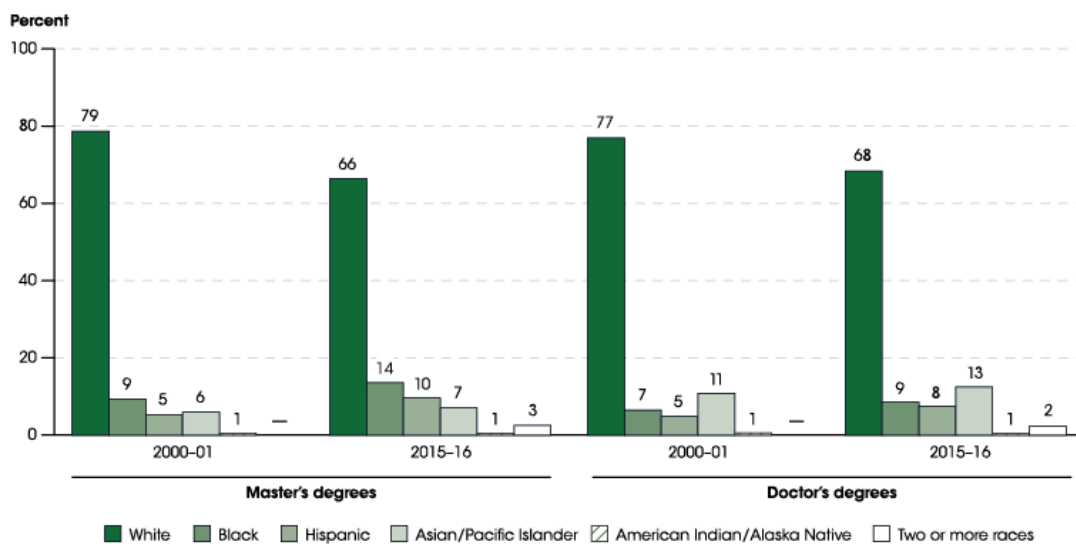


**Figure 1. Percentage Distribution of Master's and Doctor's Degrees Awarded by Degree-Granting Postsecondary Institutions, by Race/Ethnicity: Academic Years 2000-01 and 2015-16**

Source: NCES, 2019

In addition to the number of students of color obtaining doctoral degrees, it is important to note where students of color obtain their doctoral degrees and sometimes even where they obtain their bachelor's degrees. The institutions from which students of color receive their degrees have an impact on their likelihood of obtaining faculty positions. Lundy-Wagner et al. (2013) used the Survey of Earned Doctorates (SED) to identify where the largest number of underrepresented students of color received their doctoral degrees. They cited that the top doctoral producing institutions for American s were historically Black colleges and universities (HBCUs) and for-profit universities, such as University of Phoenix (See Table 1 and Figure 4).

Table 1. Top 20 Doctorate-Granting Institutions Ranked by Number of Minority U.S. Citizen and Permanent Resident Doctorate Recipients, by Ethnicity and Race of Recipient: 5-Year Total, 2012-16

| Rank | Institution | Recipients |
|---|---|---|
| n/a | Black or American (373 Institutions) | 11,034 |
| n/a | From top 20 institutions | 3,355 |
| 1 | Walden U | 839 |
| 2 | Howard U | 348 |
| 3 | Jackson State U | 161 |
| 4 | U. Georgia | 143 |
| 5 | U. Michigan, Ann Arbor | 135 |
| 6 | Georgia State U. | 131 |
| 7 | Auburn U., Auburn | 129 |
| 8 | Texas A&M U., College Station and Health Science Center | 122 |
| 9 | U. South Carolina, Columbia | 122 |
| 10 | U. Florida | 120 |
| 11 | U. Maryland, College Park | 120 |
| 12 | U. Illinois, Urbana-Champaign | 119 |
| 13 | U. Memphis | 114 |
| 14 | Morgan State U. | 113 |
| 15 | George Washington U. | 109 |
| 16 | Florida State U. | 108 |
| 17 | Columbia U., Teachers C. | 107 |
| 18 | CUNY, Graduate Center | 106 |
| 19 | Michigan State U. | 105 |
| 20 | U. North Carolina, Chapel Hill | 104 |

*Note. National Science Foundation, National Center for Engineering Statistics, Survey of Earned Doctorates (2019)*

Source: National Science Foundation, 2020

The low number of minorities receiving doctoral degrees from selective universities has an adverse effect on the number of American faculty in hiring pools, leading to their underrepresentation.
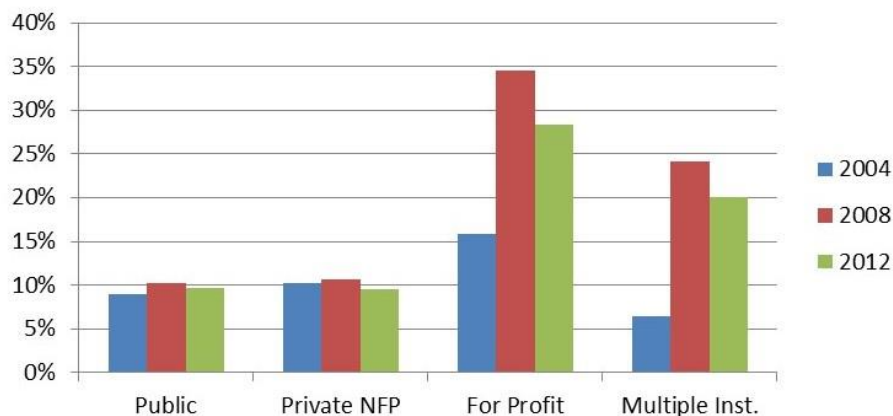


**Figure 2. Percent American Faculties Within Graduate Institution Type, Over Time**

Source: Scott-Clayton & Li, 2016

Lundy-Wagner et al. indicated that institutions looking to diversify their doctoral candidates and hiring pools should extend their recruitment efforts to areas and institutions that have larger numbers of American candidates. According to the National Center for Science (2019), the top doctorate-granting institutions for American s are Walden University and Howard University (see Table 1). Extending recruitment efforts to these types of often overlooked institutions would increase American representation in faculty hiring pools.

**Faculty of Color Experience.** The experience for many faculties of color is unpleasant (Han, 2014). Faculty of color often experience racial micro-aggressions. Pérez Huber and Solorzano (2015) define racial micro-aggressions as "a form of systemic, everyday racism used to keep those at the racial margin in their place" (p. 298). These micro-aggressions often take the form of subtle verbal and non-verbal insults. According to Matias et al. (2016), "lack of diversity and critical perspectives allow dominant ideologies, especially those of whiteness" (p. 2). Han (2014) stated that many faculties work in hostile environments where they are not accepted and are constantly faced with proving their worth. Furthermore, Han noted that faculty of color face challenges of perceived incompetence. White colleagues discredit the research topics and results of faculty of color because

they are unfamiliar with the topics and view them as unimportant and trivial. Being underrepresented and feeling unwanted often leads to social isolation for faculty of color. When there are few or no other colleagues of similar backgrounds, collegial relationships become strained. As the United States population is shifting from a majority White population to most people of color (Craig & Richeson, 2017). It would benefit colleges and universities to leverage the knowledge and experiences of faculty of color to change the institution's culture and influence curriculum. Many institutions, however, are not taking advantage of this opportunity. Academia, mainly PWIs, remains one of the most segregated professions (Han, 2014). Han (2014) indicated that faculty of color that work at PWIs are isolated and underappreciated and isolated from their communities, marginalized and not accepted at their institutions. Lacking mentors and meaningful relationships with colleagues to help navigate their institutions often leads to the dissatisfaction of faculty of color and, ultimately their resignation (Loveless-Morris & Reid, 2018).

According to Niemann (2016), many faculties of color find themselves being used as "tokens." Administrators and colleagues view faculty through a racial lens rather than seeing them as peers and colleagues. As tokens, Niemann stated that faculty of color were often limited to participating in the campus activities that were related to race and/or diversity. For example, faculty of color were often asked to handle race/diversity issues that happened on campus for no other reason than their ethnic background. Similarly, faculty of color were often asked to teach race-related curricula whether they had experience teaching the subject or not. Furthermore, colleagues unknowingly included names of faculty of color on grant proposals when the grant agency valued diversity. Generally, tokens are not seen as scholars but rather as someone that can handle racial issues at the institution. The faculty of color experience is also an experience of stagnation. Colleagues receive promotions and make tenure, while faculty of color struggle to reach these career milestones. Mentoring is a significant part of moving ahead in academia, and there is a lack of mentorship for faculty of color (Han, 2014). The lack of experienced faculty of color makes it difficult for new faculty of color to connect with colleagues and form mentoring relationships (Abdul-Raheem, 2016). Cole et al. (2017) indicated that mentors help faculty of color acclimate to their institutional environments and offer guidance that teaches new faculty the ins and outs of the institution. It goes a long way in learning the institution's culture and learning the necessary steps for promotion and tenure. Without sufficient mentoring, faculty of color are left to navigate their institutions on their own and face setbacks as a result. Finally, Han (2014) concluded that the competence of faculty of color was frequently challenged in the classroom and faculty of color often experienced harsh criticisms from their students. White students undermined the authority and expertise of faculty of color stemming from a place of cultural superiority. McGowan (2000) emphasized that students critique faculty work, provide poor teacher evaluations, write anonymous letters of complaint to administrators, and have a lower level of respect for faculty of color. While they have a lower level of respect, they hold faculty of color to a higher standard. There is a sense of cultural superiority on the students' part. This results in students constantly questioning faculty members and not trusting that they have the intellect to teach correctly. In some institutions it comes to a point of resignation for the faculty of color. For example, an "American faculty member was so overwhelmed with student complaints that he was willing to give students the grades they wanted as a way to discontinue the students' harassment" (McGowan, 2000: 21). Han (2014), however, indicates that many faculties of color persist despite the obstacles in the way.

**Importance of Faculty of Color.** Ryder et al. (2016) conclude that a diverse faculty helps students gain cultural awareness and better racial understanding. Additionally, students from diverse educational environments are better prepared to become active participants in society and to interact with different cultures and viewpoints. Essentially, learning in a diverse environment helps students function in today's current complex, pluralistic society (Moshiri & Cardon, 2016). Ryder et al. (2016) also suggested that students of color feel more comfortable and are more likely to attend colleges and universities where there is a representation of people of color in the faculty and administration. Madyun et al. (2013) argued that students attending colleges with diverse faculty have a greater chance at intercultural competence and have an awareness and appreciation for other cultures. Here, intercultural competence is defined as an individual who is "able to identify and connect with people of different cultures and to respect cultural differences without displaying an inauthentic or condescending attitude" (Madyun et al., 2013: 66). Gaining exposure to different cultures allows students to challenge stereotypes and understand others' cultural experiences. Madyun et al. (2013) explored and documented four personal stories from American professors at PWIs. According to the data from Madyun et al., students reported learning from faculty of color and being forced to think about issues that they otherwise would not have even considered. Being able to respect and interact with people from diverse backgrounds is necessary in life, especially as the population becomes increasingly diverse. Moshiri and Cardon (2016) stated that students learning in a diverse environment also have high instances of personal growth, and a diverse environment helps students develop critical thinking skills.

Research shows that students of color are more comfortable approaching and reaching out to faculty of color. American students, especially those at PWIs, voiced that faculty of color are important to their college experiences (Kelly et al., 2017). Boyd (2018) also indicated that students need role models to whom they relate to be most successful in their studies. Abdul-Raheem (2016) states that students of color value the interactions and commonalities they have with faculty of color. Additionally, Lundberg (2014) collected data with the Community College Survey of Student Engagement (CCSSE) from 239 students who were part of multicultural organizations at one of 12 community colleges. The results showed that the interaction between faculty and students is the most important factor in student learning and engagement at the community college level. This supports the importance of faculty of color to address an ever-increasing diverse student body since interactions with faculty are strongly linked to college satisfaction among students. It is the class environments, relationships, and mentorships with faculty that directly impact student experiences which reflects on students' overall college satisfaction (Kim & Sax, 2014). Having a diverse faculty leads to a greater satisfaction among all students and provides an increased opportunity for students of color to connect with a faculty member.

Alger (1997) indicated that there are four values of diversity:

➢ Racial diversity enhances interaction among people of different races on and off the campus.
➢ Racial diversity improves communications and understanding among individuals of different races.
➢ Prejudices can be overcome when people discover how much they have in common with people of other races.
➢ People of different races may discover that their political beliefs or interests can provide a common ground for fostering understanding and interaction.

Ryder et al. (2016) administered the Personal Social Responsibility Inventory (PSRI) at 15 institutions to assess students' perceptions of the intuitional climate along five dimensions. The sample included 11,216 students, 65% female, 13% Hispanic, and 8.7% Black. Data showed that faculty members that explored different cultures and taught diverse perspectives increased students' openness to diversity and challenge. The data support that faculty of color are necessary and important "socialization agents" on the college campus (p. 349). Faculty of color have holistic educational goals and practices (Antonio, 2002). They see the student as a whole and are invested in their academic and overall success. Antonio (2002) analyzed survey data collected by the Higher Education Research Institute (HERI) from 313 institutions, including 21,467 full-time faculty. According to Antonio, faculty of color were "30% more likely than White faculty to value the emotional development of students and their out-of-class experience as part of their educational charge as teachers" (p. 593).

