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IN THE SUPERIOR COURT OF WASHINGTON IN AND
FOR PIERCE COUNTY

8

9   GILLIAN MARSHALL,

10   Plaintiff,

11   vs.

12   THE STATE OF WASHINGTON,
      UNIVERSITY OF WASHINGTON, a State
13   Agency, DIANE YOUNG, individually,
      JILL PURDY, individually, and MARK
14   PAGANO, individually,

15   Defendants.

16

Case No.: 19-2-11120-3

**DECLARATION OF CHRIS KNAUS
IN OPPOSITION TO DEFENDANTS'
MOTION FOR SUMMARY
JUDGMENT**

17

18

19   I, CHRIS KNAUS, make the following statement based on personal

20   knowledge. If called on to testify I could and would do so. Any opinions I give will

21   be on a more likely than not basis for a person whose focus is as a race scholar and

22   critical race theory practitioner.

23   1.   I am employed at University of Washington at the Tacoma campus as a

24   Professor in Education. I teach across the School of Education's curriculum, including

25   in undergraduate and doctoral programs. I was the founding director of the doctorate

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in educational leadership, which focuses on preparing educational leaders, including school district and college level administrators (such as superintendents, deans, faculty, and college presidents). The mission of the School of Education is to "prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism, and promote diversity." Diversity, equity, culturally responsiveness, and advocacy to address structural inequalities are foundational goals of the School. Thus, all faculty are expected to "eradicate institutional inequities," across school (and university) communities.

2. I am a race scholar, which means my research specifically focuses on identifying structural racism in educational systems. In addition to documenting racial inequalities and structural barriers, my research focuses on educational leaders who challenge systemic racism, often within predominantly white schools and colleges. My research largely consists of qualitative studies of Black educational leaders, including interviews with school principals, district leaders, and college level administrators. Thus, I spend much of my research talking with Black leaders, assessing the impacts of anti-Black racism on their career trajectory, related job engagement, and overall health and well-being. My research is based on the stories and experiences Black leaders share; these stories illustrate how racism limits their professional realities.

3. I am a critical race theory practitioner, which means that I am a scholar of critical race theory and I use the theory to frame my research and work with schools, districts, and colleges. In my publications, I have built off the work of previous scholars (e.g. Derrick Bell, Kimberlé Crenshaw, bell hooks, Patricia Hill

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Collins, Gloria Ladson-Billings) to define critical race theory as an intentional effort to disrupt systemic racism in part through fostering the voices and perspectives of Black educators. Critical race theory is a way of thinking that recognizes racism operates everyday across U.S. society, and that schools specifically foster and justify that racism, through teaching racially biased content (such as history, language, PE, sciences) and through creating structures to remove and silence Black children and educators. One tenet of critical race theory is intersectionality, which recognizes that racism connects with other systems of oppression, such as sexism, to combine and expand oppressive barriers and attacks. For example, Black women face racism, sexism, and a combination of anti-Black racism/sexism.

4.   In my work I examine how systems of oppression (racism, and intersectional sexism, heterosexism, classism, islamophobia, and other oppressions) shape schools, districts, colleges, and ideas of learning that intentionally silence communities of color and those who differ from presumed white middle class heterosexual norms. Many U.S. residents often forget that schools in the U.S. were created to colonize Native American and Mexican youth, through forcing such children to attend schools designed to force assimilation. At the same time, U.S. schools intentionally excluded Black children from attending schools and continue to underfund schools that enroll Black children. The structure and framework of schools has not fundamentally changed since those early schools, with children still being graded through standardized testing that was designed to discriminate. Standardized testing, which also largely has maintained the same format and structure, was initially

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designed to segregate society into workers and leaders, removing children who were

determined uneducable from classrooms, the workforce, and eventually, from society.

My work thus documents how schools maintain structural inequalities while teaching

forced assimilation and coloniality. This structural silencing is a direct result of what

are often framed as "good" schools, where student expectations include knowing when

and how to speak, knowing when and how to question, and, for students of color,

queer students, and students with disabilities, knowing how to not be seen. This

invisibility is often a subconscious choice students of color make to hide from, or

mitigate, the racism they experience through the curriculum, teachers, and structural

organization of school. This invisibility is reinforced by a lack of exposure to teachers

and faculty of color, and especially, Black educators.

     5.   An additional strand of my work is based on diversifying the teacher

workforce. I do this through what are often framed as "Grow Your Own" teacher

development programs, where local adults of color are recruited into teaching by

community based organizations familiar with the cultural needs of local students of

color. These programs are proliferating across the US, in recognition of the

educational benefit of having diverse teachers; students generally do better in school

and college when exposed to teachers who share racial identities. My work

specifically aims to address the barriers in university based teacher education

programs, which remain almost exclusively white.

     6.   While faculty of color are present across almost every college in the

U.S., most institutions only legally allowed people of color to enroll in college in the

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1950s, with many large state institutions not hiring Black faculty until the 1970s, in direct response to student protests. For many institutions, Black students could not enroll until the 1970s. The first Black tenured faculty member at UW (Dr. James Banks, hired in 1969) recently retired in 2019. Thus, many faculty hires across the UW system are the first of their racial identity in their departments For example, UW Tacoma just hired its first tenured Native American faculty in 2019, and only 3 faculty identify as Native American. Most major universities like UW only have a small handful of Black tenured full professors, and even fewer that are Black women. While universities rarely publish such data, anecdotal evidence suggests less than 10 (out of several thousand) tenured Black faculty is normal. UW Tacoma has roughly 360 full time faculty, with 2 Black tenured full professors. These reflect nationwide trends, where the vast majority of faculty remain white and male, despite that student populations are often majority of color. As one goes up the academic trajectory, the fewer people of color, and especially Black women, one will see.

      7.   In academia, methods used to silence communities of color on campus include white middle class norms and denial of anti-community of color histories. Most land-grant campuses, like UW, were "granted" land that was taken from local Native Americans; these tribal communities often still live nearby and have family memories of the land before the campuses. UW Tacoma was specifically built upon Puyallup and Muckleshoot land, and its spread has led to the displacement of local Black residents, who have lived on the rapidly gentrifying Hilltop. Additional methods to silence are classroom norms faculty use, including an assumption of English as a

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first language, assumptions that students do not have part-time jobs or family responsibilities, unstated behavior norms, including appropriate clothing, ways of being a student, access to technology (and personal laptops), and ways of communicating, including expectations of eye contact and what counts as respectful engagement. These norms are reinforced in classes through requiring participation, through a white-dominated curriculum that ignores and/or denies authors of color, and through faculty that are generally hostile to students of color. This hostility, framed as campus racial hostility in the literature, is a normal experience for Black students across campuses, leading Black students to leave all UW campuses at greater rates than other racial groups.

8.   For faculty teaching in such institutions, racism and racial hostility remain the norm. Numerous national cases reinforce this racial hostility, including a recent case at University of North Carolina, where Nikole Hannah-Jones, a Pulitzer Prize winning journalist, had her tenure case overturned by the university's board of trustees specifically because of her racial justice work. Her well-publicized case reflects many more each year that go unnoticed by the media, yet most reflect similar racist experiences. Racialized barriers to persons of color advancing through tenure processes at predominantly white universities include reliance on student evaluations, which research has shown are racially biased against Black women. Additional barriers include discounting race-related research, publications in race-related journals, and academic work that is related to social justice. There is a clear recognition in the literature that Black women also carry what is framed as a "hidden

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burden" of extra work; this includes mentoring Black students across the campus, serving on diversity committees, and carrying a higher committee workload as committees struggle to find Black representation. This is in addition to Black women often being the lowest paid faculty, despite being asked to do more (discounted) work and regularly facing anti-Black microaggressions.

9.   For persons of color advancing through tenure, the hidden burden serves to penalize faculty portfolios under review. This happens because the hidden burden work is discounted in tenure and promotion cases, but also because the work can be contentious: advocating against a predominantly white workforce, especially to help alleviate a racial barrier, can cause friction from senior white colleagues. Peer review for tenure and promotion cases often exhibit what is framed as implicit bias, which, within a predominantly white faculty system, reinforces white peer preference for white faculty scholarly approaches. Additional documented barriers include dismissals of research approaches commonly applied in fields that are more represented by faculty of color, as well as publication review biases that parallel white tenure and promotion biases.

10.   These barriers are often justified by general statements that I, and many others, frame as coded language. Coded language includes statements about collegiality and fit; these are usually applied within a context of questioning whether a potential hire or candidate for tenure/promotion is a good "fit" within a department, college, or university. The presumption is clearly that there is a way of being that is acceptable in the department, college, or university. The UW, and UW Tacoma, like

many higher education institutions across the country, have instituted implicit bias trainings for faculty that specifically cautions faculty and administrators from using such coded language in considering candidates, but the use of such remains commonplace.

