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Coming to Voice: Exploring the Experiences of Teacher Education and Special Education Professors of African Descent in Institutions of Higher Education

Kimberly L. Mayfield
University of San Francisco

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**COMING TO VOICE: EXPLORING THE EXPERIENCES OF TEACHER EDUCATION
AND SPECIAL EDUCATION PROFESSORS OF AFRICAN DESCENT IN INSTITUTIONS
OF HIGHER EDUCATION**

**A Dissertation
Presented to the Faculty of the School of Education
Learning and Instruction Program**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

by

**Kimberly L. Mayfield
San Francisco, California
May, 2001**

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This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of the School of Education in partial fulfillment of the requirements for the degree of Doctor of Education. The content and research methodologies presented in this work represent the work of the candidate alone.

Kimberly L. Mayfield 5/9/01
Candidate Date

Dissertation Committee

Laura Andree 5/9/01
Chairperson

Mikki Miller 5/9/01

Margaret G. Foss 5/9/01

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This dissertation is dedicated

to

my ancestors

**R. P. Mayfield, Grandfather
William Gary, Grandfather
Gladys Mayfield Carter, Aunt
Doris Mayfield Dorsey, Aunt
William Gary Jr., Uncle
Ozell Mayfield Cotton , Aunt
Bessie Hunter, Aunt**

I can boldly face the challenges in the world because I am uplifted by their spirit

to

my elder

Louvella Gary, Grandmother

I am fortified by your prayers and inspired by your wisdom

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CHAPTER 1
Introduction
Problem Statement

There is a shortage of professors of African descent in the education professorate (Bok, 1982; National Center for Education Statistics, 2000). Scholars of African descent encounter many barriers when seeking employment and promotion and tenure in institutions of higher education (Hendricks & Caplow, 1998; Turner & Myers, 2000). Research indicates that this may be due to the unwelcoming culture and climate of institutions of higher education for scholars and professors of diverse ethnic backgrounds (Verdugo, 1995; Solorzano, 1998). This shortage has a profound impact on the education of African American students and may negatively affect achievement (Irvine, 1989).

The shortage of professors of African descent impedes the diversity of pedagogical and content knowledge in teacher preparation programs (Asante, 1996). The majority of teacher education and special education professors continue to be largely European American (NCES, 2000) and teacher education and special education teacher training programs tend to be based on European American world views, beliefs and values (Voltz, 1998). These perspectives may not create effective practices for teaching an increasingly culturally and linguistically diverse student population (Gollnick & Chinn, 1998). Teacher education and special education professors of African descent may positively impact the education of general education and special education credential candidates by teaching through their cultural backgrounds and conducting research to improve educational equity and achievement for African American students throughout the educational continuum. Merryfield (2000) asserts that through their lived experiences, professors of color are positioned to move institutions of higher education beyond traditional paradigms to create an environment that will insure educational equity

for all students through social justice and antiracist multicultural teacher education. However, if professors of African descent are untenured and feel that they are unwelcomed in institutions of higher education, their shortage in higher education may persist. This shortage may reduce the presence of ethnically diverse perspectives among teacher education and special education professors of African descent. A study of teacher education and special education professors of African descent is needed to investigate employment experiences and their perceptions of promotion and tenure with respect to research autonomy.

Many studies have been done on the education professorate in the areas of : career choice (Tyler & Smith, 1999), the shortage of special education professors (Smith & Salzburg, 1994) doctoral training programs (Rousseau & Tam, 1995), and recruiting minorities (Erickson & Rodriguez, 1999; Freeman, 1997; Gooden, Leary & Childress, 1994; Hendrick, Smith, Caplow & Donaldson, 1996; Vargas, 1999). None of these have explored the perceptions of teacher education and special education professors of African descent regarding their experiences in predominately white or historically black institutions of higher education. The present study sought to close this research gap.

Purpose Statement

The purpose of the present study was to explore the perceptions of employment experiences and the pursuit of promotion and tenure by teacher education and special education professors of African descent. This study investigated the perceptions held by teacher education and special education professors of African descent in the areas of recruitment, retention and the tenure and promotion process. Lastly, the present study engaged in an inquiry with these professors regarding their perceptions of critical areas of research needed to improve educational equity and achievement for African American

students. This population was encouraged to reflect on these areas in terms of their situated experiences such as: employees of traditionally white and historically black institutions of higher education, members of teacher education and special education teacher preparation programs, and members of over and under represented groups throughout the educational continuum. Specifically, this study collected data that allowed teacher education and special education professors of African descent to use their voice to contextualize experiences in the education professorate.

The present study sought to impact the field of education in several ways. It provided information on the recruitment and retention of professors of African descent in teacher education and special education programs. It also identified how culturally diverse perspectives on research needs may impact general education and special education practices to improve education equity for African American students.

Background and Need

History

Throughout American history people of African descent have been legally and socially excluded from the education system (Spring, 1998). Due to the conditions of slavery, people of African descent were denied access to education until the mid 1800's (Zinn, 1990). Even after slavery was abolished, people of African descent were still subjugated to the social conditions of slavery (Takaki, 1993).

The first schools and colleges in the United States were founded by Puritan settlers to create an Anglo-Saxon citizenry educated in religious doctrine and democracy (Cabal, 1993; Spring, 1998; Thwing, 1906). For example, Harvard College the first of thirteen colonial colleges was founded in 1636 to train Anglo-Saxon men in ministry, medicine, and law (Cabal, 1993). Racial discrimination and segregation signaled the need

for an African American institution of higher education. Lincoln University was founded in 1854 by the Presbyterian Church to meet this need (Carruthers, 1994). At the end of the Civil War, several African American institutions of higher education were founded with the financial assistance and academic guidance of European American philanthropists (Carruthers, 1994).

Current Status of Diversity in Institutions of Higher Education

The climate of the first colleges in the United States was characterized as being structured, conservative, individualistic, ethnically exclusive, socially repressive and punitive (Thwing, 1906). There have been few changes in academia since the founding of the first colonial colleges, particularly with reference to the professorate (Turner & Myers, 2000). According to Wilshire (1990) institutions of higher education (IHE's), also referred to as the academy, seek to homogenize and standardize its professorate. There are particular rules, morals and beliefs that are unique to institutions of higher education. New entrants to the professorate must be successfully socialized to gain academic freedom in the form of tenure (Tierney & Bensimon, 1996). Professors who are unable to acculturate in institutions of higher education often end up leaving the professorate (Gregory, 1999). To this end, the professorate continues to be largely European American (Aguirre, 2000; Plata, 1996).

There are at least ten times more European American professors in the field of education than any other ethnic group (NCES, 2000). Of the 605,000 education professors, 539,000 (89.1%) are European American, while the remaining 66,000 (10.9%) is comprised of the following ethnic groups: 30,000 (4.9%) are African American; 15,000 (2.5%) are Latino; 18,000 (3.0%) are Asian or Pacific Islander; and 3,000 (0.5%) are American Indian or Alaskan Native (NCES, 2000). The shortage of

faculty of color is particularly significant in the field of teacher education because the professorate is not representative of national demographics or the demographics of the school age population. Currently 30% of school age children are from culturally and linguistically diverse backgrounds (Gollnick & Chinn, 1998), while the majority of the education professorate is European American (Nieto, 2000). Europeans Americans make up 83.9% of the total professorate, and of these 7.4% are in the field of education. People of African descent comprise 4.9% of the total professorate, while 11.6% of these are in the field of education (NCES, 2000).

The present study focused on professors of African descent because they share a socialhistorical experience with African American students who are disproportionately labeled as needing special education services. Professors of African descent represent those people of African descent who have successfully matriculated through the American education system to attain its highest degree; however, at the other end of the academic spectrum are African American students receiving special education services. These students represent those African American students who are facing academic challenges in the American education system. Although professors of African descent and African American special education students are at opposite ends of the academic spectrum, they share a socialhistorical experience in the United States. For example, both groups experience American society through the social identity of being people of African descent. They both experience societal racism due to their ethnic identity. For example people of African descent experience racial profiling while driving and in retail stores (Artiles, 1998). In both environments, these professors of African descent and African American students are followed and harassed because of their ethnicity. Professors of African descent and African American special education students share the historical

reference of their ancestors being enslaved in the United States. For both groups the history of people like them in the United States begins with subordination, indentured servitude and enslavement (Zinn, 1990). Through a shared socialhistorical experience and educational attainment, professors of African descent may be able to provide information on ways to improve education for African American general education and special education students. Specifically, teacher education and special education professors of African descent may be able to shape the education of general education and special education teacher educators such that they are appropriately skilled to meet the educational needs of African American students.

Causes for the Shortage of Professors of African Descent in the Field of Education

There are many reasons for the under representation of teacher education and special education professors of African descent. The most commonly cited reasons are: the shortage of African American doctoral graduates (Hill, Carjuzaa, Aramburo, & Baca, 1993), recruitment and retention practices (Cartledge, Gardner & Tillman, 1995) and the climate of institutions of higher education (Asante, 1996; Reyes & Halcon, 1997; Willie, 1991).

The low percentage of people of African descent who complete Ed.D and Ph.D. programs and choose careers in higher education contribute to their low numbers in the education professorate. Smith and Tyler (1999) conducted a study on the career decisions of special education doctoral graduates. They used 146 surveys from 90 special education doctoral granting institutions of higher education. Their results showed that the special education doctoral student population is largely European American (75.3%). The remaining 25% of the special education doctoral student population is comprised of African -Americans (8.9%), Latin Americans (5.5%), Native Americans (2.1%),

Asian/Pacific Islanders (1.4%) , student with Dual Ethnicity (3.4%) and Middle Easterner (0.7%). Of the 146 surveys used for this study, 2.7 % of participants did not indicate an ethnicity.

The shortage of African American students in special education doctoral programs is typically explained by lack access to higher education and lack of effective recruitment strategies. Research suggests that graduate admissions criteria, financial constraints and a shortage of role models prevent students of color from participating in special education doctoral programs (Hill, Carjuzaa, Aramburo, & Baca, 1993; Cartledge, Gardner & Tillman, 1995). Rousseau and Tam (1995) assert that recruitment strategies also contribute to the shortage of doctoral students of color in special education programs. Many special education graduate programs rely on special education teachers to recruit from for their masters and doctoral programs. This is problematic because African Americans are also underrepresented at the practitioner level of the special education profession. For example African Americans only represent 6.8% of elementary special education teachers and 9.6% of secondary special education teachers (Voltz, Dooley & Jefferies,1999). When African Americans do graduate from special education doctoral programs, they do not always choose to become part of the professorate. Tyler and Smith (1999) found that predoctoral work experience was a significant factor in special education doctoral graduate career choices. Of the 146 participants in their study , 71 (48.6%) were teachers before entering doctoral programs. Of the 71 teachers, 46 (31.5%) chose careers in institutions of higher education and 25 (17.1%) chose careers outside of higher education. By contrast, of the 146 participants in the study, 13 (8.9%) were administrators before entering doctoral programs. Of the 13 administrators, 5 (3.4%) chose careers in institutions of higher education whereas 8 (5.5%) chose careers outside of

higher education. The results of this study show that although 58% of special education doctoral graduates choose positions in higher education, 42% did not. Salary was given as a significant reason for special education doctoral graduates to enter careers outside of higher education. Another possible reason for career choices outside of higher education may be the climate of institutions of higher education.

The climate of institutions of higher education in the United States continues to be influenced by institutional racism disguised as meritocracy and a commitment to color blind standards (Baez, 1998; Spring, 1998; Asante, 1996; Anderson, 1993). Many professors of African descent find institutions of higher education cold, unwelcoming and intolerant of differences (Reyes & Halcon, 1997; Willie, 1991). Professors of African descent may be made to feel that they must relinquish their culture to earn promotions and tenure. Blackshire-Belay (1998) reported that these professors often have to justify their research if it is not published in mainstream journals during the tenure and promotion process. Publication in journals catering to issues facing specific ethnic groups are often misunderstood and devalued. Professors who deviate from these established norms may be viewed by institutions of higher education as being incompetent and unscholarly (Blackshire-Belay, 1998). Institutions of higher education may perpetuate the superiority of Eurocentric norms through institutionalized racism (Delgado, 1988; Reyes & Halcon, 1997) which may be evident in the criteria for promotion and tenure. For example, because of the shortage of professors of African descent in the professorate, those in the professorate may be assigned to committees so that diverse perspectives are represented or given minority students in addition to their normal advising load. These activities may prevent professors of African descent from meeting the requirements for promotion or tenure (Alexander-Snow & Johnson, 1998). Cartledge, Gardner & Tillman,

(1995) report that African Americans have difficulty getting tenure. They tend to be hired for short term and part time positions whereas their European American counterparts tend to hold full professor positions. When African Americans are hired in institutions of higher education, their representation is as follows: 3.7% in full professorships, 4.8% in associate professorships, 5.7% in assistant professorships, and 5.1% in instructor placements.

According to Asante (1996), the shortage of professors of African descent in teacher education and special education is problematic because intellectual diversity in teacher education programs may be compromised. Currently, the strategies and methodologies used are based on Eurocentric thoughts, values and culture, however, teacher education programs are responsible for teaching credential candidates to be effective with all student populations (Merryfield, 2000). Multicultural education is usually taught in isolation from the other disciplines. While cultural diversity is explored in these classes, it is typically viewed as an add on discipline to the existing Eurocentric curriculum. The infrastructure of the curriculum is rarely changed and the dominate Eurocentric view is perpetuated (Banks, 2001). Therefore it is possible for teachers to have exposure to multicultural education while continuing to deliver instruction through a European American value and belief system. An example of this would be only teaching about the contributions of people of color on designated holidays in designated months rather than infusing information about them throughout the curriculum (Banks,1998). One way teacher education and special education programs can transform this practice is by modeling a different way to learn about diversity. For example, in 1998, Trent, Pernell, Mungai and Chimendza conducted a study to investigate the way multicultural teacher education in general education and special education classes influence preservice teachers

ability to teach ethnically and culturally diverse students with disabilities. The purpose of their study was to identify how preservice teachers organize data as a result of course work and what content would best prepare preservice teachers for their careers. The researchers in this study chose to use concept maps because of organization and how relationships between concepts are visually represented. They felt that it was critical for teachers and teacher educators to evaluate teacher perspectives regarding ethnically and cultural diverse students because of their growing presence in public schools and their high numbers in remedial and special education placements. This study was conducted to answer two research questions based on the following themes: changes in cognition about teaching diverse exceptional learners from the beginning of a course to the end of the course and implications of the findings for future courses and teaching strategies that cause greater integrated and organized thinking. The study used a random selection of 30 students from a total of 140 students in an *introductory multicultural/special education* class. The sample included 23 (77%) females, 7 (23%) males. There were more Caucasian participants 26 (87%) than African Americans 1 (10%), or Hispanic 1 (3%) participants. The sample consisted of undergraduates (93%) and students who had already earned their B.A's (7%). There were a variety of majors represented ; 6 (20%) secondary, 2 (7%) Child development, 2(7%) speech pathology, 2 (7%) unrelated to education majors and 3 (10%) undeclared majors. The content of the course was modified to be aligned with student majors and was structured to provide information on how to teach culturally diverse exceptional learners in inclusive settings.

The data were collected on two occasions. The first set of data were collected on the first day of class. The second set of data were collected at the next to last class meeting. Students were directed to generate a concept map about effective teaching

strategies for culturally diverse learners. They were also asked to write a paragraph clarifying their responses and a rationale for how they organized their concept maps.

This study used a pre-post intervention design. The intervention in the study was the content covered in the class. The instructor for the class taught from a broad multidisciplinary perspective. Students were exposed to inconsistencies in policy and practice as they related to special education practices. Students were also exposed to social cultural factors that could cause teachers to view diverse students as deficient. The instructor made changes to his pedagogical practice by adding readings to traditional assignments that examined differences from multiple perspectives. The instructor also gave specific strategies to address cultural issues and differences. The information from the class was presented in a variety of ways; lecture, laboratory experiences, videos and in case studies.

The data collected in this study were analyzed using quantitative and qualitative methods. The researchers found proportional differences in concepts between the pre and post maps. The pre maps focused more on student characteristics and instructional processes. The post maps focused on student characteristics and instructional processes as well as service delivery and teacher qualities however there was a slight decrease in emphasis on this category. The pre and post concept maps also showed that students identified more specific concepts on their post concept maps than on their pre concept maps. Lastly, students put more new concepts on their post concept maps than on their pre concept map.

This study provides implications for future research. The researchers felt that there needs to be longitudinal studies done on teacher educator practices to support the use of multicultural education in teacher education. They also assert that more empirical

studies need to be done to document the use of multicultural teaching strategies in teacher education. The researchers also indicated the need for explicit instruction for preservice teachers so that they will be effective in their teaching practice. Lastly, the researchers underscored the need for students to be able to integrate, synthesize and operationalize the content in their classes to assist them in their teaching practice.

When teaching methods such as those in Trent et.al (1998) are not implemented, a cultural mismatch between teachers and students may occur. Cultural mismatch is the misunderstanding or lack of understanding of different cultures (Hollins, 1996). The infusion of diverse perspectives on teaching strategies and methods and understanding different cultures is imperative for general education and special education teachers because student needs are changing due to ethnic differences. Educational practices and understandings may contribute to the low achievement of African American students and their overrepresentation in special education classes.

Impact of the Shortage of Teacher Education and Special Education Professors of African Descent on K-12 Education

Historically African American K-12 students have been marginalized by the educational system with segregation, desegregation, tracking and over identification in special education (Ladson-Billings & Tate, 1995; Oakes, 1985; Nieto, 1996; Spring, 1998; Patton, 1998). The over representation of African American students receiving special education services has been a significant issue since the 1960's. In 1968, Lloyd Dunn predicted that special education would be used to segregate African Americans students from their general education peers. Twenty five years later Artiles and Trent (1994) revisited the problem of over representation and found that Dunn's prediction had come true. African American students continue to be over represented in special education

classes on national and state levels. Presently, African American students comprise 16% of the school age population in the United States and account for 21% of the special education population (Harry, 1994).

While there may be many reasons to explain the overrepresentation of African American students receiving special education services, the issues that may directly impact this problem are: the shortage of teacher education and special education professors of African descent, classroom teacher ethnicity and referral practices for special education services by general education teachers.

The overrepresentation of African American children who receive special education services in the United States is sharply contrasted by the underrepresentation of professors of African descent in teacher education and special education departments (Harry, 1994). There is also an acute discrepancy between the cultural and linguistic diversity in the student population and teaching population. While the public school student population is becoming more culturally and linguistically diverse, the public school teaching population is becoming less culturally and linguistically diverse (Gollnick & Chinn, 1998). According to Leavell, Cowart and Wilhelm (1999), 95% of all teachers are from European American monolingual backgrounds.

When students and teachers are from different cultural backgrounds there is a possibility of cultural mismatch. This is exacerbated when teachers have not been trained to teach diverse populations (Hill, Carjuzaa, Aramburo & Baca, 1993). One outcome of cultural mismatch is the over identification of African American students for special education services. Bodlakova, Cole, Tobias & Zibrin (1982) assert that teachers refer fewer students of their own ethnicity to special education programs. In their study, 199 teachers were given a profile of a 16 year old boy who was described as having difficulty

following directions and was a year below grade level. In each profile, the student description was the same with the exception of ethnicity. He was alternately described as being Black, Hispanic, White, or with no stated ethnicity. At the end of the profile, teachers were asked to respond to a series of questions and statements. The teachers were also asked to indicate their ethnic background and number of years teaching. In analyzing this data, they found that teachers were less likely to recommend a student of their own ethnicity for special education services. All teachers in the study recommended students whose ethnicities were different than their own more frequently.

The under representation of African American general educators and special educators prevents African American students from having cultural mediators (Irvine, 1989). Cultural mediators as described by Irvine (1989) are people who can help students negotiate the culture of schooling through their ethnic culture. General education and special education teachers who are from the same ethnic groups as their students may play the role of cultural mediator and make educational connections that are crucial to student learning (Patton, 1998). These teachers may also have a deeper understanding of how cultural mores can assist with student learning (Voltz, 1998). The issues of general education and special education teacher training, the diversity of teacher education and special education teachers, and diverse teaching strategies in teacher education and special education programs can be addressed by institutions of higher education.

Impact of Teacher Education and Special Education Professors of African Descent on Teacher Education and Special Education Preparation Programs

Professors are in key positions to positively impact teacher education because they are in decision making positions regarding curriculum and instructional delivery (Merryfield, 2000). Professors of African descent share sociohistorical experiences with

the large number of African American children receiving special education services. These experiences may shape how professors of African descent view educational problems and influence their research agendas (Ladner & Gbadegesin, 1996). Frierson (1991) states that because of their backgrounds and social experiences, professors of African descent tend to do research that will impact the education of African American students and other students of color. African American professors hold positions that allow them to shape the educational experiences of general education and special teacher credential candidates. These professors may conduct research that provides information on effective strategies for teaching diverse populations (Kea & Utley, 1998; Rousseau & Tam 1995; Solorzano, 1997). Moreover, not only can professors of African descent impact teacher education through practice and research, they can also serve as catalysts to increase diversity in teacher education.

Professors of African descent can increase diversity in teacher education is by becoming role models for potential teachers. Voltz, Dooley and Jefferies, (1999) suggest that an increase of professors of African descent in the teacher education and special education professorate may increase the number of African American general education and special education teachers. One factor that has influenced the lack of diversity among special education professors is the education pipeline. The education pipeline is the process of “schooling”, from kindergarten through college. African American students must receive appropriate and quality instruction to matriculate through the educational system (Darling-Hammond, 1999). Darling-Hammond states that social and educational inequities have prevented this from happening for significant numbers of African American students. The education pipeline is characterized as “leaky” when referring to African American students (Rousseau and Tam, 1995). Research by Oakes (1985) and

Nieto (1996) found that African American students were more likely than their European American classmates to attend low -tracked schools where they are placed in low academically tracked classes. African American students also have elevated high school dropout rates and therefore are less prepared to go to college or to pursue careers in higher education.

Conclusion

Although there are many barriers to entering the education professorate, a small number of professors of African descent have chosen to become teacher education and special education professors. The present study sought to investigate how these professors of African descent in teacher education and special education experience institutions of higher education with relation to ethnicity, entry, retention and promotion and tenure. The study also identified how the culture and climate of institutions of higher education impacts the promotion and tenure of teacher education and special education professors of African descent through their perceptions of their employment experience. Finally, the present study engaged in an inquiry with these professors on their perceptions of critical areas of research needed to improve educational equity and achievement for African American students.

Theoretical Rationale

Theoretical Development

Critical Race Theory (CRT) is the theoretical rationale for the present study. Critical Race Theory was developed by legal scholars of color to critique the legal process in the United States as it relates to people of color. Critical Race Theory has been applied to the education system to show how it maintains educational inequity for students of color (Ladson-Billings & Tate, 1995). There are three components of CRT. The first

component is that racism is prevalent in American society. A function of racism is the mistreatment of people from specific racial groups, which is called being racialized or raced (Omi & Winant, 1986). An example of this is how the overrepresentation of African American students placed special education classes pathologizes them. The overrepresentation of these students in special education is symptomatic of institutional policies and practices which perpetuates a deficit view of these students. Critical Race theorists (Crenshaw, Gotanda, Peller & Thomas, 1995) use Derrick Bell's work to illustrate the permanence of racial oppression for people of color (Bell, 1987; Bell, 1992). The second component of CRT describes how racial oppression is perpetuated in society by the legal system (Freeman, 1995) or educational system (Ladson-Billings and Tate, 1995). The final component of CRT states that ideas of color blindness and meritocracy are insincere because they are implemented through ethnocentrism based on a Eurocentric norm. An example of this is when hiring committees and promotion and tenure committees in higher education, comprised of European Americans, purport that candidates who meet standards based on an established set of criteria will be hired, earn promotion or receive tenure, and then rarely hire, promote or grant tenure to scholars/professors of color, stating that they were unqualified and did not meet the standard.

Critical Race Theory (CRT) is based on a desire to understand the systemic and continuous unequal treatment of people of color in American society (Crenshaw, Gotanda, Peller & Thomas, 1995). Specifically, it looks at how laws, policies and practices preserve social inequities. Using CRT, institutional systems such as educational systems can be analyzed to see how they maintain social inequity (Crenshaw et al. 1995). These scholars analyzed how the legal system maintained social inequity. For example, an evaluation of institutions of higher education might interrogate cases of racism and

discrimination in the hiring or promotion and tenure process. Typically institutions of higher education maintain inequity by prosecuting isolated acts of racism and discrimination rather than the conditions these acts create (Freeman, 1995). This is achieved through a perpetrator /victim paradigm. Perpetrators commit acts and victims have these acts committed against them. Critical Race Theory, addresses the centralness of racism to everyday life for people of color (Crenshaw et al. 1995). Critical Race Theory specifically addresses the role of race in all areas of society and acknowledges the present and historic subordination of people of color which is supported by institution systems such as institutions of higher education (Crenshaw et al. 1995)

Critical Race Theory in Education

In the mid 1990's, educational researchers (Ladson-Billings & Tate, 1995; Taylor, 1998) began to appropriate Critical Race Theory to understand educational inequity. Specifically, these researchers investigated how race insures inequity in education for African Americans. The link between CRT in law and education is made by Ladson-Billings and Tate (1995) with their discussion of the continual educational inequity faced by African Americans (Oakes, 1985). Taylor (1998) discusses how educational researchers can use Critical Race Theory to encourage people of color to be vocal about critical educational issues such as tracking and to address them in their research. Taylor (1998) also addresses how Critical Race theorists in education critique common multicultural education practices which limit multicultural teaching to the celebration of heroes and holidays of other cultures. Taylor (1998) asserts that education agendas must be implemented that focus on ending racism and promoting social justice.

Solorzano (1997) describes five central themes that are recurrent in Critical Race Theory as it relates to education. The first theme addresses race and racism. It establishes

that race is commonplace in American society and that racism is maintained by legal and education systems (Bell, 1992). Bell states that the purpose of racism is to maintain racial inequity in order to keep ethnic minorities subordinated by European Americans. Race is a social construct used to identify the physical characteristics of people. Present day discussions of race acknowledge that not all members of a racial group experience racism in the same way. Holt (2001) asserts that present day discussions of race may really be addressing issues of acculturation. For example, this may explain how professors of African descent appear to have gained access to higher levels of education, while African American special education students struggle for access to the mainstream of education. Critical Race Theory places race in the center of educational discourse to understand the educational inequities experienced historically by marginalized ethnic groups (Ladson-Billings & Tate, 1995).

The second theme challenges dominant culture ideology. This means specifically contesting the idea of color blindness and meritocracy (Crenshaw, Gotanda, Peller & Thomas, 1995). Critical Race theorists argue that claims of color blindness and meritocracy are insincere (Delgado, 1995; Bell, 1992; Crenshaw, 1995). These claims are transparent attempts to mask the quest for power and privilege by the dominant culture. Ladson-Billings (1998) documents the broken promise of affirmative action in higher education. Her work affirms that the largest group to benefit from affirmative action has been European American women, not people of color. Bell (1987) challenges the intent of desegregation laws. His work illustrates how European American liberals were willing to support desegregation only to the extent that it did not displace their power. An example of this is how desegregation mandated that African American children would be bussed to European American schools, not vice versa, which reinforces the stereotype that

European American schools are better because they are European American (Bell, 1987).