Thus, since faculty of color are more likely to value the emotional development of their students, they are more likely to interact with their students, thereby, ultimately increasing student retention. Smith, Turner, Osei-Kofi, & Richards (2004) concluded that faculty of color:

➢ provide a crucial element of diversity among an all Caucasian faculty;
➢ allow for further diversity in the curriculum and the department research programs;
➢ respond to the needs and demands of our graduate and undergraduate students of color;
➢ assist in the recruitment and retention of graduate and undergraduate students of color;
➢ provide numerous opportunities for federal grants earmarked for faculty of color that will increase the likelihood of external funding (p. 152).

In addition to benefitting students, faculty diversity breeds innovation and makes good economic sense, given that academic institutions praise and reward innovation, often with financial rewards. Kets (2015) used a mathematical model to study the effects of diversity. Data showed that diverse departments did more original work and came up with more innovative ideas. It was suggested that diverse groups perform better because they are less conformist and help people more willingly try new things. Even if people from different backgrounds have the same skills and knowledge, diverse teams still performed better than homogeneous groups. It supports hiring faculty of color and making sure that academic departments are as diverse as the student populations they serve.

**American Faculty Recruitment Strategies.** Lovell et al. (2002) stated three barriers to recruiting faculty of color, including current faculty underestimating the importance of cultural diversity, "ingrained resistance to change," and the belief that faculty of color and staff of color are incompetent at high-level tasks (p. 21). In California, the president of Grossmont College states that colleges should create a welcoming environment for faculty of color. At Grossmont, they make a point for diverse candidates to believe that they will be treated fairly when applying for a position. Some institutions, however, have reputations that tell candidates of color that, despite their qualifications, they should not waste their time applying to that particular institution (Ashford, 2018). Nevertheless, many institutions recognize the benefit of having a diverse faculty and are directing attention to recruiting and hiring more diverse faculty from underrepresented backgrounds (Gasman et al., 2011). Addressing the shortage of underrepresented and/or American faculty requires intentional processes. Gasman

et al. (2011) recommended the following strategies to recruit more faculty of color: utilizing special or targeted advertising, contacting department chairs from other universities to ask for assistance in identifying candidates, mentoring doctoral candidates for future recruitment as faculty members, funding faculty lines solely for minority hires, and offering minority postdoctoral fellowships. Furthermore, Ponjuan (2011) indicated that institutions with three specific search committee policy guidelines were more successful in hiring faculty of color. The first guideline is that the faculty positions include an explicit requirement that the position links to a research agenda focused on racial/ethnic issues. The second states that the institution creates a "special hire" strategy to pursue exceptional faculty of color who would directly enhance the department research profile. Lastly, the third is that the faculty search committee has racially/ethnically diverse representation.

According to Williams (2018), racial diversity in hiring committees does matter. The credentials that hiring committees use to evaluate candidates exclude certain groups (Vanderford, 2018). Matias et al. (2016) maintained that most hiring committees select mirror images of themselves, and manifestations of whiteness become normalized. It leaves many candidates of color hiding aspects of their culture and heritage. Racial bias and discriminatory practices are still present and often limit opportunities for people of color. However, racially diverse committees are more likely to value diversity, which leads to hiring and promoting more faculty of color. Williams studied diverse search committees by assigning White participants to a White committee or a diverse committee to evaluate a White candidate and a candidate of color. The data showed that White participants assigned to the diverse search committee were more sensitive to the diverse candidate. This research from Williams suggested that simply changing the racial make-up of a hiring committee can lead to less discriminatory practices. Smith et al. (2004) support the "special hire" strategy. They analyzed 689 job searches from three large public universities and concluded that "special hire" interventions and diversity descriptions within the job posting were two highly successful strategies in hiring faculty of color. "Special hire" situations refer to a process circumventing the normal search process" (p. 153). It was essential in hiring American faculty and accounted for half of all American faculty hires. Moshiri and Cardon (2016) provide additional suggestions on how to increase faculty of color recruitment. Their study suggested that departments be more accepting, and job descriptions include issues of interest to faculty of color. According to Magloire (2019), these job descriptions require purposeful preparation, advertising, and recruitment which would help expand applicant pools. Magloire further suggested using specific wording and phrasing in job descriptions, encouraging individuals committed to working with diverse populations, and including a particular statement about encouraging people of color to apply increases, diverse applicants, in the candidate pool. This statement is most effective when it is explicit and not merely a blanket statement that appears unauthentic.

Furthermore, modifications in search processes also help attract faculty of color. Moshiri and Cardon (2016) stated that senior faculty of color should be included on search committees. In addition, Magloire (2019) indicated that all members of search committees should be aware of any biases and strategies to reduce these biases should be used. Institutions should recruit from places that have diverse populations and hiring committees should respect nontraditional career paths. During the interview process committees should have pre-established interview questions where at least one question directly addresses diversity and/or previous experience working with diverse populations. These intentional strategies ensure that diversity is at the center of the hiring process each step of the way, which ensures that faculty of color have greater chances of applying and, ultimately, being hired. The University of Southern California's (USC) Center for Urban Education, which conducts research and promotes racial equity, held an Institute for Equity in Faculty Hiring at Community Colleges that provided practical tools for community colleges to assist with integrating equity in hiring processes and procedures. The Institute discussed including language in job descriptions that attract faculty of color, such as requesting experience teaching first-generation, American, and/or Latino students. Additionally, hiring committees are encouraged to be aware of their implicit biases and how they may hinder hiring efforts. Lastly, participants were encouraged to discuss challenges and opportunities around diverse faculty recruitment, hiring, and retention (Gordon, 2017).

The University of California-Riverside (UCR) is also a known leader in implementing diverse hiring practices (Moses, 2012). They have a very diverse student body and are committed to having an equally diverse faculty and staff. Some of the strategies that UCR uses include "providing each committee with clear instructions to ensure equitable treatment" (Moses, 2012: para. 4). UCR keeps information to acclimate candidates to the campus and has people who can provide specialized information for underrepresented groups. There are clear policies to counter competing offers for high-caliber candidates. They also have mentoring programs where senior faculty work with untenured faculty to help navigate the tenure and promotion process. Additionally, UCR provides research development opportunities, and they continuously evaluate the campus climate to ensure policies benefit all faculty and use creative ways to reward faculty for their contributions to campus diversity. Lastly, they gather information about why faculty leave, paying special attention to the concerns of underrepresented groups.

Abdul-Raheem (2016) suggested holding recruitment events. These events include welcoming faculty of color to campus so they may see the daily function of the institution. Attending such events helps develop trust between faculty of color and the institution, as many faculties of color have a mistrust of PWIs, given the history of prejudice and discrimination. Ashford (2018) highlights Hillsborough Community College (HCC) in Florida for their commitment to diversity as HCC was the winner of the American Association of Community College's 2017 Award of Excellence for Advancing Diversity. The college has many students of color and thinks it is important for the faculty and administration to represent the study body accurately. HCC's process for recruiting faculty of color was intentional and they implemented several specific strategies to accomplish the goal. First, a faculty advisory team was created to select people of color to participate in their internship program. The internship positions were full-time, paid, temporary instructor positions where all interns were assigned a mentor. This program allowed interns to gain teaching experience and build relationships with faculty and administrators with the goal of being permanently hired as faculty members. Another strategy that helped increase faculty diversity at HCC was the requirement for Florida colleges to submit an annual equity report. Following the requirement of submitting the equity report, American faculty increased by 14%. Lastly, HCC began recruiting at job fairs and other places frequented by people of color. The literature also supports mentoring as a recruitment tool for faculty of color. Mentoring helps students realize aspirations for the future and helps feed the faculty pipeline. Phelps-Ward and DeAngelo (2016) interviewed four mentoring pairs about the Future Faculty Program. This program, developed in 2012, provides sophomore and junior undergraduate students with mentors and guidance toward faculty careers. Students searched faculty profiles and indicated with whom they wanted to partner. The mentoring relationship began with an initial meeting to go over goals and expectations and continued with monthly meetings and workshops for graduate school. One of the participants said she would never have pursued graduate school if not for her mentor.

Mentoring supports the "grow your own" idea which refers to institutions that recruit and mentor their students to become faculty. Lovell et al. (2002) discuss several California community colleges that have implemented "grow your own" activities. These "grow your own" activities support faculty of color and recruit students of color to pursue faculty careers. Faculty of color are provided professional development opportunities and showcased by organizations that promote underrepresented faculty. Students of color interested in faculty careers are identified, mentored, and offered internships within the California community college system. Over three years, 75% of participants were employed by a community college after completing the internship. "Grow your own" programs can also include funds to support students in completing terminal degrees (Lovell et al., 2002). As previously stated, recruiting faculty of color requires intentionality. Faculty of color must be included on boards of trustees, search committees, and advisory boards (Lovell et al., 2002). Utilizing faculty of color to encourage current students of color to pursue faculty careers and mentoring and supporting them along the way creates a recruitment pipeline. Dr. Terrell Strayhorn explored qualities that faculty of color value in an institution (Profiles of the Most Promising, 2018). Three promising practices were compiled from data collected from 19 community colleges. Data was collected and scored by an algorithm based on diversity benefits, staff demographics, and diversity policies. Dr. Strayhorn developed the survey to learn what was going on at various community colleges and to find ways to increase faculty diversity and encourage a sense of belonging. The number one promising practice is recognizing good work. Having formal ceremonies recognizing faculty accomplishments and even nominating faculty for national awards sends the message to faculty of color that they are valued and belong. The number two promising practice is meeting the needs of the community. The number three promising practice is investing in professional development. Some colleges participated in book clubs, conferences, webinars, and on-campus leadership seminars. Hiring committees can utilize these promising practices to recruit faculty of color and increase diversity. Overall, there is consensus in the literature that intentional recruitment strategies be in place when it comes to recruiting and hiring faculty of color.

**American Faculty Retention Strategies.** Faculty diversity is not simply a numbers game. Institutions must have an inclusive environment to retain faculty of color (Abdul-Raheem, 2016). Racial oppression at work causes a negative environment which causes faculty to withdraw and leave (Siegel et al., 2015). American faculty report being heavily recruited but then having no support from colleagues and even proving that they were qualified for the position (Kelly et al., 2017: 310). According to Lynch-Alexander (2017), nine will not make it to full professors for every ten early-career faculty of color that are hired. New faculty, especially faculty of color, often experience high levels of stress and mixed messages of expectations. Providing additional support for faculty of color includes addressing the common issues of racism, tokenism, and hostile campus environments (Cole et al., 2017). Kelly et al. (2017) cited that many American faculty faced criticism and judgements towards their credibility based on being an opportunity hire. Being an opportunity hire was

more about being a person of color when one was needed more than being hired for one's qualifications. American faculty felt this label was a slap in the face and required constantly proving themselves. If colleges try to recruit faculty of color, then there should be a welcoming, inclusive environment to retain them. Many faculties of color are isolated and overworked because they are faced with additional duties such as committee membership and mentoring. Multicultural and/or diversity offices that are created to help support students of color, however, also help reduce the expectations placed on faculty to handle multicultural affairs (Antonio, 2002).

Diverse student bodies are essential and beneficial, and having a diverse student body reduces faculty isolation and provides a sense of belonging (Antonio, 2002). Creating an environment in which that faculty of color can thrive sends a message that their success is a priority for administration (Siegel et al., 2015). Abdul-Raheem (2016) stated that faculty of color feel most satisfied at their institutions when they can trust the institution and see opportunities for career advancement (Cole et al., 2017). The data showed that support and advice from colleagues play an important role in being able to acclimate to campus. Loveless-Morris and Reid (2018) reported that institutions should provide opportunities for faculty of color to not feel like tokens. These researchers were part of a learning community and used their experience to show how institutions can help faculty of color deal with isolation, tokenism, and mentoring opportunities. Learning communities were originally designed to help students be successful. However, they also help faculty and provide opportunities for faculty of color to support each other. Loveless-Morris and Reid showed that faculty who participate in learning communities could collaborate and feel more connected to their institution. Their study analyzed their narratives. In the learning community they created, they were introduced to each other's departments and colleagues, which provided the feeling of no longer striving for advancement alone. The learning community became a source of support, and the faculty members could affirm each other's qualifications. Having additional support was the sole reason the researchers remained at their institution, despite the unwelcoming climate for faculty of color. The findings support the need to address campus climates to retain faculty of color.