11.   An academic environment free of racial discrimination would also have to address sexism (and related forms of systemic oppression) to be fully free of discrimination. But even if an academic community could free itself of the structural biases built into every aspect of university life, universities are reflections of society. US society remains violently anti-Black, as seen through decades of violence against unarmed Black men and women (George Floyd and Trayvon Martin echo Emmitt Till here). Black faculty continue to face violent threats on campuses, including being threatened with white supremacist violence from students and colleagues, as well as numerous public cases of Black faculty being arrested by campus police. UWT has experienced similar incidents of the campus police department harassing Black doctoral students and faculty of color. Thus, a campus cannot be fully free from discrimination until society is. As a critical race scholar, I cannot imagine a campus free from discrimination. Our campuses are still named in honor of violent anti-Black rapists, colonizers, and enslavers, so even if our procedures were addressed, we still honor white supremacy in name.

12.   In an academic environment plagued by racial discrimination, I expect to see racial disparities in representation and experience across every academic program, department, and student opportunity. Additionally, I expect policies and

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practices to be unevenly implemented and/or completely ignored in favor of white students, staff, and faculty. This uneven implementation is precisely what I see, what equity audits and climate reports indicate, and what the literature documents.

13. I personally have witnessed too many incidents of racial discrimination at the UW Tacoma campus to recall all of them. Example incidents include A) a white staff member not believing a Latino professor was a faculty member and then trying to remove them from their classroom, while teaching; B) Cancellation of a search committee I chaired in which all three finalists were of color, with no justification provided; C) On campus racial profiling of Black doctoral students, including police officers questioning why students were on campus on a Saturday (our program has Saturday classes); and D) Repeated examples of White faculty discounting faculty of color diversity related work in hiring, tenure, and promotion cases.

14. I have been actively involved with raising issues of racism that specifically impact faculty across my career and including at UW Tacoma. I am often on committees, taskforces, and/or in discussions across the country about addressing these issues. One sample report (Exhibit 1: Diversity Fellows Statement) reflects the general tenor of these conversations. This specific report was convened by the UW Tacoma Faculty Assembly, which, in 2015, invited a team of four faculty authors to generate a report documenting racism that impacts faculty of color and suggesting recommendations to address such. After submitting the report to the Executive Committee of the Faculty Assembly, the committee did not receive a formal response, other than to note that the report was shared with Chancellor Pagano. While numerous

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faculty, including from other universities, have requested the report, to date, ==none of the recommendations have been implemented in full.== Exhibit 1 is a true and correct copy of the 2016 Diversity Fellows Statement, which I co-authored.

15. See additional related enclosures

   a. Exhibit 1: Diversity Fellows Statement

   b. Exhibit 2: The Inequities of the Tenure-Track System (article accessible here:

   https://www.insidehighered.com/advice/2019/06/07/nonwhite-faculty-face-significant-disadvantages-tenure-track-opinion)

   c. Exhibit 3: Academic Bullying: A Barrier to Tenure and Promotion for African-American Faculty (article accessible here:

   https://files.eric.ed.gov/fulltext/EJ961222.pdf)

I declare under penalty of perjury under the laws of the State of Washington that the foregoing is true and correct to the best of my knowledge

DATED this 4th day of October, 2021 in Tacoma, Washington.

_____
Chris Knaus

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2   **CERTIFICATE OF SERVICE**

3   I, Tony Dondero, certify that on October 11, 2021, I electronically filed the

4   foregoing document with the Clerk of the Court using the Linx E-filing system, and

5   served the following persons using the Linx E-Serve system and email.

6

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14
                                    _s/Tony Dondero_____
15   Tony Dondero, Legal Assistant

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EXHIBIT 1

Developing a Race and Equity Agenda
for the UWT Campus and Community

DIVERSITY FELLOWS STATEMENT

to UWT Faculty Assembly

January 12, 2016

Prepared by:

Anthony Falit-Baiamonte (Lecturer of Urban Studies)
Emily N. Ignacio (Associate Professor of Sociology)
Christopher B. Knaus (Professor of Education)
Huatong Sun (Assistant Professor of Communication)

Executive Summary

People of color employed by the University of Washington Tacoma face (1) barriers well-documented in higher education literature and in reports previously convened by the University of Washington; (2) the passive aggressiveness of local culture in UWT and in the Pacific Northwest; (3) seemingly permanent inertia manifested by colleagues and leadership who ignore thoughtful research reports (like this one) of campus diversity issues and/or who take little action to address their personal and professional concerns; and (4) a context of faculty and university policies that do not fundamentally address the causes, nor practice of, racial exclusion and oppression.

This report clarifies this larger racialized context, and in regard to faculty-related diversity and equity issues at the University of Washington Tacoma, the Diversity Fellows offer three recommendations to guide further implementation:
1. Continual, ongoing, critical analyses of policies and procedures-in-practice related to faculty diversity;
2. Implementation of best practices that reflect these analyses, with specific regard to hiring, promotion, tenure, mentoring, service, and curricular decisions; and
3. Concrete accountability measures that address the many circumstances where faculty and administrator practice might conflict with the intent of these policies.

Based upon research conducted on the experiences of faculty of color, as well as convened reports at UW Seattle and UW Tacoma, we offer the following implementation actions:
1. Align our mission of "Urban Serving" with the current Strategic Planning Process and develop a consensus of "Urban Serving" that reflects the University of Washington's Race and Equity Initiative.
   a. Integrate race and local communities into the definition.
   b. Integrate service with communities of color into the definition and into the merit review process.
   c. Integrate the urban serving mission throughout campus, including in hiring and retention reviews, student admissions criteria, curriculum, and new program proposals.
   d. Launch a race and community accountability panel to the Chancellor.
2. Launch a UWT University Level Diversity Committee that reports directly to the Chancellor.
   a. Conduct an annual equity audit that includes the experiences of community, students, faculty, and staff of color.
   b. Assess the instruction of DIV courses and review DIV course proposals.
   c. Assess faculty recruitment efforts.
   d. Formally assess diversity-related merit review processes.
   e. Provide a forum for raising incidents emanating from individual, institutional, and structural racism.
3. Expand faculty retention efforts, with a particular focus on recognizing and mitigating the many micro-aggressions faculty of color face.

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a. Provide support for faculty who engage in work related to access and success for traditionally underrepresented students (and communities).
b. Institute a faculty diversity orientation (UWT and/or UW-wide).

Report

At a time when UW Tacoma is working hard to increase the student retention rate, we see an even more urgent need to retain engaging, diverse faculty and hire faculty who are open to cultivating cultural humility and who are well prepared in and wish to practice culturally relevant and responsive approaches. The need to recruit and retain diverse faculty is central to the UW system-wide commitment to equity and diversity. The integration of efforts to recruit and retain diverse faculty are also essential to both foster and model how to create an inclusive, welcoming learning environment for the UWT community.

We believe that the UWT Faculty Handbook, in alignment with the UW faculty code, encompasses the spirit of the University of Washington's commitment to diversity (please see the charge letter in the Appendix). The commitment to diversity has been systematically elevated by a recognition of the role of addressing race and equity through President Ana Mari Cauce's Race and Equity Initiative and the Resolution of faculty support for Diversity, Equity, and Inclusion released by the Executive Council of UWT Faculty Assembly. It is important to note that such equity-driven statements are the result of continued faculty and student efforts to improve the faculty experience by valuing a diversity of racial and ethnic identities, academic approaches, and professional activities. Relatedly, in our estimation, the UWT Handbook does not have obvious nor intentional negative impacts on faculty of color. Indeed, the popular discussion about UWT is focused on celebration of our vast diversity, both regionally and within the UW system. For example, a recent article in the *Business Examiner* (October 2015) celebrates UWT as being particularly committed to diversity:

> "In addition to having diversity, UWT is also committed to diversity. This is made apparent by the existence of the Office for Equity and Diversity, the Diversity Task Force and the Diversity Resource Center, as well as events such as the MLK Day Unity Breakfast and the annual Diversity Summit."

Despite our public commitment to "diversity" and "inclusivity," such statements and policies fail to recognize and address the hostile racial climate that is consistently described through numerous UW reports and clarified extensively through higher education research. Ignoring these experiences by not addressing racial inequities or oppression by merely touting a commitment to "diversity" and "inclusivity" only contributes to this hostile climate. These conversations not only silence those who experience racial oppression at all levels (individual, institutional, and system-wide), but also compromises the larger on-campus (cross-country) struggles for increased faculty representation of the very students on which UWT prides itself, and further mutes the concerns of uneven implementation of the policies designed to address racial inequalities.

What we find is that, historically, altering and refining policy language simply does not address the underlying campus (and societal) racism that shapes the experience of people of color (and social justice-oriented) faculty members. Deeper, this refining does not

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acknowledge the personal and structural barriers caused by individual and institutional practices within the university, the department or program, and within each respective discipline. Even the most well-intended policies that originally aimed to address inequities can and have been read and implemented in such a way that maintains institutional and/or structural inequalities. Much of this is because policies, procedures and practices (1) are focused on individual intent; (2) are framed in broad "diversity" and/or "inclusivity" language as lip service; and/or (3) reflect systemic oppression. As such, they do not address larger structural barriers related to racism (and sexism), and, if policies/procedures to address racism are in place, they are not systematically or evenly implemented.