The third theme expresses a commitment to social justice (Taylor, 1998). Critical Race theorists work towards eliminating racism and racial subordination by “naming” it, so that it can be addressed. CRT seeks to abolish all forms of oppression such as gender, class and sexual orientation (Crenshaw, 1995).

The fourth theme acknowledges the centrality of experiential knowledge (Delgado, 1995; Banks, 1995). Critical Race Theory (CRT) understands that life experiences are important in the dismantling of racial oppression. CRT recognizes that personal experiences are used to create meaning. People of color and European Americans use personal experiences to analyze oppression. Voice is used to describe events through personal experience, and to disrupt the idea of normative Eurocentric experiences.

Critical Race Theory offers liberation from a legacy of sociopolitical oppression by employing the use of voice through counterstories as narratives. Delgado (1995) describes how counter stories are used to resist “stock” stories. Stock stories are narrative accounts of events that comprise the philosophy of the establishment and perpetuate the status quo. These stories are typically told by establishment insiders, people who have a vested interest in preserving the status quo. Stock stories tend to justify the actions of the establishment and their world view. Critical Race Theory employs the use of voice to counter these stock stories. Delgado (1995) explains that voice can be used by people who are in opposition to the stock story by naming their own reality when there is a difference in the interpretation of events. “Coming to voice” is instrumental in sharing various world views and thereby disrupting the normalness of Eurocentric epistemology. Counterstories typically fall into two categories, frontal and non-frontal. Frontal counterstories directly challenge the account of the stock story. They can be

inflammatory and accusatory. Non-frontal counterstories tend to address problems in general terms which may allow the listener to hear factual information about themselves and stimulate self reflection (Delgado, 1995).

The final theme acknowledges Critical Race Theory's interdisciplinary perspective. This perspective is achieved by analyzing race in historical and contemporary contexts and by recognizing the intersection of race, gender and class in oppression (Crenshaw, 1995).

Many education researchers (Banks, 1995; Ladson -Billings, 1998) use counterstories to critique, analyze and problematize racial inequity in education. Critical Race Theory provides a way to understand and evaluate the causes of educational inequity. This theory is becoming widely used in education research (Lynn,1999; Nebecker, 1998; Solorzano,1998).

Lynn (1999) studied a group of traditionally African American teachers, using the lens of Critical Race Theory to identify the possible existence of a Critical Race Pedagogy. This was an exploratory study that elicited counterstories through interviews. The results of the study allowed Lynn (1999) to develop a preliminary definition of Critical Race Pedagogy. The counterstories reported in this study reinforced the pervasiveness of racism in American society and in the educational system. The counterstories also underscore the importance of cultural identity and the continued use of race, gender and class to subordinate African American students.

The interviews of professors of African descent that arise from the present study illuminate their unique perspectives on employment which are grounded in sociohistorical and political experiences as people of color (Banks, 1995; Hooks, 1994; Tate, 1994). Teacher education and special education professors of African descent have the

experience of being from a shared racial/ethnic group, as African American children who have been marginalized by over representation in special education programs (Kalyanpur & Harry , 1999; Spring, 1998). The present study will use questionnaires and interviews to examine the five themes of Critical Race Theory.

First, since race and racism are endemic to American society (Bell,1992), the information the participants of this study gave through interviews involved oppression that they experienced in the professorate. Specifically, they discussed the values and mores of institutions of higher education, and how institutionalized oppression effected teacher education and special education professors of African descent in traditionally white and historically black institutions of higher education.

Second, since Eurocentric claims of meritocracy and colorblindness are false, participants of African descent recounted experiences of marginalization in traditionally white institutions of higher education due to race. They described ways that they were treated differently from their European American colleagues. Participants of African descent in historically black institutions of higher education recounted different experiences. They described feeling of marginalization due to age and productivity. Professors of African descent also explained how and why they have chosen careers in higher education and indicated that they intend to remain in the professorate.

Third, since institutions of higher education operate with a Eurocentric world view, then participants situated their experiences in a social historical context to illuminate epistemological differences, and they explained how these experiences shaped their perspectives on critical issues in teacher education and special education and impact their research agendas.

Finally, since Critical Race Theory promotes change, participants described the

areas of research they felt needed to be pursued to improve educational equity and achievement for African American students.

Research Questions

1. *What experiences due to ethnicity in employment settings do teacher education and special education professors of African descent identify? Do these experiences differ in traditionally white institutions and historically black institutions?*
2. *What factors influence professors of African descent employed in teacher education and special education departments at traditionally white and historically black institutions of higher education to pursue careers in higher education? Will they stay in higher education?*
3. *How does ethnicity effect teacher education and special education professors of African descent's perception of the promotion and tenure process and their ability to implement their research agendas in traditionally white and historically black institutions of higher education?*
4. *What kind of research agendas will teacher education and special education professors of African descent identify as needing to be pursued to improve educational conditions and academic achievement for African American students?*

Limitations

There are several limitations on this study. First, participation is voluntary and data is self reported. Second, the small sample size (n=31) may effect statistical significance in mean differences. Third, two segments of the total education professorate

and one ethnic group are being used as identified by membership in two national organizations which may limit generalizability. Finally, the subjective nature of theme identification in the process of interview analysis. The themes identified from the literature and emerging themes were based on the researchers' perspective and could be biased.

Assumptions

The climate of institutions of higher education is defined by demographics, as exemplified by traditionally white institutions and historically black colleges and universities.

Tenure track professors intend to remain employed in higher education.

Professors of African descent experiences in employment and community settings are influenced by racial oppression.

Members of the teacher education and special education professorate who teach at traditionally white and historically black institutions who are of African decent are representative of this population.

Definition of Terms

African Descent: Persons otherwise characterized as African American and persons of African heritage from other countries currently living in the United States.

Climate: The social and professional environment of institutions of higher education are governed by an institutional belief system, values, norms, practices and ideologies (Hendricks & Caplow, 1998)

Academic Freedom : Academic freedom refers to one's ability to freely express ideas and conduct research without fear of employment repercussions. It is the professional autonomy typically protected by tenure. (Tierney & Bensimon, 1996)

Socialhistorical : Socialhistorical refers to verbal and non-verbal expressions that are embedded in social interactions and historical context (Omi & Winant, 1986).

Counterstories: Counterstories are narratives based on personal experiences that reflect alternative accounts of events. These narratives counter the stories told about the same events by institutions that preserve the status quo (Delgado, 1995).

Critical Race Theory: Critical Race Theory recognizes the permanence of race and racism in American society. It explains social and education inequity through the centralness of race in everyday life experiences (Crenshaw, Gotanda, Peller & Thomas, 1995).

Traditionally White Institutions: For the purposes of this study , traditionally white institutions refer to institutions of higher education that were founded for the purpose of educating European students.

Historically Black Institutions: For the purposes of this study, historically Black institutions refer to institutions of higher education that were founded to educate the descendants of enslaved Africans, formerly enslaved African and persons of African descent. These institutions are also referred to as Historically Black Colleges and Universities (HBCU's) in the literature.

Diversity: For the purposes of this study, diversity means different perspectives, ideas and view points.

Cultural Diversity : For the purposes of this study, cultural diversity means the presence of people, ideas and perspectives from multiple cultures.

Multicultural Education: A pluralistic approach to education curriculum that acknowledges the contributions and perspectives of people from multiple cultures, ethnic groups, exceptionalities, genders, and languages (Banks, 2001)

Race: A social construction developed to classify people based on phenotype and biological characteristics (Holt, 2001).

Racism: The oppression of one group toward another. Prejudice and power, the ability to oppress economically and or politically (Spring, 1998).

Racialized, Raced, Racialization: The act of applying meaning to a formerly racially unclassified relationship, social practice or group (Omi & Winant, 1986).

Institutional Racism: “ Institutional racism is a form of ethnic discrimination and exclusion through routine organization policies and procedures that do not use ethnicity or color as the rationale for discrimination, but instead relay on non- racist rationales to effectively excluded members of ethnic minority groups.” (Anderson, 1993, p. 151)

Subtle Discrimination: For the purposes of this study subtle discrimination , refers to covert acts of discrimination whose purpose is to exclude persons or undermine their credibility.

Meritocracy: For the purposes of this study, meritocracy refers to the focus on criteria and standards to the exclusion of other characteristics that may substantiate a persons abilities.

CHAPTER 2

Literature Review

The purpose of the present study is to identify the perceptions of teacher education and special education professors of African descent regarding their professional experiences in institutions of higher education.

This literature review is presented in three sections. The first section of the literature review examines studies about the culture and climate of institutions of higher education. The second section of the literature review is comprised of studies about recruiting and retaining professors of African descent, which includes the effects of the education pipeline on this recruitment. The third section of the literature review focuses on studies about the continuing presence of professors of African descent in higher education as secured by the retention, promotion and tenure process.

Climate

In 1997, a group of graduate students of color met to discuss the climate of institutions of higher education. This meeting was facilitated by an assistant professor who was also a person of color. At this meeting the graduate students conceptualized their experiences in higher education as doctoral students who would enter the professorate. This meeting became a video, titled Noises in the Attic (1997). The participants in this discussion described institutions of higher education as hostile environments for people of color and characterized people of color who matriculate in higher education as survivors. They spoke frankly about the “structural racism of the academy” (Dowdy, Givens, Murillo, Shenoy & Villenas, 2000. p. 431). They also cited incidents where they felt unqualified and excluded because of their ethnic identity. They framed the discussion of their experiences in institutions of higher education using

Critical Race Theory, which gave them a model to interpret their treatment based on ethnicity. Like this conversation about racism in institutions of higher education, the present study seeks to provide a vehicle for teacher education and special education professors of African descent who may or may not experience racial oppression in institutions of higher education to express their experiences.

Turner, Myers and Crewell (1999) conducted a study regarding institutional climate with professors of color to expose the inequities these professors face in institutions of higher education. Specifically, they sought to dispel the myth of color blindness and meritocracy in institutions of higher education. This study used a sample of African American, Asian Pacific Islander, Native American and Latino faculty from 487 campuses in the following states: Illinois, Kansas, Michigan, Ohio, Wisconsin, Nebraska, Missouri and Minnesota. All participants had received tenure or were in tenure track positions.

This study used a mixed methodological approach. Data were collected through a secondary analysis of data in the literature, surveys and interviews. The researchers of this study established that there is an under representation of professors of color by evaluating U.S. census data from 1990. They looked at the projected number of faculty of color by reviewing the number of people with Master's degree's and terminal degrees and compared that number with the actual number of faculty of color in institutions of higher education. Surveys were used to investigate reasons for the under representation of faculty of color in institutions of higher education.

The faculty development survey was comprised of items that addressed issues of recruitment and retention. The surveys were sent to 713 non-profit institutions of higher education presidents. The presidents were asked to forward the surveys to the faculty

development leaders at their institutions. Of the 713 surveys distributed, 487 (68%) were completed and returned. Of the 487 surveys returned, 38% were from two year institutions of higher education, 37% were from four year IHE's, 10% were from professional schools and 6% were from institutions with other classifications. Survey items addressed faculty development and recruitment of faculty of color. Fifty-one percent of the participating institutions were public, and there was a mix of IHE's in terms of the size of the institution. The participating institutions were considered to be representative of the institutions in the Midwestern region of the country. There were five research questions for the study based on the following themes: the extent of the under representation of professors of color in the participating states, factors that contribute to the under representation of professors of color in the participating states, the level of support for professors of color at the institutions of higher education in the participating states, implications from exemplary programs who have been successful with increasing the presence of people of color, and the kinds of lessons that can be learned from the participating professors based on their experiences in institutions of higher education.

The study used two sources for qualitative data, interviews with professors of color and a review of the literature for characteristics of exemplary recruitment and retention programs for faculty of color. Sixty-four professors were interviewed individually and in small groups. A purposive sample was used for the interviews. Individual interviews were done with 55 professors of color and two group interviews were done with nine or more professors of color. In both instances an interview protocol was used. Interview responses were recorded and transcribed. The transcribed interviews were analyzed for emergent themes by a computer software program called NUD*IST

(Non numerical, Unstructured Data, Indexing searching and Theorizing). Once themes were identified they were categorized and labeled. The interviews identified a range of views in the following areas: reasons for a career in higher education, journey into the professorate, professional development activities, experience as faculty members, experiences in academia, reasons for leaving academia, strategies for improving academia in terms of recruitment and retention. The second qualitative source was information from the evaluation of 26 exemplary programs whose purpose was to recruit, retain and prepare professors of color. The 26 programs identified were considered to be exemplary because they prioritized increasing the number of professors of color on their campuses.

The findings of this study indicate that there are three primary reasons for the under representation of professors of color in institutions of higher education. The first reason involves educational preparation. Turner, Myers and Crewell (1999) found that there were too few qualified candidates of color for existing jobs in higher education. The second reason for the under representation was attributed to market forces problems. The researchers found that salary was a key factor in the under representation at some IHE's. The final reason for the under representation was the hostile and unwelcoming climate of IHE's. The researchers found several factors that lead to this characterization: isolation, lack of communication about tenure and promotion, unsupportive work environments, gender bias, language barriers, lack of mentoring and unsupportive superiors. The most frequently cited factor for the hostile and unwelcoming climate in higher education was racial and ethnic bias. The participants felt that bias was their most significant challenge in the workplace. Latinos cited examples where they experienced cultural isolation and were overworked because of committee appointments which were given to them because of their ethnicity. African Americans cited feelings of hyper visibility and invisibility on

campus. This meant that they received attention because of their ethnicity or felt ignored because of their ethnicity.

The researchers also evaluated the surveys from the 487 IHE's to identify levels of support for professors of color. They found that although policy stated that recruiting professors of color was a high priority, there were no procedures in place to insure that this was occurring. A relatively low number of institutions reported mentoring activities. These institutions felt that the low numbers of professors of color at their campuses was due to low numbers of qualified candidates, low representation of professors of color already on campus, and competitive salaries from other IHE's. The programs represented in this study were compared with the characteristics of the exemplary programs identified by the researchers. These programs were considered to be exemplary because they prioritized and supported efforts to diversify their professorate. The results indicated that 10% of institutions were making efforts to recruit professors of color, however only 5% of participating programs were considered to have exemplary retention efforts. Given the status of retention and recruitment efforts and the climate of institutions of higher education, the researchers became interested in the reasons why professors of color choose to remain in IHE's.

During the interviews, the researchers of this study found that professors of color who chose to stay in the professorate did so for very specific reasons. The interviewees indicated that satisfaction with teaching, departmental support and collegiality were instrumental in their choices to stay in the professorate.

Like the study done by Turner, Myers and Crewell (1999), the present study addresses the issues of recruitment, and retention and promotion given the climate of institutions of higher education. However, the present study is limited to experiences of

teacher education and special education professors of African descent who are employed by traditionally white and historically black institutions of higher education. The present study also explores their perceptions of the promotion and tenure process and the acceptance of their research agendas through qualitative and quantitative methods.

Alexander-Snow and Johnson (1998) conducted a study of new and junior faculty members of color at traditionally white institutions regarding their experiences in higher education. The purpose of this study was to explore these experiences in terms of organizational culture and affirmative action programs. They also explored how new and junior faculty members perceived teaching, research, service, and collegiality.

Data were collected from The New Faculty Project. This project studies newly hired faculty over a three year period from five institutions of higher education (IHE's) in the Midwest, southwest and west. Two-hundred and twenty-three surveys were distributed, 176 (78%) were completed and returned. Of the 176 respondents, 41% participated in one 50 minute interview. Alexander-Snow & Johnson (1998) explored the interview data from 12 African American and 19 Latino tenure-track professors with three or fewer years experience. The professors in this sample were asked to respond to 43 questions that addressed their perceptions of teaching, and research, collegiality, institutional support, stress and overall job satisfaction. From this sample of 31, a smaller interview sample of 5 was selected. The interview sample consisted of 3 African Americans (2 females and 1 male) and 2 Latinos (1 female and 1 male). The participants in the interview sample were asked to share their experiences with research, teaching and service. The researchers report their findings based on the two sets of interview data.

Alexander-Snow & Johnson (1998) contextualized their discussion of how junior and newly hired faculty of color perceive service, teaching and research by explaining the

organizational culture and the effect affirmative actions programs in predominantly white institutions of higher education. They suggest that these institutions of higher education are microcosms of the general society with respect to the way people of color are viewed and treated. The researchers assert that IHE's replicate the social, political and economic disenfranchisement of people of color. Further, they state that college faculty and administrators are aware that the culture of their IHE's may perpetuate racial discrimination against their colleagues of color. Alexander-Snow & Johnson (1998) contend that the shortage of professors of color may cause these professors to feel as though they must acculturate to be accepted in institutions of higher education.

Although affirmative action programs were necessary to begin diversifying the faculty at predominantly white institutions, they may be the catalyst for unintended results. For example institutional practices that may have resulted from affirmative action have been failing to recruit professors of color after one has been hired and encouraging professors of color to align their research interests to those of their department and/ institution. These actions tend to be masked in meritocracy rhetoric which implicitly favors whites and limits access to tenure and promotion for professors of color.

Because of the climate of predominantly white institutions of higher education Alexander-Snow & Johnson (1998) suggest that there may be psychosocial adjustments that junior faculty of color experience. They report that junior faculty of color may experience feelings of loneliness, intellectual isolation, lack of collegial support, heavy work loads and time constraints. When these faculty members enter higher education they may encounter ideas of tokenism, meaning that they were hired to satisfy an institutional commitment to diversity rather than merit. Because of this many faculty of color feel they must "...work twice as hard to get what has already been given to white colleagues"

p.10.

Alexander-Snow & Johnson (1998) report that interview data suggests that newly hired and junior faculty of color feel over burdened by service commitments. The faculty members felt that they were asked to serve on committees because of their racial identity. These commitments often take them away from academic work which is important for their promotion and tenure process.

... I remember I was on one committee, a college committee- a very important committee and I am not going to name it but I was the sole African American for about 2 years and the sole untenured person on a committee of about 25 people. There was another African American administrator that was added when a new Dean came in ...so that's one factor...So you get asked to be on university- wide committees which is unusual before you get tenure. p.11-12.

The Dean asked me and I was vulnerable and felt that if I said no I might not get a favorable review. You feel the pressure and I think that administrators knowing they have that kind of power over people shouldn't even ask them to take those kind of positions. p.12

Alexander-Snow & Johnson (1998) interpret these comments to reflect what Padilla (1994) terms "cultural taxation". This refers to the idea that because of a professors' racial identification, they are subjected to external pressure to provide service to the university. However, an imbalance in duties may take faculty of color away from research writing and publishing which may negatively effect their promotion and tenure review.

Alexander-Snow & Johnson (1998) also report that newly hired and junior faculty of color feel frustration from a lack of guidance on institution and departmental policies regarding the promotion and tenure review process with respect to teaching and research. Without guidance, these faculty members begin to make personal observations about the teaching and the promotion and tenure process.

For tenure they say two articles or a book of whatever. I've made up my own rules for what I should do based on what I think I understand of all the

expectations. I'll have a couple of articles and several conference papers p.16

I'm told teaching is utmost importance but people are terminated for not publishing. p.16

My research interests have nothing to do with multiculturalism and here I am not only having to teach multiculturalism, but also having to design the course. When I asked, 'Why me?' I was told that there was no other person qualified to teach the course. Umm, I guess my race qualifies me. p.16

One day I asked my department chair to review an article I was writing for the Hispanic Journal of Behavioral Sciences. He made some comment about the journal not being a true refereed journal, and that it was a waste of my time. But that it was good preparation for stronger journals like the American Behavioral Scientist. Statements like that make me nervous. It let's me know that my department chair doesn't value my research, unless it's in the 'right' journals. p.17

The researchers state that these comments are consistent with claims made in the literature. Alexander-Snow & Johnson (1998) state that department chairs play essential roles in assigning courses to new faculty and are instrumental in providing guidance for the promotion and tenure process. They further assert that faculty of color may feel pressure to align their research and publication submissions to departmental ideals even if there is a discrepancy. This may make the faculty member of color feel that their research and publications are not valued unless they are selected by the right journals.

Alexander-Snow & Johnson (1998) found that newly hired and junior faculty of color experience stress from three primary sources in predominantly white institutions of higher education: inadequate feedback, subtle discrimination and promoting racial understanding. One source of stress is receiving inadequate feedback. Faculty members of color reported that they were not getting enough feedback on their courses from students or administrators.

I am really confused about how well I am doing in teaching my cultural studies class, comments a Latino faculty member. "Most of my students are Anglo and

have told me that this is the first multicultural class they have taken. Of course there are some students who enjoy the class and there are those who are having a really tough time dealing with some of the issues. I was really disturbed to learn that those students who are having a hard time with my class aren't coming to me and talking to me, they are instead' complaining about my class to other faculty of the Dean...I guess they must have said some pretty harsh things, because when my department chair came to me to discuss my teaching, he mentioned that he had heard that I was having a hard time with my class from the Dean and the other faculty. And he left it at that. He didn't even offer me advice as to ways that I could teach the course. p 20

Another source of stress for faculty members of color is experiencing subtle discrimination. Study participants reported that they have been asked to clarify their credentials as well as been placed in situations where they have had to advocate for people of their racial and ethnic background.

I have been working at my college for about three years, and whenever I meet up with other white faculty members who find out I am a professor, they always ask if I am teaching at one of our area historically black colleges and universities. When I tell them I am a faculty member in the sociology department at [the same institution they are] they look at me with surprise. Some of them will even ask me about my 'credentials. Oh, I was so angry. The nerve of them to question my worth. p.21

One day I was discussing student achievement with my associate dean, when he said 'I know I probably shouldn't say this, but don't you think African Americans are low achievers'. I was totally taken aback. My initial reaction was to tell him to go to 'hell'. But I thought better of it. I knew if I became too defensive, my associate dean would not take whatever I had to say seriously, and if I became too emotional, I would come across as defensive, which he would then use as reason to ignore my argument. I realized that if I wanted to make him think about the irrationality of his insult against me and my people, I needed to address it from his perspective, which I think I was quite successful in doing... I find it interesting all the energy that was expended over what my associate dean would characterize as 'harmless'... Afterwards I became physically sick. p.21

The final area of stress reported by faculty members of color is promoting racial understanding.

I explained to one of my white colleagues that one of the most frustrating things about working in a predominantly white setting is that at times I am utterly exhausted at the end of the day...And at times I find it tough coming in trying to change the world through my words and deeds. I told him that when you are the only African American male among 25 white males, the energy spent breaking down racial stereotypes and dodging racial slurs, would knock down David himself... Do you know what my white male colleague said? 'Well we all have our crosses to bear.'" p.23

Alexander-Snow & Johnson (1998) state that faculty who do not find outlets for stress release are at greater risk for health challenges. The faculty in their study reported that they rely on community and spiritual enrichment to help them relieve the stress of their occupations.

Alexander-Snow & Johnson (1998) conclude that some newly hired and junior faculty of color feel unwelcomed in predominantly white institutions of higher education. While some report feeling a sense of collegiality others report feelings of isolation and being unwanted in social and professional interactions.

They do not accept my view. I feel dismissed and patronized. p.26

[I'm finding] the American culture emphasizes cultural differences and political correctness, but it's false. It's very closed here. I feel like a specimen, filling a slot, as a Hispanic woman. I'm planning to leave. p.27

One area of collegial relationships that was found to be lacking for newly hired and junior faculty of color was mentoring. It was generally felt that their white colleagues had more effective relationships with their mentors.

I would see some of my white junior colleagues being mentored by older white professors, senior white professors. I would see them take action with those people and would actually initiate it--like recruit them to work on a project with them or write a grant proposal with them---whereas nobody did that with me. p.27

The results of the study conducted by Alexander-Snow & Johnson (1998) show

that newly hired and junior faculty of color in predominately white institutions perceive their experiences in higher education based on their racial and ethnic identity from a social historical perspective. Within this climate their challenge is to be successful in spite of the perceptions their white colleagues, students and administrator have of them. These findings are consistent with the goals of the present study. However, the present study examines the experiences of teacher education and special education teachers of African descent in traditionally white and historically black institutions of higher education. These professors will share their perception of how the climate of traditionally white and historically black institutions of higher education impacts acceptance of their research agendas and the promotion and tenure process.

Cooper, Benham & Collay (1999) conducted a qualitative study to investigate how women create spaces for themselves in institutions of higher education (IHE's). Through narrative inquiry they sought to understand how women function in the environment of higher education. According to the researchers, the climate of higher education has been described as "chilly". The study revolves around the stories of Michelle, Maenette, Ana and Mary who are in their 30's, 40's, and 60's. They are from the following ethnic backgrounds; Caucasian, Cuban and Native Hawaiian. The women in the study hold both faculty and administrative positions at public and private universities throughout the United States.

Michelle began to make space for herself in institutions of higher education while she was a doctoral candidate. At this point in her career she began learning about the culture of higher education. Through her experiences as a new student she learned the value of support networks and mentors.

Still I knew my friends would get me through school, and I wasn't prepared to walk away from my new group. So I squeezed this weird idea of a course between

foundations, program evaluation, and study with Rob in Anthropology and Education. Thus, I adopted part of the family that would sustain me throughout my program. p.3

My cohorts were now a family. p.3

Michelle continues to describe her initiation in this way. She tells of mentoring experiences and community support that enabled her to feel comfortable and successful in higher education.

My mentor, Rob, was a pro, one of the finest teachers with whom I have ever studied. He was not at home in the academy and taught me well the ways of institutions and the importance of creating a learning community or home for ones self and one's students.p.4

The academic community was not a welcoming community and neither of us really felt at home. p.4

Michelle negotiates the climate of higher education by developing study groups and friendships that would assist her in being successful. She states:

If I have a home in the academy, it is because caring people made me feel at home. p.5.

Maenette has had a different experience in higher education than Michelle. Maenette does not feel that a home exists for her in institutions of higher education. She does feel however, that any feeling of home and belonging she has there are due to her own efforts.

What is true for me is that I create home for myself in the academy. p.5.

One of the barriers for Maenette had been learning the language of higher education. Maenette wanted to diversify her department and the curriculum in her department. She felt that this would be a challenge because she was the only professor of

color in the Educational Administration department at her institution.

My first year was tough because I didn't understand the language--"academese"--and so, I couldn't find my place. p.5

Maenette draws on her inner peace and cultural connectedness to assist her in finding a balance between who she is and the climate of her institution of higher education.

At this place, in my soul, where unconditional love, laughter and acceptance are found, I grapple with the tensions in my life. Yes, the "islands" are my foundation. This is home, this space in my soul and memory. I carry it within me. I share it with you. Aloha Ku'u Home, e Hawai'i Nei. p5-6

Maenette completes her story regarding her experience in higher education by discussing what it means to be marginalized. For her being on the margins means she is compelled to make connections with people. She feels that is necessary for her to reach out to people and share her culture, history, language and diverse perspectives with others. By doing this she feels that others will share themselves with her and create a co-learning experience.

These links are essential to my sense of feeling comfortable and belonging and of being at home. p.6

The third story comes from Ana. Ana is an assistant professor whose story focuses on how she became accepted at her institution and how she found out about acceptance. Ana was voted one of the top-ten hottest professors on her campus. This information was sent to her via e-mail. In her story she reflects on what this means.