The literature supports those institutions that make no concerted effort to retain faculty of color send the message that faculty of color do not belong. Many institutions claim faculty of color retention; however, few institutions have structured programs to achieve it (Phillips, 2002). Without structured programs for retention, many institutions remain uninviting to faculty of color and they often feel lonely. Having structured plans in place for faculty of color retention lets faculty know that the institution is invested in retaining faculty of color and that they belong. The University of Vermont (UVM) created a diversity retention plan to increase the diversity of its faculty and staff. According to UVM (2019) the recruitment plan includes pairing each new faculty of color with a faculty mentor from their area of study and faculty of color are allotted professional development funds in addition to those provided by UVM that are available until the faculty of color is tenured. In addition to professional support, UVM's retention plan includes holding events so faculty of color may form lasting collegial relationships. These events include a campus-wide retreat sponsored by the dean, an interdepartmental annual staff luncheon, and lunches with deans that inform faculty about what is happening around campus. Additionally, a staff council was formed to specifically support and retain faculty of color.

Phillips (2002) conducted evaluations on college retention program effectiveness and conducted exit interviews that included specific questions about reasons for leaving. The collected information was fed back to administration to shape retention programs. These protocols and procedures are simple yet send a strong positive message to faculty of color. Siegel et al. (2015) concluded that the American faculty retention strategies that were successful included social events, discussions about diversity and success, advice about the tenure and promotion processes, and a more welcoming environment for faculty of color. In addition, Siegel et al. interviewed 18 full-time American faculty at two elite southern universities known for recruiting and retaining American faculty. They cited several factors that influenced the decision of faculty to remain at their institution: "institutional reputation, congeniality of associates, research opportunities, influence in the department, teaching/assignment opportunities, and influence in the institution" (p. 597). Furthermore, Phillips (2002) suggested that institutions should establish mentoring programs, offer research funding, professional development, counseling, and support, and help with tenure and promotion processes.

Lynch-Alexander (2017) discusses the Communities, Opportunities for Interaction, Partnership Projects, and Effective Mentorship (C.O.P.E.) model for retention used at a community college. This retention model has proved effective in retaining early career American faculty. The first step is communities (groups people with common interests to help establish social relationship and foster acceptance). Step two is opportunities for interaction, which provides opportunities for faculty to interact with each other. These interactions include both structured and semi-structured meetings such as monthly open forums. Step three is partnership projects, which includes faculty collaborations and team projects. In this step, faculty complete research or service-

learning components and collaborate with other faculty. Lastly, step four is effective mentorship, which allows mentors and mentees to get to know each other. This last step involves building relationships built on personal and professional trust. According to Arnett (2015) the United States is still struggling with race relations. There is still a need to have policies in place to correct behavior. In all the places that have eliminated racial policies, there has been a decline or reversal of diversity. Part of retaining faculty of color includes having policies in place allowing those faculty opportunities to convene in comfortable cultural spaces with people who share similar cultural experiences. This includes providing opportunities to attend conferences and mentoring students. Institutions further support faculty of color by earmarking funding to pay for conference fees (Arnett, 2015). Additionally, faculty of color feel useful when they can mentor and/or act as role models to students of underrepresented backgrounds (Antonio, 2002). The literature shows that mentoring is a successful strategy for retaining underrepresented faculty (Sullivan, 2014). Yun, Baldi, and Sorcinelli (2016) indicated that a mentoring relationship can lead to increased productivity, effective teaching, increased satisfaction, and improved tenure and promotion for underrepresented faculty. Mentoring programs also reduce isolation and alienation of both faculty and students of color. Furthermore, Sullivan (2014) concluded that there is a need for role models and mentors of similar background who can relate to the life experiences of mentees.

According to Han and Ochwari (2018), the University of Minnesota Duluth (UMD) created a mentoring program for faculty of color in the fall of 2014. The informal program was created to support the recruitment and retention of faculty of color. The mission of the program is to create a supportive community that helps members navigate their college system so they can be successful. Currently, there are 50 active members in the self-help program run by the employees. Surveys are given to members at the end of every year to evaluate the program's effectiveness (Umadia & Kasztelnik, 2020). Han and Ochwari (2018) describe several different types of mentoring. There is traditional one-on-one mentoring where mentors guide mentees along career paths. There is group mentoring, where one to three mentors work with multiple mentees in a group setting. This provides the benefit of collective knowledge and a support system. There is panel or committee mentoring, where a panel of two to five mentors work with one mentee. It offers a wide range of guidance. There is peer mentoring, where peers share insights with those on the same level as themselves. They connect through things like lunches and support groups. Another form is online mentoring, where mentors and mentees communicate electronically. This model makes mentoring more accessible; however, it requires a great deal of self-motivation since there is no face-to-face interaction. Lastly, there is mosaic mentoring. This model includes a diverse group of different ranks, ages, races, genders, skills, experience, and knowledge. The group comes together and forms a network. This model is beneficial because it provides collaboration and places less pressure on mentors. Han and Ochwari indicated that the mentoring relationships and network of support at UMD contribute positively to the university climate and allows faculty to be supported through their challenges. Additionally, Columbia University provides mentoring and career advancement workshops and they have created a guide to best practices in faculty mentoring (Vollman, 2016). Furthermore, the Holmes Scholars Network (HSN) is a mentoring program created by the American Association of Colleges for Teacher Education (AACTE) for underrepresented students. Graduate students receive mentoring to help them prepare for careers in academia. Once they become faculty they reinvest in the initiative as mentors. The program serves to recruit and retain faculty of color and is comprised of policy institutes, conferences, meetings, and more. Participants in the HSN program reported higher retention rates and increased satisfaction at their institutions (AACTE, 2018).

## Research Design

A qualitative descriptive research design was most appropriate for this study because it discovers the who, what, and where of events to gain insight into lesser-known phenomena (Kim, Sefcik, & Bradway, 2017). This approach is characterized by a few techniques. First, qualitative descriptive research studies use purposive sampling (Colorafi & Evans, 2106). In this study, American faculty and community college administrators, were purposively chosen by the researcher and vice presidents of academic affairs and invited via email to participate in the study. Second, data was collected via interviews and questionnaires (Kim et al., 2017). For this study, data was collected via semi-structured interviews and a Survey Monkey questionnaire (see Appendices D & F). Lastly, qualitative descriptive research studies occur in a natural state and data is not manipulated. In this research study, interviews occurred in natural environments such as offices and conference rooms and no data were manipulated to describe effective recruitment and retention methods for American faculty at community colleges in the Northeastern United States. The unit of observation for this study included each participant, or more specifically, each American faculty member and each administrator. The unit of analysis was each American faculty member's and each community college administrator's description of effective recruitment and retention methods (Kasztelnik & Gaines, 2019). In addition to descriptive design,

several other research designs were considered. The first of these research designs was phenomenology. Phenomenology provides in-depth understanding of phenomena (Giorgi, 2012). According to Adams and van Manen (2017) this approach is rooted in philosophy and human science and provides insight into the meaningfulness of everyday life. Additionally, Adams and van Manen cite that phenomenology seeks to gain an in-depth understanding of lived experiences. Interviews allow for detailed descriptions of the lived experiences of participants while questions address concrete human experience. Phenomenological methods are not prescribed or procedural, rather, they are open ended and allow for deep reflection (Adams & van Manen, 2017). This research study was not focused on deep reflection of one experience; therefore, phenomenology was not an appropriate research design.

The second research design considered was a case study design. Case study design provides in-depth exploration of a case. A case can be a person, group, organization, or program (Smith, 2018). Case study design is appropriate for studies that ask how or why phenomena occur. This research design describes how phenomena occurs and works flexibly with emerging data (Tetnowski, 2015). According to Smith (2018), case studies examine integrated systems. The case study design is rich in data and allows for in-depth descriptions, while data triangulation provides contextual understanding. This research study focuses on the "what" of participant descriptions from a group of faculty and administrators and not on the "how"; therefore, a case study design was not appropriate. The goal of this study was to describe effective methods for recruitment and retention of American faculty at community colleges, and qualitative descriptive studies understand the human experience in a way that other methodologies do not. Descriptive design allows for understanding deeper aspects of a situation, such as mood and emotions and their relation to actual experiences and is more concerned with "what" rather than how something happened (Nassaji, 2015). Ultimately, this study seeks to describe effective methods of recruitment and retention to contribute information for community colleges hiring and retaining American faculty. Therefore, a descriptive design was the most appropriate choice for this research study.

**Population and Sample Selection.** The populations of interest for this research study were community college administrators and American faculty. More specifically, the target populations from which the research sample was chosen were administrators and American faculty at Massachusetts community colleges. Purposive sampling was used to select the participants. Participants were chosen based on the unique information they provided and the value they added to the study (Etikan, Musa, & Alkassim, 2016). With purposive sampling, the sample size was determined by data saturation, which occurred when no new information was observed from the data, and not by statistical analysis (Etikan et al., 2016). Sample participants for the study included seven administrators and six American faculty at Massachusetts community colleges. Massachusetts community colleges were chosen because they were geographically close to the researcher. The specific criteria for participation in the research study included faculty who listed their ethnic background as American or Black, identified as male and worked as associate or assistant professors, instructors, or adjunct faculty at a Massachusetts community college. The criteria for administrators included identified as any ethnicity and being employed at a Massachusetts community college as a director, coordinator, dean, or vice president. Both faculty and administrators were over 18 years old (Delanoy & Kasztelnik, 2020). Krueger and Casey (2015) suggested having 5 to 8 participants. Similarly, Polit and Beck (2014), recommended 6 to 12 participants. This study, however, utilized descriptive study guidelines from Grand Canyon University which required that the researcher recruit at least 20 participants to account for attrition, so that there were at least 12 participants in the final study. In the attrition that led to a sample with less than 12 participants, the researcher would have expanded the time frame of the study. Study participants were identified by vice presidents, or similar titles of academic affairs and from community college website staff directories. Once faculty and administrators were identified, the researcher sent an email inviting them to participate in the study (see Appendix A). Participation in the study was voluntary and participants received no compensation.

**Research Materials, Sources of Data.** This study utilized data from two sources. The first data source was open-ended, semi-structured, individual interviews, and the second data source was a Survey Monkey questionnaire. Kim et al. (2017) indicated that interviews allow participants to thoroughly describe the phenomena. In this study, an interview protocol developed by the researcher, gathered data from the participants. The protocol detailed the steps to conduct the interviews and included 13 questions for faculty, although some questions contained follow-up questions. The questions on the protocol were based on the research questions and open-ended to gather the most detailed responses from study participants. Interviews took place via cell phone and participants were in neutral locations, such as offices or enclosed rooms, so that study participants freely gave truthful and accurate responses. If a participant did not want to answer a particular question, however, he skipped it. In addition to the interview protocol, a Survey Monkey

questionnaire developed by the researcher was used to gather data from administrators. The questionnaire link was emailed to administrator participants and included nine questions, although some questions contained probing questions. Additionally, the questions on the Survey Monkey questionnaire were based on the research questions and were open-ended to gather the most detailed responses from study participants. If a participant did not want to answer a particular question, however, he or she skipped that question.

According to Leung (2015), the trustworthiness of qualitative research lies in the appropriateness of the research materials, sources of data, and processes, whereas reliability comes from consistency. The interview protocol and Survey Monkey questionnaire used in this study were created by the researcher, reviewed by an expert panel, and field tested to ensure the expert panel consisted of three professionals with expertise related to the research study were selected to provide insight into the protocols and forms to make sure they were aligned with the research questions. The individuals on the expert panel held terminal degrees in business and/or education and had extensive experience with qualitative research studies and providing expertise regarding research questions. Additionally, the expert panel was representative of the populations for the study including a community college administrator and an American faculty member. The expert panel members reviewed the original copies of the research instruments and made comments and notes through Word or Google Docs (see Appendix A). The researcher used these comments and notes to create revised versions of the instruments (see Appendix A). Furthermore, in addition to expert panel review, the interview protocol and Survey Monkey questionnaire were field tested to increase study trustworthiness. During field testing the researcher conducted interviews and collected questionnaire data from three participants who matched the sample group of community college administrators and American faculty. Field testing participants and data were not used in the final data collection or data analysis. The purpose of completing the interview and questionnaire processes with participants not included in the study was to see if the interview protocol and questionnaire gathered their intended data (Kasztelnik, 2020).

Field test data indicated that the chosen questions on the research instruments elicited the necessary responses to answer the research questions. Field test interviews lasted approximately 60 minutes, as estimated, and respondents understood the questions and were able to provide detailed data. A probing question regarding the racial and/or ethnic composition of the hiring committee was added to elicit the necessary response from participants. Field test data from the Survey Monkey questionnaire showed that the survey did not take as long as estimated to complete and respondents did not answer the questions with as much detail as the researcher anticipated. Therefore, the estimated time of completion was changed from 30 to 45 minutes to 15 to 30 minutes, and a statement was added at the beginning to encourage participants to provide in-depth answers including examples to elicit more detailed responses. Questions that were relevant to answering the research questions, such as participant race and employment position were added to the interview protocol and questionnaire, but other demographic questions were eliminated. The research instruments in this study were similar to previous instruments used by Edwards (2015) in the study of recruitment and retention methods of American and Hispanic/Latino faculty at four-year institutions and Aymer (2017) in the study of Black and Latino faculty navigating the academy. This study continued similar research at the community college level, an area not studied by Edwards or Aymer. The chosen research instruments were appropriate for use in this study because they were reviewed by an expert panel, field tested, and proven effective in gathering data on this topic of study. In addition, the results obtained by Edwards and Aymer provided accurate and truthful data regarding the recruitment and retention methods of American and Hispanic/Latino faculty at four-year institutions; therefore, the research instruments for this study should yield similar successful results with administrators and American faculty at community colleges.