We argue that without a greater acknowledgement and intentional focus on addressing racism (such as micro-aggressions, institutional barriers, and regional cultural contexts that reflect systemic racism) that negatively impacts faculty of color, policy and procedural change will be ineffectual. Indeed, we suggest that the many already-identified barriers to recruiting and retaining faculty of color are often ignored while policies and practices that may have been intended to support all faculty are strategically and/or unevenly followed through and applied, particularly with regards to underrepresented groups. Despite UW Tacoma's commitment to diversity and inclusion, because of the pervasive nature of racism and a pervasive insistence that our commitment to diversity and inclusion, in and of itself, is addresses racism, merely changing policies is, at best, insufficient to address the larger context of racism within higher education. At worst, it supports racism and racial oppression.

Based upon this context, we offer three guiding recommendations:
1. Continual, ongoing, critical analyses of policies and procedures-in-practice related to faculty diversity; and
2. Implementation of best practices that reflect these analyses, with specific regard to hiring, promotion, tenure, mentoring, service, and curricular decisions; and
3. Concrete accountability measures that address the many circumstances where faculty and administrator practice might conflict with the intent of these policies.

Context of Faculty of Color
Despite committed efforts and resources, the percent of tenured underrepresented faculty of color (American Indian/Alaskan Native, Black, Latino, Asian, and Pacific Islander) at the UW has remained stagnant at approximately 10% for the past decade. In 2011, out of the total of 1,970 tenure and tenure-track faculty at the UW, 79% were white, 2.6% Black, 4% Latina/o, 12% Asian/Pacific Islander, and .5% Native Americans/Alaskan Natives.[1] In 2014, UWT tenure/tenure-track faculty reflect similar patterns: while 16% of faculty are Asian, only a statistically insignificant number identify as Pacific Islander, just 1% are Native American (reflective of two 2014 hires), 7.9% are Hispanic/Latino, and 4% are Black.[2] Interestingly, and contrary to national trends, the lecturer pool at UWT is actually less racially diverse than tenure and tenure track faculty (85% of

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[1] From Graduate School Diversity Report 2013 Update (Aisenberg, 2013).

[2] From UW Affirmative Action Office, 2015.

lecturers are White[3]). The situation of underrepresented faculty stands in stark contrast to the diversity of the both the UWT student population and the population of the surrounding communities. This disparity limits the recruitment and retention of diverse students and also hampers UWT's community engagement efforts.

With an increasing emphasis on global education at UW, a global vision of diversity should be in place as non-white international faculty face different forms of racism (from white and non-white North American peers). While the campus becomes increasingly global, little space for formal discussion about balancing local and global diversities exists, furthering the burden on the few isolated international faculty of color.

Faculty Underrepresentation and Continued Racial Barriers
A commitment to Race and Equity must include a commitment to developing a respect and understanding of cultural differences and learning about and understanding the differential impacts of oppression. Since this commitment is not systematically integrated into UWT's curriculum, faculty assessment, or in student support efforts, efforts to increase diversity and inclusivity ring hollow (at best) and maintain or exacerbate racial oppression.

The one-hour mandatory training offered by Academic Affairs for faculty hiring committees is necessary but insufficient to address the deep, racialized assumptions that are built into academic fields and related assessments of academic merit. A contributing factor to recruitment and retention of underrepresented faculty of color is that while increasing efforts are being implemented to ensure faculty searches all adhere to diversity practices, these practices are being implemented by a faculty who have not interrogated the systemic racism that pervades the assessment of candidates and who are not well-versed in the actual barriers to serving as a faculty member of color at a predominantly white university.

A commitment to "inclusivity" and "diversity" without a genuine commitment to equity and combatting oppression empowers those already in power. For example, when searches have contained language that - by virtue of the research interests listed - would have opened up the pool to more diverse faculty, faculty members have "flagged" such language as inappropriate in that it allegedly limits the academic freedom of the faculty conducting the searches to find what are framed as "appropriate" faculty members. In other words, academic freedom often contains racialized ideas of research/teaching projects and interests, and the lack of acknowledging such racialized assumptions creates additional barriers to recruiting and retaining underrepresented faculty. Similarly some insensitive review criteria could undermine faculty diversity efforts[4]. In another case, while research repeatedly finds that faculty of color tend to be rated lower than their

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[3] Many lecturers began as non-competitive hires recruited through local networks, which (underrepresented) scholars of diversity typically have difficulty accessing. An increasing reliance on the lecturers for teaching at the UWT campus could suggest that the overall faculty workforce will be less diversified in the future.

[4] For example, "Teacher Evaluations Could Be Hurting Faculty Diversity at Universities" (Pratt, C., *The New York Times*, December 16, 2015).

white peers in student evaluations due to racism, a same benchmark is used to assess the teaching effectiveness of all faculty.

A UW Graduate School report shows that faculty research and scholarship pertaining to race and diversity is generally less valued and often limited to the pursuits of faculty of color. This is reflected in the annual review discussions, and, as stated above, this sentiment has greatly affected even the searches that attempt to identify diversity needs at the onset. It is clear from both UW reports and higher education research that race and gender are not necessarily seen as significant issues, much less specialized areas of study. In fact, they are deemed the opposite: as something anyone can research and teach by virtue of living in our societies, reinforced by the well-intended implementation of Diversity-identified courses that may be taught by faculty with little to no academic experience in diversity. This is in addition to the reality that faculty are being tasked with evaluating diversity-related indicators without having expertise (or even familiarity) with such. These factors contribute to a limited and often superficial dialogue regarding race and diversity that devalues race scholarship.[5]

Decades of research documents the long-term negativity underrepresented faculty face in predominantly white universities. The social and professional isolation faced by underrepresented faculty of color (or social justice oriented faculty), from being the only person of color in a program, department, or meeting, to serving as a mentor to many of the social justice oriented students creates a tangible personal and professional set of barriers. The unrecognized overburdens of being a racially isolated faculty member lead to decreased retention and increased burnout. The impact of desegregating an academic program places an unfair, unacknowledged, and yet demanding burden upon underrepresented faculty (and race scholars). The barriers associated with such unacknowledged desegregation efforts are well-documented by what the higher education field refers to as micro-aggressions and the cumulative impact of racial battle fatigue. One particular edited text (Racial Battle Fatigue in Higher Education: Exposing the Myth of Post-Racial America) provides dozens of narratives of faculty of color and the personal and professional struggles of navigating everyday micro-aggressions and the structural barriers to serving either as race-scholars or being positioned as such, regardless of professional expertise. These impacts are replicated at the UWT campus and across the UW system.

Overall, it remains both challenging and burdensome for underrepresented faculty of color to continually advocate for equity from within academic programs and across the campus when their voices and efforts, whether solicited (and requested) by upper level administration or initiated by themselves, often go unnoticed. At times, UW faculty of color present personal and professional concerns with little action taken[6]. The same frustration is shared by some UWT faculty of color who find thoughtful research reports of campus diversity issues (like this one) ignored almost immediately after being released. The seemingly permanent inertia manifested by colleagues and leadership

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[5] From UW *Graduate School Diversity Report 2013 Update* (Aisenberg, G., 2013).

[6] From Graduate School Diversity Report 2013 Update (Aisenberg, 2013)

weakens morale and contributes to a sense of invisibility and alienation of underrepresented faculty of color. In some cases, this type of invisibility has led to the departure of faculty of color.

Recommendations

Based upon research conducted on the experiences of faculty of color, as well as convened reports at UW and UWT, we offer the following recommendations:

1. *Align our mission of "Urban Serving" with the current Strategic Planning Process and develop a consensus of "Urban Serving" that reflects the University of Washington's Race and Equity Initiative.*

UWT publically defines itself as an "urban serving" University, however the understanding of what it means to be "Urban Serving" varies widely across campus. The Strategic Planning process that is currently underway at UWT should provide the campus with a common definition and understanding of what Urban Serving means at UWT. It is essential that this definition and vision reflects and is responsive to local and regional historically underrepresented and currently underserved communities. This common understanding should inform the strategic plan of all units and programs at UWT, and be integrated into the assessment and evaluation processes for all programs and employees. This definition of "urban serving" should be written into the UWT Handbook, so that every Strategic Planning process at the university and department levels in the future will be able to turn to it for as a reference.