Me, I just sat back and wondered what the hell it meant to be one of the ten hottest members of the faculty? p.6

My face reddened not because of modesty or some "aw shucks" toe-in-the-sand humility, but because being "hot" was about women loving my hair, women loving my clothes, and more importantly how I fit into them. p.6

Belonging means that you are connected and familiar, uncovered and relevant.
What you say is considered, how you think is of consequence. p.7

Due to her new profile on campus, Ana began to feel what it means to be accepted. She was also cautious about this because she realized that the same people who accepted her could also reject her. For Ana being accepted was part of finding a home in her institution of higher education.

The fourth and final story comes from Mary. Mary's story focuses on how she overcame age discrimination in her institution. When Mary was fifty-eight years old she applied for a tenure track position in a School of Education. She was told that she was too old; however, she did get the position. She feels that her presence in higher education has been an asset when dealing with older students.

Women (it was women far more than men) frequently needed reassurance that they could be viable doctoral applicants. Disclosing that I had begun a doctoral program at forty-nine often caused visible signs of relief. p.7

After six years in the professorate, Mary earned tenure and promotion. She was also eligible for a sabbatical. During her sabbatical she realized that she was content with her age and contribution to the field of education. When she returned to her position she felt as though she was at home.

I felt as if I were returning to my professional home. I felt most "at home" because I was "at home" with myself. p.8

In each of the stories illuminated in the study by Cooper, Benham & Collay (1999), the women shared their unique journeys in getting to a place where they could feel at home in institutions of higher education. Feeling at home in this study is a metaphor for belonging and being welcomed. Each women used local networks and internal strength to sustain their positions as professors. The present study seeks to identify how teacher

education and special education teachers of African descent remain in their positions given the climate of their institutions. Specifically, through qualitative methods (interviews) participants in the present study will share how they feel in their institutions, and if they have been made to feel qualified by their colleagues. Through quantitative methods (questionnaire) teacher education and special education teachers at traditionally white and historically black colleges and universities will indicate if they intend to remain in the professorate and why given, the climate of higher education.

Aguirre, Hernandez & Martinez (1993) conducted a study on the perceptions that minority women faculty have of their workplace. The purpose of their study was to find out how minority women perceive their work environment and if there are similarities and differences in perceptions of the work environment between minority and white women faculty.

The data for this study were taken from a survey designed to identify faculty perceptions and institutional participation. The researchers focused their analysis of items that dealt with workplace concerns. The sample for this study was taken from the pool of returned surveys. Of the 415 surveys distributed, 195 (47%) were returned. Of these, 82 women (61 white and 21 minority) were selected for the study. The researchers explored three dimensions in the questionnaire: workplace satisfaction, decision-making opportunity and institutional participation. The workplace satisfaction dimension was assessed with five Likert-type items. Respondents used a five point scale where 1 was very dissatisfied and 5 was very satisfied. The items in this section evaluated their perceptions on employment, salary, promotion opportunities, performance evaluations and daily relations in the workplace. The reliability for this measure was 0.82 using Cronbach's alpha. The decision-making opportunity dimension was assessed with a four

point Likert-type scale. The responses ranged from 1 (little opportunity) to 3 (much opportunity) with regards to the opportunity to participate in decision making activities. The respondents evaluated the extent to which they were able to make decisions at the department , college, campus and university system-wide level. The reliability for this dimension was also 0.82 using Cronbach's alpha. The institutional participation dimension was evaluated using three items with a five point Likert-type scale (1=Never Agree to 5=Almost Always Agree). The items assessed the opportunity to participate in institutional activities. The respondents were asked to indicate their level of agreement with the following observations: minority faculty are excluded from mainstream decision making, minority faculty are overloaded with minority oriented institutional demands, and minority faculty are used as buffers with minority communities by the institution. The reliability for this dimension was 0.82 using Cronbach's alpha.

An Analysis of Variance (ANOVA) was done to show the effects of ethnicity on the items in the dimensions indicated. The results of the ANOVA show that the mean differences in satisfaction were statistically significant in each dimension. In the workplace dimension, white women were more satisfied with promotion opportunities and the quality of everyday relations than minority women. This difference was statistically significant at the .001 level. White women were also more satisfied with performance evaluations than minority women. This difference was statically significant at the .01 level. In the decision making dimension, white women were more satisfied with college level problem solving than minority women ($p<.01$). In the institutional participation dimension, statistically significant differences were found on the following measures: *minority exclusion from the decision making process* and *institutional use of minorities as buffers with minority community*. Minority women faculty had higher

means of agreement on these items than white women. This difference was statistically significant at the .01 level.

Based on the results of the study done by Aguirre, Hernandez & Martinez (1993), women minority faculty were found to have statistically significantly different responses than white women on six of 12 items in three dimensions. These differences indicate that women minority faculty perceive themselves to be excluded from institutional supports and decision making, and used by their institution to resolve issues with minority communities. The present study is aligned with the study done by Aguirre, Hernandez & Martinez (1993) in that it questions minority faculty about their perceptions of their work environments. Specifically, the present study investigates how teacher education and special education professors of African descent at traditionally white and historically black institutions perceive the climate of their institutions with regards to the promotion and tenure process and the acceptance of their research agendas.

Another study (Solorzano, 1998) focuses on the experiences of Chicana and Chicano doctoral students and professors in institutions of higher education. Like Turner, Tyler and Crewell (1999), the participants discuss the climate of institutions of higher education and feelings of isolation.

Solorzano (1998) conducted the study to report the experiences of Chicana and Chicano scholars and interpret the experiences through the lens of Critical Race Theory. Solorzano (1998) describes racial and sexual oppression as micro aggressions, which refers to the subtleness of oppressive acts. Solorzano uses this term to describe the racial and gender oppression in IHE's because these environments will not support overt racism. Solorzano states that the racial superiority of European Americans is insured with subtle put downs and western frames of reference, which continue to oppress and marginalize

people of color. The purpose of this study was to elevate the voice of Chicano and Chicana scholars and their experiences with micro aggressions due to race and gender.

The Solorzano's sample consisted of 66 Ford Foundation fellows. The fellows were from working class backgrounds and the majority of their parents were not high school graduates. The parents of the participants also held low status jobs. The life experiences in higher education of 66 fellows were examined using a survey; however, the majority of the study was conducted during in-depth interviews with 6 Chicanas and 6 Chicanos.

Surveys, with closed and open-ended questions, were distributed to all 66 participants to get baseline data. The open ended questions were used to get a clearer picture of the micro aggressions and discrimination encountered. The interviews were conducted to obtain in-depth information. Each interview was tape recorded and transcripts were generated. Data were analyzed for racial and gender micro aggressions from all sources. The researcher looked for patterns and ways to categorize the micro aggressions based on race or gender. The researcher also looked for participant specific micro aggressions to highlight racial and gender oppression.

The results of this study indicated that participants experienced racial and gender micro aggressions at undergraduate and graduate levels of schooling. These micro aggressions lead to feelings of being out of place. The participants also reported experiencing lower expectations from professors and subtle and overt racist and sexist incidents. Solorzano found seven examples of micro aggressions relating to lowered expectations and differential treatment. Solorzano also reported that many participants stated that racial and and sexist micro aggressions were common and they typically take the form of offensive comments.

Solorzano concluded that CRT is an essential lens to use when interpreting the micro aggressions that happen to Chicanas and Chicanos as a result of their ethnic identity. He also asserts that Critical race theory allows for a broadening of the traditional Black / White binary in terms of understanding racial and gender oppression. Solorzano states that although there are similarities in the racial experiences of Blacks and Latinos, their differences must also be recognized.

Like the study conducted by Solorzano, the current study uses Critical Race Theory to interpret the experiences of teacher education and special education professors of color. The present study however, focuses solely on the experiences of teacher education and special education professors of African descent in historically black and traditionally white institutions of higher education. The present study also differs from Solorzano (1998) in that it investigates how the climate of institutions of higher education may impact the perceptions these professors have of recruitment, and retention , and the promotion and tenure process with respect to research.

A study conducted by Medina and Luna (2000) also used narratives to investigate the experiences of women in the professorate. They interviewed three Latina professors who were employed at State colleges. The researchers explored the life experiences and influences that lead their participants to careers in higher education. They also examined the daily events of their participants lives in institutions of higher education, and how their participants understood their academic lives in relation to their personal selves.

The participants for the study were: Dr. Alicia Cantu, Dr. Gabriella Gonzales and Dr. Stella Falcon. Dr. Cantu has worked for her department for six years and has earned tenure. She self identified as Mexican American and being from a low socioeconomic status background. Dr. Gonzales has been a college faculty member for two years. She

self-identified as Puerto Rican and as being from a working class background. Dr. Falcon has been a professor for less than one year. She self identified as Chicana and described her socioeconomic background as lower working class to working poor. Each participant consented to three audio taped 90 minute interviews. One week lapsed between interviews and they were completed over a 20 month period. The first interview focused on background information as it related to their occupations in higher education. The second interview focused on their current issues in higher education. The final interview required the participants to reflect on the meanings of their experiences in higher education. The researchers used in-depth phenomenological interviewing procedures. This approach allowed researchers to focus on abstract and complex social and educational issues in a real life context. Phenomenology as a qualitative approach seeks to understand the meaning of events and interaction in individuals lives. It also allows researcher participant interactions to shape realities and interpretations of events shared by the participant. The interviews were analyzed for themes and compared to the literature. Five themes emerged from the interviews: feelings of inadequacy with early academic experiences, shame, classism, sexism and ethnic prejudice.

The narratives showed that in each participant's early experience with education was made to feel inadequate.

Dr. Gonzales: When I started school , my mother was told by the teachers that I needed to go to the public school because I was a slow learner. My mother told the teacher not to worry about me being a slow learner and they should do what they were paid to do and she would take care of the rest. As far as formal education goes, I as always told by educators that I would never go beyond high school and to never aspire to a higher degree...I remember writing a poem in elementary school and my teacher refused to read it. She told me I couldn't write. I still remember it. Wow I thought I couldn't write... The fact that I couldn't do anything stuck with me... These messages I carried with me through my dissertation. p. 6

Dr. Gonzales was not the only participant to express these feeling about her early education. Drs. Cantu and Dr. Falcon related a similar story. Spanish was Dr. Cantu's first language and as a youngster, she was made to feel ashamed because she could not speak English. This is where her feelings of academic inadequacy began,

Even though I felt totally, totally inadequate in that environment, I survived it. p.6
She goes on to recount an experience with her second grade teacher, who she describes as racist :

First of all she was very racist. She was Anglo. She singled out females... She singled out the Mexican American kids... p.7

Dr. Falcon recounts feelings of inadequacy and shame. While in school, she was made painfully aware of her ethnicity and socioeconomic status.

I was a low average student with average abilities. I was also embarrassed at school. I was the child whose parent never went to school. My sense of self was influenced in the classrooms of that school where I knew my social class, my economic class, my color, who my parents were mattered to these teachers...My father was an alcoholic and my mother had only several years of schooling. I internalized their shame and my own. p.7

Although each professor had negative experiences at school, this did not deter them from pursuing an education. Two participants reported that their mothers were key figures in their educational attainment.

Dr. Gonzales: The person who influenced my entry into higher education has been my mother. My mother would tell me that I could be a fast learner... p.8

Dr. Cantu: My mother was always the vehicle for me getting some of my needs met... She wanted me to do what I wanted or saw as being important. She called my aunt and said, "Alicia needs to come stay with you. She's going to school."
p.8

One participant stated that it was a high school teacher that encourage her to pursue a college degree.

Dr. Falcon: It was a high school teacher who helped me believe that I could go to the local university. It was the first time that higher education was articulated to me as a real possibility. p.8

As these women pursued careers in higher education, they experienced various kinds of oppression. Dr. Gonzales recounts a story about earning her Ph.D. and getting hired, where she compares earning her doctorate to her early education experiences. She also discusses the role of tokenism in her employment.

When I entered the doctoral program in education, I immediately felt I was back in elementary school. My committee wanted to track this minority women into an Ed.D program. They were wondering why I wanted a Ph.D. did I realized how strenuous the program was and how taxing it would be on me? p.9

I was invited to come here and work at this university even though I hadn't finished my doctoral work... Mainly it was because they needed the wares I had to sell. They needed a bilingual/bicultural person. I don't have any difficulties being a token Latina. It gets me in . It gets me in , and then I can show then what a token Latina can do. I've always been a token and a good one. p.9

Medina and Luna (2000) report that tokenism is not the only oppression Latina's feel when they are employed in higher education. They state that Latina's also feel marginalized. To to explain what they mean by marginalization, they refer to Arturo Marid's definition:

If one is the other, one will inevitably be perceived unidimensionally; will be seen stereotypically; will be defined and delimited by mental sets that may most bear much relation to existing realities. There is a darker side to otherness as well. The other disturbs, disquiets, discomforts. It provokes distrust and suspicion . the other makes people feel anxious, nervous, apprehensive, even fearful. The other frightens, scares. p.9

Dr. Falcon's experiences as a Latina employed in higher education illustrate feelings of otherness. She speaks of being the only Latina in her institution and what that means to her professionally.

It has been especially difficult for me --being here... I find myself very much alone. I am the only Mexican American female faculty member in my college...I am always doubting myself and my actions in the workplace. I so not know who to trust or where to go for help or information. Some days the loneliness and anxiety are overwhelming... The institutional racism is everywhere. I am most often referred to as a minority first- not a scholar, not a strong teacher, not a researcher... p. 9

Medina and Luna (2000) report that minority professors are often overloaded with heavy teaching load and an expectation to participate on minority related committees. These extra duties often take minority professors away from activities that will support their promotion and tenure. The participants in the study expressed a need for mentoring and support to negotiate their presence on higher education as faculty members.

Dr. Falcon: I am very lonely here and am beginning to believe that there is no sense of community here... I only wish that this college would have connected me with other female faculty mentors who would help me learn what I need to be successful. p. 10

Dr. Gonzales: There is no support here. They know they have a single woman. What have they done to help me get into the community? It's up to me . I've seen [social support] happen at other universities... I think the department needs to be culturally sensitive to my needs. I feel so isolated here. p. 10

Dr. Cantu: I don't leave my identity outside the door when I walk into the offices. It's all part of what I do and who I am even though who I am is sometimes incongruent with certain expectations of the job... p. 10

According to Media and Luna (2000), it is important for Latina professors to self identify and claim their voice in institutions of higher education (IHE's). They contend *that there needs to be an alternative to the present male model of thinking in IHE's*. This male model is described as being rational and objective while female thought is negatively stereotyped as being intuitive, emotional and personalized. The three Latina's

communicate in what the researchers consider to be a clearly feminine voice, because it values knowledge as contextual. The participants create knowledge and understanding through intuition, emotion, rationalization, and integration. They were able to find aspects of themselves and define how they exist within institutions of higher education. Although being a part of the professorate may come at a price, the success enjoyed may be worth the cost.

Dr. Cantu: Hopefully, I get to touch people's lives--primarily the people that I train. My experience, and who I am, and what I bring will have an effect on the dynamics on how the department functions--my contribution to this department, the people I come into contact with, maybe a contribution to the university --I don't know how far the contribution goes. I know I have an impact on my field. p.12

Dr. Gonzales: I want to share with those who want to learn... Women see things in a more nurturing way... I would like to think that if I were Irish, or Polish, or black that I would still be here... I would have the same perspective of academia and being a professor... I am comfortable with that perspective--with who I am. p.12

Dr. Falcon: Being a female in academia means that I will have to push harder and look more critically at myself and my work. I am judged by very male and very white standards. I don't delude myself with the belief that we are all treated in an equitable manner... p.12

The study by Medina and Luna (2000) revealed that Latina professors enter the professorate from various backgrounds and educational experiences. Those in this study expressed feeling of inadequacy that on some levels followed them into graduate school and the professorate. However, these feelings did not stop their progress. They were able to negotiate experiences of tokenism and minority related expectations from their departments with their purpose for being professors. The present study examines many of the same the issues raised in the study by Medina and Luna (2000), such as possible

feelings of marginalization and heavy work loads. However, the present study differs in that it's focus is on professors of African descent in teacher education and special education departments at historically black and traditionally white institutions of higher education. Due to the shortage of these professors in the education professorate, their experiences may be instrumental in creating a climate that welcomes diversity in higher education.

McGowan (2000) studied the teaching experiences of African Americans at traditionally white institutions. The purpose of the study was to see if the researcher's experiences as an African American professor in higher education were consistent with other African American professors in higher education. A pilot study was conducted with African American professors. They were asked how they might be perceived by their European American students and how they ensured that positive interactions would occur between them and their European American students. The pilot study lead the researcher to a more extensive study. In the more extensive study by McGowan (2000), ten (6 females, 4 males) African American faculty members participated in focus group interviews. Each focus group was asked the following questions: "What are the classroom challenges you face in the classroom when teaching white students?" ; "How do you manage with these classroom challenges?"; and "Do you feel race is a factor which contributes to how some white students perceive your classroom effectiveness?"

Based on the responses to the three interview questions, McGowan found that African American faculty experienced many challenges. The participants reported that they perceived their white students to be less respectful of them and to challenge their authority. They also stated that they encountered in-class power struggles with those white students who were close to them in age. Examples of the classroom disputes were

challenging grades and assignments, as well as challenging facts and lecture content. All participants agreed that these disruptions negatively effected the learning process of the other students.

As a result of the study, a support group was formed at the institution where the participants were employed. This support group allowed African American faculty to have a place to share their experiences in their institution of higher education. One of the issues raised in the support group were excessive critiques by white students about classroom standards. One of the attendees reported that he was repeatedly harassed by white students and felt overwhelmed by the student complaints of misunderstanding regarding course material. Even after detailed explanations, the students continued to complain that they did not understand what was required of them. The professor left the institution due to this kind of treatment.

The study by McGowan (1998) illuminates the experiences of African American professors in the climate of traditionally white colleges. The data presented from the focus group interviews illustrate how African American faculty are treated in their work environment. The present study is closely aligned with the study by McGowan in that it also focuses on the employment experiences of professors of African descent in traditionally white institutions. However, the present study also examines the experiences of professors of African descent in historically black institutions of higher education. The present study also focuses on how professors of African descent in teacher education and special education departments view the promotion and tenure process and the acceptance of their research by peers and administrators.

Summary

The studies in the climate section of this literature review addressed the climate of institutions of higher education. The studies addressed the experiences and perceptions of people of color employed in or attending institutions of higher education. The present study investigated the employment experiences of teacher education and special education professors of African descent in historically black and traditionally white institutions of higher education.

Recruitment

Pipeline Issues Related to Recruitment

Recruitment is a primary factor in the underrepresentation of professors of African descent in institutions of higher education (IHE). Two reasons given for the shortage of professors of African descent in institutions of higher education: supply and the legacy of institutionalized racism (Jackson, 1991). The issue of supply refers to the production of doctoral graduates who have the skills needed to become professors. The issue of institutionalized racism addresses the actions that maintain racial privilege for some at the exclusion of others (Jackson, 1991). Specifically, this refers to the small number of professors of African descent employed by traditionally white institutions of higher education.

The under supply of professors of African descent is linked to the education pipeline. The education pipeline is the continuum of education from kindergarten through college. One of the problems African American students experience in the pipeline is opportunity to learn (Darling-Hammond, 1996) which effects the number of students of African descent completing high school and college. Low post secondary enrollment

numbers and institution choice of African American students may also reduce the number of African American students eligible for graduate school and the professorate (Jackson,1991).

Although the academic challenges faced by African American students are multifaceted, many are a function of having a significant number of underprepared teachers which negatively impacts their opportunity to learn. A review of the literature (Oakes,1985; Nieto,1996; Kozol,1991; Spring, 1998) confirms that students from historically academically undeserved socially defined groups (African Americans, Latin Americans , American Indians and students from poor communities) receive unequal education when compared to their European American peers. As a result of these educational inequities, students of color perform at differentiated academic levels which is referred to as the “achievement gap” (Jencks and Phillips,1998).

Opportunity to learn is a major factor in explaining the discrepancy in performance levels between students of color and European American students. Opportunity to learn is defined by factors associated with school that allow students to learn and perform at high academic levels like: academic tracking, a prepared teaching force and teacher expectation. Specifically, opportunity to learn refers to students having the opportunity to learn the kind of material that will be presented on standardized assessments. One barrier to opportunity to learn is academic tracking.

According to the work of Kozol (1991), Oakes (1985), and Nieto (1996), students of color are disproportionately placed in low academically tracked classes. These classes are characterized by teaching styles that rely on rote memorization and paper pencil tasks. The students receive instruction that is focused on mastering basic skills. By contrast high academically tracked classes have few students of color. In these classes

students are engaged in learning through class discussions and class projects (Oakes, 1985; Nieto,1996). Students in these classes are given opportunities to use higher order thinking skills and problem solving skills which prepare them to be successful on performance assessments. Academic tracking is one of the most significant boundaries to opportunity to learn because large numbers of students of color are excluded from the curriculum that promotes mastery of the skills evaluated in standardized assessment.

Another barrier to opportunity to learn is the preparedness of the teaching force. Kozol (1991) found that school districts that were dominated by students of color had a difficult time securing a trained and stable teaching staff. One of the issues that prevents learning in these districts is the lack of fully credentialed teachers and the over reliance of substitutes. Untrained teachers impact educational delivery for students in these districts. Students have a difficult time becoming prepared for yearly standardized assessments because their learning has been fragmented and poorly delivered. According to Darling - Hammond (1996) underprepared teachers are disproportionately hired to teach the most “educationally vulnerable children” p. 6. Without specific education on how students learn and the learning process, these teachers often rely on rote methods of learning and autocratic disciplinary strategies. Without teacher education, these teachers are less able to effectively use complex instructional methods that cultivate higher order thinking skills. They also have a difficult time identifying different learning styles and needs of children and do not think it is their responsibility to do so. Lastly, these teachers are more likely to blame students when their instruction has been unsuccessful.

Finally, teacher expectation impacts opportunity to learn for students of color. Spring (1998) discusses the role of teacher expectation through the Pygmalion in the classroom study. In this study a group of academically similar children were divided into

two groups. Each group went to different classrooms. The teachers in each classroom were given different information about their students. One teacher was told that their class was comprised of late bloomers and the other teacher was told that their class was comprised of average students. At the end of the year the late bloomers performed higher on the end of the year intelligence tests than the other group. The results of this study have important implications for education and particularly students of color. Since many students of color are in low tracked classes, their academic performance could be effected by teacher expectation (Oakes, 1985). Their teachers know that they are perceived to be underachievers because of their academic track. If their teachers only view them by their academic track, then these students will have difficulty achieving at high academic levels.

Teacher expectation is formed by school culture and teacher training programs. Hollins (1996) asserts that the purpose of schooling , pedagogical practices, curriculum content and the social context of learning is based on European American culture. Spring (1998) expounds on this by suggesting that American schools were established to assure the dominance of Protestant Anglo-American values and culture. According to Spring (1998) public schools are defenders of Anglo-American values and culture and attempt to assimilate each new wave of immigrants. Moreover, the practices, perceptions and values placed on schooling may vary by social background (Hollins,1996). The work of Cohen (1969) illustrated that the culture of schools matched the culture of European American children and positively effected their learning. By contrast, the culture of schooling was found to be different from the home culture of African American, Latin American and Native American children and had a negative effect on their learning. Cohen's (1969) study showed that school culture like European American culture was analytical. In this context, some characteristics of analytical are: stimulus centered, parts specific,view of

self tends to be in terms of status role. By contrast, African American, Latin American and Native American children came from cultures that were more relational. Relational in this context is comprised of but not limited to the following characteristics: self-centered, global and self-descriptions tend to point to ones essence. When there is a clash between these two styles in education a cultural mismatch results. In American education, cultural mismatch gives European American children an advantage over students of color (Hollins, 1996). Students of color must learn through cultural practices and perceptions that are not their own (Hollins, 1996). Cultural mismatch may negatively impact how students of African descent matriculate. The result may be fewer students completing high school and becoming eligible for college admittance. Low college enrollment and graduation directly effects the production of professors of African descent.

Gay (1993) states that it is imperative for teachers of students of African descent to understand cognitive style differences and be able to use appropriate pedagogical strategies. According to Gay, effective teachers of students from diverse ethnic backgrounds should strive to become cultural brokers as well as content and pedagogical experts.

A culture broker is one who thoroughly understands different cultural systems, is able to interpret cultural symbols form one frame of reference to another, can mediate cultural incompatibilities, and knows how to build bridges or establish linkages across cultures that facilitate the instructional process. (Gay,p.293,1993)

Teacher preparation programs can provide teachers with the skills necessary to become culture brokers. Gay (1993) organizes these skills into three areas, acquiring cultural knowledge, becoming change agents, and translating cultural knowledge into pedagogical strategies. Acquiring cultural knowledge may entail that teachers select cultural groups for in-depth study throughout their training. This will allow them an opportunity to

develop a broad knowledge base about many cultures. Teacher preparation programs can assist teachers in becoming change agents by encouraging them to be reflective about their practice and educational systems that need to be transformed to maximize student learning. Finally, by educating teachers to translate cultural knowledge into pedagogical strategies, they will become skilled at diagnosing learning styles and learning needs. This will assist them to develop instructional delivery styles and classroom environments that will allow them to be successful in teaching students from a variety of cultural backgrounds.

The basis for exposing teachers to the skills needed to become cultural brokers may come from the research conducted by professors of African descent. These professors may be more likely than their peers to be involved in research about the educational issues facing minorities and disadvantaged populations because of their personal experiences as people of color (Frierson,1990). Professors of African descent may conduct research that will positively impact the shortage of professors of African descent.

Research by productive Black academicians may contribute significantly to the scholarly studies of such issues as the impact of test bias on minority students' standardized test performances, the use of differential admission criteria as factors for admission policies, the identification of critical variables for teacher children effectively, Afrocentric theory and its use to promote improved educational opportunities and academic achievement for Black students, examining the construct of cognitive style and its use in developing instructional procedures that are effective for Black children, varying perspectives in the examination of the validity of standardized tests in assessing academic potential, and the development and examination of intervention methods that enhance achievement. (Frierson,1990, p.15)

In the present study, professors of African descent are surveyed about their opinions regarding the research needed to improve educational equity and academic

achievement for African American students. It is assumed that their responses will help to develop a research agenda that will strengthen the education pipeline for students of African descent and increase the number of professors of African descent. However, another issue impacting the shortage of professors of African decent may be the type of institution of higher education students of African descent choose to attend.

According to Jackson (1991) more students of African American students are graduating from traditionally white institutions (TWI's) than historically black institutions (HBI's). He proposes that the racial climate at these institutions may deter African American students from completing undergraduate programs or pursuing graduate degrees, thus negatively impacting the supply of professors of African descent. African American students may experience feelings of alienation and isolation and have poor relationships with faculty. However, African American students who attend historically black colleges and universities report greater psychological benefits than their peers at TWI's which may influence their decisions to pursue graduate school (Jackson, 1991).