## Data Analysis and Results

**Descriptive Findings.** This section provides a narrative summary of the population and sample characteristics. In addition, participant demographics and the data collection process are presented. Tables are included to further describe the data. The general populations for this study were community college administrators and community college American faculty members. The study targeted three Massachusetts community colleges because of personal connections and the ability to reach the target populations. The target population contained seven community college administrators employed at Massachusetts community colleges and six American faculty who taught part-time or full-time at Massachusetts community colleges. Purposive sampling was chosen to select participants. Purposive sampling is an appropriate selection for descriptive studies (Colorafi & Evans, 2016). Participants were chosen based on the unique information they would provide and the value they would add to the study (Etikan, Musa, & Alkassim, 2016). Sampling groups included community college administrators and American faculty. Following is a discussion of each sampling group.

**Administrator Sample.** The community college administrator sample consisted of administrators that met the following criteria: dean, vice president, director, manager, or other administrator, employed by one of three Massachusetts community colleges, and were over the age of 18. All administrator participants held positions of dean, director, and department chair (see Table 2). An email invitation was sent to seven administrators that met the criteria on April 9, 2020. A reminder email invitation was sent on May 28, 2020. Questionnaire completion was anonymous. Therefore, participants were referred to as Respondent 1 and so on through Respondent 7 (see Table 2).

Table 2. Administrator Participants' Demographic Data

| Participant | Ethnicity | Job Title |
|---|---|---|
| Respondent 1 | American | Dean |
| Respondent 2 | Multiracial | Assistant Dean |
| Respondent 3 | Hispanic/Latino | Director |
| Respondent 4 | American | Department Chair |
| Respondent 5 | Multiracial | Dean |
| Respondent 6 | American | Program Director |
| Respondent 7 | White | Program Director |

Source: Compiled by the authors

**Faculty Sample.** The faculty sample consisted of faculty members that met the following criteria: American male, instructor, adjunct, assistant, associate, or full professor, employed by one of three Massachusetts community colleges, and over 18 years old. All faculty participants were male and American. There were two associate professors and four adjunct faculty participants (see Table 3). The faculty participants represented various departments, such as, business administration, criminal justice, social science, human services, and sports management (see Table 3). An email invitation which included the consent form was sent to six American faculty members known to the researcher that met the criteria between May 13, 2020, and July 3, 2020. Interview dates and times were confirmed via email. Faculty interviews were scheduled between May 14, 2020, and July 9, 2020. All six of the contacted faculty responded to the invitation email and completed interviews. To ensure confidentiality, faculty participants were assigned the following pseudonyms: Joseph, Michael, Andre, Darius, Calvin, and Deon. The pseudonyms were assigned names and in no way represent any of the participants' actual names (see Table 3).

Table 3. Faculty Participants' Demographic Data

| Participant *Pseudonyms | Gender | Ethnicity | Professor Title | Department |
|---|---|---|---|---|
| Joseph | Male | American | Associate Professor | Criminal Justice |
| Michael | Male | American | Adjunct Professor | Business Administration |
| Andre | Male | American | Adjunct Professor | Social Science |
| Darius | Male | African | Adjunct Professor | Business Administration |
| Calvin | Male | American | Associate Professor | Human Services |
| Deon | Male | Trinidadian, Haitian, & African | Adjunct Professor | Sports Management |

Source: Compiled by the authors

The seven administrator questionnaires ranged from 10 to 82 minutes completion time. Transcripts of administrator questionnaires were one to two pages in length. Survey Monkey questionnaire responses were anonymous and no identifying information was linked to the questionnaire. Therefore, questionnaire data is referred to by Respondent 1, Respondent 2 and so on. Any names or institution names mentioned within participants' answers were omitted. Descriptive statistics on questionnaire data collected can be found in Table 4. Faculty interviews ranged from 45 to 75 minutes in duration. Written transcripts from the interviews were 8 to 27 pages in length. Interviews were conducted via cell phone. The interview questions were open-ended to allow for open responses from participants and to gather complete responses from the participants' points of view. Descriptive statistics on interview data collected can be found in Table 4. Interview participants are referred to by their pseudonyms which in no way represent their actual names.

Table 4. Descriptive Statistics on Data Collected

| Data Source | Setting | Time | # Transcribed Pages |
|---|---|---|---|
| Joseph Faculty Interview | Phone | 50 minutes | 8 |
| Michael Faculty Interview | Phone | 60 minutes | 10 |
| Andre Faculty Interview | Phone | 75 minutes | 20 |
| Darius Faculty Interview | Phone | 45 minutes | 8 |
| Calvin Faculty Interview | Phone | 75 minutes | 27 |
| Deon Faculty Interview | Phone | 60 minutes | 10 |
| Respondent 1 Questionnaire | Survey Monkey | 41 minutes | 2 |
| Respondent 2 Questionnaire | Survey Monkey | 25 minutes | 2 |
| Respondent 3 Questionnaire | Survey Monkey | 30 minutes | 2 |
| Respondent 4 Questionnaire | Survey Monkey | 23 minutes | 1 |
| Respondent 5 Questionnaire | Survey Monkey | 10 minutes | 1 |
| Respondent 6 Questionnaire | Survey Monkey | 82 minutes | 2 |
| Respondent 7 Questionnaire | Survey Monkey | 31 minutes | 2 |

Source: Compiled by the authors

**Data Analysis Procedures.** The data analysis section presents a description of the process that was used to analyze the data. Since the study was designed to find patterns and themes from the data, thematic analysis was the most appropriate data analysis method. According to Marshall and Rossman (2014) thematic analysis is a strategy for categorizing qualitative data that involves immersion in the data to identify, analyze, and report the data. Thematic analysis seeks to identify, analyze, and report data (Marshall & Rossman, 2014). Generating codes, categories, and themes is thematic analysis. In this study, thematic analysis was used to categorize the data and to find patterns and themes. Several steps were conducted in the analysis process including organization of the data, coding the data, assembling the data with categories and themes, interpreting the data, and presenting the study. Initial codes were clustered together to display emerging categories. Furthermore, emerging categories were clustered together to display emerging themes.

**Reflexivity Protocol.** Bracketing, self-reflection performed by the researcher to examine his personal beliefs regarding the experience of American faculty at community colleges in the Northeastern United States, was done at several points in the data collection process. The researcher completed bracketing notes prior to data collection to ensure any assumptions or biases did not influence or alter data collection or interpretation. In addition, the researcher continually reviewed his thoughts during the data collection process in comparison to the previously completed notes. Bracketing was implemented to track and manage biases. Bracketing allowed the researcher to be aware of and examine his perspectives and assumptions to refrain from imposing meaning on the data. With bracketing, perspectives were owned and questioned to best interpret the data (Fischer, 2009).

**Organizing the Data.** Organizing the data was the first step in the thematic analysis process. Data were collected from faculty interviews and administrator questionnaires. Audio recordings of faculty interviews were downloaded as MP4 files and listened to and transcribed verbatim in Microsoft Word. Castleberry and Nolen (2018) state that it is beneficial for researchers to transcribe their own data versus using a transcription service because it provides a closeness to the data. Once interviews were transcribed, they were verified against the original audio recordings to ensure accuracy. This process was done by listening to the audio recordings while reading along with the transcripts. Additionally, each interview transcription was sent for review of accuracy and clarification to each participant. Questionnaire data was downloaded in PDF format directly from the Survey Monkey website. All data transcriptions were read and received notations. Furthermore, Microsoft Word interview transcriptions and PDF Survey Monkey questionnaire transcriptions were uploaded to MAXQDA. Data were organized by participant in MAXQDA. A separate Microsoft Excel spreadsheet, only available to the researcher, was created to document participant names with their assigned pseudonyms. All identifying information was removed. Participant names were replaced with pseudonyms and institution names were omitted. Data were logged by date and participant name and saved on the researcher's personal password-protected laptop and backup drive. The researcher read and re-read the documents to ensure the data was presented in an organized and consistent format (Castleberry & Nolen, 2018).

**Coding the Data.** The next step in the data analysis process was coding the data. Interview transcripts and questionnaires were read and coded in preparation for thematic analysis. It was at this point that the data were separated. Codes were assigned by looking for key words and information related to the research questions. Saldaña (2016) called this process initial coding. The codes are more than labels. They create a connection from data to ideas (Saldaña, 2016). The process began with the researcher reading through each interview transcript and each survey response. All responses related to the research questions including work environment, hiring committees, recruitment, and retention, were assigned an initial code with a keyword or

phrase. Initial codes were created by documenting a snapshot of what a participant said or a summary of what the participant stated in a few words. For example, Michael stated in his interview "I think that the college needs to be intentional of going to where people of color are." This statement was given the initial code of intentional outreach to people of color. Codes were organized in the computer-assisted qualitative data analysis program, MAXQDA. It is important to note that MAXQDA helps with data organization and in no way analyzes data (Castleberry & Nolen, 2018). Next, the researcher reviewed all the initial codes. Similar codes, keywords and phrases were merged and sometimes assigned a new code. For example, the individual codes, "funding to attract American faculty" and "programs to attract American faculty" were combined to form the code "incentives for American faculty." Furthermore, all initial codes were organized in a table with corresponding participant quotes and the resulting emerging categories.

**Assembling the Data with Categories and Themes.** After organizing and coding the data, the thematic analysis continued with rereading and sorting through the data. The researcher read the interview transcripts and questionnaires to further reflect on their content. As suggested by Nowell, Norris, White, & Moules (2017), the researcher looked for similarities, differences, and repetition. Similar topics were then organized into categories. For example, the initial codes: advertise outside of service area (not diverse), intentional outreach to people of color, targeted recruitments, and National Society of Black Council Meeting, were merged to create a targeted recruitment category. All developed categories were then organized in a table with corresponding initial codes and participant quotes. Searching for commonalities and overarching ideas allowed the researcher to identify codes, central ideas, and points of intersection (Marshall & Rossman, 2014). Themes emerged from similarly categorized data groups and developed from patterns in the codes and categories. For example, all initial codes referring to hiring committee composition, such as engaging faculty of color in search processes, hiring committee compilation, and the importance of diverse hiring committees, were organized into the category titled diverse hiring committee, including faculty of color. This category was then merged with additional categories, including hiring committee bias training and cultural competence, institutional barriers and issues with hiring POC, not enough employees of color to participate on hiring committees, shorten hiring process to keep candidates, be specific in hiring intentions and hire skilled public relations person to handle recruitment, diverse hiring committee including faculty of color, and looking for most qualified, to develop the theme titled hiring processes. All other categories were organized and merged into the final resulting themes seen in Appendix.

**Research Question 1.** What recruitment methods do administrators and American faculty at community colleges describe as being effective in the recruitment of American faculty? Data from interview protocol questions 4, 7, 8, 11, and 12 and questionnaire questions 4 and 7 were analyzed to reveal the following themes: hiring processes, faculty diversity, and recruitment strategies. A discussion of each theme followed.

**Theme 1: Hiring Processes.** As data was analyzed, one theme that emerged from the data was hiring processes. In the MAXQDA search, the term hiring was mentioned 51 times during faculty interviews and administrator questionnaires. The primary mentioning of hiring was a result of discussing hiring and search committees. Respondents indicated the need to diversify hiring committees and include more faculty and staff of color in the process. Four faculty stated that there were no American faculty or staff on the committee when they were hired. Deon indicated that "There was not one person of color on that hiring committee. There were a few people in the room. I think it was two female and it was three male, and they all were White." Additionally, two faculty noted that there was one American faculty/staff present on the committee when they were hired. Furthermore, Calvin mentioned the importance of including American s on the hiring committee if colleges want to hire more Americans. Calvin recalled a time when he served on a hiring committee, stating, *[American candidates] had equal, if not more experience. They have worked back at the catchment area of the position, but they did not make the final cut until I pushed, and I said, you know, these people need to be in it. And then they [the hiring committee] said, okay, well, let us expand to include them. But if I am not sitting at the table, those are the individuals that do not even get an interview.* In addition, participants indicated that all hiring committee participants take part in some sort of diversity and/or bias training to ensure fair and equitable practices. Respondent 7 stated that hiring committees should complete implicit bias and/or diversity training.