This definition must accommodate the following:

    a. *Integrate race and local communities into the definition*. The definition of Urban Serving should explicitly address the relationship between the University and local communities of color. This definition should also position UWT faculty and staff as intentionally reflective of and responsive to local and regional historically underrepresented and currently underserved communities. Because this is so integral to defining the university, the definition - and interpretation of such - should be based upon collaboration with (1) community-based leaders who engage with historically underrepresented and currently underserved communities; (2) student leaders; (3) faculty who have a strong, respectful relationship with the community and students of color; and (4) faculty whose research reflects and/or greatly impacts communities of color.

    b. *Integrate service with communities of color into the definition and into the merit review process*. The definition of Urban Serving should explicitly address the relationship between faculty service and local communities of color. Faculty service with local communities of color should be rewarded in merit review process.

        i. *Clearly frame urban serving efforts within the faculty code, school, and program guidelines: faculty involvement with local communities of color as part of scholarly work*. Urban serving efforts should be considered a component of scholarly work, even if the service does not result in an immediate scholarly publication.

ii. ***Conduct research workshops or peer working groups to help interested faculty convert community work into published research.*** The Office of Research should support and sponsor community-based, participatory research initiatives that align and extend UWT's urban serving mission. Attendance and/or organizing these workshops should be reflected in merit review processes.

iii. ***Clearly frame urban serving efforts within the faculty code, school, and program guidelines in relation to teaching expectations.*** Faculty should be expected to, and supported in, integrating urban serving into course design, course outcomes, and teaching approaches.

iv. ***Clearly frame role of Deans and Directors in evaluating urban serving criteria to limit perceptions of bias inherent within a leadership infrastructure that does not represent the diversity of UWT's local community.*** While we recognize the existence of hierarchical performance reviews, it is important to clarify that many faculty and administrative leaders are not well-versed in the scholarship of diversity, racial oppression, and equity. Thus, we advocate for increased reliance upon peer reviews from established UWT diversity scholars.

c. ***Integrate the urban serving mission throughout campus, including in hiring and retention reviews, student admissions criteria, curriculum, and new program proposals.*** Urban serving should be tangibly visible throughout all aspects of the university, including research, teaching, and service for faculty, but also in relation to staff roles and responsibilities, and expectations for students.

d. ***Launch a race and community accountability panel to the Chancellor.*** This panel should include local and regional urban serving experts, as well as community leaders, faculty, students, and community partners.

2. ***Launch a permanent UWT University Level Diversity Committee that reports directly to the Chancellor.***

This Committee needs a clear and coherent charge and must be staffed by faculty who have established, recognized expertise in equity and diversity to establish ongoing faculty-led diversity accountability measures. The committee will also include UWT staff and administrators with similar demonstrated expertise. While we want to have more people involved as the advocates for diversity on the UWT campus, we need to see the expertise in diversity work developed through a rigorous progress of research, engagement, and reflections. Faculty without deep knowledge of, and experience working with, multiple urban communities undermines and negates the diversity work at UWT. Service on the Diversity Committee should receive 1 full course release per year of service.

a. ***Conduct an annual equity audit that includes the experiences of community, students, faculty, and staff of color.*** UW has convened several retention studies over the past decade, as well as isolated reports

on the experience of faculty and staff of color. UWT should lead by example through conducting annual assessments of institutional climate with a specific focus on race. This annual audit includes a diversity in staffing report, student climate survey, and provides statistical updates on the diversity of UWT's students and staff. Based on the annual audit, all campus leaders should undergo a two-year review regarding campus racial climate.

b. ***Assess the instruction of DIV courses and review DIV course proposals***. The University of Washington adopted a diversity course requirement for all undergraduates last year. This requirement includes three credits of coursework that focus on the sociocultural, political and economic diversity of human experience at local, regional or global scales. As has been the practice of universities since its existence, courses should be proposed and taught by experts in that area of scholarship. Thus, these courses must be proposed and taught by faculty who are diversity scholars, as evidenced by their research, service, teaching, and/or professional background. Processes for determining such must be delineated and should be within the purview of the Diversity Committee, particularly the faculty members on the committee as curricular decisions fall under the purview of the faculty[7].

c. ***Assess faculty recruitment efforts.*** Faculty search plans should be reviewed by the Diversity Committee to ensure language that reflects the urban serving mission of UWT. Guiding question for the review could be: "How will this hire help address the urban serving mission while also increasing access and retention of students of color?" Diversity Committee review ensures recruitment efforts and related candidate rubrics adequately include urban serving mission and recognize diversity of candidates as strengths.

d. ***Formally assess diversity-related merit review processes.*** This committee formally assesses merit review processes in relation to diversity-related scholarship, teaching, and service. It also provides suggestions for faculty peer reviews, including letters of support.

e. ***Provide a forum for raising incidents emanating from individual, institutional, and structural racism.*** Currently, faculty, staff, and students who raise issues and experiences of individual, institutional, and structural racism may face immediate retribution (from peer colleagues and leadership). These microaggressions add to a context of fear and professional risk. Therefore, this committee provides a forum for airing such grievances as a way to mitigate the institutional reaction to those who identify racial exclusion, and further empowers the faculty to raise

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[7] As stated in the legislation, "The requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies." (UW Office of Minority Affairs & Diversity). Currently, at UWT, faculty propose "DIV" courses, which are officially designated by the Academic Policy and Curriculum Committee of the UWT Faculty Assembly.

9

institutional solutions directly to the Chancellor. This process also formally collects data and reports on such incidents.

3. ***Expand faculty retention efforts, with a particular focus on recognizing and mitigating the many micro-aggressions faculty of color face.***

Many faculty, including recent hires, experience microaggressions as part of the daily reality of being faculty on a predominantly white campus. Yet there are no current forms of support for navigating within a racialized context, even though additional work continues to be expected of faculty of color, most often without recognition.

    a. ***Provide support for faculty who engage in work related to access and success for traditionally underrepresented students (and communities)***. This can include financial incentives, but also should be reflected in merit reviews.
  i. Consider additional service pay for faculty of color whose very presence serves to racially desegregate committees and academic programs.
  ii. Recognize faculty of color have more work to do and carry a larger burden with regards to students of color. This should be reflected in guidelines for tenure and promotion and in merit letters, and best practice should, for example, recognize documented research that clarifies that faculty of color typically receive lower teaching evaluations from white students, while having to mentor larger numbers of students of color.

    b. ***Institute a faculty diversity orientation (UWT and/or UW-wide)***. The orientation activities could include providing workshops on topics such as surviving UWT as a faculty member of color and building ongoing regional support networks linking first year faculty with UWB and UWS faculty of color.

Suggested Timeline for Implementation

1. Release the report to UWT faculty: Winter 2016

2. Call a meeting with the Chancellor: Spring 2016

3. Form a UWT Diversity Committee and by-laws: Autumn 2016

4. Develop an implementation plan: Winter 2017

Appendix

Charge Letter from 2014-2015 Faculty Assembly Chair:

Nov. 25, 2014

…

This campus fellows group will research and make recommendations to Executive Council (EC) on the improving the ways diversity and equity are incorporated into the work of the faculty.

As a member of this campus fellows group, you will research and report on ways faculty-related structures, policies, procedures and practices can address and improve UWT's core campus value of diversity and equity within an urban-serving university context. You will review Faculty Assembly and EC structure, policy, and procedures, as well as other practices, policies, and procedures subject to or that impact areas of faculty oversight, such as hiring and promotion and tenure. At the end of the year, you will make recommendations to improve the ways we incorporate diversity and equity into our professional campus work. Your work should be informed by, but not duplicate the work of the UWT Diversity Task Force.

The fellows will meet during the 2014-15 academic year and prepare a report for the Executive Council of the Faculty Assembly by the end of June 2015 that includes:
1. a review of structures, policies, practices, and procedures under faculty purview, including Faculty Assembly, EC and other faculty-related professional work including hiring and promotion and tenure using the lens of diversity and equity.
2. a suggested action plan with strategic goals and recommendations to improve how diversity and equity are incorporated into Faculty Assembly, EC, and other faculty-related professional work structures, policies, practices, and procedures including hiring and promotion and tenure.
3. an actionable timeline for implementing the improvements.
4. a set of accountability measures for assessing progress toward achieving the goals and recommendations.

EXHIBIT 2

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The Inequities of the Tenure-Track System

As faculty are expected to publish more, nonwhite faculty suffer the consequences, argues Zawadi Rucks-Ahidiana.

...hidiana   // June 7, 2019

ACCEPTED*

(https://www.insidehighered.com/sites/default/server_files/media/conditionally%20accepted%20logo_0_8.jp

How many publications does a Ph.D. candidate need to land a tenure-track job at an elite university today?

According to John Robert Warren (https://www.sociologicalscience.com/articles-v6-7-172/), in the field of sociology, twice as many as those who were hired in the 1990s. The same inflated requirements apply for

promotion -- especially with the additional demands often made on their time and energy by mentoring and service work.

Although still underrepresented in tenure-track jobs, racial minorities are entering academic positions in growing numbers due to an increase in the racial and ethnic diversity of doctoral students and higher education institutions' sustained efforts to hire racially diverse faculty. The number of Ph.D.s has grown since the 1970s, including a significant increase in nonwhite Ph.D. recipients. According to data from the National Science Foundation (https://ncses.nsf.gov/pubs/nsf19301/data) , between 1975 and 2017, the total number of Ph.D. recipients jumped by 67 percentage points -- from almost 33,000 individuals to almost 55,000. And that growth was driven not by an increase in white recipients, but by an increase in nonwhite ones. Between 1975 and 2017, Asian Ph.D. recipients increased by 3,919 percent, Latinx recipients by 766 percent and black recipients by 179 percent.