In a study done by Cabrera, Nora, Terenzini, Pascarella and Hagendorn (1999) students of African descent were found to have more challenges adjusting to traditionally white institutions than European American students. Cabrera et.al (1999) focused their study on the role perceptions of prejudice and discrimination play in the adjustment to college for both groups of students. The study investigated five assumptions: academic preparedness contributes to the differences in college persistence between African American students and European American students, that successful adjustment to college involves dissolving relationships with family and home communities, that minorities have unique perceptions of prejudice and discrimination, that persistence decisions are shaped by these perceptions, and that current ways of describing college

adjustment and persistence do not include minority experiences.

The sample for this study consisted of 1,454 first year students who were currently enrolled in four-year institutions. Of the 1,454 students, 1,139 were European American and 315 were African American . The students represented 18 IHE's nationwide.

A model based on the Student Adjustment model was developed to investigate the five assumptions. Data were gathered on the following constructs: persistence, pre college academic ability, parental encouragement, perceptions of prejudice-discrimination, academic experiences, academic experiences, social experiences, academic and intellectual development, academic performance, goal commitment and institutional commitment. Descriptive statistics and reliability coefficients were run to analyze item responses (1=strongly agree to 5 strongly disagree). The statistics from the relevant constructs were reported. The scales administered had reliability coefficients that ranged from 0.75 to 0.86 for European American students and 0.75 to 0.83 for African American students. When the responses for both groups were compared, the differences in the following variables were statistically significant: pre college ability ($p < 0.01$), social experiences ($p < 0.05$), academic and intellectual development [quantitative skills] ($p < 0.01$), academic and intellectual development [analytical thinking] ($p < .05$), academic performance ($p < .05$), and goal commitment ($p < 0.01$). Students of African descent had higher mean scores on academic and intellectual development [analytical thinking], academic and intellectual development [analytical thinking] and goal commitment than their European American peers.

As the researchers examined their results, they found that academic preparedness and severed relationships with family and home communities did not negatively effect the

persistence of students of African descent or European American students. Cabera et.al (1999) did find however, that while other factors contributed to persistence decisions, *exposure to prejudice in the campus climate challenged the commitment that African American students had to their institution.*

The study by Cabrera, Nora, Terenzini, Pascarella and Hagendorn (1999) highlights one way climate of traditionally white institutions can negatively affect the production of African American doctoral students. If African American students question *their commitment to their institutions, their decisions to pursue graduate degrees may be compromised and therefore negatively impact the shortage of professors of African descent.* However, a small number of African American students do choose to continue their education and earn doctoral degrees. The present study explores the decisions of those African American students who have chosen to become teacher education and special education professors. *It also inquires about if these professors were recruited for careers in higher education while they were in graduate school.*

In a study conducted by Chism and Satcher (1998) the shortage of African American professors was analyzed by looking at how their small numbers might effect African American students. The purpose of the study was to see how African American students perceived African American professors and European American professors at historically black colleges and universities (HBCU's) and how that perception effected their student development. A convenience sample of 112 African American students from two undergraduate biology and philosophy courses at two HBCU's were administered the Perceptions of Students Toward Faculty at Predominately Black Colleges instrument. *This instrument required students to respond to 14 statements addressing faculty knowledge, training and involvement using a Likert-type scale (1=low to 5=high).* The

instrument was researcher made. Content and face validity were established through expert review. According to Cronbach's alpha the instrument reliability is .95.

Data were analyzed by comparing African American students perceptions of African American professors and European American professors by using a one sample t test. Statistical significance was found for the difference in perception of African American professors and European American professors at the .003 level on the following items: knowledge of issues important to the needs of African American students, involvement outside of class, concern for individual students, concern about education, commitment to the college, informing students of career opportunities, support with money matters, and approachability. When analyzing the data for gender differences none were found.

The purpose of this study was to highlight differences in the perceptions of African American professors and European American professors at HBCU's. The result of the study show that college faculty must be able to meet a variety of student needs, as the faculty at HBCU's becomes more diverse. The study also found that students perceived African American faculty members to be more knowledgeable than European American faculty about racial issues and that European American faculty members were less approachable than African American faculty members. The study implies that when student need is met it may positively impact their personal development and increase there chances of pursuing graduate education, which may in turn increase the number of people of African descent eligible for faculty positions in higher education. The present study focuses on the small percentage of people of African descent who have become part of the teacher education and special education professorate. The factors that lead them to employment in higher education will be identified.

In a study by King and Chepyator-Thomson (1996) the factors that influenced African American students enrollment into a doctoral program were identified. The purpose of the study was to evaluate the effectiveness of current doctoral programs and to improve recruitment programs, as well as to identify factors that influence enrollment decisions and completion of doctoral study for African American students.

The sample for the study consisted of African American doctoral graduates who were identified by a networking departmental survey. This survey required respondents to provide the names of other African American doctoral recipients from sport and exercise departments. Based on the results of the networking survey 106 potential participants were identified and sent surveys. The surveys included demographic data, reasons for earning doctoral degrees and most influential factors regarding persistence. Of the 106 surveys distributed 69.% (74) were returned. More males (73%) than females (27%) responded to the survey. The majority of the respondents (88%) were people of African descent and 96% were American citizens. The educational history for the sample was as follows: 56% earned B.A.'s at historically black colleges and universities (HBCU's), 16% earned B.A.'s and M.A.'s at HBCU's, 24% earned B.A.'s at HBCU's and M.A.'s at traditionally white institutions (TWI's), and 100% earned their doctorates at TWI's. There were no doctoral programs at HBCU's in their desired field. Sixty percent of the sample earned Ph.D.'s. Doctoral degrees were earned in curriculum and instruction, physical education, sport administration and sport pedagogy. Approximately half of the sample earned graduate degrees between 1971 and 1983, 58% of the sample had spouses or children during their doctoral study and 88% held full and part-time jobs .

Data were analyzed using Statistical Package of Social Sciences (SPSS) and Ethnographic procedures for coding and categorizing. Extrinsic and intrinsic motivation

accounted for 93% of the enrollment factors. Fifty-eight percent of the respondents were extrinsically motivated by professional goals to pursue doctoral degrees because they felt that it was needed for their careers. Thirty -five percent of the respondents were intrinsically motivated. They pursued doctoral degrees for personal fulfillment and self improvement. Of the 74 respondents 16% cited environmental factors as positively effecting their enrollment in doctoral programs. They were encouraged by others enter and complete their programs. There were two persistence factors identified by the study: financial support and academic support. Almost two thirds (64%) of the sample received some kind of financial aid and many (88%) continued to work. Academic support was described a having access to computers, and various other types of educational tools. The majority of respondents reported using these. When asked about the racial climate of their institutions, 46% reported experiences with overt racism. This was compounded by the fact that 78% reported that their were no African American professors in their departments. Although only 20% of the respondents reported having mentors, 56% felt that mentors were important for them to have. They stated that mentors served as role models and assisted them with networking and research skills. The factors that most influence success in doctoral programs were environmental factors and intrinsic motivation for the respondents. The results from this study may be used to inform recruitment and retention processes in that it identifies enrollment and persistence factors. If strategies are developed to influence enrollment and persistence, the supply of doctoral graduates of African descent may increase and ultimately impact the shortage of professors of African descent.

The present study focuses on a similar population as the study by King and Chepyator-Thomson (1996). However, all participants in the present study are teacher

education and special education teachers of African descent. The present study identifies their reasons for entering the professorate and if they were recruited as doctoral students. Results of the present study may assist in the development of recruitment strategies to increase the supply of teacher education and special education professors of African descent.

Recruitment in Higher Education

Traditionally white institutions (TWI's) of higher education have historically excluded professors of African descent from employment while historically black institutions have always welcomed them. In a secondary analysis of data, Anderson (1993) found that the first African American professor to be hired as full time faculty at a TI was Dr. Allison Davis in 1941. Until this time African American professors were employed as part time or visiting faculty by traditionally white institutions. This was because the hiring committees stated that they could not find qualified African American professors for full time employment. Frank G. Wale, director of the Julius Rosenwald Fund investigated this assertion. He felt that the real reason for the under employment of African American scholars was due to the relationship of race, meritocracy and institutionalized racism. In 1945, he launched a national campaign to introduce qualified scholars of African descent to TWI's. Wale distributed a list of 150 African American scholars to 600 college and university presidents of traditionally white institutions to be considered for full time employment. All of the scholars on the list had earned graduate degrees at the nation's leading institutions of higher education and were well published and known in their historically black institutions. Of the 150 African American scholars on the list, 23 were offered full time employment and 27 were offered part time employment at traditionally white institutions. Many of the presidents did not respond

to Wale's list (200 of 600). Several of those who did told Wale that their schools did not discriminate against African American people, rather that they only hired the most qualified candidates. This type of rhetoric was considered to be a thinly veiled attempt to hide systematic institutionalized racist practices. This was exemplified by their rationalizations for ignoring the list and commitment to color blind employment practices (Anderson, 1993). Many presidents stated that they did not discriminate against African American people in their hiring practices by explaining that their schools employed African American people as coaches and food service workers.

According to Mickelson & Oliver (1991) the actions of employment committee in higher education may contribute to the shortage of professors of color because they still use the meritocracy argument when looking for new faculty. They believe that the most qualified African American professors are only trained in the most elite doctoral programs. In a study done by Mickleson and Oliver (1991), this was found to be untrue. By analyzing a sample of students from the NSBC (National Study of Black College students), the researchers found that the best qualified African American professors are educated in variously-ranked doctoral programs.

The present study uses quantitative methods to determine if teacher education and special education professors of African descent were recruited as doctoral students. The results of the study may provide information on how to decrease the shortage of professors of African descent in teacher education and special education programs.

The recruitment experiences of minority and majority female doctoral students in a school of education were examined in a study by Turner & Thompson (1993). For their study minority and majority designations referred to background. Minority doctoral students were those from non European American backgrounds. Majority doctoral

students were those from European American backgrounds.

A review of demographic data on school records helped the researchers to identify their sample. The sample for this study was taken from a large metropolitan university in the Midwest with 180 graduate programs. At the time of the study the total doctoral enrollment was 12,847. Of that number, 199 (1.5%) were classified as the minority female doctoral student group and 3687 (28.7%) were classified as the majority female doctoral student group. Turner and Thompson (1993) chose to select their sample from the school of education. In the school of education, 46% of the minorities were female doctoral students. Of the European American represented, 30% were female doctoral students. From the population of minority and majority female doctoral students in the school of education, a sample of 37 were identified: 10 African American, 7 Native American, 14 Asian American, 6 Latinos and 25 from the majority. All participants were given face to face interviews and completed a two page questionnaire.

The interviews were conducted using a semi structured questionnaire. Students were asked to describe their relationships with student and faculty members. They were also asked about the kinds of opportunities they had to learn about the professorate. Each interview lasted between 45 minutes and an hour and a half. The interviews were taped, transcribed and analyzed by the researchers. Student perceptions were identified in four areas: university recruiting, departmental mentoring, departmental environment and discrimination within the department (racial and gender). The researchers found that majority female doctoral student group had more experiences that prepared them for employment in higher education. They had mentors more often than the minority female doctoral student group. As a result of their mentoring experiences, they were asked to co-author articles and present at conferences more often than the minority female doctoral

student group.

Turner and Thompson (1993) found that the minority female doctoral student group had fewer opportunities to be mentored into the professorate than the majority female doctoral student group. When they were mentored they initiated the relationship. In addition, majority group female had richer mentoring experiences than the minority group members who had mentors. Majority group females were also sought for mentorships. These mentoring experiences allowed majority females to develop departmental networks and supports. Although group minority females did not largely report discrimination, the researchers read their lack of mentoring as a function of racism. Both majority and minority group female reported experiences with sexism. The researchers also found that, although universities claim to want diversity, only 6 of the minority females were recruited for employment. Minority group females reported that there was nothing done by their department to ensure that they were recruited. More majority group females (64%) stated that they received job search assistance than minority group females (51%). Most of the females in the study stated that they found employment through informal networks or by themselves. Whereas majority group females described environment of their departments a cooperative, minority females described them as competitive. Minority group females felt the departments were individualistic and wanted to end their feelings of isolation by meeting other minorities.

Turner and Thompson (1993) suggest that university policies should be followed to increase the recruitment of faculty of color. They also suggest that more research be done to identify institutional changes so minority group females have more successful mentoring experienced during their doctoral study. The present study builds on this research in that it identifies factors that lead teacher education and special education

professors of African descent to the professorate at traditionally white and historically black institutions of higher education. The present study also determines whether they were mentored and recruited for higher education when they were doctoral students.

Cockrell, Mitchell, Middleton & Campbell (1999) investigated factors that influence people of color to enter the education professorate. Their study examined their perceptions of how participating in the Holmes Scholars Network influenced their decision to begin a career in higher education. The Holmes Scholars Network is a network of minority scholars designed to increase the number of education professors.

The study was based on inquiry in two areas: the influence of the Holmes Scholars Network on the scholars thinking about employment in the education professorate, and how the Holmes Scholar Network experience affected the scholars' perceptions of their roles and practices as education professors.

A qualitative research design was used for this study. The sample used three of thirteen Holmes Network Scholars. The participants were female and represented African American, American Indian and Hispanic ethnic and cultural backgrounds. The researchers used a participatory research model based on interviews from the three participant researchers. The interviews were in the form of personal narratives that were used to construct meaning related to the participant researchers' roles in the education professorate.

The participant researchers constructed their personal narratives from field texts that included: journal entries, autobiographical writings, conversations, e-mail messages, professional documents from conferences and presentations, and Holmes Partnership documents. The data were analyzed using four themes: emotions and beliefs, environmental conditions, past and present conditions, and future conditions. Patterns

and themes emerged from the narratives as the researchers compared and contrasted the content of the narratives, developed categories and constructed a framework for understanding the narratives.

Three themes emerged from the data: mapping new destinations, surviving uncharted waters, and navigating shifting currents. Mapping new destinations focused on factors that affect the career paths of scholars of color. Surviving in uncharted waters focused on the discrepancy between the knowledge base of scholars of color and the culture of institutions of higher education. The final theme, navigating shifting currents, refers to the misalignment between personal and professional understandings and expectations. Each of the three identified themes is comprised of sub themes.

The first theme, mapping new directions contains the following sub themes: family and cultural back grounds, school careers, engagement in doctoral studies, pursuit of a position in higher education. The participant researchers found that although they were all from different families and cultural backgrounds, they were all raised to value and pursue education. They also felt that their cultural experiences directly influenced their values, beliefs and perspectives about education. They also found that they all held positions as K-12 educators prior to their participation in doctoral programs and entering the education professorate. The participant researchers all had a desire to positively impact K-12 education by gaining more education through doctoral study. They all thought they would continue in their K-12 school based careers after receiving their doctoral degrees. The participant researchers found that participating in the Holmes Scholar Network was a catalyst for considering employment in higher education, as they were able to see new career possibilities as academic researchers and education professors. As a result of their experience in the Holmes Scholars Network, the researcher

participants chose to enter higher education as education professors. Once they became part of the education professorate, they realized they had more to learn about the *organizational structure of institutions of higher education*.

The second theme to emerge from the data is surviving uncharted waters. This theme contains two sub themes, knowledge and culture. The participant researchers found that once they became part of the education professorate they reconceptualized their teaching. They had to build on their knowledge of K-12 teaching to become effective teacher education professors. They also learned about the culture of institutions of higher education. They recognized that they needed more information about the organizational structure of institutions of higher education in order to understand the culture of institutions of higher education. The participant researchers acknowledged that during their participation in the Holmes Scholars Network they learned about vocabulary, cultural norms and employment structures, however, once they became professors they needed to know more. As the participant researchers negotiated their presence in IHE's, they found themselves attempting to find a balance between their personal values and the culture of their new employment settings.

The final theme to emerge from the data is navigating shifting currents. This theme contains two sub themes, balance and communication. The participant researchers found that they struggled to maintain their personal culture while becoming socialized in the education professorate. They reported feelings of misalignment between what they valued and what IHE's valued in terms of teaching, service and research. The participant researchers stated that departmental protocol and expectations for tenure and promotion were not clearly defined. They also expressed concern about the lack of congruence between being able to do the kind of academic work they wanted to do and doing what

was needed to gain tenure.

Cockrell, Mitchell, Middleton & Campbell (1999) concluded the study by reiterating the role the Holmes Scholars Network played in recruiting them to become part of the education professorate. They highlighted the importance of anticipatory socialization gained through their experiences in the Network. They also clearly communicated that more support and mentoring is needed for beginning education professors of color to feel confident and successful in IHE's. Finally, they addressed the need for more programs to effectively recruit women and people of color to the education professorate.

The present study builds on the findings of the study conducted by Cockrell, Mitchell, Middleton & Campbell (1999) in that it explores recruitment and retention issues for teacher education and special education professors of African descent. The present study, however, is not limited by gender and uses quantitative and qualitative methodologies. The present study also explores and compares the perceptions of the climate of institutions of higher education and the promotion and tenure process as described by teacher education and special education professors of African descent at traditionally white and historically black institutions of higher education.

Summary

Recruitment of professors of African descent for careers in the professorate involves two critical issues. The first issue is the production of skilled scholars of African descent to enter the professorate. The size of this pool is effected by the education pipeline. African American students face two significant challenges in the education pipeline: overrepresentation in special education and 'opportunity to learn'. For African American students who do attend college, the climate of their institution may deter them

from pursuing graduate education. These issues may directly effect the supply of scholars of African descent who are eligible to become professors. Furthermore, professors of African descent may pursue and suggest necessary research areas to improve the condition of education for African American students. However, the African American students who do complete doctoral degrees may need to be mentored onto the professorate.

The present study explores the recruitment experiences of of teacher education and special education professors of African descent at traditionally white and historically black institutions of higher education. Specifically the present study ascertains if these professors were encouraged by their families to enter the professorate and if they were recruited for the professorate as doctoral students.

Continuing Presence in Higher Education

The presence of professors of African descent in higher education may be contingent on retention and tenure status. Retention of professors of African descent in institutions of higher education may be impacted by job related stress and job satisfaction. According to Baez (1998), professors of African descent experience job related stress due to commitments and responsibilities given to them because of their racial identity. According to Exum (1983) faculty of African descent maybe thought of as experts on minority issues and asked to serve on committees that take time away from meeting these criteria designated for promotion and tenure. Many of these additional responsibilities do not positively effect their chances for promotion or tenure. Thus, the promotion and tenure process may negatively impact the retention of professors of African descent because they may not be able to meet these criteria due to extra responsibilities (Gregory, 1999).

According to Smith and Witt (1993) job related stress may effect the retention of African American professors in institutions of higher education (IHE's). Their study compared the level of occupational stress for African American professors and European American professors in IHE's. Specifically they examined how certain elements of the work environment may be sources of stress for African American professors and not European American professors. Smith and Witt used data from the National Faculty Survey and the Faculty Stress Index. This survey asked respondents about their perceptions of stress regarding teaching, service and scholarship. Survey respondents were directed to use a Likert-type scale with selections ranging from 1 meaning no pressure to 5 meaning high or accessive pressure. The sample for the study was comprised of full time professors from 193 colleges and universities who had earned doctoral degrees. To compare the stress levels two samples were created, a general sample and a matched pair sample. There were 893 participants in the general sample and 492 participants in the matched pair sample. Each female African American professor was matched with one European American female professor. Each male African American professor was matched with two European American male professors and one European American female professor. They were matched by tenure status, discipline and institution type as defined by the Carnegie classifications of institutions of higher education.

The results of the surveys indicated that African American professors reported higher mean levels of stress with regards to teaching than their European American counterparts in the general sample (20.74 and 19.49 respectively of 40 points possible). The difference in stress levels was not statistically significant. However, the difference in stress levels regarding research for the matched pair sample was found to be statistically

significant at the .05 level. In the matched pair sample African American professors reported higher mean levels of stress than European American professors (17.59 and 16.50 respectively of 30 points possible). African American professors in the matched pair sample also reported higher mean levels of stress than their European American peers with regards to service activities. The difference in mean stress levels was statistically significant at the .01 level. The mean stress levels for African American professors and European American professors was 16.36 and 12.82 respectively of 30 possible points.

Based on the results of the study Smith and Witt (1993) stated that institutions of higher education (IHE) should make efforts to reduce stress to increase faculty retention. The present study continues the work of Smith and Witt (1993) by examining how the climate of traditionally white and historically black institutions of higher education effect the retention of teacher education and special education African American professors.

Thompson and Dey (1998) continue to look at stress in institutions of higher education , however they narrow their focus to the occupational stress of African American professors. The purpose of their study was to focus on the occupational stress of African American professors in traditionally white institutions of higher education as a way to understand retention patterns related to work environment. The sample for the study was comprised of 796 African American professors whose primary responsibility was teaching at traditionally white institutions. The professors in the study responded to a questionnaire administered by the Higher Education Research Institute (HERI) at the University of California Los Angeles. The questionnaire items addressed how faculty spent their time, student interaction, teaching and examination methods, their perception of institutional climate and their primary sources of stress.

Eighteen questionnaire items were statistically analyzed to identify sources of

stress for African American professors. Factor analyses identifies four sources of stress for this population: time constraints (lack of personal time, time pressure and teaching loads), home responsibilities (house hold responsibilities, child care, child and marital issues), governance activities (faculty meeting, committee responsibilities, peer collaboration), promotion concerns (promotion and tenure process, research and publication demands and subtle discrimination such as sensing prejudice, racism and sexism), and overall stress.

When data were analyzed by institution type in terms of university, four year college, and two year college the highest mean levels of stress were experienced in the following areas: time constraints ($M=5.12$, $SD=2.74$), promotion and tenure concerns ($M=4.46$, $SD=2.09$) and governance activities ($M=3.09$, $SD=2.20$). Lower mean levels of stress were felt in the areas of home responsibilities ($M=2.57$, $SD=2.23$) and overall stress ($M=2.30$, $SD=0.65$). *There were statistically significant differences by institution type in the areas of time constraint at the 0.05 level, in promotion concerns at the 0.01 level and over all stress at the 0.01 level. In each area more stress was felt by university faculty than by faculty in two or four year colleges.*

The data were also analyzed by gender. The results showed that over all women experienced more stress than their male counterparts in the areas of time constraints, home responsibilities, governance activities, promotion concerns and overall stress level. This was consistent across institution type.

The researchers examined the relationship between stress level and job satisfaction. They generated correlations for stress and job satisfaction using 14 satisfaction items. Although in general they found that stress is associated with low levels of job satisfaction. They found that the more stress their sample experienced in the area

of promotion and tenure, the less satisfied they were with their jobs ($r = -.38$).

The results of the study conducted by Thompson and Dey (1998) show that stress is negatively associated with job satisfaction for African American professors which may effect their decisions to remain in the professorate. The researchers also found that the highest mean level of stress was in the area of promotion and tenure concerns. The present study investigates the level of job satisfaction and retention for teacher education and special education professors of African descent. The present study also examines the perception these professors have of their traditionally white and historically black institutions of higher education's with regards to the promotion and tenure process.

A study conducted by Diener (1985) investigated the level of job satisfaction held by professors at two historically black institutions of higher education. The purpose of this study was to identify faculty opinion about their occupation and to see how similar faculty in these institutions were with their colleges nationwide. The 72 faculty members in this study were from two historically black institutions of higher education. One was a public two year institution and one was a private four year institution. Of the 72 participants, 53% were employed by the community college, 68% were Black, 17% were White, 53% were male, 64% were married, 62% earned masters degrees, 38% earned doctoral degrees and all were employed full time. The study participants were administered a 167 item instrument which addresses faculty attitudes toward employment environment, marriage and family, self-concept and demographic data.

The findings of the study showed that like their peers nationwide, 91% of the participants loved or liked their jobs and 86% were satisfied with their jobs most of the time. Only 2% of the participants would not choose their jobs again. Twenty five items on the questionnaire dealt with potentially problematic elements of the job of college

faculty, 20% or more of the participants identified 12 items as being quite a problem or a major problem. The 12 items identified were: adequate facilities (34%); time for personal study (32%); opportunities to attend professional meetings (30%); salaries, red tape, student motivation (29% each); research opportunities, promotional opportunities (25% each); appreciation for personal contributions (24% each); responsiveness of administration to problems, committee work (22%) and recognition for good teaching (21%). The questionnaire also required participants to identify areas of satisfaction and dissatisfaction with their jobs. Twenty-nine percent of the participants felt that their jobs allowed them opportunities for intellectual stimulation. They also felt that seeing student growth and the flexible work schedule of their jobs were sources of satisfaction. Twenty-four percent of the participants felt that equipment, facilities and teaching schedules were sources of employment dissatisfaction. Other sources of dissatisfaction were low salaries, red tape, apathetic students and colleagues and, the lack of recognition and personal time.

In the study by Diener (1985), Black professors and White professors at historically black colleges indicated if they were satisfied with their jobs and the sources of employment satisfaction and employment dissatisfaction. Like this study the present study identifies whether professors of African descent employed by traditionally white and historically black institutions of higher education are satisfied with their jobs. Unlike the study by Diener (1985), the present study focuses on a specific discipline and also addresses the retention of this population in the education professorate. Specifically, the present study identifies whether teacher education and special education professors of African descent are satisfied with their careers in higher education and if they will remain in the education professorate.

In another study, Patitu and Tack (1991) conducted a descriptive study using

professors of African descent at traditionally white institutions (TWI's) and historically black colleges and universities (HBCU's) of higher education to identify levels of job satisfaction. Job satisfaction was operationalized by using the following categories: work on the present job, present pay, opportunities for promotion, and supervision. The researchers hypothesized that there would be no significant difference in the mean score of job satisfaction for African American professors employed by traditionally white and historically black institutions of higher education. They also hypothesized that there would be no differences in mean scores for these professors on the following variables: age, tenure status, salary, faculty rank, years of faculty experience, gender, and size of institution.

The sample for this study was comprised of African American professors from four year TWI's and HBCU's from the following states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. The African American faculty for this study were selected from sixteen schools. The HBCU's and TWI's were matched on the following variables: degrees granted, student enrollment and geographic location. A sample of 355 faculty were identified to be used in this study, 208 were employed at HBCU's and 147 were employed by TWI's.

The 355 possible participants were sent three instruments: the Job in General Scale (JIG) and the Job Descriptive Index (JDI) and a demographic questionnaire. Sixty-nine percent of the 355 responded to the instruments, creating a sample of 245 respondents. More faculty from TWI's responded to the instruments (79% of 147{116} versus 62% of 208{129}). The JDI was the primary instrument used for this study. This index is comprised of five sub scales: (1) work on the present job, (2) present pay, (3) opportunities for promotion, (4) supervision, and (5) coworkers. The JIG questionnaire

required respondents to identify length of time in their positions, number of years at their institution, rank, tenure status, salary, age, gender and ethnic background. There were also items that addressed teaching and departmental characteristics. For the JDI and the JIG respondents were instructed to mark yes or no next to words or phrases that describes their work. If yes or no answers were considered to be inappropriate by the respondents, they were instructed to answer with a question mark.

Data for this study were analyzed to identify the extent of association of the independent variables (JDI) with the satisfaction sub scales on the JDI and JIG. Mean scores were computed for faculty of African descent at both institutions to indicate their Job Satisfaction level on each sub scale. Two ANOVA's were conducted. The first one was a one way analysis of variance. It was done to determine the difference in mean scores of job satisfaction at TWI's and HBCU's. The second one was a two-way analysis of variance. It was conducted to determine the mean score differences of job satisfaction as measured by the JDI and JIG when faculty were identified by : age, tenure status, salary, faculty rank, years of faculty experience, gender and size of institution.