**Theme 2: Faculty diversity.** In the MAXQDA inquiry, the phrase faculty diversity was mentioned 16 times during faculty interviews and administrator questionnaires. The six faculty interviews and the seven administrator questionnaires stated that there is poor representation of faculty and staff of color and there is little to no faculty diversity. Respondent 1 stated "About 10% of the faculty and staff are diverse." Respondent 2 said "White faculty make up about 86% of the faculty and American faculty are about 4%." Andre indicated there is about 2% diversity including all demographics and not just American. Joseph mentioned that at his

institution *"[Faculty diversity] is virtually non-existent. We do not have a lot of faculties of color. We have had from time to time. They come, they spend a period of time, and then they leave."* Michael indicated that *"the overwhelming majority of faculty at the institution does not mirror the student diversity levels."* The low levels of faculty diversity have an impact on the recruitment and retention of American faculty. The tone of the respondents indicated a feeling of isolation and suggested a feeling of discouragement and defeat at the low number of diverse faculty members. One participant noted to be careful with term diversity as it may not convey the message that is intended. For example, in one faculty interview, Calvin discussed the overall use of the term diversity. He noted "we get stuck on diversity in so many ways, but the college institution has a definition for what they use as diversity." Furthermore, he stated that diversity becomes a word of inclusivity. When discussing diverse hiring it is important to be specific. If it is American faculty that you are looking for then that is what needs to be conveyed in all steps of the recruitment and hiring process. Using the term "diversity" could mean many different things including gender, economic status, ability learning abilities, etc. (Calvin).

**Theme 3: Recruitment Strategies.** The MAXQDA search revealed that recruitment strategies were mentioned 59 times throughout the faculty interviews and administrator questionnaires. Across all faculty interviews and administrator questionnaires, participants mentioned there were no current recruitment strategies to recruit American males at their institutions. Study data revealed several recruitment strategies that should, however, be implemented (see Figure 6). For example, there should be an intentional search process, targeted marketing of positions, advertising jobs in places where Americans are more likely to look and visiting arenas where American faculty are likely to be. Andre stated, "there should be a targeted approach." Institutions need to be intentional of where they advertise. Purposefully seeking out events that high numbers of American s attend is one way to reach the desired applicants. Respondent 3 indicated "posting positions in venues that attract minority applications in higher education and direct recruitment and institutional exposure by attending HACU conference and the Southern Regional Education Board Institute on Teaching and Mentoring." Additionally, Michael mentioned attending the National Society of Black Council as an intentional recruitment strategy. Study data supported creating pipelines and collaborative agreements with schools that produce successful American males. For example, Respondent 1 stated "the focus has to be on the pipeline. We need collaborative agreements where American males are recruited into programs." Additionally, Respondent 5 recommended that institutions create programs that will attract American males to their campuses. Respondent 1 suggested "American males [be] recruited into programs where they get mentoring and supports including partnerships with industry where they might augment salary during the summer." Additionally, Respondent 1 indicated focusing on mid-career American males whose salaries would be more comparable than early-stage education salaries where salaries are relatively low compared to industry options.

When attracting American faculty, the type of environment at the institution was found to be important. Joseph described an experience where a colleague asked why his college did not hire Black people and Joseph could not understand why the colleague would ask such a question. The colleague, however, mentioned that he assumed based on the website. Joseph then mentioned this to the president of the college. This situation described by Joseph is similar to Darius's message that American faculty need to feel welcomed and encouraged to apply. Additionally, Respondent 5 and Respondent 7 state that the environment they are hired into should be equally welcoming and accepting. The message that institutions put out is important. If American faculty do not see themselves represented in campus materials, then it sends the message that the campus is unwelcoming and non-diverse and faculty do not want to become of such an environment. Across all participants, data revealed that the search committee is an important aspect of recruitment. All 13 participants vocalized engaging faculty of color in the search process. Respondent 3 suggested "training of search committees to recognize implicit bias associated with the work of the search committee itself." Respondent 7 supported mandatory bias and diversity training for search committees. In addition to bias trainings, faculty of color should be engaged in the search processes. Current faculty of color should contribute to the recruitment process. Joseph and Andre described how current faculty of color can provide necessary cultural information during the hiring process. Joseph recalled a time when he was going through the hiring process and he asked, "Where can I go to get my hair cut?" and some of the staff told him "There's a new Supercuts that just opened in the mall." Correspondingly, Andre stated "When you recruit Black males you have to think of everything else that goes into their lives. Where are the nearest barber shops? Where can they go to church? Where can they hang out? Where can they go to get cultural food, etc.?" There are cultural differences and institutions should be aware of resources that can be provided to potential new hires. Institutions need to create welcoming environments that attract faculty of color to their campuses. There should be a cultural or diversity center on campus which serves as a safe space for faculty of color which shows prospective faculty that the environment is welcoming. Respondent 7 stated "I would like to see a cultural or

diversity center where people of color have a safe space to just discuss and talk about the inequities and microaggressions they face on a daily basis." Furthermore, study data suggested a dedicated staff person to spearhead diversity recruitment and retention efforts so that the issues do not get lost in the shuffle. Respondent 7 indicated "if a college prioritizes diversity and the hiring of American /Black male faculty, then they will put money to fund a position or people to actively recruit." A list of suggested recruitment strategies is displayed in Figure 6.
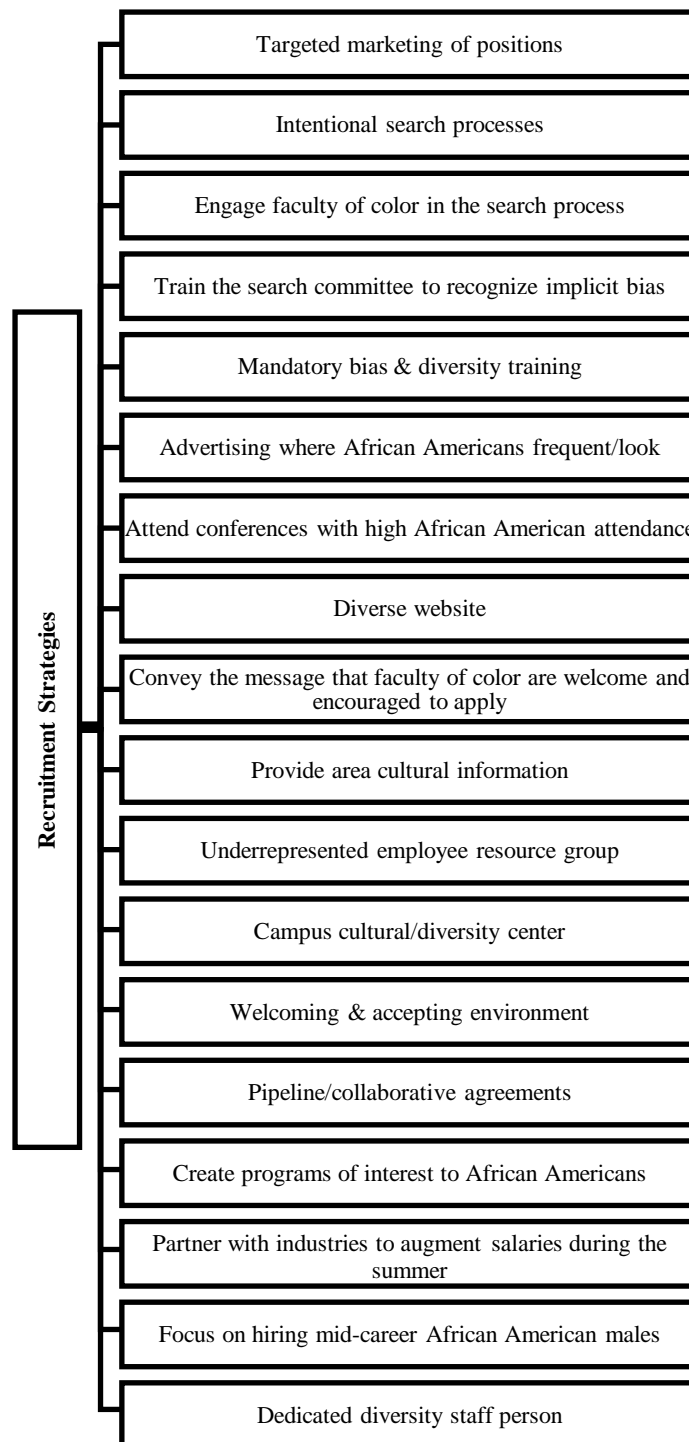


**Figure 6. Recruitment Strategies to Recruit American Faculty**

Source: Compiled by the authors

**Research Question 2.** What retention methods do administrators and American faculty at community colleges describe as being effective in the retention of American faculty? Data from interview protocol questions 5, 6, 9, 10, 11 and 13 and questionnaire questions 3, 5, 6 and 8 were analyzed to reveal the following themes: work environment, student faculty relationship, and retention strategies. A discussion of each theme followed.

**Theme 4: Work Environment.** In the MAXQDA query, environment was mentioned 13 times. Data showed that faculty of color should work in a welcoming and respectful environment. Respondent 7 noted that institutions "should create an environment that is welcoming and accepting to everyone to attract more diverse faculty." Michael elaborated, "It's one thing to attract and recruit people, but I think the biggest challenge of the institution is what kind of environment it will be once they get there." Furthermore, Michael stated the environment should be "conducive to allow folks to flourish and be successful." It was suggested not to recruit faculty of color if they are not supported. Faculty of color are often recruited but end up in unfavorable conditions where White colleagues speak poorly of them or treat them differently. Calvin indicated that faculty of color notice certain conversations that their White colleagues have. Similarly, Michael recalled many American and other faculties of color that left his institution because they realized their treatment was different. Michael indicated, *"They [American faculty] weren't supported, they weren't valued."* Calvin discussed tension and "environmental factors that we [faculty of color] walk into in a predominantly White institution." Furthermore, Joseph noted *If you put my office away from everybody else and isolate it, then it does not matter how much money you give me. I would rather take less money and go somewhere I feel included. So, you need to respect me with salary but also include me and make me feel like I am a part of your department and institution.*

**Theme 5: Student Faculty Relationship.** A MAXQDA search of question five on the interview protocol and question three on the administrator questionnaire revealed that students and student interactions were the most cited reasons for keeping faculty and administrators at their institutions. Respondent 1 noted the "ability to influence students from the community and encourage students (especially students of color) to purse STEM careers and education" kept him at his institution. Respondent 7 stated "I stayed at my current community college because it was the direct student interactions that were the driving force of my passions." Deon indicated that the students drive his work and help keep him at his institution. He stated "I haven't been at the institution looking for career advancements really, I've just been looking at how I can impact students of color. My total work has never been about my personal gain, it's been about the gain of students." In addition, student diversity impacted the retention of diverse faculty and staff. Joseph said "I love working with a diverse group of students working with community. I feel like the work that I do is making a difference in my community and I love being able to do that." Furthermore, Michael stated: *Just being able to work with such a broad diversity of students, in terms of experiences and certainly social-economic dimensions. And life's experiences and age and everything else. That has always been really appealing to me. I think that one of the beautiful things about community college is having such a mix of students in the classroom and is comparable to what we see in the work world.*

**Theme 6: Retention Strategies.** The MAXQDA search revealed that retention strategies were mentioned 65 times throughout the faculty interviews and administrator questionnaires. Across all faculty interviews and administrator questionnaires, participants mentioned there were no current retention strategies to retain American males at their institutions. Joseph stated, "I do not know that they have one [retention strategy] because we tend to lose a lot of Black male faculty members." Study data, however, revealed several retention strategies that should be implemented (see Figure 7). For example, administration diversification is necessary so people in positions of leadership better understand faculty of color. Respondent 5 stated "lack of diversity in administration in general, with a lack of understanding for other groups as a whole." Additionally, Respondent 6 stated "Deans should have tolerance for mistakes and learning curves," as Respondent 6 observed faculty of color being reprimanded faster for the same mistakes as their White colleagues. Institutions should check in with faculty of color to make sure they feel included. Similarly, underrepresented employee resource groups help faculty of color connect and support each other which supports inclusion. Michael stated "an organization that actually went for several years at the college. It was essentially a meeting of underrepresented faculty members once a month."