Thus, while nonwhite Ph.D.s are still a minority today, the face of newly minted Ph.D.s has changed dramatically -- from overwhelmingly white in 1975 (72 percent of all recipients), to 52 percent white, 26 percent Asian, 7 percent Latinx and 5 percent black in 2017.

Among all Ph.D. recipients, more than half of white, Latinx and black graduates took jobs in academe in both tenure-track and non-tenure-track positions. Assuming a similar proportion of those academic jobs were tenure track in 2017 as they were in 2013, about 8 percent of the black and Latinx graduates took tenure-track positions (https://www.tiaainstitute.org/publication/taking-measure-faculty-diversity) in higher education, while 7 percent of white graduates did. That corresponds to about 1,900 white, 250 Latinx and 190 black tenure-track faculty members.

White Ph.D.s are still the majority of those entering tenure-track positions, but as these trends demonstrate, the number of nonwhite Ph.D. recipients taking academic jobs increased significantly. And because of their later access, black, Latinx and Asian professors are disproportionately entering academe just as publication standards and expectations to secure tenure-track jobs are rising. Such increases in standards and expectations disadvantage racial and ethnic minority faculty, given that white faculty, as a group, entered academic jobs when the expectations for hiring and promotion were comparatively lower. This trend in academe mirrors similar ones in other areas. Just as job security and benefits declined in manufacturing (https://www.jstor.org/stable/986903?casa_token=VEnl3GBm3IoAAAAA:qAKdj1rwTrp1I-

Faculty members of color face other disadvantages that their white colleagues don't experience. First, the growing number of students of color (https://www.chronicle.com/article/Nearly-Half-of-Undergraduates/245692) and the continued underrepresentation of nonwhites as tenure-track faculty (https://www.insidehighered.com/content/diversifying-graduate-schools-and-faculty) in higher education means that nonwhite faculty must respond to much greater student demands for mentoring, role modeling and counseling than their white colleagues do -- particularly around issues of race and racism on campuses. Second, nonwhite faculty members report that to be seen as "legitimate" scholars, they must do more emotional work interacting with their colleagues around research (https://www.insidehighered.com/news/2019/03/05/major-survey-shows-professors-worry-about-discrimination-arent-prepared-deal) . Almost three-quarters of black, Asian and Latinx professors reported "feeling a need to work harder than their colleagues to be seen as legitimate scholars," compared to less than half of white professors. The work involved in supporting and mentoring students, legitimizing one's research, and navigating ethno-racial microaggressions is part of the "invisible labor (https://www.chronicle.com/article/The-Invisible-Labor-of/234098) " that most colleges and universities do not recognize in the tenure and promotion process.

These inequalities in work demands exist within a social system that is also unequal due to racial differences in educational access and attainment. Nonwhite Ph.D.s are less likely than their white counterparts to have family or friends with doctorates who can advise and support them through the processes of hiring, tenure and promotion. White Ph.D. students are more likely to have a parent with an advanced degree than their nonwhite peers, which one report (https://www.jstor.org/stable/pdf/3090274.pdf?refreqid=excelsior%3A4f0de70edcd0c8f0e9c458ef95b58a69&seq=1#page_scan_tab_contents) identified as the strongest influence on whether an individual entered a doctoral program.

Among Ph.D. students in 2017, 46 percent of Asians and 41 percent of whites had a father with an advanced degree, compared with just 27 percent of Latinx and 23 percent of black students. While these figures include any degree higher than a bachelor's, the national trends suggest the differences between Ph.D. students with at least one parent who holds a Ph.D. and those without such a parent are likely to be significant. Only 1 percent of black and 0.7 percent of Latinx children nationwide (https://familyinequality.wordpress.com/2019/02/20/white-children-are-2-7-times-more-likely-than-black-

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second-generation Asians, the children of low-income refugees, and long-standing Asian Americans.)

In general, white-nonwhite differences reflect racial disparities in access to and completion of college education. And, all in all, such differences suggest that white Ph.D. recipients entering tenure-track jobs probably have more special insight into the tenure and promotion process, the culture of an academic work environment and even social connections in tenure-track jobs than their nonwhite peers.

NSF Data on Ph.D. Students with Parents with Advanced Degrees, 2017
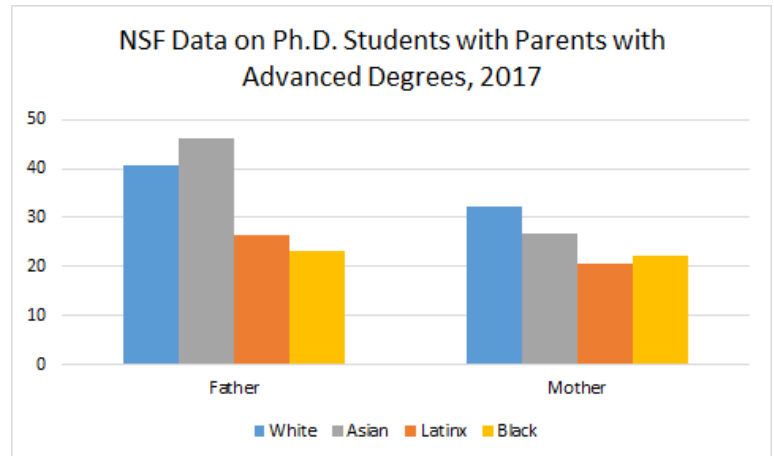
The early access and entrée to doctoral programs and tenure-track positions that whites have traditionally enjoyed means not only that a predominantly white group entered academe with lower standards, but also that those tenured white faculty have been able to pass on knowledge and insight about publishing, getting an academic job and achieving tenure to their children who are now pursuing Ph.D.s. While all new tenure-track faculty members are being held to higher expectations, nonwhite faculty are attempting to meet those standards with more demands on their time and less insight into the tenure process through their social contacts. In this racially skewed workplace, higher publication expectations make nonwhites more disadvantaged in hiring and tenure promotion.

Colleges and universities can begin to address these racial inequalities through a few approaches. First, they should acknowledge the invisible labor nonwhite faculty members perform in the tenure and promotion process as a signal of their involvement and commitment to the department. Second, they should offer support and mentorship for nonwhite faculty members at all levels of promotion, not just for assistant professors. Third, they should provide institutional advising, counseling and other support for underrepresented students to reduce the demands on nonwhite faculty. And finally, acknowledging the increased demands on nonwhite faculty, they should hire more of them. While these solutions will not produce an even playing field, they will create a more level starting point for evaluation.

Ric

Read more by   *Zawadi Rucks-Ahidiana*

[(/print/advice/2019/06/07/nonwhite-faculty-face-significant-disadvantages-tenure-track-opinion)](/print/advice/2019/06/07/nonwhite-faculty-face-significant-disadvantages-tenure-track-opinion)

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EXHIBIT 3

Academic Bullying: A Barrier to Tenure and Promotion for African-American Faculty

Kimberly N. Frazier
Clemson University

The author discusses the problem of retention of African American faculty due to tenure and promotion issues. The author outlines obstacles that African American face in the workplace while seeking tenure and promotion in academia. A case example is presented that illuminates how these stressors manifest in the academic setting and recommendations are given on how African American faculty experiencing these obstacles can cope. Suggestions for future research are also discussed.

Key words: African American faculty, Black faculty, faculty of color, higher education, mentoring, microaggressions, workplace bullying

Traditionally academics were identified as white males and universities across the nation have made efforts to change the makeup of their traditional white male faculty into one that reflects diverse backgrounds. This diversity of faculty is often obtained through initiatives and strategies specifically focused on increasing the numbers of faculty of color on traditional campuses. Despite a discerned effort, current representation of faculty of color is very low and one many believe the reason is due to universities focusing on the recruitment rather than the retention of African American faculty (Thompson, 2008; Trower & Chait, 2002). Further, despite anti-discrimination legislation, affirmative action initiatives, and higher numbers of Black students graduating with doctorates, African American faculty are underrepresented in colleges and universities (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000). Adding to the difficulty of retaining faculty of color is the critical role tenure and promotion plays. Workplace issues that have been identified as barriers to the promotion and tenure for African American faculty include lack of personal time, Institutional climate, review/promotion process, marginalization of research, lack of mentoring, and covert discrimination. These barriers to tenure and promotion serve to disrupt the ability of faculty of color to perform in their faculty roles satisfactorily and impact their socialization towards promotion and tenure (Patitu & Hinton, 2003; Thompson, 2008). In addition, academic bullying has also served to limit faculty of color in their ability to attain tenure and promotion on traditional campuses. The purpose of this paper is to introduce and define the term academic bullying as it relates to workplace bullying. In addition a review of literature outlining the issue of tenure and promotion for African American faculty, a case example that illuminates academic bullying incidents, and recommendations for bullied faculty are also given.