There were important findings on the analyzed measures. The findings of the study showed that faculty at historically black colleges and universities (HBCU's) were more content with opportunities for promotion ($p < .0005$) and supervision ($p < .0102$) than faculty at TWI's. However, the researchers asserted that promotion satisfaction may be affected by tenure status, education level and or publication rates. They found that perceptions of promotion opportunities for respondents and their coworkers were statistically significant at the .05 level. Differences in job satisfaction were found in the group comparison mean scores of the following groups: tenured ($M=39.36$) and non tenured ($M=34.15$) faculty at HBCU's, and non tenured faculty at HBCU's ($M=34.15$)

and non tenured faculty at TWI's ($M=41.24$).

Patitu and Tack (1991) found that satisfaction with opportunities was significantly affected by salary, gender and rank. Analyses showed that the higher the salary, the higher the level of satisfaction with opportunities for promotion. This was statistically significant at the .05 level. Men reported higher mean scores than women on the variable satisfaction with promotion opportunities (men, $M=29.38$; women, $M=23.76$) ($p<.0138, df=1$) Rank was found to be statistically significant when comparing professors and instructors and full professors with associate professors ($p<.05$). There were more faculty of African descent at the assistant professor level in TWI's (53.4%) than at HBCU's (32.6%); however, more faculty were tenured at the HBCU's (64.3%, or $n=83$) than at the TWI's (29.5% or, $n=34$). Faculty at HBCU's were on the average older than their peers at TWI's. The researchers found that 31.4% ($n=77$) African American faculty at HBCU's were above 40 years old, where as 33.1% ($n=81$) of the African American faculty at TWI's were between 30 and 39 years old. The faculty at HBCU's were found to have more professional experiences than the faculty at TWI's. The average number of years for African American faculty at HBCU's was 18.1 years where as it was 8.4 for African American faculty at TWI's. Finally, the Patitu and Tack (1991) reported that African American faculty who were employed at traditionally white institutions worked at larger institutions than their peers at historically black institutions.

The present study emerges from the study by Patitu and Tack (1991) in that it takes a closer look at how the institutional climate may affect perceptions of promotion and tenure and the pursuit of research agendas. The present study addresses these issues as they may affect the retention rate for teacher education and special education professors of African descent in traditionally white and historically black institutions of

higher education.

The research on retention indicates that there may be a connection between job satisfaction and tenure status (Turner and Myers, 2000). Tenure is the term used to indicate whether or not a professor has job security. One of the characteristics of tenure is academic freedom. Haskell (1998) states that academic freedom is when professors feel free to pursue long-term research projects and explore and express ideas that may be contrary to the departmental or institutional philosophy. When a professor earns tenure they may be perceived as now being able to safely implement research agendas without employment repercussions (Burgess, 1997). An example of this is when assistant professors align their research interests to those of their department or institution for the years prior to their promotion year. Sometimes after the assistant has been promoted to the associate rank and received tenure, they may express new research interests. There are three tenure track ranks: assistant professor, associate professor and full professor. Most newly hired faculty are hired at the rank of assistant professor. These professors work for a period of time before their performance is evaluated by the Promotion and Tenure committee. This committee evaluates a dossier based on the criteria of the department and university. After the dossier is evaluated by the departmental committee it is given to a university wide committee for review. The promotion recommendations are forwarded to the institution administration and a final decision is made. For most faculty the promotion and tenure process is considered to be one of the most stressful parts of the profession.

When a professor goes up for tenure they are evaluated on their scholarship, teaching and service. Scholarship refers the research they have conducted and had published in peer reviewed refereed journals. These journals must be considered scholarly

by the committee. Teaching refers to teaching performance as rated by their students on class evaluations. Finally, service refers to the length of time and kind of university committees the assistant professor has served on. These three areas are documented in a Promotion and Tenure dossier and submitted to the committee. Each section of the dossier is weighted differently. Brown (1999) reports that while teaching and service are important to promotion, research is the area that garners the greatest rewards and the most prestige professionally.

Although college teachers spend a significant amount of time teaching, universities continue to reward research more and perceive it to be more prestigious (Serow, 2000). In a case study developed by Serow (2000), college faculty were interviewed regarding their perception of the professional performance reward system at their IHE. The participants were from a university that was given the pseudonym Sun Belt University because they were taken from a larger sample from a previous study by Serow (1999) that investigated faculty participation in an instructional reform coalition in engineering education. Sun Belt University is one of four public research universities from the the previous study where Serow (1999) wanted to see if university reward structures encouraged college faculty to spend more time on research than teaching. The results of the previous study showed that faculty saw the reform program as financially rewarding and personally rewarding in terms of improving curriculum. This laid the foundation for the case study. The participants were comprised of full time natural, applied and behavioral science faculty. They were screened to assure that they had been actively involved in undergraduate education. Of the 33 faculty members eligible for the study, 29 agreed to participate. When these faculty members were compared to their colleagues, they were found to be excellent teachers given that 25 of the 29 had received university awards for instruction

and delivery. Of the 29 faculty members, 27 held senior faculty ranks. Serow (2000) increased the sample from 29 to 32 by inviting three administrators to participate.

Each participant was individually interviewed in their office and was available for follow up via e-mail or the telephone. Most interviews lasted between 30 and 90 minutes, however the average time was just under an hour. College faculty participants answered questions about their career history and involvement with undergraduate instruction. Through the interviewing process they also shared their beliefs on whether the university adequately acknowledged and rewarded teaching. Administrator participants answered questions on generally the same topics, only they did not share their professional histories, rather they commented on overall university trends. The interviews were conducted using semi-structured questions which allowed for open-ended discussion regarding the role of the faculty in universities.

Serow (2000) gathered additional information for the study by reviewing the contents of university documents such as faculty hand books, records of contracts etc..., personal documents from participants such as curriculum vitae, course syllabi and statements of teaching philosophy and information from personal home pages.

The data gathered from participants and university sources were analyzed using qualitative measure. The data were analyzed and categorized based on general conclusions and patterns that were consistent across categories. This was accomplished by continuous comparison.

The results of this study showed that interviewees were in agreement on the degree of importance placed on research in their institution. It was generally felt that research was rewarded more than teaching. Furthermore, it was felt that securing external funding for research leading to publication was widely respected. Participants also stated

that research and publication were not only desirable for promotion and tenure but also desirable for winning the respect of peers. According to one participant, any faculty member not doing the right type or amount of research would, "never be accepted as a legitimate, card carrying member of the faculty" (Serow,2000,p.453). When participants were asked how their institution addressed teaching one participant said that it gets recognized " Only if it's not very good. If you do a reasonably good job of teaching, that's what's expected. If not, the department can use it against you." (Serow,2000.p.453).

Serow (2000) then investigated how faculty adapt to the research-centered environment at Sun Belt university. Upon further data analysis, three adaptation approaches were identified: Participation in research, other coping behaviors, and communication a personal account of one's actions. The first approach explored was participation in research. An evaluation of archival external funding data from a five year period indicated that 11 of the 29 faculty members secured \$50,000 to 2 million dollars for research projects. These 11 faculty members were classified as active researchers (AR). The remaining 18 members were classified as less active (LA). Of the 18 less active faculty members, 14 had no research externally funded during the same time. Faculty rank and length of service were relevant factors to a participants' involvement in research. Research indicated that the active researchers earned tenure at their scheduled times. Less active faculty members who had received tenure did so before the university reward system focused on research production.

The second adaptation approach that was addressed was other coping behaviors. Serow (2000) found that less active faculty members focused on areas that were of personal importance and took on extra job duties such as department coordinator and extra advising. The other position the less active researches took was more oppositional.

They promoted teaching over research as much as possible. They did this by inferring that students were being neglected by faculty because their emphasis was on research. They also worked to put more emphasis on teaching during the tenure process.

The final adaptation that was investigated was the personal accounts approach. Serow (2000) describes personal accounts as statements that reduce tensions between two disagreeing parties. For example, research participants gave their personal accounts of being teaching oriented in a research focused university which aligned their practice with the mission of the school.

This study by Serow (2000) addressed the tension between teaching and research at a research oriented university. This study also investigated how less active researchers adapted to the professional reward structure which placed higher status on research. Like the present study, Serow (2000) reviewed how research impacted tenure status. However, the present study differs from Serow (2000) in that it focuses on how race may affect the rate of tenure and promotion with regards to research agendas. The present study also differs because it uses teacher education and special education professors of African descent specifically. The present study investigates the role of research production and the kind of research done by professors of African descent.

In a study conducted by Tien and Blackburn (1996) publication productivity and academic rank were linked. The purpose of the study was to identify professional behavior reinforcements for faculty research productivity. Specifically this study sought to identify motivational factors related to faculty research production. The researchers hypothesized that research production is low for assistant and associate professors during the first years of their appointments but begins to increase as they near promotion time and that it decreases after faculty become associate or full professors. They also

hypothesized that faculty at higher ranks produce more research than faculty at lower ranks with more consistency. Finally, Tien and Blackburn hypothesized that faculty who have low production rates remain in their ranks longer than more active peers.

Based on evaluating the productivity rates of 2,586 full time faculty members, the researchers found that full professors publish more research than associate and assistant faculty members. However they did not find that full professors had higher productivity rates than assistant and associate professors. The researchers found that variation in productivity did not decrease as rank increased, however they did find that faculty who remained in their rank longer than the average had fewer publications than their peers. Finally Tien and Blackburn found that production levels increased prior to promotion years. In essence the idea of receiving tenure was a motivation for faculty to produce more research.

When applying the findings of the study conducted by Tien and Blackburn to the tenure status of African American professors, it appears that they may not publish at the rate of their peers which could hinder them from becoming tenured and reaching higher ranks. The present study gathers data regarding the tenure status and the number of publications in peer-reviewed journals for teacher education and special education professors of African descent. The present study also evaluates how the climate of TWI's and HBI's may effect the way research conducted by teacher education and special education professors of African descent is perceived in their departments.

In a study by Green (1998) the submission rate of manuscripts by college faculty was investigated. This study illustrates that although faculty may submit manuscripts publication rates may vary by rank. Although the faculty used in this study are from various ethnic backgrounds, it may have implications for professors of African descent.

The study showed that the majority of social work faculty members in his sample actively prepare and submit articles to social work and non social work journals. The purpose of the study by Green (1998) was to gather and summarize data about the publication process in terms of effort and success. He also wanted to evaluate the frequency of manuscript submission. This was done by a review of the Social Science Citation Index and self report data. The sample for this study was comprised of faculty from social work departments that used publications as part of the criteria for appointment, tenure and promotion. The sample was identified by a previous study and updated so that all participants were full time professor rank faculty. A questionnaire was developed to consider the publication cycle. Two time periods were addressed: the time prior to submittal and the time between submittal and acceptance notification. Results from two pretests done at another university using the same kind of sample assisted the researcher in defining a time lime based on a 12 month calendar year.

This study was conducted in May of 1995, participants were asked to reflect on publication activity from the previous calendar year (January 1,1994-December 31,1994). The questionnaire categorized publications by authorship (sole and co), amount of publications (at least one) and kind of journal. Participants were given lists of social work journals and other journals and asked to indicate which journals they had sent manuscripts to, the number of manuscripts accepted upon first submission, the number accepted after revisions, the number rejected, and other dispositions (revisions were requested but I haven't made them). Green (1998) defined publication effort as the number of manuscripts submitted in a one-year period. Success was defined as the number and percentage of the submitted manuscripts accepted or rejected at the start of the study.

The sample for this study was derived from 1,028 possible respondents, 41 of the initial 1,069 possible respondents were eliminated because of incorrect mailing information. After three mailings (1 initial and 2 follow up) 535 (52.0%) of the 1028 questionnaires were completed and returned. Of the 535 respondents, 509 indicated that they were full time tenured or tenure track faculty, they were used as the sample. Of the 509 respondents 187 (32.7%) were professors, 188 (36.9%) were associate professors, and 134 (26.3%) were assistant professors. The professors ranged in age from 26 to 73 with the average age being 51.2 years old. Most of the faculty had received their highest degree 15 years prior and for 93.5% of them their highest degree was a doctorate. Approximately three fourths of them (74.9%, n=381) earned their highest degree in social work or social welfare. There were slightly more females than males, 53.8% and 46.2% respectively. Most of the respondents identified themselves as being European American (80.9%, n=412) nearly 11% (n=55) were African American and 3.1% (n=16) were Latino. Of the remaining respondents, 8, 1.6 did not select a racial/ethnic background and 18, 3.5% selected other for their racial/ethnic background. Over 75% (75.2%) were married. When the background variables were analyzed, full professors were found to have had longer careers and to be older than junior faculty members. Senior faculty members were also more likely to hold doctoral degrees and to be European American.

The results of this study showed that 71.1% of the participants had submitted a manuscript to at least one professional journal, 58.9% submitted at least one journal article to a social work journal and 45% submitted at least one manuscript to a non social studies journal. Of the 509 respondents, 32.6% submitted at least one manuscripts to social work and non-social work publications. While over half of the respondents (52.3%) reported making multiple submissions, 28.9% did not make any submissions during the

time period in question. Based on the total number of submissions (1075) a per year submission rate was calculated. The per year submission rate for all journals was 2.11, for social work journals, 1.26 and 0.85 for non- social work journals. By the time the study was conducted 851 manuscripts (79.2%) had been accepted or rejected for publication. The remaining 224 articles fell in to the other disposition category. Two thirds of all submissions were accepted initially or required revision. Of all 1075 submissions, only 158 (14.7%) were rejected.

The study by Green (1998) illustrates that the majority of faculty across ranks are active in the publication of research and often get published. Publication is one of the most challenging areas for professors of African descent in the tenure and promotion process. The present study investigates how research is viewed by the peers of teacher education and special education professors of African descent in TWI's and HBCU's. Halcon and Reyes (1988) report that the research done by faculty of color is often viewed by their European American colleagues to be narrow because it focuses on people of color. Through narrative and quantitative data the present study determines if this is consistent for teacher education and special education professors of African descent.

Schiele (1995) conducted a study that specifically analyzed the publication submission rates for African American faculty. In this study 264 African American social work professors responded to a questionnaire regarding their manuscript submission rates and journal article productivity. Based on demographic data, Schiele (1995) determined that the sample was representative of the African American faculty in social work. The sample was comprised of faculty that held masters and doctoral degrees and who were employed in graduate degree and non graduate degree granting social work departments. Of the 264, 64% (169) were female, and 71.2% (188) taught in institutions

that granted graduate degrees. Respondents reported an overall career total of 3.32 manuscripts submitted with a career average of 2.08 manuscripts submitted. The findings also indicated that overall 852 manuscripts were submitted to social work journals for publication with 63.6.% (542) accepted for publication. Faculty who were employed in graduate degree granting institutions (65.%, n=121) were more productive than faculty who were employed in non graduate degree granting (31.1%, n=23) institutions ($p<.001$). The difference in productivity for, faculty with tenure (63.7%, n=86) and faculty without tenure (46.6%, n=57) was statistically significant at the $p<.01$ level. Those faculty members who were full professors and associate professors submitted manuscripts at a statistically higher rate than assistant professors ($p<.001$). Faculty members who held doctorate degrees (65.9%, n=118) submitted publications at a statistically higher level ($p<.001$) than faculty members with masters degrees (32.5%,n=26). Finally men (64.9%,n=61) submitted publications at a statistically higher rate than women (50.0%, n=83) at the $p<.05$ level. A multiple regression analysis revealed that the five variables that strongly correlated with manuscript submission were gender, tenure, degree level, program type and rank. Males published more than females 64.9% (n=61) and 50.0% (n=83) respectively. Faculty with tenure published more than faculty without tenure. Faculty with doctorates (65.%, n=121) published more than faculty without doctorates(32.5%, n=26) Two variables were found to be statistically significant: gender ($p<.01$) and degree level ($p<.05$).

The results of this study shows a link between submission rate, tenure and academic rank for African American professors. The study by Schiele shows that African American professors do submit manuscripts for publication and have a high success rate of publication. The present study will investigate the effects of race on the tenure and

promotion process for teacher education and special education professors of African descent in TWI's and HBCU's. The present study addresses this issue with qualitative and quantitative methods.

An important study by Blackburn, Wenzel and Bieber (1994) investigated differences in publication rates of minority and majority professors. Specifically they wanted to know if minority professors publish less than their majority professors colleagues. As secondary analysis of data was conducted by examining the National Survey of Post Secondary Faculty. This survey investigated publication production in fifteen disciplines and included specific information about college faculty such as type of institution which were described as research, doctoral and comprehensive. Blackburn et.al found that there were only statistically significant publication rates for three disciplines: natural science, health science and education. Findings indicated that, in the natural sciences, Asian American faculty published significantly less than their European American colleagues at the $p < .05$ level. Discrepancies were also found in education and health sciences between African American and European American faculty. According to this study, the statistically significant ($p < .05$) discrepancy is in whether or not African American and European American professors are really publishing at the same rate.

The results of the study done by Blackburn, Wenzel and Bieber (1994) indicate that although the publishing rates of professors of color and European American faculty members is indistinguishable, European American professors continue to be tenured more often than professors of color and hold higher academic ranks. The present study focuses on how race may effect tenure and promotion for professors of African descent in teacher education and special education departments.

The study by Ards, Brintnall & Woodard (1998) seems to continue the line of

inquiry explored by Blackburn, Wenzel and Bieber (1994) in that they conducted a study to identify factors that may impede promotion and tenure for African American professors. Specifically, this study sought to measure how the racial identity of a professor affected their ability to earn tenure. A sample of 6,780 African American (5.1%, n=345) and European American (94.9%, n= 64) full time tenured/tenure track political science professors were used for the study. The sample was given the Departmental Survey administered by the American Political Science Association. Multivariate analyses were used to identify the impact of race in promotion and tenure for African American political science professors. The results showed that, when controlling for age, gender, value of research, and institution (predominantly research or predominantly teaching), the probability for earning promotion and tenure decreased from .91 to .80 for African American political science professors.

Like Ards et.al, the present study examines the experiences of professors of African descent with relation to the promotion and tenure process. However, the present study expands on the issue raised by Ards. et. al in that it examines the factors that lead teacher education and special education professors in to the professorate and it directly addresses the impact of race on experiences in higher education

Baez (1998) conducted a study to see how faculty of color construct promotion and tenure. The purpose of this study was to understand how faculty of color construct the promotion and tenure process based on their personal experiences. All study participants had to meet two criteria: (1) to be tenured or in a tenure track position, and (2) be from an underrepresented group in higher education. Interviews with 16 faculty members of color were conducted over a thirteen month period of time beginning in 1994 and concluding in 1995 at a private predominantly white research institution in a small

American city. Of the 16 interviewees, 10 were women (8, African American, 2, Asian American) and 6 were men (3 African American, 1 Asian American, 2 Latino). The interviewees represented the following ranks and tenure status: full professors with tenure (4), associate professors with tenure (4), associate professors without tenure (2), assistant professors without tenure (6). Within the sample there were professors who had been denied promotion and tenure, those who were resigning, and who were preparing for a tenure or promotion review.

The study was conducted using open-ended, semi structured questions to get participants to talk about their promotion or tenure process. Each interview lasted approximately 90 minutes. Participants were asked to respond to emerging themes as the study progressed. Data were coded and analyzed for emerging themes.

Throughout the interviews, professors of color spoke about the frequent occurrences of racism in their daily lives in IHE's. To this extent they defined themselves as 'faculty of color, minority professional, Black man, Asian woman, Brown person, African American women' p. 7 and experiences through their racial identity. They reported that racial expectations were reflected back at them by their European American colleagues in that they were expected to serve on affirmative action committees and focus on race related research projects. Study participants also expressed feelings of isolation due to race because several were the only professors of color in their departments. While two participants stated that they did not experience racism in their IHE, fourteen reported that they experienced racism in one way or another. Baez (1998) theorizes as he evaluates the interviews that two forms of racism seem to be present in the experiences of the interviewees: individual and institutional. Of the 16 professors of color interviewed, 10 shared experiences of individual racism while 14 felt that institutional racism

negatively effected the promotion and tenure process for professors of color.

Individual racism was experienced by 10 of the 16 professors of color interviewed. They felt that this form of racism was responsible for their challenges with earning tenure. They reported experiencing individual racism by being made to feel as though they “did not belong” at the IHE. Some of these professors described their experiences:

This department is hostile, White folks look at me with an air of challenge or invisibility, I feel like a second class citizen, They try to undermine your confidence in many ways. p.10

Professors of color also reported being excluded from social gatherings and ignored by European American faculty members. An example of this is not being invited to gathering that European American colleges were invited to and not being spoken to in the halls. These professors also stated that they felt the negative stigma of affirmative action. They felt that colleagues and students thought they were unqualified for their positions and had earned them because of affirmative action policies.

Twelve of the professors of color interviewed for this study felt that institutional racism was an even greater challenge than individual racism. Two of the professors of color in this study did not feel that racism was the most significant challenge they faced. However the twelve that did feel that institutional racism was the greatest challenge in their careers stated that it is most evident in the promotion and tenure process. They asserted that the very structure of the process is racist because it does not consider the unique struggles of professors of color : feelings of isolation because of underrepresentation and working for their racial communities. Rather the promotion and tenure process relies on policies and practices that claim to be based on meritocratic principles. These faculty members perceived racism in the promotion and tenure process because of its focus on scholarship which was difficult for them to produce. The

difficulty was due to the perceived lack of support given to them and race based expectations of them . For example, expecting faculty of color to always serve on diversity committees, teach classes in diversity and mentor students of color. They also felt that their accomplishments were unfairly challenged. For example, professors of color reported that their research was considered to be illegitimate and devalued if it challenged “ theories of race, or if it was not published in mainstream journals; and the service they performed was not considered important” p. 13. They also felt marginalized by the *promotion and tenure process because it emphasizes individualism when some may prefer to work collaboratively*. Finally the promotion and tenure process was thought to be racist by professors of color because it relies on outside reviewers and student evaluations. They purported that their student evaluations may be negatively effected because of their race.

The professors of color in the study dealt with individual racism and institutional racism in a number of ways. When dealing with individual racism, professors of color sometimes chose to do nothing about it and remain non-confrontational, while others choose to fight back. They fight back by addressing the racism, believing that this action will help to prevent it from occurring again. Some of the faculty decided to deal with *individual racism by “picking and choosing” p.20. their battles*. They felt that this was the best approach to negotiate their careers in higher education.

The professors in the study dealt with institutional racism by learning the rules. They felt that, if they new the rules of the process, they would be in a better position to be successful. These professors also felt that it was important to develop support networks to assist them with the promotion and tenure process. Professors of color felt that taking an active role in the professional development of junior faculty members

would mediate the institutional racism in the promotion and tenure process. By mentoring junior faculty they could inform them of the institutional racism in IHE's and help them to develop ways to be successful and begin to reform the system. Finally, professors of color in this study stated that redefining the promotion and tenure process in ways that support race related research would assist in eliminating institutional racism.

Like the study by Baez (1998), the present study also examines how professors of color view the promotion and tenure process and the climate of higher education. Both studies focus on the experiences of tenured or tenure track professors and use qualitative research methods. While Baez (1998) draws on the experiences of faculty from several underrepresented groups in higher education at a traditionally white institution, the present study expands on the work of Baez (1998) by focusing on the experiences of teacher education and special education professors of professors of African descent in *traditionally white and historically black institutions of higher education*.

Summary

The studies in this section of the literature review address issues that are related to retention and the promotion and tenure process. Although there are many similarities between the studies reviewed and the present study, the present study continues the line of inquiry by being discipline and subject specific. Due to the shortage of professors of African descent in the professorate and in teacher education and special education in particular, the current study investigates the professional experiences of this population. The study specifically examines how these professors perceive their experiences with the promotion and tenure process based on their racial identity. The study also investigates job satisfaction and whether they will remain in the professorate.

Summary of the Literature Review.

This literature review began with a general overview of the climate in institutions of

higher education. Then recruitment issues related to the education pipeline for African American students and the research interests of professors of African descent were addressed. The last section addressed issues related to the promotion and tenure review process. The present study extends the research in the literature review by investigating climate, recruitment, research, and promotion and tenure issues as they are experienced by teacher education and special education professors of African descent in traditionally white and historically black institutions of higher education.

CHAPTER 3

Methodology

This study explored the experiences of teacher education and special education professors of African descent at predominately white and historically black institutions. The purpose of this study was to identify how teacher education and special education professors of African descent perceive their experiences in higher education, including their perceptions of the promotion and tenure process in institutions of higher education.

Research Design

This descriptive study used quantitative and qualitative research methods. The data were triangulated using questionnaires and one set of interviews from professors of African descent. The questionnaires were used to develop a comprehensive profile of the perceptions and experiences of teacher education and special education professors of African descent. The interviews were used to gather in-depth information from a smaller sample of respondents regarding the topics on the questionnaires.

Subject Sampling

The current study used a national sample of teacher education and special education professors of African descent. Participants were identified through personal interactions cultivated at national education conferences and an internet survey of the education faculties at historically black institutions of higher education. The sample was comprised of male and female professors who are currently in tenure track positions or who have already received tenure. Participants indicated their willingness to participate in the interviews by filling out the bottom section on the front of their questionnaires. The interviews were conducted by telephone. A sample was identified from professors of African descent who were willing to participate in the interviews based on the following

criteria: availability and whether they were teacher education or special education professors. Twelve percent of the questionnaire respondents were selected based on discipline and availability. Each interview participant responded to one set of interview questions.

Description of Sample

Questionnaire sample.

One hundred and twelve questionnaires were sent to education faculty at traditionally white and historically black institutions. Of the 112 questionnaire distributed, 34 were returned. Of the 34 returned, 31 were usable. Three of the questionnaires were excluded because the faculty members were not of African descent. The sample was 26% (n=8) male, 74% (n=23) female; 68 % (n=21) were 47 years old or older, 32% (n=10) were between 25 and 46 years old; 90 % (n=28) self identified as African American, 7% (n=2) self identified as African, and 3 % (n=1) self identified as Jamaican; 55% (n=17) were employed by historically black institutions, 45% (n=14) were employed by traditionally white institutions; 55% (n=17) were teacher education professors and 39% (n=12) were special education professors; 61.% (n=19) worked in departments with 11% or more professors of African descent, 55% (n=17) were tenured, 45% (n=14) were non-tenured, 39% (n=12) held the rank of associate professor, 36% (n=11) held the rank of assistant professor, and 23% (7) held the rank of full professor; 55 % (n=17) have been employed in the education professorate 11 or more years; 45% (n=14) have published between 1 and 3 articles in refereed journals, and 51% (n=16) offered suggestions for research to improve the condition of education for African American students.

Interview Sample.

The interview sample consisted of four female questionnaire respondents who were from the general study sample. The interviewees volunteered to participate in one interview by completing the bottom section of the questionnaire. Of the four respondents two had earned tenure and promotion and two had not. Two of the interviewees were assistant professors and two were associate professors. Three of the interviewees were special education professors of African descent and one interviewee was a teacher education professor. Both institution types (HBI and TWI) were represented by the interviewees. For the purposes of this study the interviewees were given pseudonyms to describe them demographically based on questionnaire responses.