Additionally, Respondent 6 stated "space for them (faculty of color) to express themselves and make sure they are included within the college and to show that their opinions matter." Mentoring programs were noted as necessary to the retention of faculty of color. In addition, mentoring programs were said to help support faculty of color, provide resources, and offer connection. Furthermore, course load and professional development are important for faculty of color retention. Respondent 1 indicated "Limiting the number of course preparations in the four-course semester load. Despite being assigned four courses within a semester, these could range from four sections of the same course to perhaps two sections each of two courses." In addition, non-diverse institutions should allow faculty of color to travel to conferences that will develop them and encourage them such as: The Education Conference of Philadelphia and 100 Black Males. Allowing faculty, the freedom to learn from those that are like them will energize the faculty and assist them in recruiting and retaining other

American faculty. Andre stated: *If you wanna keep Black me+n at your school, you got to let Black men be at your school…They can be at your school but not of your school. In a sense of they work there but they have to get back to their areas so often. So, they should be in Philadelphia at that conference, because they are gonna bring back ideas from other Black minds to instruct, to strengthen your program, and strengthen the coach at your college. If you sent three Black males to all White conferences, they are not gonna bring back any ideas to help you.* It is a win-win for the faculty and the institution if American faculty are energized to recruit and retain other faculty. Below is a list of retention strategies as suggested by faculty and administrator participants in the study.
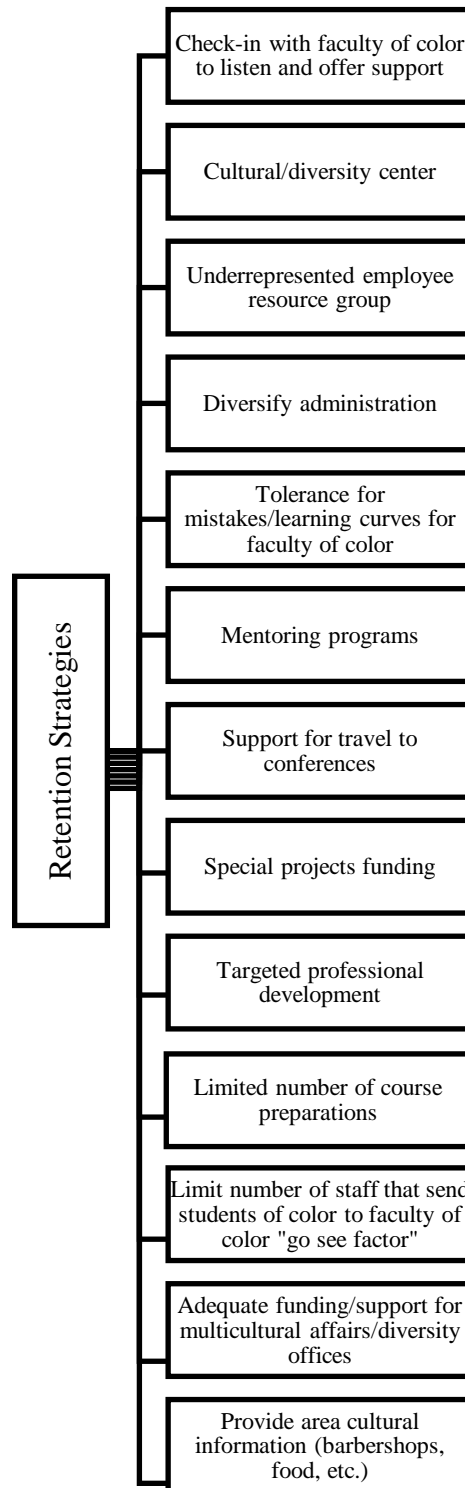


**Figure 7. Retention Strategies to Retain American Faculty**

Source: American Faculty Sources, 2020

## Summary of Findings and Conclusion

The results of this descriptive study answered the study's two research questions related to the recruitment and retention of American faculty at community colleges. Data revealed six themes: hiring processes, faculty diversity, recruitment strategies, work environment, student faculty relationship, and retention strategies. The findings of the study were bounded by qualitative descriptive design. Descriptive design allowed for the description of the phenomenon and allowed for descriptive content directly from the perspective of the participant. Findings supported critical race theory by giving voice and recognition to the perspectives of people of color and those marginalized in society. The summary of the findings is presented by research question and theme in this section.

**Research Question 1.** What recruitment methods do administrators and American faculty at community colleges describe as being effective in the recruitment of American faculty? This research question revealed the following themes: hiring processes, faculty diversity, and recruitment strategies. A summary of each theme follows.

**Theme 1: Hiring Processes.** Data revealed three categories that were merged into theme one, hiring processes. The three categories included, institutional issues with hiring faculty and staff of color, commitment to hiring faculty and staff of color, and diverse hiring processes and committees. Participants described issues at their institutions involving a lack of interest and commitment to hiring faculty and staff of color. Even when institutions stated the desire to diversify, they did not back up those statements with action. Study results showed that faculty and administrators believed that diversity was an important part of the hiring process. Four out of the six faculty reflected on there not being an American present on their hiring committee. Participants stated that American s and other faculty and staff of color should be included in the hiring process, specifically, on the hiring committee. One participant recalled a time participating on a hiring committee and being the only one to call out the committee for not considering qualified applicants of color. Without a person of color on the committee this type of situation is more likely to occur. Study results aligned with the literature reviewed in This section concluding that diverse hiring committees lead to less discriminatory behaviors (Williams, 2018). Study results also confirmed that hiring committees be aware of their implicit biases and how they may hinder hiring efforts (Gordon, 2017). In addition, current faculty of color can provide necessary cultural information during the hiring process. Participants indicated that applicants of color may need to know the location of services such as barbershops, churches, and cultural food restaurants. Participants had experiences of non-diverse committees explaining where to get a haircut or food but not the type of places that the applicants of color were looking for. Diversity should not just include having a person of color on the hiring committee. Study results indicated that anyone participating on a hiring committee should complete implicit bias and diversity training. All members of the hiring committee should be aware of their biases and make sure they are fairly evaluating applicants and being inclusive to all. Study results aligned with the literature in this section and confirmed that hiring committees be aware of their implicit biases and how they may hinder hiring efforts and help lessen discriminatory behavior (Gordon, 2017).

**Theme 2: Faculty Diversity.** Study results showed low faculty diversity and poor representation across all participant institutions. American faculty that was hired at institutions would work there for a period and then leave. The percent of diverse faculty ranged from 2% to 22%. These numbers, however, were not exclusive to American faculty. The percentage of faculty of color is lower than the percentage of students of color at these institutions. Administrator participants noted that it was important for young American males to see American males teaching to see themselves in that role one day. Study results aligned with the literature reviewed in This section and confirmed American teacher role models (Bianco, Leech, and Mitchell, 2011). If institutions want to increase American faculty, then they should specifically state that and not just say diversify faculty. Study participants mentioned that their institutions were not diverse. Participants also believed that the institutions were not allocating resources to diversify the institutions. The participants were one of a few American s at their institutions and discussed their feelings of isolation and frustration. It was stated that institutions talked a lot about diversity and hiring faculty and staff of color but were not committing the necessary resources to do so. Participants suggested cluster hiring American s to increase faculty diversity and to ensure that the faculty that were hired would remain at the institution.

**Theme 3: Recruitment Strategies.** The consensus among faculty and administrator participants was that their institutions did not have any recruitment strategies for recruiting American faculty. Participants, however, described strategies they believed to be effective in recruiting American faculty. Interview and questionnaire transcripts revealed that institutions should be intentional and deliberate with their recruitment strategies for American faculty. Study results indicated several strategies that community colleges can implement to recruit

American faculty. Faculty and administrators suggested intentional recruitment processes. Participants expressed the need for targeted marketing. Targeted marketing includes posting jobs in diverse publications, advertising in places where American s look, and visiting areas that American s are likely to be. Study results aligned with the literature reviewed in This section and confirmed targeted marketing as an effective recruitment strategy (Gasman et al., 2011). Participants mentioned several conferences with high American attendance such as the HACU conference, the Southern Regional Education Board Institute on Teaching and Mentoring, and the National Society of Black Council. Additionally, participants mentioned creating pipelines and collaborative agreements where American are recruited into programs. The results aligned with the literature in This section and confirmed the benefit of creating pipelines and collaborative relationships to recruit American faculty (Phelps-Ward and DeAngelo, 2016). One faculty member suggested recruiting mid-career American whose salaries would be more comparable than early-stage education salaries. Entry education salaries are relatively low compared to industry options. Therefore, targeting mid-career American would provide a greater balance of salaries. Faculty and administrator participants suggested showcasing institutional diversity to recruit faculty of color. Participants shared the importance of creating and maintaining a college website that shows the diversity of an institution. One participant recalled a time when a prospective American faculty member passed up an opportunity to apply to an institution because the website gave him the impression that the college did not hire American s. Participants requested colleges have a welcoming environment where faculty and staff of color felt welcomed, comfortable, and valuable. Having a cultural or diversity center on campus would be instrumental to provide resources and a safe space for faculty and staff of color. The literature confirmed that the college environment sends a message to American faculty about whether a college is receptive to employing and supporting American faculty or if faculty of color should not bother applying (Ashford, 2018).

**Research Question 2.** What retention methods do administrators and American faculty at community colleges describe as being effective in the retention of American faculty? This research question revealed the following themes: work environment, student faculty relationship, and retention strategies. A summary of each theme follows.

**Theme 4: Work Environment.** Study results indicated that institutional environments had a great impact on whether faculty of color remain at an institution. Additionally, results indicated that institutions need to move beyond recruitment and think about the type of environment that awaits newly hired faculty of color. Faculty and administrator participants discussed the necessity for institutional environments to be welcoming and accepting. Faculty of color were noted as being unsupported and exposed to unfavorable work conditions. White colleagues often speak poorly of faculty of color and study participants described situations of overhearing conversations of mistreatment. American faculty recognized unfair and different treatment from their White colleagues. Data revealed that American faculty had secluded offices and were subject to isolation and being segregated away from their departments and colleagues. The consensus among faculty and administrator participants was that American faculty should be included, accepted, supported, and valued on the college campus. Study results aligned with the literature reviewed in this section and confirmed unfair and isolating treatment of faculty of color (Han, 2014). Han (2014) discussed faculty of color mistreatment including isolation and student disrespect.

**Theme 5: Student Faculty Relationship.** The results from the study question about what kept faculty and administrators at their institutions concluded that students kept faculty and administrators at their institutions. Essentially, students of color helped retain faculty of color. Faculty reported the ability to influence students contributed to their retention. The faculty started encouraging students and working within his community kept him engaged at his institution. Some faculty participants discussed not being concerned with professional advancement but dedicating themselves to the career for the sake of impacting students of color. Direct student interactions and influencing students of color about their future allowed faculty and administrator participants to feel connected to their institution and decide to stay. Furthermore, the faculty discussed the diversity among community college students and the draw to remain at the institution to help the students. Study results aligned with the literature reviewed in This section and confirmed that a diverse student body reduces faculty of color isolation and provides a sense of belonging (Antonio, 2002).

**Theme 6: Retention Strategies.** The consensus among faculty and administrator participants was that their institutions did not have any current strategies to retain American faculty. Faculty further mentioned that their institutions tended to lose a lot of American faculties. Study results, however, revealed strategies to help retain American faculty. Study results found that administration diversification is necessary, so people in leadership positions better understand faculty of color. It was noted that faculty of color were punished faster and more severely than other faculty. Hiring administrators of color would help alleviate misunderstandings and provide

more tolerance and allow learning curves for faculty of color to help them remain at the institution. The literature confirmed that people of color should be included in administration, board of trustees, and advisory boards to allow for fairer treatment of faculty of color (Lovell et al., 2002). Faculty and administrator participants indicated that a sense of belonging was one of the greatest retention strategies for faculty of color. Participants suggested underrepresented employee resource groups that meet weekly or monthly to help faculty of color connect with and support each other. Belonging to such a group supports inclusion and gives a sense of connection to the college. On-campus multicultural diversity centers also provide support and resources for faculty of color. Participants indicated the need for institutions to fund and support these centers to provide resources and initiatives to promote campus diversity. It was found that multicultural diversity centers also provided pertinent area cultural information for newly hired and prospective employees. Local information on barbershops, churches, places to shop and ethnic restaurants are important for faculty of color. A faculty participant recalled a time he was looking for ethnic barbershop information and the staff suggested Super Cuts in the mall. Although the staff were being helpful, it was not the cultural information he was looking for. Study results aligned with the literature reviewed in this section and confirmed additional support for faculty of color to provide a sense of belonging and to address the common issues of racism, tokenism, and hostile campus environments (Cole et al., 2017).

Mentoring programs were noted as necessary to the retention of faculty of color. In addition, mentoring programs were said to help support faculty of color, provide resources, and offer connection. Participants indicated that a mentoring relationship would help new faculty of color feel connected to the institution and want to stay. Participants suggested mentoring programs involving new faculty of color and experienced faculty of color if possible. Given the state of many of the participants' institutions that may not be possible. In the event a new faculty of color cannot be paired with an experienced faculty of color mentor then a mentor of any ethnicity would help the new faculty of color acclimate to the school. Study results aligned with the literature reviewed in this section and confirmed that a mentoring relationship can lead to increased productivity, effective teaching, increased satisfaction, and improved tenure and promotion for faculty of color (Yun et al., 2016). Study results and literature also confirmed that the lack of experienced faculty of color makes it difficult for new faculty of color to connect with colleagues and form mentoring relationships (Abdul-Raheem, 2016). Faculty and administrator participants agreed that being a new professor can be overwhelming. One strategy suggested to retain American faculty was to limit the number of course preparations in the four-course semester load. For example, despite being assigned four courses within a semester, faculty could be assigned four sections of the same course or two sections each of two courses. This would provide less stress for new faculty of color and provide the space for them to acclimate to the new institution and environment.