Academic and Workplace Bullying

Current literature surrounding the experience of faculty of color in academia is deficit model focused and looks at ways the faculty can improve the experience rather than the system and people who contribute to the experience (West-Olatunji, 2005). The concept of workplace bullying has not been introduced into academic literature and the academic bullying concept provides the link between workplace bullying and bullying in the academy. Academic bullying is a concept being introduced that looks at systematic long-term interpersonal aggressive behavior as it occurs in the academic workplace setting in both covert and overt forms against faculty who are unable to defend themselves against the aggressive behavior committed by faulty in power in the workplace. These aggressive behaviors can take the form of racial microagressions, marginalization, and covert and overt forms of racism as it relates to the faculty of color's research, teaching, collegiality, and overall institutional climate in the workplace.

Brodsky's (1976) work *The Harassed Worker* is regarded as the first document interest regarding workplace bullying. Brodsky's book details the stories of people being subjected to long-term harassment in the workplace by fellow colleagues and superiors in the workplace. Increased interest in bullying in the workplace as incidents of lack of civility, emotional abuse and workplace harassment have increased. For incidents to be labeled bullying the following must be present: (1) an imbalance of power between the person being bullied and the person inflicting the bullying, (2) the behaviors must be systematic and occur in a long-term time frame, and (3) those being bullied must find it difficult to defend or retaliate against those inflicting the bullying behavior. Researchers have defined bullying in the workplace as a escalating process in which one person become the target of systematic negative social acts between one person in an inferior

position and another person in a superior position. (Matthiesen & Einarsen, 2010; Salin, 2011). Zapf (1999) further defines bullying by dividing the behaviors into five types: (1) work related involving difficulty in managing work tasks in the face of negative behaviors, (2) social isolation involving exclusion from daily communication and daily events, (3) personal attacks involving ridicule and insulting remarks, (4) verbal threats involving criticism and humiliation, and (5) spreading rumors involving an attack on social reputation.

The idea of workplace bullying has been a concept since the 1970's and researchers have conducted studies to concretely define different types of workplace bullying. Research agrees that behaviors that are labeled bullying and served to victimize the targeted party through systematic long-term negative behaviors. Researchers have also discovered outcomes of workplace bullying commonly consists of reduced efficiency, increased absenteeism, increased job turnover, negative impact on health, negative impact on the organizational image and low job satisfaction among workers (Matthiesen & Einarsen, 2010; Salin, 2011).

Review of Literature

West-Olatunji (2005) conducted a study focused on the experiences of African American faculty from the framework of cultured-centered theory. This study provided meaning of the Black experience in the academia and further illustrated the issues contributing to the lack of significant numbers of African American faculty in traditional White institutions. Themes were found in the study included (1) interaction (bonding) described as little or no effort by colleagues to informally or formally theorize, socialize, or intellectualize; (2) variables (streams of consciousness) described as Black academics being overwhelmed by the multiplicity of micro-aggressions enacted by White colleagues in the academic workplace; (3) no transference of power/authority described as no acknowledgement of Black faculty as real intellectuals by colleagues or students unless there was institutional accountability; (4) subjective reality of the white experience (reflections) described as the articulated surreality of participants working with their White colleagues despite Eurocentric perspective of investigating the hegemony existing with whiteness and maleness present in academia; (5) mutual benefits of reciprocity and transformation which was defined as a sense of hopefulness that positive outcomes are possible, multiple centers are beneficial, and diunital theorizing creates new possibilities for research and praxis; (6) disconnections, duality, and divergence entails understanding the effects of oppression in the academic experience; and (7) resiliency which spoke to participants acts of resilience, self-preservation, creativity, resourcefulness despite their experiences in the academy. In addition the research found using technology could be a strategy for Black faculty to connect and navigate their academic workplace by aiding in keeping dialogue with other faculty and administrators to remain grounded, aiding receiving support across disciplines, national boundaries, and regional boundaries, aiding in believing in yourself and fostering acts of resiliency, and gaining more knowledge about the hegemonic pitfalls in academia by connecting with the academic experiences of those Black faculty and administrators who have been in academia longer (West-Olatunji, 2005).

Allen et al. (2000) conducted a study which focused on obstacles that African American faculty face and barriers to recruitment, retention, and success of African American faculty. Researchers found African American faculty are less often tenured, have lower academic rank, and have less academic stature than their White counterparts. Results also indicate that Black faculty still encountered issues related to access to academic faculty positions when compared to

White colleagues, as well as higher workload responsibilities in comparison to White faculty. Researchers also found there was a marked difference between African American faculty work satisfaction when compared to White peers. African American faculties were found to be far less satisfied with their job than their white colleagues. Researchers hypothesized that perhaps the marked differences between job satisfaction and workload distribution between White and Black faculty could be due to faculty not being able to select committee or administrative appointments, and course assignments are dictated by student need and senior faculty decreased teaching loads. The researchers concluded low representation of African American faculty in academia continues to be an issue and those that exist in academia are subjected to a pattern of systematic discrimination and isolation. Further because institutions operate in a system of individual and institutionally based racism, the recruiting and retention of African American faculty will only get worse and lower Black faculty representation in academia (Allen et al., 2000).

The Role of Mentoring

Much research has been written about the essential role that mentoring plays in order for faculty of color to be successful in the tenure and promotion process. Tillman (2001) conducted a study focusing on the experience of Black faculty at White institutions in regards to the formal and informal mentoring relationships. The study looked at the mentoring relationships that were practiced at two predominantly White universities using interviews from the Black faculty being mentored and the faculty providing the mentoring. Two significant themes were discovered in the study, the context of the mentoring (formal relationship vs. informal relationship) and professional and social isolation that was experienced by the African American faculty in the study. In regards to formal versus informal mentoring relationship, the results suggest that Black faculty benefited from mentoring that used planned and structured activities found in formal mentoring rather than the model of informal mentoring. The assignment of the mentor does not ensure the mentor and mentee will establish a relationship that will meet the needs of the mentee in regards to career and psychosocial needs. In addition the assignment of the mentor does not ensure the success of the mentee or success of the overall mentoring relationship. The second theme, professional and social isolation, was highlighted by the African American faculty in the study expressing the need to interact with other African American faculty that common experiences and feelings in academia. This need stemmed from the lack of emotional, personal, and cultural support that existed with the African American faculty relationships with their White mentors and colleagues. Though the Black faculty participants were successful, some still felt isolation at their institution and their success did not foster a feeling of belonging at their institutions. The researcher hypothesized the African American faculty member in the study were successful because of their ability to adapt and negotiate the culture of a predominately White academic environment (Tillman, 2001).

Issues arise through mentoring because of a lack of African American senior faculty members. Often African American faculty members are paired with non-African American faculty as their mentors. This pairing serves as a dichotomy since the non-African American faculty aid in creating an environment of isolation and participate in racial microaggressions (Constantine, Smith, Redington, & Owens, 2008;Thompson, 2008). Another issue present is Black faculty incur difficulty finding mentors at their institution that they can discuss the feelings of isolation, acts of racism and microaggressions within the department and institution. It is equally difficult for African American faculty to find mentors within their department and institution that have similar interests. Black faculty must seek mentoring outside of their

department and institution to get mentors. Because the mentoring process is happening outside of the department or institution, feelings of isolation are intensified (Constantine et al., 2008). Mentoring can be used as a tool to increase the number of African American faculty that are recruited, promoted, and retained at majority White institutions. Majority White institutions can use mentoring as a strategy to maximize Black faculty success at the institutions and foster institutional accountability for Black faculty chance at success (Tillman, 2001).

      Tillman (2001) suggests several factors need to be considered when creating mentoring opportunities for Black faculty. One factor is the creation of the mentoring relationship, which focuses on whether the mentor selected are willing to serve in the mentoring role. The mentor that is selected to mentor the African American faculty must want to serve as a mentor, committed to the professional growth of the faculty member being mentored, and have success in leading an untenured faculty member to tenure and promotion. The second factor involves evaluation and monitoring of the mentoring relationship periodically to ensure the most effective strategies are implemented, thus aiding the continued professional development of the Black faculty member. Third factor involves creating a document that outlines the career and psychosocial needs specific to new faculty. This document should have a balance listing of the needs of successful career promotion and successful psychosocial development for new faculty. Finally, it is imperative institutions seek out African American scholars that are willing to serve as mentors either at the institution or other organizations that can provide a network for mentoring for African American untenured faculty. Untenured Black faculty often sought out mentors that have common cultural backgrounds and career paths to provide them with support and strategies to navigate the isolation and institutional environment (Tillman, 2001). These factors mirror the results found in research studies and aid in providing Black faculty with successful mentoring relationships and help institutions to retain Black faculty.