Profiles of Interviewees

Ella: An African American woman who is 47 or more years old who is employed by a historically black institution (HBI). She is a teacher education professor in a department with 11% or more professors of African descent. Ella is a tenured associate professor. She has had between 1 and 3 articles published in peer reviewed journals and has been part of the education professorate for over 11 years.

Anna: An African American woman who is between the ages of 36 and 46 who is employed by traditionally white institution (TWI). She is a special education professor in a department with 11% or more professors of African descent. Anna is currently an untenured assistant professor. She has had between 1 and 3 articles published in peer reviewed journals. Anna has been part of the education professorate between 3 and 6 years.

Josephine: An African American woman who is between the ages of 36 and 46 who is employed by a historically black institution (HBI). She is a special education

professor in a department with 11% or more professors of African descent. Josephine is currently an associate professor who is presently untenured. She has had between 1 and 3 articles published in peer reviewed journals. Josephine has been part of the education professorate for 11 or more years.

Audre: An African American woman who is 47 or more years old who is employed by a traditionally white institution (TWI). She is a special education professor in a department with 11% or more professors of African descent. Audre is a tenured associate professor. She has had between 3 and 6 articles published in peer reviewed journals and has been part of the education professorate for over 11 years.

Protection of Human Subjects

An application was made to the Institutional Review Board for the Protection of Human Subjects (IRBPHS) to assure confidentiality and informed consent the participants of the present study. The application process consisted of submitting examples of questionnaire items, interview questions, consent to participate in the questionnaire and interview letters and an overview of the purpose of the study. The researcher was also required to submit a summary of the risks involved in the study to participants and how confidentiality and anonymity would be insured.

Instrumentation

A questionnaire and interview questions were developed based on common themes from the literature (Turner & Myers, 2000; Gregory, 1999; Haskell, 1998; Astin, Antonio, Cress & Astin, 1997; Padilla & Chavez, 1995) regarding the experiences of teacher education and special education professors at traditionally white and historically black institutions (see Appendix A). The questionnaire included questions from the following domains: climate, recruitment, retention, promotion and tenure, and research

needed to insure educational equity for African American students. The numbers of items in each domain is reflective of the extent of its coverage in the literature. The 8 items in the climate domain were based on the following research. Turner and Myers (2000) state that professors of African descent report experiences of subtle racism and institutional racism in institutions of higher education. These experiences often create feelings of isolation, tokenism, a need to work harder for tenure than European American colleagues, and that their ethnicity had been given more attention than their qualifications. (Turner & Myers, 2000; Alexander-Snow & Johnson, 1998). Professors of African descent also reported that they chose careers in higher education because of the autonomy; however feelings of pressure to conform to institutional values, beliefs and research area might cause them to be dissatisfied with their choice (Astin et.al, 1997).

The 2 items in the recruitment domain were validated by the literature as factors that impact the recruitment of professors of African descent when entering the professorate. The first item addresses familial support for careers in higher education. According to Gregory (1999) people of African descent have strong family relationships and are often encouraged by them to pursue education to improve career choices. The second item in this domain addresses recruitment in doctoral programs. Tuner and Myers (2000) report that recruitment of doctoral students is one action that positively impacts the shortage of professors of African descent.

The third domain is retention and is comprised of 5 items. These were validated by the literature as being factors that could impact the retention of professors of African descent in the professorate. According to Tuner and Myers (2000) minority faculty are more likely to leave the professorate if they do not receive promotion or tenure. Astin et.al (1997) report that, professors of African descent are less satisfied with their jobs

than their peers from other ethnic groups. Some of the strategies that can be taken to improve retention rates for professors of African descent are mentoring, faculty development and institutional support for research (Turner & Myers, 2000).

The fourth domain is promotion and tenure and is comprised of 5 items. According to Turner and Myers (2000) professors of color report being denied promotion and tenure due to their ethnic identity. They also feel that their research is undervalued and discounted by their colleagues at traditionally white institutions (Turner & Myers, 2000; Chavez & Padilla, 1995). Heavy teaching loads were also claimed to compromise earning promotions or tenure by minority faculty members (Turner and Myers, 2000). Some professors of color also feel that their jobs may be in jeopardy if they express interests or ideas that are inconsistent with departmental or institutional views (Baez, 1998). Haskell (1998) states that academic freedom is an underlying theme to earning tenure. Implied in academic freedom is the ability to pursue one's research interests even if they are inconsistent with departmental or institutional beliefs.

The open-ended question on the survey was created based on the work of Frierson (1990). He stated that, because of their backgrounds and experiences, professors of African descent are more likely to pursue research areas that effect minority populations. The professors in this study suggested research areas to improve educational conditions for African American students.

The questionnaire consisted of positively and negatively stated questions to eliminate the possibility of cues for socially acceptable responses (Popham, 1990). Participants responded to the items using a four point Likert scale (1=strongly agree to 4=strongly disagree). This instrument, was piloted and reviewed by an expert panel of teacher and special educators to validate content. Modifications were made based on the

results of the pilot test and expert panel review.

The questions to guide the interview were generated from researcher identified themes in the literature and developed to reflect and expand on the research questions. The interview questions were grounded in phenomenology which essentializes how individuals interpret the phenomena of their daily lives through experiences (Kieffer, 1981; Krathwohl, 1997).

Data Collection Procedures

The questionnaires (see Appendix A) were mailed to participants at their institutions of higher education. Each questionnaire contained a self addressed stamped envelope, a postcard and cover letter (see Appendix B). Participants returned the postcard separately from the questionnaire for record keeping and confidentiality purposes. Each postcard was marked with a participant code. Professors willing to participate in the interviews indicated this on the front of their questionnaire by filling out the bottom of the questionnaire with contact information (name, phone number and e-mail address). Interview participants were telephoned and e-mailed to set up interview dates and times. Participants were asked to complete and return the questionnaires through the mail. To insure a high return rate on the questionnaires, a second mailing was done three weeks after the initial mailing. The questionnaire was mailed on March 7, 2001 and again March 22, 2001.

One interview was conducted with each participant in the sample (n=4). The interview questions were generated to access information not covered by the questionnaire items to answer the research questions. Each participant answered one set of questions (see Appendix C) and was sent a consent letter (see Appendix D) and research subjects bill of rights (see Appendix E). The data from the interview was

reviewed for clarity and completeness (See Appendices F and G). The interviews were tape recorded and transcribed. Each interview took approximately 20-30 minutes to complete.

Data Analysis

The questionnaire responses were analyzed using Statistical Package for the Social Sciences (SPSS) computer software. Statistical analyses were conducted to verify reliability and the extent of agreement to each item. Reliability for the instrument was calculated using Cronbach's alpha ($r=.49$) because of the small sample size. The reliability for each domain was also established using Cronbach's alpha (climate, $r=.80$; recruitment, $r=.39$; retention, $r=.24$; promotion and tenure, $r=.60$). Overall reliability for the instrument was moderate. The climate domains had the strongest reliability while the recruitment and retention domains had the weakest reliability. In order to more clearly interpret questionnaire item responses, the four point Likert responses on the questionnaire (1=strongly agree-4=strongly disagree) were collapsed and recoded into two response choices, 1= agree and 3=disagree. A Crosstab analysis was run to identify how teacher education and special education professors of African descent from historically black (HBI) and traditionally white (TWI) institutions responded to each question. A Fisher's Exact Test was conducted because the questionnaire response choices were dichotomous and discrete. The Fisher's Exact Test provides a measure of statistical significance for the variability in response choices by institution type. A phi coefficient was also generated and squared to identify practical significance for the variability of response choices by institution type. The squared phi coefficient tells the percentage of response choice that was based on institution type.

The questionnaire had one open ended question. The responses to this question

were categorized based on emergent themes and reported verbatim in Chapter 4.

Quantitative data analysis showed that 5 of the 31 respondents did not answer all of the questionnaire items. These questionnaires were included in the study in their original state because missing item selections could not be averaged. These questionnaires were included in the study to preserve the sample size.

The qualitative data in the present study was used to identify information unattainable with the questionnaire and to answer with the research questions. The domain themes were shared with the second researcher and one interview was read and coded to establish interrater reliability. The transcribed interviews were evaluated for domain themes and coded manually (See Appendix F). The identified themes were compared to themes reported in the literature regarding the climate of institutions of higher education for professors of color, recruitment and retention issues and perceptions of promotion and tenure. A second researcher trained in qualitative methodology research also analyzed the data for themes. The themes from the interview, were used to capture the phenomena of professors of African descent being employed in teacher education and special education departments historically black (HBI) and traditionally white (TWI) institutions of higher education as described by the participants in the present study. Responses from the data set were analyzed and compared to the research questions to draw conclusions about the perceptions and experiences of teacher education and special education professors of African descent in traditionally white and historically black institutions of higher education.

CHAPTER 4

Results

This chapter presents the research findings of the experiences of teacher education and special education professors of African descent from traditionally white and historically black institutions. It begins with a description of the study. The results are presented for each of the research questions in Chapter 1. The results are presented using the following format: (a) presentation of the research question, (b) description of domain addressed by the research question (c) results of the research question, including questionnaire results and interview results. Each of the item domains were aligned with a research question. Questions 1-3 were analyzed using crosstab analysis, Fisher's Exact Test and ϕ^2 .

Description of the Study

The present study investigated how teacher education and special education professors of African descent at traditionally white and historically black institutions perceived their work environments in terms of climate, recruitment, retention and the promotion and tenure process. These professors also suggested areas of research that might be pursued to address the condition of education for African American students. Descriptive data were collected through a questionnaire and telephone interviews. The data were analyzed using SPSS (Statistical Package for the Social Sciences) and qualitative methods.

The questionnaire was divided into three sections: demographics, items, and an open ended question. The demographic section included: gender, age, ethnic identity, employment institution type, academic department, percentage of professors of African descent in department, tenure status, academic rank, time in education professorate, and

number of articles published in refereed journals. The item section was comprised of 20 items in the following four domains: climate, recruitment, retention and promotion and tenure. Each participant was asked to respond to the 20 items using a forced choice four point Likert-type scale (1=strongly agree and 4 strongly disagree) which was recoded as 1= agree and 3 disagree. The one open ended question addressed research areas that need to be pursued to improve education for African American students.

The interview responses were tape recorded and transcribed. They were analyzed by looking for questionnaire domain themes across interview participants. The themes were compared with themes from the literature for validation. Results of the study will be reported according to research question.

Research Question 1.

What experiences due to ethnicity in employment settings do teacher education and special education professors of African descent identify? Do these experiences differ in traditionally white institutions and historically black institutions?

Results of Research Question #1.

Questionnaire findings related to question #1.

Crosstab analysis were done to show how participants responded by item and institution type. A Fisher's Exact Test was conducted to identify statistically significant differences in the proportion of participants who agreed and disagreed with the items in the climate domain by institution type traditionally white (TWI) and historically black (HBI). A phi coefficient was also generated and squared to ascertain the percentage of practical significance in the different response selections by institution type. The following 8 items comprised the climate domain; #4=unqualified by peers , #7=ethnicity more important than qualifications, #9= pressure to align research,# 10=feelings of

isolation due to ethnicity, #12=pressure to conform , #13=experienced institutional racism ,#15= expected to work harder than European American colleagues, #17 felt like a token person of color . Crosstab analysis results showed that professors of African descent from historically black and traditionally white institutions responded similarly to 5 of the 8 items in this domain and differently to 3 of the 8 items in this domain. Overall agreement and disagreement with item statements was consistent proportionately by institution on 5 of the 8 items in the climate domains: #4=unqualified by peers (HBI: 1=18% (n=3), 3=82% (n=14); TWI: 1=21% (n=3), 3=79% (n=11), #7=ethnicity more important than qualifications (HBI: 1=12% (n=2) , 3=88% (n=15); TWI: 1=29%, (n=4) 3=71% (n=10)), #9=pressure to align research (HBI: 1=41% (n=7), 3=59% (n=10); TWI: 1=36% (n=5), 3=64% (n= 9)), and #10=feelings of isolation due to ethnicity (HBI: 1=12% (n= 2), 3=88% (n=15); TWI: 1=36% (n=5), 3=64% (n=9)). On items #4 and #9 the measure of practical significance for response selection was 0%. Of these items, # 7 had 4% practical significance and item number #10 had 8% practical significance which means that 4% and 8% of the variance in the proportion of response selection on these items was attributed to institution type. Fisher's Exact Test scores showed no statistical significance on item numbers 4,7,9,and 10. Although overall response selection on item # 12 (pressure to conform) indicates that 68% (n=21) of the study participants disagreed with the statement, proportionately more professors from HBI's disagreed with the statement than professors at TWI's. In fact, 82% (n=14) of the professors from HBI's disagreed with the statement in item #12 while 50% (n=7) of the professors from TWI's agreed and disagreed with the statement. According to ϕ^2 , 12% of the proportional difference in response selection on this item is due to institution type and was not found to be statistically significant.

When analyzing the statistical results for the remaining three items in the climate domain, statistically significant proportional differences in response selections by institution type were found. On item # 13, 75% (n=12) of the professors at HBI's disagreed with the statement, "I have experienced institutional racism while being employed in higher education.", while 79% (n=11) of the professors at TWI's agreed with the statement.

When asked about institutional racism Anna, an untenured assistant professor from a traditionally white institution began to share how she perceives this at her institution, "In the year 2000 we've had one African American in our department for 25 years. So they hire one person in September and they hire somebody else in January. To me, that's—okay, and the person that they've had for 25 years, he's such a wonderful person, but it didn't make any sense for him to be the lonely only for 25 years, and it wasn't important to anybody else but him for 25 years. To me, this is an example of institutional racism. So on one hand don't tell me you're really excited about me being here, you know it don't look good. That's the reality. I'm not saying that my department [chairs] are people who created that. He walked into that reality. I do respect the fact he chose to do something about it, but it does not change the fact that in 25 years—come on, something's wrong with [that]. [In the state of something's wrong with that]. She continues to illustrate how institutional racism occurs at her institution by sharing that, " When people go to the department chair [on me] because they say I expect too much work, or I haven't really [unintelligible], or she only talks about [black issues]." I feel alienated because many of the things that I go through [unintelligible]. She goes on to say that people, " will not perceive you as good enough because you are marginalized, because it's a consistent

pattern of people wanting to know [How did you get this far?] Or even, which I think is the worst of them, when people say you're just not [like all the other people], If they [speak] positive about you, you're different". Anna also says, "I think about feelings of marginalization, when you see that it[professional collaboration and socialization opportunities] happens for others and it doesn't happen to you, it appears to be a pattern. Some people would say that probably [has nothing to do] [with race]. That probably has more to do with [something else]. But again, being the other, sometimes those feelings about race jump up.

When Audre, a tenured associate professor in special education at a traditionally white institution (TWI) was asked about the institutional climate of her institutions she described it in the following way, "[The climate of my institution] On a scale of one to ten? Ah, I'll just say, on a scale of one to ten, zero. And I, I'll tell you there's, ah, maybe that's not fair, maybe one. Ah, it comes from two different perspectives. One, I think there is illusion in minds of many that this is an ideal place, especially within our department. But my experience has been one of plantation mentality. If I do something for you, then you have to owe me for the rest of your life. And [you need to be a] good little boy because I have helped you, and look up to the master because I've helped you. And I have a little problem with that. But that's the climate I feel. She continued to define her perspective by stating, " Its just the mentality that certain people [can only do] certain things. And I really do think it has to do with race and gender. And its so funny that Im talking this way because I usually don't play the race card at all. Ah, I grew up in a very integrated environment. My father was military. I never was in a segregated situation. So I was very used to, you know, to, to, you know, just the human behaviors and race relations. But this, this place is amazing. I don't like it. Because its a,

it's a, it's a sheep in wolves its a wolf in sheep's clothing. That's, the illusion that they give off, that they were [perfected]. If you watch, its incredible. That's my [experience].

In contrast, Ella a tenured professor at a historically black institution replied this way then asked about the climate of her institution, "I think it's the best place to work. I absolutely have not looked at a job announcement since I started [here]." Although Ella's statement may support the sentiments of the 75% (n=12) of professors of African descent in teacher education and special education departments at historically black institutions (HBI), regarding institutional racism, Josephine's comments reveal another issue at historically black institutions. When asked about the climate of her institution, Josephine an untenured associate professor at a historically black institution responded, "[The climate of my institution?] Competitive. Out dated.[Petty]. I haven't really experienced racial [inequity], but [I have experienced]age[inequity], because I'm basically ten to three years younger than most professors [in the school here].

While the interview data reported here, addresses several items in this domain, they were reported with the quantitative findings of item #13 because they most clearly illustrate the components of institutional racism. Based on ϕ^2 , practical significance, 29% of the variance in selection response on this item which is also evident in the interview data, is due to institution type. This difference is significant at the $p<.001$ level.

The same proportional imbalance was identified on item #15 and #17. On item # 15, 75% (n =12) of professors at HBI's disagreed with the statement "I feel that I am expected to work harder for tenure than my European American colleagues." while 93% (n=13) of the professors at TWI's agreed with the statement. The measure of practical significance for this item was calculated at 47% using ϕ^2 . The difference in the proportion of response selection on this item was statistically significant at the $p<.001$

level. On item number #17, the final item in this domain, 94 % (n=16) of the professors at HBI's disagreed with the following statement, " I have experienced being treated like a token person of color while being employed in higher education.", while 64% (n=9) of the professors at TWI's agreed with the statement. Interview data reported in item #13 from Anna also reflects feelings of tokenism when she speaks of being marginalized and recruited because of the lack of professors of African descent in her department. Based on ϕ^2 , a measure of practical significance, 39% of the proportional variance in response selection on this item is due to institution type. The proportional variance in response selection is statistically significant at the $p<.001$ level according to Fisher's Exact Test. The proportion of questionnaire responses, Fisher's Exact Test scores and ϕ^2 for both HBI and TWI are found in Table 1.

Table 1

Climate Crosstabs, Phi² and Fisher's Exact Test Scores by Institution Type

Variable	1.00 Agree		3.00 Disagree		Total	phi ²	alpha
	%	n	%	n			
#4							
HBI	18	3	82	14	17	.00	1.00
TWI	21	3	79	11	14		
Total	19	6	81	25	31		
#7							
HBI	12	2	88	15	17	.04	.37
TWI	29	4	71	10	14		
Total	19	6	81	25	31		
#9							
HBI	41	7	59	10	17	.00	1.00
TWI	36	5	64	9	14		
Total	39	12	61	19	31		
#10							
HBI	12	2	88	15	17	.08	.19
TWI	36	5	64	9	14		
Total	23	23	77	24	31		
#12							
HBI	18	3	82	14	17	.12	.12
TWI	50	7	50	7	14		
Total	32	10	68	21	31		
#13							
HBI	25	4	75	12	16	.29	.00**
TWI	79	11	21	3	14		
Total	50	15	50	15	30		
#15							
HBI	25	4	75	12	16	.47	.00**
TWI	93	13	7	1	14		
Total	57	17	43	13	30		
#17							
HBI	6	1	94	16	17	.39	.00**
TWI	64	9	36	5	14		
Total	32	10	68	21	31		

**=P<.001

Note: Responses were made on 4-point scale recoded as follows: 1= agree-3= disagree.

Key: #4=unqualified by peers, #7=ethnicity more attention than qualifications,
 #9= pressure to align research, #10=isolation due to ethnicity, #12= pressure to
 conform, #13=experienced institutional racism, #15= work harder than European
 American colleagues, #17=feelings of tokenism.

Summary of results of research question #1.

In answer to research question #1, professors of African descent at historically black and traditionally white institutions had similar experiences within the climate of their institutions on the following items #4=unqualified by peers , #7=ethnicity more important than qualifications, #9= pressure to align research, and # 10=feelings of isolation due to ethnicity. On each of the beformentioned items, professors from both institutions disagreed with the statements represented in the questionnaire items by 61% to 81%. These percentages were consistent when analyzing selection responses to these items by institution type. On item #12=pressure to conform, overall responses to this item indicated disagreement with professors of African descent at historically black and traditionally white institutions. However when response selections were analyzed by institution, professors of African descent at traditionally white institutions were evenly split between agreement and disagreement. Although there was practical significance reported for item # 7, #10 and #12, there was not statistical significance reported for the variation in responses. However on item #13, #15 and #17 statistical significance was reported at the $p<.001$ level. On each of these items (#13, #15 and #17), there were large proportional differences in item response selections by institution. For example on item #13, 79% (n=11) of professors of African descent at traditionally white institutions reported experiencing institutional racism, while only 25% (4) of professors of African descent at historically black institutions resorted experiencing institutional racism. On item #15, 93% (13) of professors of African descent at traditionally white institutions reported feeling that they were expected to work harder than their European American colleagues, while only 25% (n=4) of professors of African descent at historically black institutions resorted feeling that they were expected to work harder than their European

American colleagues. Finally, 64% (n=9) of professors of African descent at traditionally white institutions reported feeling that they were treated like a token person of color while being employed in higher education, while only 6% (n=1) of professors of African descent at historically black institutions reported feeling that they were treated like a token person of color while being employed in higher education. The practical significance for these items (#13, #15 and #17) was 29%, 47% and 39% respectively. The findings on these measures was consistent with data gathered through interviews.

Research Question 2.

What factors influence professors of African descent employed in teacher education and special education departments at traditionally white and historically black institutions of higher education to pursue careers in higher education? Will they stay in higher education?

Results of Research Question #2

Questionnaire findings related to question #2.

Crosstab analysis was done to show how participants responded by item and institution type. A Fisher's Exact Test was conducted to identify statistically significant differences in the proportion of participants who agreed and disagreed with the items in the recruitment and retention domains by institution type traditionally white (TWI) and historically black (HBI). A phi coefficient was also generated and squared to ascertain the percentage of practical significance in the different response selections by institution type. The recruitment domain was comprised of 2 items; #11=family encouragement and #14=recruited while in a doctoral program. The retention domain was comprised of 5 items; #5=job satisfaction, #8=leave higher education, #16=given a mentor when entered the education professorate, #18=professional development of professors of color, and #19=financial resources for research.

Statistical analyses for the recruitment domain showed that while there were proportional differences in professor response selection by institution type, these differences were not statistically significant. Overall equal proportions of professors from historically black (HBI) and traditionally white (TWI) institutions agreed and disagreed with item # 11 “ I was encouraged to pursue a career in higher education by family members”. Of the 31 respondents to this item, 48% (n=15) agreed with the statement and 52% (n=16) disagreed with the statement. However when disaggregating the data by institution, proportional differences were illuminated. For example, 65% (n=11) of professors from HBI’s agreed with the statement in item # 11, while 71% (n=10) of the professors at TWI disagreed with the statement in item #11. According to ϕ^2 , 13% of the difference in proportion of response selections was contingent on institution type. On the second item in this domain #14 “ I was recruited for a career in higher education while I was a doctoral candidate.”, overall response selection proportions were consistent with institution response selection proportions (HBI: 1= 47%,n=8 , 3=53%,n= 9 , TWI: 1=36%,n= 5, 3=64%,n= 9). Statistical data indicate that 42% (n=13) of professors agreed with the statement in item #14 , while 58% (18) of professors disagreed with the statement in item #14. Only 1% of the variation in responses were due to institution type based on ϕ^2 . The proportion of questionnaire responses for the recruitment domain, Fisher’s Exact Test scores and ϕ^2 for both HBI and TWI are found in Table 2.

Table 2

Recruitment Crosstabs, Phi² and Fisher's Exact Test Scores by Institution Type

		1.00		3.00		Total	phi ²	alpha
		<u>Agree</u>		<u>Disagree</u>				
<u>Variable</u>		<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>			
<hr/>								
#11								
	HBI	65	11	35	6	17	.13	.07
	TWI	29	4	71	10	14		
	Total	48	15	52	16	31		
#14								
	HBI	47	8	53	9	17	.01	.71
	TWI	36	5	64	9	14		
	Total	42	13	58	18	31		

Note: Responses were made on 4-point scale that was recoded

(1=strongly agree-3=strongly disagree)

Key: #11=family encouragement, #14=recruited while in doctoral program.

Interview data for this domain identified factors that influenced the interviewees to enter the education professorate. The factors identified such as, needing an change from k-12 teaching, timing, and a yearn for more education would not have been unearthed with the questionnaire. These responses provide a fuller picture of how and why these professors entered the education professorate. Ella, a tenured associate teacher education professor at a historically black institution (HBI) entered the education professorate because she had worked as an adjunct faculty and thought she would like being part of the professorate. There was also a need at the institutions she was working at, "I went back to school and got my certification in special ed, then I was a resource teacher. Then I got my masters degree in curriculum instruction. All of this was in ----- . Then I came back to [This University] and was hired as adjunct faculty here at the university because I only had a masters degree at that time. They were missing a faculty member to teach a special ed course to undergraduates. So I was at the right place at the right time. I was able to do

that. During that whole semester is when I finally decided I wanted to be at the college level because I really enjoyed that experience. So that is when I made up my mind to go back to school and get my doctorate degree.

For Josephine, an untenured associate professor at a historically black institutions (HBI) , she was ready for a career change after a challenging year in elementary education, “[I was burned] out from elementary teaching, and not enduring one year with the administration. So it was like, okay, what else can you do with your life? You don’t want to teach and you don’t want to be a principal.

Audre, a tenured associate special education professor at a traditionally white institution (TWI), shared that a curiosity about her k-12 teaching prompted her to pursue her dissertation, “[I was a] special education teacher. And but I’ve always been real curious about things. I always want to know why things happen. And I was having a lot of success in my classroom but I didn’t know what I was doing. So I always meant it when I said that, it was almost like it was magic, but I knew it wasn’t magic. I just couldn’t articulate when parents and people would ask me, what are you doing, I couldn’t say, well this day I do this and this day I do that. [I] was always real curious about what it was that I was doing. And, and, and that’s really what fueled my dissertation.”

Professors from both institutions (HBI and TWI) responded similarly to each item in the retention domain (#5=job satisfaction, #8=leave higher education, #16=given a mentor when entered the education professorate, #18=professional development of professors of color, and # 19=financial resources for research). The overall proportion of agreement and disagreement was consistent when evaluating within group response selection. Overall percentages for agreement and disagreement are as follows: #5 (1=71% (n=22), 3=29% (n=9), #8 (1= 20% (n=6), 3= 80% (n=24), #16 (1=29 (n=9), 3=71%

(n=22), #18 (1=24% (n=7), 3=76% (n=22) and #19 (1=58% (n=18), 3=42% (n=13).

Ella's interview response to the climate of her institution reported in the climate domain under item # 13 is also reflective of job satisfaction, item # 5. She reported that she worked in an ideal setting and has not looked at a job announcement since beginning her employment at her current institution. Although quantitative data indicates that 71% (n=22) of the respondents did not receive mentors when they entered higher education, (item # 16) two interviewees shared their experiences with mentoring. For example Ella, a tenured associate teacher education professor at a historically black institution (HBI) stated, "I was lucky enough to have two friends—my very best friend was a full professors at ABC University. That's the way I heard about the program. She sent it to me in the mail. She told me about [a doctoral program]. So I actually [lived with her at her house]. We went to school together and that was [unintelligible]. By knowing her, I met another professor that was there [at the institution], who was in my department and therefore [assisted me]. She became my mentor and my [friend].

