

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

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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 faculty in power in the workplace. These aggressive behaviors can take the form of racial microaggressions, 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 diurnal 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 American 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 they 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 professionally 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 faculty 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 microaggressions 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 their 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 discipline 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 her 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 faculty 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 by 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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