Institutional Climate and Lack of Personal Time

      Patitu and Hinton (2003) conducted separate studies that sought to explore the experiences and concerns of African American women faculty and administrators. Their study specifically asked the question in regards to Black women faculty, "What has changed for African America faculty in higher education?" Ultimately the researchers found that little has changed for African American faculty in higher education. When participants in the study were asked about institutional climate respondents described a climate that was not committed to diversity, had very few faculty members of color represented, and very conservative attitudes and belief systems (Patitu &Hinton, 2003). Patitu and Hinton (2003) stated that the institutional climate is an area that can impact attitudes and beliefs that are communicated about faculty of color and whether African American faculty feel a sense of satisfaction at their home institution. In order to combat the institutional climate shortcomings, many participants talked about seeking out family, church, and other African American organizations to provide contrast to the institutional climate (Patitu & Hinton, 2003).

      Lack of personal time for faculty of Black faculty often manifests in commitments to students and campus service. African American faculty members have blacks students seeking guidance that results in more work and more time to offer guidance for these students. Higher expectations of black faculty leaves in the area of service leaves them overwhelmed with appointed service requirements that are far more than their white counterparts. The expectation of numerous African American faculty is that they will mentor students of color and serve as the diverse representative on committee obligations for their department, home college, and

university, which result into a lack of time to focus on scholarship (Thompson, 2008).   Because many faculty of color spend more time focusing on participating in service activities through committee work and mentoring students of color, they lack the time to promote their professional socialization in the workplace. Professional socialization in the workplace is important to the promotion and tenure process and because faculty of color are often forced to focus on service activities the are viewed as peripheral participants by white faculty (Thompson, 2008). Ultimately faculty of color are placed in an unfair situation where an expectation and constant pull to participate in diversity initiatives on campus, mentor students of color, and produce research impact their ability to professional perform (Bradley, 2005; Constantine et al., 2008).

Review/Promotion Process

Academic quality at universities is conceptualized and defined by tenured faculty who are majority white male and female faculty (Constantine, et al., 2008). Patitu and Hinton (2003) discussed the issues some of their study participants discussed in regards to tenure experience and most described more negative experiences. Though some stated there was no problem, the majority voiced concerns. The main concerns that emerged included little or no mentoring throughout the process, being given conflicting information regarding the tenure and review process, higher expectations than their White colleagues, and being subjected to unwritten rules about the process (Patitu & Hinton, 2003). During the review and promotion process African American faculty experience a marginalization of research efforts as an obstacle for achieving tenure and promotion. Tenured senior faculty and peers of African American faculty often devalue the research areas and populations black faculty select to build their research. Conversely, topics that are often valued by senior and tenured faculty do not mirror the experiences or interests of Black faculty, hence causing marginalization of Black faculty because of their devalued topics of research (Thompson, 2008). Constantine et al. (2008) found that though African American faulty research was devalued in the review and promotion process, their scholarship was valued during academic accreditation when racial or multicultural scholarship is beneficial in student training. Researchers suggest a possible reason for the lack of positive review and promotion experiences for African American faculty may be because often Black faculty are viewed as products of affirmative action. The perception that Black faculty are products of affirmative action leads their White peers to view them through the lens of their minority status rather than favorable consideration for merit and promotion (Patitu & Hinton, 2003).

Collegiality and Contemporary Racism

Collegiality is defined as the relationship that exists between colleagues and the university setting. Faculty of color often face victimization in the workplace because they are perceived as peripheral participants by white faculty, specifically white men faculty. Many researchers point out that faculty of color describe feelings of loneliness, social isolation, and betrayal when describing their experiences as faculty in higher education (Constantine et al., 2008; Salazar, 2009). Additionally, collegiality is used as a tool to for racism and discrimination that influences the workplace environment. Many times unwritten expectations surrounding collegiality are hard to decipher for faculty of color and leads to exclusion from resources and support, further isolating African American faculty in the workplace (Thompson, 2008). Contemporary racism is defined as subtle forms of racial bias that is expressed in attitudes, beliefs, and behaviors that are considered acceptable by the white individuals who use them. Contemporary racism that takes

the form of racial microaggressions that are brief verbal, behavioral, or environmental in nature. Racial microagressions used to communicate negative messages regarding people of color and ultimately are used to communicate negative thoughts and feelings towards faculty of color with other faculty and students. The constant use of microaggressions by white faculty, feelings of mistrust towards other departmental faculty, and social isolation creates an environment that forces African American faculty out of academia (Constantine et al., 2008; Thompson, 2008; Salazar, 2009).

The case example presented below provides an example of how academic bullying manifests in academic settings and the possible outcomes of long-term systematic bullying. This is a composite case example based upon the multiple stories of African American faculty that have experienced bullying by their colleagues and supervisors at various universities.

Case Example

Nicolette is a 30 year-old African American female tenure track faculty member in the Counselor Education department at Palmetto University. She has been in the department for four years but has decided to leave the university due to the academic bullying she received from departmental faculty, feelings of isolation, feelings of marginalization, and constant institutional racism present at Palmetto University. Below is an overview of various incidents that occurred during the four years Nicolette spent as a professor at Palmetto University.

Year One

Nicolette's first meeting with the departmental chair, according to the chair's email was to focus on setting up teaching and research goals for the year. However the chair opened the meeting with the statement, "Nicolette I know that you were hired to work in the mental health track, but I think the school track would be a better fit for your clinical experience with children. It would be best for the department and you would show that you are a team player if you to switch to the school track and let Cindy move to the mental health track." When she asked the chair to elaborate, he says "Cindy has not had training with children and I just want everyone to be where there talents lie." Nicolette wanting to show her collegiality and knowing her background with children agreed to the change. Weeks later, Nicolette discovers that hurricane Katrina has hit the Gulf Coast and her mother and father must leave their home to seek shelter with her. As Hurricane Katrina unfolds, Nicolette is called into the chair's office for mystery meeting. The chair begins the meeting by saying, "I have seen what is on the television about Hurricane Katrina and many of the faculty have been worried about you… I want you to know, that though this is a hard time for you, we expect you to fulfill your duties in the department. Cindy lost custody of her children and kept working and fulfilling her duties as a professor and you are expected to do the same." Nicolette was speechless and simply nodded her head and left the meeting. In the first year review the chair states "Nicolette students describe you as distant and so have the faculty." Nicolette states "well I have been distracted during the first year, my aunt died and Hurricane Katrina hit during the fall semester. The beginning of the spring semester my grandmother died due to Hurricane Katrina that coupled with adjusting, as a new faculty was distracting. The chair dismisses Nicolette's statements and states, "The tenure and promotion committee has stated that your research agenda, though focused on diversity and multiculturalism, they are unsure the value of that type of research, the committee had hoped with all that has happened with Hurricane Katrina you would have produced more research on that topic."

Nicolette mentioned that she had received three grants looking at some aspect of the impact of Hurricane Katrina as well as articles in the works from each of those grants. The chair followed these statements with a final one, "In order to give you better direction in your teaching and scholarship, I have decided to have Leslie be your mentor, she is another African American woman in the department." Nicolette inquired about why she was paired with a non-tenured faculty member as a mentor and the chair said, "this pairing is a good fit for you." Nicolette countered, "Leslie is not in the same disciple or on the same career path."The chair ended the discussion by stating "this decision is final." To get better in the area of teaching for next year, Nicolette began setting up classroom observations with the Director of Teaching and Effectiveness at the university.

Year Two

Nicolette had successfully secured four grants, one of which the entire university competed for and she was the only School of Education faculty to receive. At a faculty meeting while everyone went around and discussed their projects, she highlighted her grant activity. After her announcement there was a long silence, then a senior faculty member began to highlight the grant activity of another non-track faculty member that had a "real research agenda not focused on minorities and children." After the faculty meeting, Nicolette goes to her mentor's office to discuss research and her mentor Leslie says, "Nicolette, Cindy told me and the chair, students are unable to find you and you are never in your office and she is tired of students coming to her office to look for you." "Nicolette's responded, "That information is a shocking since I have never received that information from a student. Also, Cindy's office is on the other end of the hall so how would a student come to her office to look for me?" "Come to think of it, Cindy and I do not teach the same days or times, so why would I be in the office during the times she is in her office?" Leslie responded, "I just passing the information along given by the chair and other tenured faculty" Now you have the information that is all I had to discuss for our mentoring time." Nicolette leaves thinking she was had been mentored all of 10 minutes. Before the end of the spring semester, the chair called an emergency meeting with Nicolette to inform her the other faculty member in the school track abruptly left the department and stated additional duties for Nicolette would be coordinating both the certification program and the regular school counseling track program. Additionally, Nicolette would chair of the committee to find a replacement faculty. Since Nicolette was the only school faculty she would now be forced to teach two additional courses, making here teaching load six courses. The additional duties would be added to her current obligations of four committee appointments, advising for the entire school track, research grants, and national service duties. Nicolette's review meeting for year two, was like the first, still focused on her teaching and impressions that students had about her "distant attitude" and her unclear research agenda despite having four grants and 4 article publications the focus was still on teaching.