Anna, an untenured assistant special education professor at a traditionally white institution (TWI) shared that "because of the mentoring that I had in [higher ed] I can't allow institutions to pressure me. I cannot because it is too debilitating. And because people get consumed with the pressure of I've got to be a certain way, my research has to be a certain way in order to be acceptable. I'm real clear that the university stamp of approval on my research does not validate me. It might get me promoted but it does not validate the efficacy or the [use of] my research.

On item # 5, # 8, and #19, 1% of the variance in selection responses was determined by institution type. On item # 16 and # 18, 8% and 5% of the variance was due to institution type. The slight proportional difference by institution type was not

statistically significant on any item in the retention domain. Quantitative findings on items #5 and #16 were supported by and expanded upon with interview data.

The proportion of questionnaire responses in the retention domain, Fisher's Exact Test scores and ϕ^2 for both HBI and TWI are found in Table 3.

Table 3

Retention Crosstabs, ϕ^2 and Fisher's Exact Test Scores by Institution Type

Variable	1.00 Agree		3.00 Disagree		Total	ϕ^2	alpha
	%	n	%	n			
#5							
HBI	76	13	24	4	17	.01	.69
TWI	64	9	36	5	14		
Total	71	22	29	9	31		
#8							
HBI	25	4	75	12	16	.01	.65
TWI	14	2	86	12	14		
Total	20	6	80	24	30		
#16							
HBI	18	3	82	14	17	.08	.23
TWI	43	6	57	8	14		
Total	29	9	71	22	31		
#18							
HBI	33	5	67	10	15	.05	.39
TWI	14	2	86	12	14		
Total	24	7	76	22	29		
#19							
HBI	53	9	47	8	17	.01	.71
TWI	64	9	36	5	14		
Total	58	18	42	13	31		

Note: Responses were made on 4-point scale which was recoded (1= agree-3= disagree)

Key: #5=job satisfaction, #15=leave higher education,

#16= given a mentor when entered education professorate,

#18=professional development for faculty of color,

#19=financial resources for research.

Summary of results of research question #2.

In answer to research question #2, professors of African descent at traditionally white and historically black institutions had similar experiences with recruitment and retention. However, 65% (n=11) of professors of African descent at historically black institutions were encouraged to pursue careers in higher education by their families (item #11), while 29% (n=4) of professors of African descent at traditionally white institutions reported that they were encouraged to pursue careers in higher education by their families. Professors of African descent at traditionally white and historically black institutions reported proportionally similar responses with recruitment for higher education while they were doctoral students. Overall 58% of these professors disagreed with the statement in item #14, “I was recruited for a career in higher education while I was a doctoral candidate. While there was no statistical significance for the variation in responses on item #11 and #14, practical significant was reported as 13% and 1% respectively.

When reviewing the findings for the retention domain, statistical analyses and interview data show that professors of African descent from historically black and traditionally white institutions responded proportionally similar on each item (#5, #8, #18, and #19). The professors in the study were satisfied with their jobs (71%, n=22), and they will not leave higher education to pursue another career (80%, n=24). They also reported that there were not effective professional development programs for professors of color at their institutions (76%, n=22) and that their institutions did have financial resources for faculty research (58%, n=18). Even though quantitative data indicated that professors in the sample were not given mentors when they entered the education professorate, interview data illuminated the mentoring experiences of two participants.

There was no statistical significance reported for the items in this domain. Practical significance for items #5, #8, and #19 was reported at 0 %. For item #16 and #18 practical significance was reported at 8% and 5% respectively.

Research Question 3

How does ethnicity effect teacher education and special education professors of African descents' perception of the promotion and tenure process and their ability to implement their research agendas in traditionally white and historically black institutions of higher education?

Results of Research Question 3

Questionnaire findings related to question #3.

Crosstab analysis was done to show how participants responded by item and institution type. A Fisher's Exact Test was conducted to identify statistically significant differences in the proportion of participants who agreed and disagreed with the items in the promotion and tenure domain by institution type traditionally white (TWI) and historically black (HBI). A phi coefficient was also generated and squared to ascertain the percentage of practical significance in the different response selections by institution type. The promotion and tenure domain consisted of 5 items; #1= denied promotion or tenure due to ethnicity, #2 research respected by colleagues, #3 express ideas without employment repercussions, #6, freedom to pursue research interests, and #20 teaching schedule allows for research.

Statistical analyses showed that professors of African descent from traditionally white institutions (TWI's) and historically black institutions agreed and disagreed in the same proportions with the items in this domains. Professors at both institutions

disagreed with item #1 and item #20 which were being denied promotion or tenure because of their ethnicity and having teaching loads that allow for the pursuit of research agendas. Of the 28 responses to item #1, 27 (96%) respondents disagreed with the item statement. While questionnaire responses show that study participants did not feel they were denied promotion or tenure because of their ethnicity, interview data illuminated the challenges two interviewees experienced with the promotion and tenure process.

Josephine an untenured special education at a historically black institution felt that departmental politics prevented her from earning tenure, “ I got turned down my first go around because I hadn’t met the seven year requirement. I had met all of the others, the research, the grants, and all those things—[and the service]. But because my Division chair was so threatened, by me, she didn’t promote me, but she promoted a white professor. We came at the same time.[He] had no grants, had no research. So [it wasn’t] [unintelligible]. Yes, I could tell you a whole lot of stuff.”

Audre, a tenured special education professor at a traditionally white institution (TWI) also had experiences with departmental politics when she was pursuing tenure, “The first year I was eligible to go up for the tenure, I [wasn’t awarded]. They felt like I needed to do more work. However, a colleague who happened to be black had done less but had aligned all of the stuff with the department, was allowed to go up. Okay, the next year when I was allowed to go up, I still hadn’t targeted my interest with the department but I, had, I mean, the chair supported me really strongly. Now the challenge is, ever since he’s done that, he feels as though I owe him some great debt. And every other word out of his mouth to people is, you know, *she* wouldn’t have made tenure if it weren’t for me. And I think I take a, I take a real issue to that because he didn’t write my articles, he didn’t do my service. He [may have advocated] for me like any good chair does, but, ah,

you know, but if so my whole point is, that's where I go back to that plantation mentality. You know, I threw you a piece of, I threw you some neck bone, so you ought to be happy you got a neck bone. You know." Of the 30 responses to item #20, 21 (70%) respondents disagreed with the statement "My teaching load allows time for me to pursue my research agenda". When response selections were analyzed by institution, there are proportional differences by institution type. Specifically, that 87% (n=14) of teacher education and special education professors at historically black institutions disagreed with this statement. However, 50% of teacher education and special education professors at traditionally white institutions agreed and disagreed with the statement in item 20. The measure of practical significance for these items was 4% and 17% respectively. Which means that 4% of the difference in response proportions on item #1 and 17% of the difference in response proportion in item #20 was attributed to institution type. While there was no statistical significance for the variation in item #1, there was statistical significance found for item #20 at the $p < .05$ level. On the remaining items in this domain, professors of African descent from historically black (HBI) and traditionally white (TWI) institutions agreed with the statements. Of the 31 responses to item # 2, 81% (n=25) of the respondents agreed with the statement "I feel my research is respected by my colleagues". Of the 30 responses to item # 3, 60%(n=18) of the respondents agreed with the statement "I can express my ideas at my institution of higher education without threat of employment repercussions." Of the 31 responses to item #6, 74% (n=23) of the respondents agreed with the statement "I feel free to pursue any research interests I wish".

Interview data from Ella, a tenured teacher education professor at a historically black institution, echoes the finding of item #6, "I do believe if you honestly can support

whatever research topic that may be a little controversial—if you can bring support for you doing that kind of research or going into a topic that may be a little negative, I honestly believe that this university will give you a full reign to do that as long you could justify it, and [that it be rational and legal]”.

The findings in the promotion and tenure domain on items 2, 3 and 6 were consistent when within institution response selections were analyzed. The measure of practical significance for these items was 0% and there was no statistical significance for the slight variation by institution type in responses on these items. This means that HBI and TI professors reported having positive experiences in the areas that comprise the criteria for promotion and tenure. They reported feeling free express ideas, pursue their research interests and that they are respected by their peers. However they do not feel that their teaching loads allow for them to pursue their research interests.

The proportion of questionnaire responses in the promotion and tenure domain, Fisher’s Exact Test scores and ϕ^2 for both HBI and TWI are found in Table 4.

Table 4

Promotion and Tenure Crosstabs, Phi² and Fisher's Exact Test Scores by Institution Type

Variable	1.00 Agree		3.00 Disagree		Total	phi ²	alpha
	%	n	%	n			
#1							
HBI	0	0	00	15	15	.04	.46
TWI	8	1	92	12	13		
Total	4	1	96	27	28		
#2							
HBI	82	14	18	3	17	.00	1.00
TWI	79	11	21	3	14		
Total	81	25	19	3	31		
#3							
HBI	63	10	37	6	16	.00	1.00
TWI	57	8	43	6	14		
Total	60	18	40	12	30		
#6							
HBI	76	13	24	4	17	.00	1.00
TWI	71	10	29	4	14		
Total	74	23	26	8	31		
#20							
HBI	13	2	87	14	16	.17	.04*
TWI	50	7	50	7	14		
Total	30	9	70	21	30		

*p<.05

Note: Responses were made on 4-point scale which was recoded
(1= agree, 3= disagree)

Key: #1=denied promotion or tenure due to ethnicity ,
#2=research respected by colleagues, #3=express ideas without
employment repercussions, #6=freedom to pursue research interests,
#20= teaching schedule allows for research.

Summary of results related to research question #3

In answer to research question #3, professors of African descent at traditionally white and historically black institutions had similar experiences with promotion and tenure. These similarities were evident in the questionnaire responses and interview data. However, differences in the perception of teaching load that were identified when item level data was analyzed by institution. Nearly 90% (87%, n=14) of teacher education and special education professors of African descent at historically black institutions reported that their teaching loads did not allow them to pursue research, while 50% (n=7) these professors at traditionally white institutions did have teaching schedules that allowed for research. The response differences based on institution type on item #20 were statistically significant at the $p < .05$ level.

Research Question #4.

What kind of research agendas will teacher education and special education professors of African descent identify as needing to be pursued to improve educational conditions and academic achievement for African American students?

Results of Research Question #4

There were 41 responses offered to answer this question. Three broad categories emerged from the responses of teacher education and special education professors of African descent who answered this question: (1) issues in higher education, (2) the link between higher education teacher training and kindergarten through 12th grade teaching practice, and (3) the field of education in general.

The responses in the issues in higher education category represented 13 of 41 the research areas that could be pursued to improve education for African American students. Suggestions in this category (see figure1) address the following issues in higher education :

(a) the racial climate in higher education, (b) characteristics of an effective research agenda to improve education for African American students, (c) African American student experiences in higher education, and (d) recruitment of faculty of African descent for teacher preparation programs.

Figure 1.

Category #1 Higher Education

The Racial Climate in Higher Education

- Black community awareness of racism in higher education
- Xenophobia and higher education

Characteristics of an Effective Research Agenda

- Release time to do research
- Graduate assistants
- An on-going source of research funds

African American Student Experiences in Higher Education

- Experiences of African American students based on their institutions
- The quality of education offered at predominantly black institutions

Recruitment of Faculty of African descent for Teacher Preparation Programs

- Teacher education recruitment and retention
- Recruitment of faculty and students of color
- Race and teacher preparation
- Using alternative assessment models to recruit African American students
- Mentoring by other faculty of color

The link between higher education teacher training and kindergarten through 12th grade teaching practice category, addressed research areas that directly link teacher preparation and teacher practice in the K-12 classroom. There were 9 responses in this category (see figure 2). The responses in this theme were in two categories (a) classroom practice, and (b) preparation for the classroom.

Figure 2

Category #2 Higher Education and Kindergarten through 12 th Grade Education

Classroom Practice

- Classroom management
- Facilitating student empowerment
- Reduction of instructional racism
- Culturally responsive: education and teaching, motivational strategies, and social skills
- Learning styles and teaching styles
- Valuing verve and cultural capital to bridge the gap in student teacher relations
- How to close the achievement gap between majority and minority students

Preparation for the Classroom.

- Teacher attitudes, behavior, and bias about children of color
- Preparation for effective teaching in minority communities
- Increased preparation for more qualified non-white personnel to teach non-white children with disabilities
- African Americans and Special Education
- Appropriate assessment strategies and tools for non-white children

The third category is the field of education in general. Responses (n=10) in this category (see figure 3) referred to research areas that could impact the education of African American students in general. There were two areas in this category: a) research literature and (b) education environment.

Figure 3.

Category #3 Education in General

Research Literature

- Revise the literature regarding people of color
- Publications must publish the writings of African American writers

Education Environment

- Power and race in Education
- Educational environments that are culturally congruent with the African American Community
- Fostering intrinsic motivation in young African Americans
- Delivery of high quality instruction based on strong academic curriculum
- Diversity Issues
- Urban education issues
- Assessing “rate of gain” and more rate of gain studies instead of testing standardized performance as the key variable
- The effects of negative feedback on African American boys and girls in school

Each interviewee shared information regarding their research agenda. The data were reviewed for common and individual agenda items. The findings are presented in figure 4.

Figure 4

Research Agenda of Interview Participants

- Cultural Diversity
- Special Education
- Recruitment of general education and special education teachers of color
- Early early childhood intervention.
- Family involvement.
- Culturally Responsive Pedagogy
- Collaboration between general and special education teachers
- The neurological aspects of learning disabilities

Summary of results related to research question #4

In answer to research question #4, professors of African descent at traditionally white and historically black institutions made 41 suggestions for research to be pursued to improve the educational condition of African American students. Interview data showed the research agenda items that these professors are pursuing. The suggestions in each of the broad categories addressed educational issues that effect the education pipeline for African American students.

The findings for each research question will be discussed in Chapter 5.

CHAPTER 5

Discussion of Results, Conclusions and Recommendations

Introduction

This study's purpose was to investigate the experiences of teacher education and special education professors of African descent in traditionally white and historically black institutions of higher education. Four research questions were posited to examine these experiences. The first three research questions covered issues related to climate, recruitment, retention, and promotion and tenure. The fourth research question addressed areas of research that needed to be pursued to improve education for African American students. The results of the present study indicate that teacher education and special education professors of African descent in traditionally white and historically black institutions have similar experiences with institution climate, recruitment, retention and promotion and tenure. And although there were more similarities than differences, they report statistically significant different experiences related to institutional racism, expectations regarding tenure and promotion, feelings of tokenism and teaching load. Results will be discussed by research question.

Research Question #1

What kind of experiences do teacher education and special education professors of African descent report when employed by traditionally white and historically black institutions ?

Discussion of Research Question #1.

The item responses in the climate domain (#4=unqualified by peers, #7=ethnicity more important than qualifications, #9= pressure to align research, #10=feelings of isolation due to ethnicity, #12=pressure to conform, #13=experienced institutional racism, #15= expected to work harder than European American colleagues, #17 felt like a

token person of color) and interview data were analyzed to answer this question. The results indicate that teacher education and special education professors of African descent in historically black and traditionally white institutions view the climate of their institutions similarly. In fact overall, professors of African descent from historically black and traditionally white institutions answered 5 of the 8 items in the climate domain in the similarly. For example 81% (n=25) of teacher education and special education professors of African descent in historically black and traditionally white institutions reported that they were not made to feel unqualified for their positions by their peers (questionnaire item #4) , nor did they report that their ethnicity was given more attention than their qualifications (questionnaire item # 7). These findings are contrary to the findings of Turner & Myers (2000). Although research states that professors of color are likely to feel pressure to conform to departmental and institutional mores (Alexander-Snow & Johnson,1998), 61% (n=19) of the teacher education and special education professors of African descent in the present study reported that they were not encouraged to align their research ot the ideas and philosophies of their department or institution (questionnaire item #9). Moreover 68% (n=21) of the teacher education and special education professors of African descent in the present study reported that they did not feel pressure to conform to the values and beliefs of their department or institution (questionnaire item #12). However, when responses to this item were disaggregated by institution, 82% (n=14) of the teacher education and special education professors of African descent from historically black institutions agreed with this item, while 50% (n=7) of teacher education and special education professors of African descent from traditionally white institutions agreed with this item. In addition 77% (n=24) of the teacher education and special education professors of African descent at historically black and traditionally white

institutions in the present study reported that they did not experience feelings of isolation due to their ethnicity in their employment setting (questionnaire item # 10).

The similarity in item response selections on the five before mentioned items in the climate domain may be due to the proportional demographic homogeneity of the study sample across gender (74% female, n=23), age (68% 47 years old or older, n=21), ethnic identity (90% African American, n=28), institution type (55% historically black, n=17, 45% traditionally white, n=14) and tenure status (53%, n=9 tenured, historically black; 57%, n=8, tenured, traditionally white). The small sample size may have been responsible for the lack of statistical significance found on the 5 items where item selection responses are consistent across institution type (HBI and TWI). Teacher education and special education professors of African descent in the present study report that their colleagues did not make them feel unqualified, although Turner and Myers (2000) state that this does happen. The discrepancy of findings in this area may be due to the fact that the majority of the sample in the present study have earned tenure and received promotions. According to Burgess (1997) tenure is an indication of institutional support for faculty teaching, research and service.

When interpreting the findings of questionnaire items 4 (unqualified by peers), 7 (ethnicity more important than qualifications), 9 (pressure to align research), 10 (feelings of isolation due to ethnicity), and 12 (pressure to conform), through a Critical Race Theory framework (Solorzano, 1997), what emerges is the salience of racial identity and gender. Since 90% (n=28) of the sample self identified as African American and 74% (n=23) self identified as female, their experiences in their institutions may be the same because of how African American female professors experience the specific elements of employment in institutions of higher education as defined by the before mentioned

questionnaire items

Of the 8 items in the climate domain, teacher education and special education professors of African descent at historically black and traditionally white institutions reported statistically significant differences ($p < .001$) on the following three items: #13=experienced institutional racism, #15= expected to work harder than European American colleagues, #17 felt like a token person of color. The climate of institutions of higher education has been described as cold and unwelcoming by faculty of color (Turner & Myers, 2000). According to researchers, professors of African descent experience tokenism in institutions of higher education (Alexander-Snow & Johnson, 1998; Tierney & Bensimon, 1996). This was affirmed by the present study. Almost two-thirds (64%, $n=9$) of teacher education and special education professors of African descent at traditionally white institutions reported feeling like they were treated as a token person of color. These negative employment experiences may be due to the racial climate in traditionally white institutions. McKay (1997) describes traditionally white institutions as contested spaces for professors of African descent because they were legally desegregated through Affirmative Action legislation. Even though professors of African descent gained legal access to employment in traditionally white institutions of higher education in 1972, this did not change the racial attitudes in these institutions. Astin, Antoino, Cress & Astin (1997), state that professors of African descent in traditionally white institutions report more experiences with subtle discrimination than other professors of color. This is evidenced by the fact 93% ($n=13$) of teacher education and special education professors of African descent in traditionally white institutions felt that they were expected to work harder in their institutions than their European American colleagues (questionnaire item # 15). Nearly 80% (79%, $n=11$) of teacher education and

special education professors of African descent in traditionally white institutions report that they have had experiences with institutional racism while being employed by traditionally white institutions (questionnaire item #13). Questionnaire findings were consistent with the experiences with institutional racism shared by Anna (Chapter 4, p.122) and Audre (Chapter 4, p.113). These experiences with racism can be explained by the social historical experience of people of African descent and the origins of traditionally white institutions. Until 1865 people of African descent were enslaved in the United States and were legally and socially denied access to education (Zinn,1991). Due to the nature of enslavement, European American enslavers believed they were superior to people of African descent. Although the legal support of slavery ended in the mid 1860's, the beliefs of European American superiority continued to permeate society (Takaki,1993). Although several scholars of African descent earned graduate degrees after slavery, none were hired for full time employment until the 1940's. Traditionally white institutions were founded to support the values, beliefs and morals of European Americans (Guy-Sheftall, 1997). These (TWI) institutions claim to base their hiring practices on merit and state that they will hire only the most qualified applicant which often meant no scholars of African descent. According to Anderson (1993) this was due to meritocratic rhetoric which sought to mask racial discrimination. Critical Race Theory suggests that the commitment to color blindness and meritocracy by traditionally white institutions was an attempt to hide institutional and systemic racism. According to Critical Race Theory, racism continues to be endemic to American society (Crenshaw, Gotanda, Peller & Thomas,1995). While teacher education and special education professors of African descent at historically black institutions did not report feelings of marginalization due to race, interview data did illuminate feelings of marginalization due to

other factors.

Historically black institutions have traditionally been places where people of African descent have been welcomed as scholars (Anderson, 1993) because of their community atmosphere and mission to do what ever is necessary to provide a quality education for students of African descent (Wagener and Nettles, 1998). While the climate of these institutions has been described as being places where teamwork and collegiality are valued, research and interview data show that teacher education and special education professors of African descent in these institutions experience feelings of marginalization. Kawewe (1997) reported that she was exploited by her historically black institution because of her professional success. She was forced to teach all the classes in her department for one semester. Interview data from Josephine (Chapter 4, p. 114) indicates that she experienced marginalization due to her age and professional productivity. She stated that she felt marginalized because she had a better rapport with students than her older colleagues and she had grants funded. For these reasons she felt that she was denied tenure by her department and institution.

The apparent ambiguity in the climate of historically black institutions can be understood by employing a Critical Race Theory and Black feminist lens (Collins, 1991; Smith, 1983). While Critical Race Theory states that racism is endemic to American society, it also acknowledges the intersectionality of multiple oppressions such as gender and class (Crenshaw, 1995). To this extent, the marginalization expressed by Kawewe (1997) and Josephine in the present study represent the other types of oppression which may intersect with race, class, gender and or other variables that may serve to exclude. Smith (1983) defines this idea of intersectionality as the fluidity of oppression as experienced by women of African descent. Collins (1991) explains that intersectionality is

the idea that various kinds of oppression can be experienced singly or simultaneously. Specifically, this means that although teacher education and special education professors of African descent at historically black institutions did not report feelings of marginalization due to race, they did feel marginalized in other ways.

Research Question 2

What factors influence professors of African descent employed in teacher education and special education departments at traditionally white and historically black institutions of higher education to enter and remain in the professorate?

Discussion of Research Question 2

Recruitment and Retention

Questionnaire data from the recruitment domain and retention domain along with interview data were analyzed to answer this question. The findings of the recruitment domain indicated that overall, 52% (n=16) of teacher education and special education professors of African descent at historically black and traditionally white institutions report that they were not encouraged to pursue a career in higher education by family members (questionnaire item #11). When disaggregating the results of questionnaire item # 11, it is evident that there are stark proportional differences by institution type. In fact, 65% (n=11) of teacher education and special education professors of African descent at historically black institutions reported that they were encouraged to pursue careers in higher education by their family, while 71% (n=10) of teacher education and special education professors of African descent at traditionally white institutions reported that they were not encouraged to pursue careers in higher education by their families. In addition, 64% (n=9) of of teacher education and special education professors of African descent at historically black and traditionally white institutions report that they were not

recruited for positions in higher education while they were doctoral students (questionnaire item #14). This may be a result of institutional differences. For example, since historically black institutions were founded for the education of people of African descent, they may have a better understanding of how to attract scholars of African descent than traditionally white institutions (Fields, 2000). Traditionally white institutions claim to want increase faculty diversity but do not take the necessary steps such as recruiting faculty of color while they are doctoral students, to ensure that their faculty is ethnically diverse. According to Turner & Myers (2000) and Thompson & Turner (1993), effective recruitment of scholars of color requires that they are approached while they are doctoral students. Beginning the recruitment process while scholars of African descent are in graduate school may increase their presence in the professorate. The shortage of teacher education and special education professors of African descent in institutions of higher education may be the result of recruitment experiences.

Interview data from Josephine and Audre (Chapter 4, p. 121) show that professors in the present study's sample entered the education professorate generally from the K-12 classroom. While Josephine was seeking a career change, Audre expressed a need for wanting more knowledge regarding her K-12 teaching practice. Neither interviewee stated that they were recruited for higher education while they were doctoral students.

Data from the retention domain in the present study show that although teacher education and special education professors of African descent at historically black and traditionally white institutions were not recruited for the professorate, they do intend to remain in the professorate. The majority (71%, n=22) of the teacher education and special education professors of African descent at historically black and traditionally

white institutions are satisfied with their jobs in higher education (questionnaire item #5) and 80% (n=24) will not leave higher education to pursue another career (questionnaire item # 8). Furthermore, nearly 60 % (58%, n=18) of professors of African descent from historically black and traditionally white institutions reported that their institutions did have financial resources for faculty development (questionnaire item # 19). However, 71% (n=22) of teacher education and special education professors of African descent at historically black and traditionally white institutions reported that they were not given a mentor when they entered the education professorate (questionnaire item # 16). Moreover, 76% (n=22) of the professors in the present study indicated that there was not an effective professional development program for professors of color at their institutions of higher education (questionnaire item # 18). Teacher education and special education professors of African descent at traditionally white and historically black colleges in the present study both reported that they were satisfied with their jobs and intended to continue their careers in higher education. The findings in the retention domain are consistent with the findings of Astin, Antonio, Cress & Astin (1997) who state that professors of African descent are satisfied with their jobs in higher education. In general , the literature states that retention rates contribute to the shortage of teacher education and special education professors of African descent in the professorate. If professors of African descent are dissatisfied with their jobs they will leave higher education (Turner & Myers 2000; Gregory , 1999).

Perhaps the present study's questions regarding retention did not unearth the factors that effect retention in the literature. The expected gap regarding job satisfaction between traditionally white and historically black institutions was not found. This may be explained by mentoring. According to Plata (1996) mentoring provides support for

faculty of color in institutions of higher education. Through mentoring programs, professors of color can learn the unwritten expectations and rules of their institution. The present study found that neither teacher education and special education professors of African descent at historically black or traditionally white institutions were given mentors when they entered the education professorate. However, interview data provide a more in-depth view. Ella and Anna (Chapter 4, p.122) revealed that although they were not given mentors by their institutions during their doctoral study or when they entered the professorate, they created mentoring relationships for themselves with professors outside of their institutions.

Another area that has been shown to effect faculty retention is effective faculty development (Turner & Myers, 1993). While both groups liked their jobs, both teacher education and special education professors of African descent at traditionally white and historically black institutions in the present study reported that there were not effective faculty development programs at their institutions. Plata (1996) asserts that faculty development programs are instrumental in assisting faculty of color learn what is expected of them by their institutions. Historically black institutions may not have effective faculty development programs for professors of color because of an over reliance on a community environment that stresses sharing and working together (Wagener & Nettles, 1998). While traditionally white institutions (TWI's) have professional development programs, they may not be specifically effective for faculty of color. The faculty development programs at these institutions may use strategies that address issues of general concern to professors. This could indirectly be a function of institutional racism because the unique professional needs and experiences of faculty of color may be overlooked or unnoticed. One of the unique needs faculty of color might have would be

strategies to assist with cultural taxation, which means that they are over burdened by committee appointments and advising because of their ethnicity (Alexander-Snow & Johnson 1998; Plata, 1996; Tierney & Bensimon, 1996). The unrecognition of the additional duties placed upon faculty of color can be interpreted by Critical Race Theory as being an example of institutional racism. By using criteria based on Eurocentric norms regarding merit, traditionally white institutions may ignore the special needs of professors of color which may negatively impact their retention.