Furthermore, study results indicated that predominantly White institutions should allow faculty of color to travel to conferences that will develop them and encourage them. Conferences such as, the Education Conference of Philadelphia and 100 Black Males. Study results supported American faculty being around other American faculty to learn best practices and to receive support. The results aligned with the literature reviewed in This section and confirmed that part of faculty of color retention includes having policies in place allowing them opportunities to convene in comfortable cultural spaces with people that share similar cultural experiences such as conferences (Arnett, 2015). The final retention strategy suggested by faculty and administrators was funding for special projects. American faculty would remain at their institution if the institution supported their research and ideas. Participants indicated that the ability to teach and create programs that they believed in helped them select and choose to remain at their institutions. The findings of the study and the literature differ in faculty research. The literature reviewed in this section emphasized faculty research and the obstacles many faculties of color face. White colleagues discredit the research topics and results of faculty of color because they are unfamiliar with the topics and therefore view them as unimportant and trivial (Han, 2014). Research is not as prominent at community colleges as it is at four-year colleges and universities, therefore, the faculty and administrator participants did not focus on this segment of the faculty of color experience. Overall, this study's findings contributed knowledge to community colleges regarding effective recruitment and retention methods for American faculty. Study findings revealed effective recruitment strategies such as diverse hiring committees, targeted job marketing, campus diversity centers, welcoming environments, and more. Findings also revealed effective retention strategies such as employee resource groups, conference travel support, mentoring, and more. The findings were aligned with the literature reviewed. The contributions of community college faculty, however, have received little attention in the literature (Morest, 2015). This study contributed practical knowledge and strategies that community colleges can use as effective methods to recruit and retain American faculty. The study results also contributed to critical race theory literature by expressing the voices of people of color. The findings provided a lens to recognize and explain the effects of institutional norms and policies on the work and identity of faculty of color.

## Implications

There was limited research and data available related to the recruitment and retention of American faculty at community colleges. The faculty and administrator participants of this study provided rich data on effective recruitment and retention methods for American faculty at community colleges. The critical race theory theoretical framework was summarized. Theoretical and practical implications emerged. Based on the data and new insights, implications for future research were discussed.

**Theoretical Implications.** This study's research questions, and data collection were based on the theoretical framework of critical race theory. Critical race theory is a theoretical framework that is used to challenge racism and other forms of oppression (Critical Race, 2015). Critical race theory focuses on uncovering and highlighting the stories of those marginalized in society (Joshi et al., 2015). The focus of critical race theory is to highlight the voices of people of color through narrative and storytelling (Lee, 2018). This closely aligned with the open-ended structure of this study. Participants were asked open-ended questions which allowed them to thoroughly describe phenomena. Critical race theory recognizes the importance of experiential knowledge and the strength that comes with it (Critical Race, 2015). Data collected in this study provided in-depth experiential knowledge from faculty and administrators. American faculty participants reflected on their experiences of the hiring process, their institution environments, and recruitment and retention strategies at their institutions. Study results indicated that recruiting and retaining American faculty was an intentional process. For example, strategies included specific hiring postings, diverse hiring committees that receive bias training, welcoming institutional environments, cultural diversity centers, employee resource groups, mentoring, and a commitment to diversity. Critical race theory acknowledges faculty of color and their unwelcoming experiences while also challenging White people's experiences as the norm (Critical Race, 2015). Participants described feeling isolated and misunderstood. Participants recalled seeking cultural information about everyday life things such as haircuts, barbershops, churches, and ethnic food, and White staff not being able to provide helpful information. Faculty and administrators reflected on the unwelcoming experiences at their campuses, such as, lacking a safe space for faculty of color such as a cultural diversity center. Participants described experiences of having an office located distant from their division colleagues and distant from the campus itself such as being in a dark corner space with little to no interaction with other staff and students. Critical race theory is available to address the core of these institutions and systems to affect real institutional change. This study provided effective strategies to recruit and retain American faculty. Implementing intentional processes and a commitment to diversity and training, allows institutions to affect change and begin to dismantle Eurocentric processes and values further supporting critical race theory.

**Practical Implications**. This descriptive research study provided several practical implications for recruiting and retaining American faculty. First, community colleges need to have diverse hiring committees and the hiring committees need to undergo bias and diversity training. One faculty participant stated that applicants of color were overlooked until a hiring committee member of color advocated on their behalf and drew attention to their qualifications and exclusion from the pool. Second, community colleges need targeted marketing and intentional hiring processes. Institutions need to advertise where American frequent such as diverse publications and American specific conferences. In addition, community colleges need to create pipelines and collaborations with schools that have high numbers of qualified American graduates. Third, community colleges need to have welcoming environments that encourage American faculty to apply. One faculty participant mentioned potential applicants being turned away from applying to his institution because applicants felt the campus was not welcoming because of the lack of diversity displayed on the college website. Additionally, community colleges need to have cultural diversity centers as a safe space for faculty and students of color. These cultural diversity centers can provide local cultural information such as barbershops, churches, and ethnic restaurants. One participant mentioned a non-diverse hiring committee sharing information about a Supercuts when he asked about barbershops and a Chinese restaurant when he asked about ethnic food. There was nothing wrong with these suggestions, but they were not the culturally appropriate response for the information he was looking for. Finally, community colleges need to maintain the right environment to retain American faculty. The community college environment needs to be supportive. Participants stated that faculty of color need opportunities to connect with one another. For example, underrepresented employee resource groups allow faculty of color to support one another and provides a space for shared resources. Community colleges also need to allow faculty the freedom and funding to travel to conferences outside of their service area. Faculty of color may benefit from professional development opportunities that require travel funds and time off. Lastly, study participants stated that community colleges need to have mentoring programs to support faculty of color as they navigate the institution. Experienced faculty mentor recently hired faculty and share what they have learned.

**Future Implications**. Study results indicated implications for future application. The results of this study indicated effective recruitment and retention methods for American faculty at community colleges. If the shortage of American faculty continues, then these study results may assist with recruiting, hiring, and retaining faculty of color. The study results provided specific recruitment and retention strategies that community colleges can use to attract, hire, and retain, American faculty. Future research about effective recruitment and retention methods for American faculty at community colleges could be generalized to a broader sample of community colleges outside of the Northeastern United States. There is a low number of American faculty across the United States (NCES, 2018). Including a broader sample of community colleges and faculty would provide more input about effective recruitment and retention methods. The more information that can be gathered on this topic, the better, to increase the number of American faculty across the United States.

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Appendix A

Data Analysis Code Book

## Initial Codes and Emerging Categories

| Initial Code | Example from Data | Emerging Categories |
|---|---|---|
| Cultural competency | "If this is about cultural competence, if this is about racial equity…as an institution create policies and pathways for people to be hired and paid" (Calvin's interview) | Hiring committee bias training & cultural competence |
| Train hiring committees implicit bias | "Training search committees to recognize implicit bias associated with the work of the search committee itself." (questionnaire, Respondent 3) | |
| Barriers and walls | For the interview question about interactions with colleagues, Deon stated "You might run into some barriers and walls, absolutely. That is the nature of my world right now." | Institutional barriers & issues with hiring POC |
| Institutional issues with lack of hiring POC | "This is an institutional issue. That's why I think this study is so needed because you gotta talk about it from an institutional perspective." (Calvin's interview) | |
| Not enough POC employed to participate on hiring committees | "…it's a reason why…the four or five of us getting called because you don't have enough hired." (Calvin's interview) | Not enough employees of color to participate on hiring committees |
| Shorten hiring processes/long process/lose candidates | "I put my application in January, you call me in for the interview in April and then it's another month before telling me, you're talking about a nine-month process." (Calvin's interview) | Shorten hiring process to keep candidates |
| Skilled PR and recruitment conscious employees | "They need to create an institutional initiative that will allow faculty members who are skillful for this recruitment…to be the face on the PR person that do go out and do some network." (Calvin's interview) | Be specific in hiring intentions & hire skilled PR person to handle recruitment |
| Be specific in hiring intentions | "The goal of a college is to hire more people that look like the students that they are ultimately going to serve, which are kids of color. So, if you are saying that that's one of the groups that's abundant, diverse umbrella, why not be very specific in saying that?" (Calvin's interview) | |
| Engage FOC in search processes | "Being intentional in the faculty search process, engaging faculty of color in the search process." (questionnaire, Respondent 2) | Diverse hiring committee including FOC |
| Hiring committee compilation | "They were all White." (Andre's interview) | |
| Importance of diverse hiring committee | "There needs to be diverse hiring committees and a dedicated effort to both gauge the tone of the workplace." (questionnaire, Respondent 7) | |
| Correcting mistake POC interview-intentional hire | "I'm sitting in a search committee recently and a woman came on very skillful, but clearly, you know, has some challenges about her language…and understanding some of this…it was on a Zoom meeting. The result was no, and she is an adjunct at our school. I'm just saying, there should've been some corrections…why not rephrase the question or why not make sure the questions were totally understood." (Calvin's interview) | Looking for most qualified |
| Looking for "most qualified" could overlook quality candidates of color | "When you say, I'm looking for the most qualified, are you trying to say that people of color are not qualified?" (Calvin's interview) | |
| Diverse but don't relate to students | "We would hire a professor somewhere just from Africa that lives in a different part of the country and they come here. That does not mean that they connect with our students. When you're looking at diversity and interconnectivity it's a little different." (Deon's interview) | Diverse but do not relate to students |
| Equal representation courses, faculty, divisions, etc. | "…equal representation of diversity among divisions, courses, faculty members, and so on." (Michael's interview) | Representation of faculty at all staffing levels |
| Faculty diversity at all levels (administrators, etc.) | "Despite the low number there is representation at all levels (assistant, associate, and full professor) and among staff and senior administration." (questionnaire, Respondent 1) | |
| Low faculty diversity-doesn't match student population | "The overwhelming majority of faculty at the institution does not mirror the student diversity levels." (Michael's interview) | Faculty diversity doesn't match student diversity |
| Low faculty diversity | "I would say there is poor representation across campus." (questionnaire, Respondent 5) | |

# Initial Codes and Emerging Categories

| | | |
|---|---|---|
| Mission and visions of community colleges | "I've always appreciated certainly the emission and visions of a community college. I love to be able to interact with people, you know, in that way." (Michael's interview) | Highlight mission and vision of community college |
| Provide incentives | "Develop that pipeline where they may work for a company in the area and teach at the college." | Create pipelines & collaborative agreements with businesses and schools |
| Collaborative agreements with schools that produce high number of AA males | "The focus has to be on the pipeline. We need collaborative agreements where AA males are recruited into programs where they get the mentoring and supports." (questionnaire, Respondent 1) | |
| Pipeline with schools that produce Black males | "So, looking at it this way, to recruit AA males is to create a pipeline to a school where there's a lot of AA males and ten create incentives that allow them to feel comfortable in the process." (Andre's interview) | |
| Lack of representation on website | "Why don't they hire Black people? Why would you think that? Because we go onto their website." (Joseph's interview) | Need representation on website |
| Personal networking-word of mouth recruitment circles of color | "It's the informal network and if you have a non-diverse community, you can't reach diverse people." (Joseph's interview) | Personal networking/word of mouth recruitment in circles of color |
| Created position specifically for participant | "They basically created a position that could blend teaching with academic affairs." | Creating positions |
| Alum and sought after | "I was an alum of the school…I was sought out by the vice president for an adjunct teaching role." (Andre's interview) | |
| Interim position led to permanent | "I started out as the interim director of the multicultural center and that was how I kinda got into this role." (Deon's interview) | |
| Personal referral intentional hiring already employed there | "After some discussions when I graduated, he [my chair] asked me if I wanted to consider coming to the college as an adjunct." (Darius's interview) | Personal referrals |
| Already employed by institution-approached hiring manager | "I was already at the college in another capacity. I learned that current position was soon to become open, and I spoke to the hiring manager. I said I had an interest in this and they certainly encouraged me to apply so I did." (Michael's interview) | |
| Encourage Black males to get terminal degrees | "…even to teach more people of color to get a terminal degree that would help." | Encourage Black males to get terminal degrees |
| Flexible degree and experience requirements | "Keeping the standard high but moving away from the preferred line…when you go through the preferred line you start making it difficult for people that couldn't afford doctorate degrees versus a person with a Master's and years of experience." (Deon's interview) | Flexible degree and experience requirements |
| Advertise outside of service area (not diverse) | "They should actively advertise positions outside of the area they are located, which is not very diverse." (questionnaire, Respondent 7) | Targeted recruitment |
| Intentional outreach to people of color | "I think that the college needs to be intentional of going to where people of color are." (Michael's interview) | |
| Targeted recruitments | "I would like to see a more targeted approach." (Andre's interview) | |
| National Society of Black Council Meeting | "The college should be intentional of going to where people of color are…I think it's called the national society of Black council. " (Michael's interview) | |
| Look at institutions already succeeding and replicate | "Schools should also look at model institutions to see how they hire and retain Black male faculty. There is not enough research or effort in general to create a diverse faculty." (questionnaire, Respondent 7) | Replicate existing recruitment strategies |
| Community outreach and programs to recruit faculty | Respondent 5's questionnaire suggested "community outreach and specific recruitment and support programs. Maybe creating programs that would be attractive to faculty of color (FOC)" to recruit AA male faculty. | Community outreach recruitment |
| AA male faculty go into middle/high schools to encourage career | "This is a systemic issue that Black male educators should go into middle schools and high schools more often, so Black males see themselves as educators." (questionnaire, Respondent 7) | |
| Preferences to candidates of color | "If I am involved, fully, I would want to diversify, I would definitely look and give preference to people of color." (Darius's interview) | Faculty of color hiring pools |
| Specific faculty of color hiring pool | "Then we can make commitments to ensure that there is a possibility of the opening that will be available for people of color, who can apply to a particular pool." (Darius' interview) | Faculty of color hiring pools |
| Hiring critical mass of AA faculty | "Hire a critical mass of AA faculty so that students see professors that look like them, not using these faculty over and over for many committees as representatives for other AA people on campus." (questionnaire, Respondent 2) | Hire critical mass of AA faculty to recruit AA faculty |
| Hire more AA to recruit AA | "When the president asked me how to hire more American s, I said, the answer is to hire more American s." (Joseph's interview) | |