Year Three

By the third year at the university Nicolette's mentor left the university and she was not given a replacement. She was busy with the administrative work of running both school programs, while tending to an increased teaching load, there was no time focus on cultivating new research. Nicolette was the chair of the new faculty search committee, however because the other members of the committee were all tenured, committee members refused to come to meetings regarding the search. At the year review the chair tells Nicolette, she is not doing enough in the

area of research and professional service. When Nicolette discusses additional items completed this year regarding her committee work, administrative work for both school programs, and increased teaching load, the chair stops her and states "That was expected of you however you don't have anything in research but two new publications and you need to increase your productivity." The chair shifts the meeting by sharing he has met with several students in my classes and they have concerns regarding your grading fairness the lack of structure in your classes. The chair states he was very concerned about Nicolette's progress since the students are complaining, other faculty still feeling she was being distant, and she needed research presentations that were from local and state conferences, rather than national and international conferences. As the chair is speaking, Nicolette reflects that was never welcomed into the department. No department faculty had ever asked her to collaborate and when she attempted to foster collaboration department faculty deflected the inquiry with statements like "you have such a pretty smile" or "you dress so well". During the first year the department never acknowledged Nicolette being impacted hurricane Katrina except to ask her to shift her research agenda to exploit the her community to further her research. There were no emails or cards to offer condolences on the death of her aunt or her grandmother, from any faulty member hence the three years of isolation became more evident.

Year Four

After completing a grueling year three of being an administrator for now four years, serving as a committee chair on paper only since ultimately the chair withdrew committee recommendations to hire a suspect candidate, ongoing talks with the chair criticizing her teaching not being up to par, yet the chair had never come to observe Nicolette's teaching ability was frustrated. The director of teaching effectiveness had observed every class she taught and stated "I don't understand why you keep asking for observations, I wish all the faculty at the university could teach more like you!" and closing out year three with awkward meeting her chair advising her to focus on state conferences and publications and to not focus on national and international conferences and publications and to do more to be visible in her department seemed like the chair was attempting to dismantle Nicolette's research agenda by guiding her to focus on state conferences Nicolette was getting suggestions that didn't help her career and effectively diminished her chances of being successful in the tenure and promotion process. Nicolette reflected on the fact she was constantly taking on more duties in an effort to be collegial and provide service to the department and still the chair and tenured faculty perceived her as not doing enough because she was expected to do these things as the chair stated in her review meeting. Nicolette also thought about her duties and expectations were not expected of the White non-tenured faculty in the department, leaving an unequal distribution. Finally, Nicolette thought about the feelings of isolation and marginalization she felt since the chair and other faculty constantly talked about her research as not being "real research", her teaching was deemed problematic, and institutional climate not being committed to diversity, Nicolette decided to leave Palmetto University and found another teaching job. Nicolette experiences at Palmetto University left her feeling exhausted. She was not getting properly mentored and constantly being asked to do things that was not helpful for successful promotion and tenure. Additionally she was not being asked to do research with any of her colleagues and being avoided when she suggested collaboration ideas. The non-existent collaboration with the department faculty forced her to collaborate with other researchers outside the department and outside of the university.

Discussion

The incidents described in the case study illustrate an environment that had layers of dysfunction, isolation and lacked compassion for Nicolette's personal grief over the loss of her aunt, her grandmother, and her beloved community due to hurricane Katrina. In the case example, Nicolette describes the several barriers to tenure and promotion, for African American faculty.

The case example illustrates the issue of ineffective mentoring to Nicolette throughout her time at the university. The chair assigning Nicolette a mentor that had no history of successfully mentoring non-tenured faculty through tenure and promotion since the mentor assigned was also untenured. Also the mentor assigned to Nicolette was not in the same discipline or on the same career path as Nicolette, the mentor selection by the chair limited Nicolette's ability to successfully achieve tenure and promotion. Another issue was the time Nicolette and the mentor spent together was largely used to pass information given to the mentor by tenured faculty and the chair rather than discussions of research collaboration, tenure and promotion success, and career development. Finally, as Nicolette administrative duties and teaching duties increased her assigned mentor was no longer at the university and she was not assigned a new mentor. Lacking a person to discuss the experience of having expectations that are not balanced with the White counterparts in the department fueled her feelings of isolation and marginalization year after year.

The review process for promotion being a negative experience is illustrated in the case example in every year review Nicolette received. Nicolette evaluated by the promotion committee and chair that were unfamiliar with her career path, discipline, teaching, and research. In every year review though Nicolette discussed having success with grants and publishing articles, her department chair and other tenured faculty considered her research "unfocused" and not having value in the department. Additionally, she was labeled as distant with the students and the other faculty. The committee expressed they wanted Nicolette to research her own people and the assumption was since she was black, her research would focus on black people. Nicolette was being guided to exploit hurricane Katrina through her research agenda by the tenure and promotion committee and by her chair, thus her research agenda and goals for the year were being set without regard to her actual research interests. By year three Nicolette was being told that she was not being visible in the department and not doing service for the department, though she had increased her teaching load, taken on coordinating both programs in the school track, and chaired the committee to find a faculty replacement. Each year review for Nicolette served to foster negative experiences and conflicted messages about the expectations by the chair and the department.

The case example illustrated collegiality through Nicolette's chair constant expectation for her to take on additional duties. The chair went as far as to insist Nicolette teach in a counseling track that was not the one she interviewed or expected in the name of doing what was best for the department and she ultimately thought to show collegiality. However year after year she was still viewed as distant and perceived to be on the fringes of the department. Contemporary racism was illustrated when the chair and the department labeled Nicolette as "distant" and her research of no value.

Unsupportive institutional climate was clearly illustrated throughout Nicolette's time at Palmetto University. In year one when she suffered the loss of her aunt, her grandmother, and was focused on the impact of Hurricane Katrina on her family and community, the department never acknowledgement of Nicolette's personal loss and the impact it could have on her teaching, research or administrative duties. Nicolette was not given support and the chair or other faculty

and the expectation was to continue and expand duties and expectations within the department. Additionally, when the other school faculty member left the university ways to support Nicolette as the only faculty in her department. Instead it was expected that Nicolette take on the duties and teaching left by the faculty, as well as find the replacement faculty.

Lack of personal time was illustrated in Nicolette's story by the chair's expectation that she picks up duties left behind by leaving faculty and continues her duties that were already assigned to her. Taking on the additional teaching and administrative duties monopolized her time both personally and professionally. Because Nicolette began her Palmetto University job with administrative duties and teaching duties that only increased over time, finding time to conduct research, publish, and have personal time was impossible.

Recommendations

African American faculty, unfortunately, have been forced in a revolving door scenario in academia. Often they are brought into majority White institutions and become victim to a lack of effective mentoring, systematically racist institutional climates, and feelings of isolation (Allen et al., 2000; Patitu & Hinton, 2003; Tillman, 2001). Black faculty experience a devaluing of their scholarship, infringement on their time due to expected campus diversity initiatives and student mentoring, lack of mentoring, as well as constant feelings of isolation and executed racial microaggressions be fellow white faculty result in creation of an environment that is less than desirable. Finding a work environment that is committed to building a community to prevent isolation of African American faculty that is practiced at the departmental administration and university administration level (Yoshinaga-Itano, 2006).

Universities need to create mentoring programming identifies African American scholars that are willing to serve as mentors either at the institution or other organizations that can provide a network for mentoring for African American untenured faculty. This allows Institutions to be accountable for the success and retention of the African American faculty they recruit. Also, universities need to create strategic mentoring program that involves evaluation and monitoring of the mentoring relationship periodically to ensure the most effective strategies are implemented, thus aiding the continued professional development of the Black faculty member (Tillman, 2003).

Salazar (2009) identified coping strategies for faculty of color that included creating distance from negative experiences, learn the rules of academia to succeed in gaining tenure and promotion, and find a sense of community outside of your institution. Also seeking mentoring outside of your university with faculty that share similar interests and are familiar with the challenges that are common to African American faculty can help with finding kinship among professional colleagues and validation for culturally focused research (Salazar, 2009). Bradley (2005) recommends minimizing bias faculty experience in the classroom and course evaluations by creating policy focused on racial and sexual harassment of faculty by students that outlines the behaviors that will not be tolerated. Additionally, creating a faculty assessment of the classroom climate to accompany course evaluations will give African American faculty a voice and create a clearly picture of the classroom dynamics.

Future research] focused the specific obstacles that are faced by African American faculty as it relates to gender is needed so that gender specific strategies can be created to aid Black faculty in navigating academia. More research about the role of institutional accountability and the impact of oppressive systematic racist environments and how academic bullying contributes to this environment needs to be studied. Finally, research focused on effective mentoring models

that allow African American faculty to balance the needs of psychosocial development with professional development to aid in successful navigation of tenure and promotion should also be studied.

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