Research Question #3

How does ethnicity effect teacher education and special education professors of African descent's perception of the promotion and tenure process and their ability to implement their research agendas in traditionally white and historically black institutions of higher education?

Discussion of Research Question #3

Cornelius, Moore and Gray (1997) state that professors of African descent may have difficulty with the promotion and tenure process due to the lack of mentoring and unclear communication regarding promotion and tenure criteria. According to Gregory (1999), professors of African descent report that they have been denied promotion and tenure due to their ethnicity. Alexander-Snow & Johnson (1998) assert that minority faculty may also be made to feel that their research is devalued and disrespected. The findings of the present study show that 92% (n=12) of teacher education and special education professors of African descent at historically black and traditionally white institutions did not feel that their ethnicity prevented them from earning promotion or tenure (questionnaire item # 1). In addition, over three-fourths (81%, n=25) of these professors felt that their research was respected by their peers (questionnaire item # 2).

They (60%, n=18) also felt that they were free to express their ideas (questionnaire item # 3). Moreover, 74% (n=23) of teacher education and special education professors of African descent at historically black and traditionally white institutions reported that they pursued their research agendas without employment repercussions (questionnaire item #6). This may be in large part due to the fact that over half (55%, n=17) of the sample were tenured and almost two thirds (61 %, n= 19) were either associate or full professors. Burgess (1997) reports that tenure signals job security for professors and may allow them more freedom with expression and research.

One area that can effect the promotion and tenure review process for teacher education and special education professors of African descent at traditionally white and historically black institution is teaching load, while there was no difference for tenure, there were differences regarding perception of teaching load. The findings of the present study indicate that overall, 70% (n=21) of teacher education and special education professors of African descent at historically black and traditionally white institutions report that their teaching loads did not allow for them to pursue their research agenda (questionnaire item # 20). This was not found to be true for teacher education and special education professors of African descent at historically black institutions when the data were disaggregated. In fact, 87% (n=14) of teacher education and special education professors of African descent at historically black institutions reported that their teaching loads did not allow time for them to pursue their research agendas. By contrast teacher education and special education professors of African descent at traditionally white institutions were evenly divided on this issue. The item response difference on this item was found to be statistically significant at the $p<.05$ level. According to Benjamin (1997) heavy teaching loads are characteristic of historically black institutions. The difference in

the responses of teacher education and special education faculty from historically black and traditionally white institutions may be based on the focus of the institution.

According to Ards, Brintnall and Woodard (1997) historically black institutions tend to be classified as teaching institutions while many traditionally white institutions are classified as research institutions, which often give reduced teaching loads for research.

Research Question #4

What kind of research agendas will teacher education and special education professors of African descent identify as needing to be pursued to improve educational conditions and academic achievement for African American students?

Discussion of Research Question #4

The data from the open-ended question on the questionnaire was analyzed to answer this research question. In the present study teacher education and special education professors of African descent were able to suggest research areas to be pursued to improve the educational conditions for African American students (see figures 1,2, and 3 in Chapter 4,p.131-133). Frierson (1990) asserts that professors of African descent are more likely than professors of other ethnic backgrounds to do research the impacts minority populations because of their own backgrounds and social experiences. Because of this, professors of African descent may be able to suggest research areas that could be pursued to improve educational conditions for African American students. Due to the endemic nature of race in American society, teacher education and special education professors of African descent may have a double consciousness (Dubois, 1986) which allow them to have a unique sensitivity to the educational needs of African American students. According to Dubois (1986) double consciousness refers to the ability of people of African descent to experience the dualities of their racial identity and their role in the

construction of critical consciousness. Teacher education and special education professors of African descent, experience this two-ness because of their racial identity and the role they play as teacher educators in shaping their students personal and professional constructions as teachers (Dillard, 1994). Because of their ethnic and racial connection to African American students and their professional positions, teacher education and special education professors of African descent may feel a responsibility to improve education for these students through their professional vocation. According to Astin, Antonio, Cress & Astin (1997) professors of African descent more than professors from other ethnic/ racial groups enter the professorate improve education for members of their ethnic/ racial group. The data from the open ended question on the questionnaire and the research agendas of the interviewees demonstrate that teacher education and special education teachers of African descent do pursue research agendas that are intended to improve education conditions for African American students. Figure 4 (Chapter 4, p. 134) confirms Friersons assertions.

Conclusions

1. Professors of African descent at historically black and traditionally white institutions are more alike than they are different. In the present study they responded the same way to questionnaire items about recruitment, retention, and promotion and tenure experiences
2. Professors of African descent are seldom recruited into higher education during their doctoral programs; instead they are intrinsically motivated to pursue careers in higher education to improve the quality of education from African American students.
3. There is a high rate of retention among professors of African descent from both types of institutions (HBI and TWI), despite feelings of marginalization. Perhaps the socialhistorical experiences of professors of African descent have prepared them to cope with racism and other forms of marginalization in their institutions.
4. Experiences with institutional racism is the major difference between professors of African descent at historically black and traditionally white institutions; however this difference does not cause these professors to have different levels of job satisfaction

5. Professors of African descent at both historically black and traditionally white institutions have a sense of responsibility to improve teacher preparation and conduct research in order to improve the quality of education for African American students.

Recommendations

Recommendations for Future Research.

The present study supports the notion that the employment experiences of professors of African descent differ based on employment setting. There are several possibilities for future research that can build on the the findings of this study.

The study could be replicated by changing the methodology. A narrative inquiry approach may reveal substantive information through the use of stories (Clanindin & Connelly, 2000). The temporal nature of narrative inquiry may allow for a more in-depth study of the climate in traditionally white and historically black institutions as experienced by professors of African descent.

Another way the study could be replicated would be to illicit a larger sample size to see if the results of this study are consistent. The small sample size in the present study may explain why there was no statistical significance in mean score variations on the questionnaire items.

The study could also be replicated to identify if gender differences exist in how professors of African descent perceive the climate of their institutions. This would extend on the current study because the sample was

comprised of more females than males.

Another extension of the study would be to identify the effects of tenure status and rank on how professors of African descent in traditionally white and historically black institutions perceive the climate in their institutions. In the present study over half of the respondents were tenured and held the rank of associate or full professor.

The study could also be replicated by revising the questionnaire items to more explicitly identify how race impacts the employment experiences of professors of African descent. This would extend on the current study because the questionnaire items would only address racial issues.

Future research might examine the effect of age on the perceptions of climate by professors of African descent in traditionally white and historically black institutions of higher education. In the present study, almost two-thirds of the respondents were over 47 years old.

Another extension of the study would be to identify the exact number of professors of African descent in teacher education and special education departments at historically black and traditionally white institutions. This would allow inquiry into how racial and ethnic communities in the professorate impact the employment experiences of teacher education and special education professors of African descent in historically black and traditionally white institutions of higher education. In the present study this information was ascertained by percentages.

Future research might also examine the recruitment methods used in traditionally white and historically black institutions for faculty of color. The present study showed that professors of African descent in traditionally

white and historically black institutions had different experiences with recruitment.

Recommendations for Professional Practice.

The current study expands the scope of recruitment and retention issues for professors of African descent. This is important because of the shortage of professors of African descent employed in higher education. As a result, institutions of higher education should consider ways to improve the recruitment of professors of African descent.

Turner and Thompson (1993) state that rich and meaningful mentoring experiences assist doctoral students to enter the professorate. Doctoral degree granting institutions of higher education may consider developing mentoring programs to target underrepresented populations in the professorate. These mentoring programs should assist the doctoral student of African descent with developing professional networks, teaching skills, and scholarly writing skills.

In the present study, all interview participants entered the professorate from previous careers as K-12 classroom teachers. Doctoral degree granting institutions of higher education may consider developing relationships with local school districts to encourage teachers of African descent to enter doctoral programs. Professors of African descent may be effective role models for K-12 teachers, inspiring them to consider doctoral programs in order to enter higher education. Taking this one step further, if the educational pipeline hypothesis is accurate, then K-12 teacher role modeling may inspire K-12 students to want to continue their education (Voltz, Dooley & Jefferies, 1999).

The data and interviews collected and examined in this dissertation report on the status of professors of African descent in two types of institutions (TWI and HBI). This descriptive study informs the literature regarding the status quo and begins the inquiry regarding ways to promote the recruitment, retention, and influence of professors of African descent in higher education, which may, in turn, influence all students of African descent.

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Appendix A

Teacher Education and Special Education Professor Questionnaire

Part One:

- | | |
|--|---|
| <p>1. Gender:</p> <p>Male 1</p> <p>Female 2</p> | <p>2. Age:</p> <p>25-35 1</p> <p>36-46 2</p> <p>47 + 3</p> |
| <p>3. Ethnic Identity:</p> <p>African American 1</p> <p>African 2</p> <p>Jamaican 3</p> <p>West Indian 4</p> <p>Other: _____ 5</p> | <p>4. Employment institution type:</p> <p>Historically Black College or University 1</p> <p>Traditionally White Institution 2</p> |
| <p>5. Academic department:</p> <p>Teacher Education 1</p> <p>Special Education 2</p> <p>Other: _____ 3</p> | <p>6. Estimate the percentage of professors of African descent in your department.</p> <p>1-3% 1</p> <p>4-6% 2</p> <p>7-10% 3</p> <p>11% or more 4</p> |
| <p>7. Tenure status:</p> <p>I have tenure. 1</p> <p>I do not have tenure. 2</p> | <p>8. Academic Rank:</p> <p>Assistant Professor 1</p> <p>Associate Professor 2</p> <p>Full Professor 3</p> |
| <p>9. Length of time in the education professorate:</p> <p>1-3 years 1</p> <p>3-6 years 2</p> <p>7-10 years 3</p> <p>11 or more years 4</p> | <p>10. Number of articles published in refereed journals:</p> <p>0 1</p> <p>1-3 2</p> <p>3-6 3</p> <p>7-10 4</p> <p>11 or more 5</p> |

If you would like to extend your participation in this study by engaging in an in-depth interview about the topics represented in this questionnaire please fill out the bottom of this form.

Name:

Contact phone number and email address:

Part Two:

Please respond to the following statements using a four-point scale where '1' indicates strongly agree and '4' indicates strongly disagree.

Key: Strongly Agree=1 , Agree=2, Disagree=3, Strongly Disagree=4

- | | | | | |
|---|---|---|---|---|
| 1. I have been denied tenure or promotion due to my ethnicity. | 1 | 2 | 3 | 4 |
| 2. I feel that my research is respected by my colleagues. | 1 | 2 | 3 | 4 |
| 3. I can express my ideas at my institution of higher education without threat of employment repercussions. | 1 | 2 | 3 | 4 |
| 4. My colleagues have let me know in subtle ways that they believe I am unqualified for my position. | 1 | 2 | 3 | 4 |
| 5. I am satisfied with my job. | 1 | 2 | 3 | 4 |
| 6. I feel free to pursue any research interests I wish. | 1 | 2 | 3 | 4 |
| 7. My ethnicity has been given more attention than my job qualifications. | 1 | 2 | 3 | 4 |
| 8. I will leave higher education to pursue another career. | 1 | 2 | 3 | 4 |
| 9. I am encouraged to align my research to the ideas and philosophies of my department and institution. | 1 | 2 | 3 | 4 |
| 10. I have experienced feelings of isolation due to my ethnicity in my employment setting. | 1 | 2 | 3 | 4 |

Key: Strongly Agree=1 , Agree=2, Disagree=3, Strongly Disagree=4

- | | | | | |
|---|---|---|---|---|
| 11. I was encouraged to pursue a career in higher education by family members. | 1 | 2 | 3 | 4 |
| 12. I have felt pressure to conform to the values and beliefs of my department and institution. | 1 | 2 | 3 | 4 |
| 13. I have experienced institutional racism while being employed in higher education. | 1 | 2 | 3 | 4 |
| 14. I was recruited for a career in higher education while I was a doctoral candidate. | 1 | 2 | 3 | 4 |
| 15. I feel that I am expected to work harder for tenure than my European American colleagues. | 1 | 2 | 3 | 4 |
| 16. I was given a mentor when I entered the education professorate. | 1 | 2 | 3 | 4 |
| 17. I have experienced being treated like a token person of color while being employed in higher education. | 1 | 2 | 3 | 4 |
| 18. There is an effective professional development program for professors of color at my institution. | 1 | 2 | 3 | 4 |
| 19. My institution of higher education has financial resources for faculty research. | 1 | 2 | 3 | 4 |
| 20. My teaching load allows time for me to pursue my research agenda. | 1 | 2 | 3 | 4 |

Please use this page to list the research agendas you feel must be pursued to improve educational equity and achievement for African American students.

Appendix B
CONSENT COVER LETTER

Dear Professor:

My name is Kimberly Mayfield and I am a graduate student in the College of Education, Department of Learning and Instruction at the University of San Francisco. I am doing a study on the perceptions of academic freedom in traditionally white and historically black institutions of higher education held by teacher education and special education professors of African descent. I am specifically interested in their perceptions on employment experiences relating to recruitment and retention and developing research agendas. I would very much like to include you as a participant.

You are being asked to participate in this research study because you are a professor of African descent employed by a traditionally white or historically black institution of higher education and you are in a tenure track position or have received tenure. If you agree to be in this study, you will complete the enclosed survey that asks about your educational background, and experiences in the professorate. Please place the completed questionnaire in the enclosed envelope and return it to me as soon as possible. If you are willing to participate in one interview regarding the topics from the questionnaire please indicate this in the designated area on the first page of the questionnaire. Also complete and return the enclosed postcard separately when you have completed the questionnaire.

Your participation in this study is voluntary and strictly anonymous. Your institution of higher education will NOT be disclosed in this study. The results of this study will not be used for any evaluative purposes. You are free to decline to answer any questions you do not wish to answer, or to stop participation at any time. Study records will be kept as confidential as is possible. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded for anonymity and kept in locked files at all times available only to myself. Individual results will not be shared with personnel of your institution of higher education.

The anticipated benefit of this study is a better understanding of the perceptions of professors of African descent on their employment experiences and academic freedom in traditionally white and historically black institutions of higher education. There will be no costs to you as a result of taking part in this study, nor will you be reimbursed for your participation this study. However, research findings from this study will be made available to you.

If you have questions about the research, you may first contact me at (510) 436-8052 or Dr. Lanna Andrews (415) 422-5721. If you have further questions about the study, you may contact the IRBPHS at the University of San Francisco, which is concerned with protection of volunteers in research projects. You may reach the IRBPHS office by calling (415) 422-6091 and leaving a voice mail message, by e-mailing IRBPHS@usfca.edu, or by writing to the IRBPHS, Department of Psychology, University of San Francisco, 2130 Fulton Street, San Francisco, CA 941171080.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your district is aware of this study but does not require that you participate in this research and your decision as to whether or not to participate will have no influence on your present or future status as an employee in your institution of higher education.

Thank you for your attention. Your participation is strongly encouraged and would be greatly appreciated. If you agree to participate, please complete the attached survey in the enclosed envelope and postcard and return them to me as soon as possible.

Sincerely,

Kimberly Mayfield, MA Graduate Student University of San Francisco

Appendix C
INTERVIEW QUESTIONS

Interview Participant _____
Date and Time _____

1. What factors influenced your decision to begin an academic career?
2. Did your race or ethnicity play a role in your decision to enter the education professorate?
3. What do you expect from an academic career?
4. How would you describe the climate of your institution of higher education for teacher education and special education professors of African descent?
5. How would you describe academic freedom?
6. Do you think the climate at your institution inhibits or enhances the academic freedom for teacher education and or special education professors of African descent?
7. What are the areas of your research agenda?
8. Do you feel free to pursue any research interest you wish?
9. How would you describe the current state of education for African American students?
10. What areas do you feel need to be researched to improve educational conditions and achievement for African American students?
11. In what ways have you experienced indirect or direct pressure, that you attribute to ethnicity, to change your research agenda by your department or institution?
12. Describe any feelings of marginalization you have experienced in your academic career?

Appendix D
CONSENT TO BE A RESEARCH PARTICIPANT FOR THE INTERVIEW

Purpose and Background

Kimberly Mayfield, a graduate student in the School of Education at the University of San Francisco, is doing a study on the perceptions of academic freedom in traditionally white and historically black institutions of higher education held by teacher education and special education professors of African descent. The study specifically investigates their perceptions on employment experiences relating to recruitment and retention and developing research agendas.

I am being asked to participate because I am a teacher education or special education professor of African descent.

Procedures

If I agree to be a participant of this study, the following will happen: After my completion of the questionnaire about my professional experiences and perceptions of the climate of my institution, and basic demographic information about me. I will participate in a interview with the researcher, during which I will be asked about my entry into the education professorate and my perception the climate of my institution in terms of promotion, tenure and research. I will participate in the interview at my university or college or by telephone.

Risks and/or Discomforts

1. It is possible that some of the questions may make me feel uncomfortable, but I am free to decline to answer any questions I do not wish to answer or to stop participation at any time.
2. Participation in research may mean a potential loss of confidentiality. The cassettes and transcripts from the audio taped interviews will be kept confidential. I understand that I will be able to review the transcribed interviews for accuracy. I also know that I may discontinue my participation at anytime and my data will be destroyed. No individual identities will be used in any reports or publications resulting from the study. Study information will be coded for anonymity and kept in locked files at all times. Only the researcher will have access to the files.
3. Because the time required for my participation, including the questionnaire, may be up to 90 minutes, I may become tired or bored.

Benefits

The anticipated benefits of this study is a better understanding of the professional experiences and perceptions held by teacher education and special education professors of African descent in traditionally white and historically black institutions of higher education.

Costs/Financial Considerations

There will be no financial costs to me as a result of taking part in this study.

Questions

I have talked to Ms. Mayfield about this study and have had my questions answered. If I have further questions about the study, I may call her at (510) 436-8052 or Dr. Lanna Andrews (415) 422-5712.

If I have any questions or comments about participation in this study, I should first talk with the researchers. If for some reason I do not wish to do this, I may contact the IRBPHS, which is concerned with protection of volunteers in research projects. I may reach the IRBPHS office by calling (415) 422-6091 and leaving a voice mail message, by e-mailing IRBPHS@usfca.edu, or by writing to IRBPHS, Department of Psychology, 2130 Fulton Street, San Francisco, CA 94117-1080.

Consent

I have been given a copy of the "Research Subject's Bill of Rights" and I have been given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. I am free to decline to be in this study, or to withdraw from it at any point. My decision as to whether or not to participate in this study will have no influence on my present or future status as an employee at my institution of higher education.

My signature below indicates that I agree to participate in this study.

Participant's Signature

Date of Signature

Kimberly Mayfield, MA (USF Researcher)

Date of Signature

Appendix E
RESEARCH SUBJECTS' BILL OF RIGHTS

The rights below are the rights of every person who is asked to be in a research study. As a research subject, I have the following rights:

- (1) To be told what the study is trying to find out;
- (2) To be told what will happen to me and whether any of the procedures, drugs, or devices are different from what would be used in standard practice;
- (3) To be told about the frequent and/or important risks, side effects, or discomforts of the things that will happen to me for research purposes;
- (4) To be told if I can expect any benefit from participating, and if so, what the benefits might be;
- (5) To be told of the other choices I have and how they may be better or worse than being in the study;
- (6) To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study;
- (7) To be told what sort of medical or psychological treatment is available if any complications arise;
- (8) To refuse to participate at all or to change my mind about participation after the study is started; if I were to make such a decision, it will not affect my right to receive the care or privileges I would receive if I were not in the study;
- (9) To receive a copy of the signed and dated consent form; and
- (10) To be free of pressure when considering whether I wish to agree to be in the study.

If I have any questions, I should ask the researcher or the research assistant. In addition, I may contact the Institutional Review Board for the Protection of Human Subjects (IRBPHS), which is concerned with protection of volunteers in research projects. I may reach the IRBPHS by calling (415)422-6091, by electronic mail at IRBPHS@usfca.edu, or by writing to USF IRBPHS, Department of Psychology, 2130 Fulton Street, San Francisco, CA 94117-1080.

Appendix F
CODE SHEET BY DOMAINS

Domain	Code
Climate Domain	
4. My colleagues have let me know in subtle ways that they believe I am unqualified for my position.	UP
7. My ethnicity has been given more attention than my job qualifications.	EJQ
9. I am encouraged to align my research to the ideas and philosophies of my department and institution.	AR
10. I have experienced feelings of isolation due to my ethnicity in my employment setting.	FI
12. I have felt pressure to conform to the values and beliefs of my department and institution.	PC
13. I have experienced institutional racism while being employed in higher education.	IR
15. I feel that I am expected to work harder for tenure than my European American colleagues.	WH
17. I have experienced being treated like a token person of color while being employed in higher education.	TT

Domain	Code
Recruitment Domain	
11. I was encouraged to pursue a career in higher education by family members.	EF
14. I was recruited for a career in higher education while I was a doctoral candidate.	RHED
Retention Domain	
5. I am satisfied with my job.	SJ
8. I will leave higher education to pursue another career.	LHE
16. I was given a mentor when I entered the education professorate.	MEP
18. There is an effective professional development program for professors of color at my institution.	EPD
19. My institution of higher education has financial resources for faculty research.	FR

Domain	Code
Tenure and Promotion Domain	
1. I have been denied tenure or promotion due to my ethnicity.	DTPE
2. I feel that my research is respected by my colleagues.	RR
3. I can express my ideas at my institution of higher education without threat of employment repercussions.	ER
20. My teaching load allows time for me to pursue my research agenda.	TLRA

Appendix G
SAMPLE OF CODED INTERVIEW SECTION

Interviewer: In a nutshell. All right, let me ask you this. When you talked about the recognition of Institutional Racism at your site, could you give me some examples of that?

Female voice: I think that the whole push to get me here was an example. In the year 2000 we've had one African American in our department for 25 years. [That doesn't look]...

Interviewer: Oh, my god.

Female voice: So they hire one person in September and they hire somebody else in January. To me, that's—okay, and the person that they've had for 25 years, he's such a wonderful person, but it didn't make any sense for him to be the lonely only for 25 years, and it wasn't important to anybody else but him for 25 years. To me, is an example of institutional racism. So on one hand don't tell me you're really excited about me being here, you know it don't look good. That's the reality. I'm not saying that my department [chairs] are people who created that. He walked into that reality. I do respect the fact he chose to do something about it, but it does not change the fact that in 25 years—come on, something's wrong with [that]. [In the state of XXX something's wrong with that]. But that's one [example].

IR
JK

I think other examples are the [Hop wood decision]. That's something that's mandated by the courts but we as a state have decided to over interpret that law. That law was made because of the law school, but it now effects the enrollment for scholarship and consideration for attendance—and race is a factor [we can use]. [Unintelligible] people are saying, it's not really impacting [ourselves]. But it is impacting [ourselves] because lots of our best and our brightest who are African Americans, they are not going to school in XXX any longer because they could go to [Oklahoma], they could go to Missouri. They can't come to California, you can't fit them there. But they're going to other states who are indeed using race as a factor to give them scholarships.

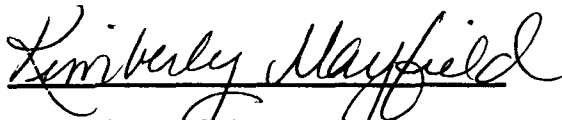
THE UNIVERSITY OF SAN FRANCISCO

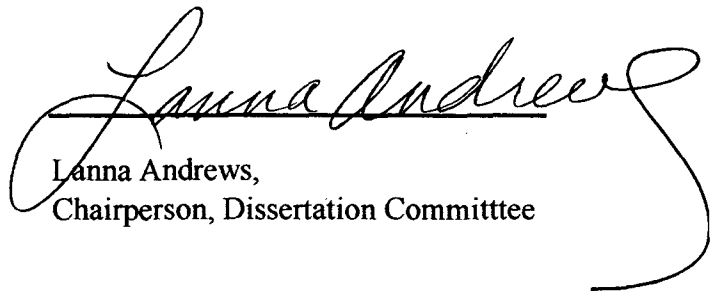
Dissertation Abstract

*Coming to Voice: Exploring the Experiences of Teacher Education and Special Education
Professors of African Descent in Institutions of Higher Education*

There is a shortage of professors of African descent in the education professorate (Bok, 1982; National Center for Education Statistics, 2000). Scholars of African descent encounter many barriers when seeking employment and promotion and tenure in institutions of higher education (Hendricks & Caplow, 1998; Turner & Myers, 2000). Research indicates that this may be due to the climate of institutions of higher education for professors of diverse ethnic backgrounds (Verdugo, 1995; Solorzano, 1998). The present study of teacher education and special education professors of African descent at historically black and traditionally white institutions of higher education (n=31) was conducted to investigate their employment experiences, perceptions of recruitment and retention procedures, and promotion and tenure practices with respect to research autonomy. Results from a questionnaire with 20 Likert-type items, one open-ended question and interviews (n=4) were analyzed using a Fisher's Exact Test, Crosstab analysis generated from Statistical Package for the Social Sciences (SPSS) and qualitative methods. Results showed that study participants answered 16 of 20 Likert-type items similarly and there was no statistical significance. On 3 of the 20 Likert-type items there was statistical significance at the $p < .001$ level and one of the 20 Likert-type items there was statistical significance at the $p < .05$ level based on institution type. These items addressed institutional racism, tenure and promotion expectations, feelings of tokenism

and teaching loads. Quantitative findings were reinforced and expanded with interview data. Findings of the study suggest that there are more similarities than differences in the employment experiences of study participants. They were not recruited for higher education while they were doctoral students, nor were they given mentors when they entered the education professorate. Despite this 77% (n=22) reported that they were satisfied with their careers in higher education and 80% (n=24) intend to continue their careers in higher education. The study also showed that participants suggested research areas of need for African American students that were similar to their personal research agendas.


Kimberly Mayfield, Author


Lanna Andrews,
Chairperson, Dissertation Committee

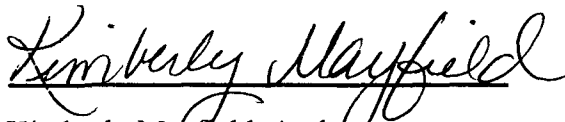
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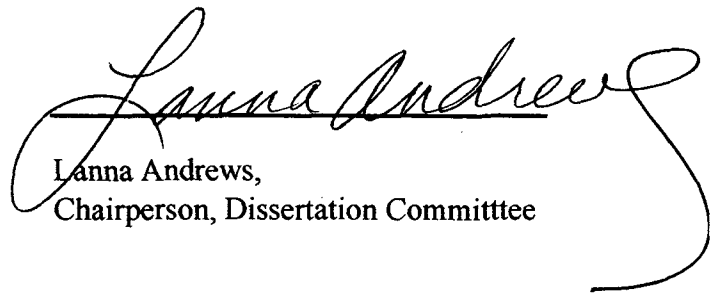
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