## Initial Codes and Emerging Categories

| | | |
|---|---|---|
| Practical work | "I came in because they needed somebody to build a policing center. So, it was the practical work with the police that drew me in because my college does a lot of work with practitioners." (Joseph's interview) | Practical work opportunities |
| Detailed job descriptions with specific needs | "Looking at the job descriptions and looking at the individuals we are preferring and how it's written" (Deon's interview) | Detailed job descriptions |
| Attracted to teaching diversity class | "The opportunity to teach a course about race and diversity. Almost 20 some odd years ago. That gave me the option of being able to teach that course as an adjunct. That was my introduction to coming on board." (Calvin's interview) | Attract faculty with the opportunity to teach diversity classes and improve diversity communications |
| Attracted to helping communication with faculty | "I was attracted to helping the college improve its communications with diverse faculty members." (questionnaire, Respondent 4) | |
| HR work with multicultural affairs | "I would love to see HR work with multicultural affairs offices to recruit American males." (Deon's interview) | Assign AA male recruit to a specific job |
| Diversity officer/recruiting their job | "They should have either a specific division or dean at the college devoted to both recruiting diverse faculty, staff and students. When it's just a small part of a person's larger job, diversity can be set aside." (questionnaire, Respondent 7) | |
| Cultural information or prospects/new hires | "Where can they go to church? Where can they go hang out? Where is chocolate city?" (Andre's interview) | Provide cultural information to applicants |
| Mid-career AA males | "Talented AA males have more options for career advancement outside of higher ed so perhaps there might be a focus on mid-career AA males who can enter higher ed at points where salaries are comparable." | Target mid-career AA males |
| Limit course preparation (4 courses same or 2 different classes but equals only 2 preps) | "Despite being assigned 4 courses within a semester, these could range from 4 sections of the same course to perhaps 2 sections each of 2 courses." (questionnaire, Respondent 1) | Flexible course assignments and timing |
| Course Timing | "...destructive particularly if the courses are assigned in slots that are very far apart during the day such as an early 8am class and a late 2pm class." (questionnaire, Respondent 1) | |
| Work at diverse institution and impact community keeps at institution | Respondent 5 stated in response to what attracted you to joining your current community college: "opportunity to work at a diverse institution where impact could be felt in the community that I live in." | Institution that impacts the community |
| Possibility to make positive impact keeps at institution | Respondent 3 stated in response to what attracted you to join your current job "The possibility of being able to make changes, propose/implement policies, and provide recommendations from my position that can have an impact on staff, faculty, and students, especially from underserved populations." | Ability to affect institutional policies |
| Make a difference educating about diversity | "I am here trying to make a difference in educating others on diversity" (questionnaire, Respondent 4) | Making a difference educating others about diversity |
| Staff of color mentor program | "Provide mentorship and be clear about tenure track and promotions. Also, create support programs to mentor/support AA male faculty." (questionnaire, Respondent 2) | Staff of color mentoring program |
| Learning from other faculty is rewarding | "I can have my own opinions and own thoughts and research things on my own. And that's fine that I do that. But, also trying to learn from experiences of other faculty members, who are experienced in certain subject areas, I find to be really rewarding to me." (Michael's interview) | Learning from other faculty and staff |
| Burden of go see factor | "Discourage senior faculty from adding to the burden on junior faculty by the go-see factor. The go-see factor occurs when faculty suggest that their minority advisees go-see their minority faculty member for additional insight and guidance." (questionnaire, Respondent 1) | Balanced advisor roles |
| Retention-dinner and outside of work relationships | "They had dinner together, or vacations together. All sorts of things. I was not part of that." (Michael's interview) | Social events/networking opportunities |
| Ebony gala professional development | "If you want to retain Black men you've got to provide for them…the Ebony gala, it's about 2,000 people every year." (Andre's interview) | |
| Stepping out gala Boston | "They have dinners and awards…you've got to add all that stuff into the retention package." (Andre's interview) | |
| Boston Men's dinner event | "They have a teacher's lounge…it's a big group…when you bring people into the institution you got to start telling them this is where you go for this event and that event." (Andre's interview) | |
| Advancement opportunities | "Create opportunities for growth." (questionnaire, Respondent 2) | Opportunities for growth |
| Need sense of belonging/being unwanted | "Working as an adjunct 17 years and no personal call or invitation or anything to become full-time." (Calvin's interview) | |

# Initial Codes and Emerging Categories

| | | |
|---|---|---|
| Special projects funding | Describe strategies to retain AA male faculty: "special projects funding" | |
| Academic freedom to create and teach culturally specific courses | "…that creative, academic freedom, is what kept me there." (Andre's interview) | Allow special projects and provide funding |
| Able to create special electives retention | "The opportunity to keep teaching…there was room to create special topic electives within the degree." (Andre's interview) | |
| Like the work | "I love doing what I do" (Joseph's interview) | Love the job |
| Tolerance working with AA males/accepting mistakes | "Tolerance! Allowing them to bring ideas to the table…American (AA) males are reprimanded quicker for the same faults as White colleagues. Will deans and administrators have tolerance for mistakes and learning curves?" (questionnaire, Respondent 6) | Tolerance working with AA males/accepting mistakes |
| Professional development with other Blacks | "If you send three Black males to all White conferences, they're not gonna bring you back any ideas to help you." (Andre's interview) | Targeted professional development geared toward AA faculty and staff |
| Retention professional development | "We need more wide-scale targeted professional development." (questionnaire, Respondent 1) | |
| Supporting staff of color | "I try to show up and be the support to them [junior faculty] as well as the senior people of color. It's important to me to show and give them some attaboys when they do something." (Joseph's interview) | Support faculty & staff of color |
| Retention-valuing people | "It's so that you're actually a valued member and we appreciate your input." (Joseph's interview) | Appreciate/value input of FOC |
| Support staff of color resource group | "Multicultural affairs work to create a good working environment for all, specifically create an employee resource group for staff/faculty of color." (questionnaire, Respondent 5) | |
| Communal events for people of color | "I think as a people of color that we are more communal people. We are more social people in some aspects. I think that's gotta be something that kind of contributes. That doesn't happen in these kinds of institutions." (Calvin's interview) | Employee of color resource/support group |
| Staff of color meeting/support groups | "…have a group like an employee resource group where they're able to connect, able to build, able to conquer different components…you want there to be some type of connection to others on campus that look like you." (Deon's interview) | |
| Campus offices and programs to retain | Strategies described by Respondent 3 to retain AA male faculty included "development, funding, and institutional offices" | Campus cultural/diversity center and safe space for staff of color |
| Safe space on campus for staff of color to go | "I would like to see a cultural or diversity center where people of color have a safe space to just discuss and talk about the inequities and microaggressions they face on a daily basis." (Questionnaire, Respondent 7) | |
| Do not emasculate AA males | "Higher ed is dominated by women; to be specific White women. Empowering and trying to make sure that American males are not emasculated." (Questionnaire, Respondent 6) | Empower AA male faculty |
| Faculty support to participate in campus events | "Faculty support and opportunities to participate in campus wide diversity initiatives" (Questionnaire, Respondent 3) | Support to participate in campus diversity events |
| Lack of support to participate in retention activities | "They often did not have support from their supervisor to be a part of the [employee of color] group." (Michael's interview) | |
| Inclusion of staff of color-retention | "Because if you put my office away from everybody else and isolate it, it doesn't matter how much money you give me. I'd rather take less money and go somewhere where I feel included." (Joseph's interview) | |
| Integrate FOC perspectives | "Integrate their [AA faculty] perspectives, be open and willing to learn when they are critiquing the way things are done or how they are being treated." (Questionnaire, Respondent 2) | Include faculty of color in spaces, decisions, etc. |
| Include FOC in equity discussions | "When you talk about equity and inclusion there should actually be Black people included in the decision-making process." (Questionnaire, Respondent 4) | |
| Diversity of students | "I got to interact with sophomores, international students, multicultural students and many other diverse groups of students on campus." (Questionnaire, Respondent 2) | |
| Diversity of students | "…being able to work with such a broad diversity of students, in terms of experiences and certainly socioeconomic dimensions, life's experiences, and age and everything else. That's always been really appealing to me." (Michael's interview) | Diverse students retain AA faculty |

## Initial Codes and Emerging Categories

| | | |
|---|---|---|
| Making a difference keeps at institution | "I was making a difference specifically the first-generation students. Particularly students who did not like the police. It was my job to help them bridge the gap between the police and communities of color. I felt like I was making a difference." (Joseph's interview) | Impacting students retains faculty of color |
| Giving back to students that look like me keeps at institution | "I never had a teacher that looked like me so I kind of wanted to be that person…what attracted me and encouraged me was giving back to students who look like me." (Deon's interview) | |
| Impacting students | "What keeps me here is the students…I've just been looking at how I can impact students of color and students of different identities." (Deon's interview) | Impacting students retains faculty of color |
| Student interactions keep at institution | "It was the direct student interactions that was the driving force of my passions." (Questionnaire, Respondent 7) | |
| Environment drives retention | "Yes, the intention is trying to recruit but the second part of it is to make sure that there is an environment. Once the candidate gets there that they can be successful in their position." (Michael's interview) | Institutional environment affects faculty success |
| Create welcoming environment | "They should create an environment that is welcoming and accepting to everyone in order to attract more diverse faculty." (Questionnaire, Respondent 7) | Create an authentic welcoming environment |
| Authentic welcoming environment | "There needs to be a more welcoming environment. Something that's you know, serious and real and authentic." (Michael's interview) | |
| Unfair environment/treatment | "They weren't supported…they realized there were different kinds of treatment…I think that people are smart enough to realize that things are not always admirable and fair." (Michael's interview) | Fair treatment |
| Fair treatment | "Those questions are gonna come up. So, you have to treat your diverse faculty well in order for them to recruit people." (Joseph's interview) | |
| Resistance to application-overshadow other staff | "There was resistance to my application even though I had met the qualifications to be an adjunct professor at that time. It was hinted that it was because I would have sort of overshadowed some other professors that had been there for a while because of the position I was in before." (Andre's interview) | |
| Systemic change | "…where we could have an opportunity to have systemic changes. How do you even deal with people of color?" (Calvin's interview) | Institutional and systemic change |
| Diversity committee/consortium not valid/a front | "There was a diversity committee and a diversity consortium, but I felt that these were more of a front for the institution rather than actively involved in institutional change, particularly in regard to recruitment and retention of diverse faculty and staff." (Questionnaire, Respondent 7) | |
| Student organized cultural events | The "student body is actively involved in preparing events and planning events that aim at diversifying the cultural experience the college has." (Darius's interview) | Fund multicultural campus experiences and events |
| Faculty involvement /advising clubs retention | "There is heavy emphasis on student engagement, but it is not driven by faculty…I think our multicultural office does the best it can, but it lacks resources, both financial and human, to be effective with faculty." (Questionnaire, Respondent 5) | |
| Multicultural center staff trainings | "A lot of work with the multicultural center, with the trainings, when we do professional day, they try to sponsor those particular events to kind of get people to come in and learn about cultural competency and racial disparities." (Calvin's interview) | |
| Limited colleague interaction | "I have very limited contact outside of our faculty meetings and conferences…If it's not college related usually, I don't have that much more interaction." (Calvin's interview) | Connections with colleagues |
| Good interactions because of personality | "For the most part, it was good, mainly because of who I am. I'm able to move in different rooms smoothly. I don't take offense to so much." (Andre's interview) | Good interactions with other faculty and staff |
| Collegial environment | The environment is "very collegial and it's very cooperative." (Joseph's interview) | |
| Positive colleague interactions | "I would say my interactions are good. I would not say I'm really close with people. I am much closer to the students. But the interactions are fine. I think they respect my opinion." (Deon's interview) | |

Source: Compiled by the authors