Eastern Kentucky University

Encompass

January 2021

A Phenomenological Examination Of The Experience For Deaf Faculty Members In A Post-Secondary Institution In America

Amy Anne Schilling
Eastern Kentucky University

Follow this and additional works at: https://encompass.eku.edu/etd

Part of the Disability Studies Commons, Higher Education Administration Commons, and the Higher Education and Teaching Commons

A PHENOMENOLOGICAL EXAMINATION OF THE EXPERIENCE FOR DEAF FACULTY
MEMBERS IN A POST-SECONDARY INSTITUTION IN AMERICA

BY

AMY ANNE SCHILLING

DISSERTATION APPROVED:

_Charles Hausman_
Charles Hausman (May 5, 2021 11:43 EDT)
_____
Chair, Advisory Committee

Dr. Angela Spiers EdD LPCC-s
_____
Member, Advisory Committee

Lawrence Crouch
Lawrence Crouch (May 5, 2021 14:46 EDT)
_____
Member, Advisory Committee

Ry K. Baggett
_____
Dean, Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this dissertation in partial fulfillment of the requirements for a Doctoral

degree at Eastern Kentucky University, I agree that the Library shall make it available to

borrowers under rules of the Library. Brief quotations from this document are allowable

without special permission, provided that accurate acknowledgements of the source are

made. Permission for extensive quotation from or reproduction of this document may be

granted by my major professor. In [his/her] absence, by the Head of Interlibrary Services

when, in the opinion of either, the proposed use of the material is for scholarly purposes.

Any copying or use of the material in this document for financial gain shall not be

allowed without my written permission.

Signature: Amy A. Schilling

Date: 4.1.2021

A PHENOMENOLOGICAL EXAMINATION OF THE EXPERIENCE FOR DEAF

FACULTY

MEMBERS IN A POST-SECONDARY INSTITUTION IN AMERICA

BY

AMY A. SCHILLING

Submitted to the Faculty of the Graduate School of

Eastern Kentucky University

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

2021

DEDICATION

To my mother, Jane Wilkins Webster, who has never wavered in her belief in me and what I could accomplish. My mother has loved me unconditionally, always stood by me, always defended me, and always believed in me. I am happy and thankful for the unimaginable decisions and impossible choices my mother made for me when I could not. I have never questioned that she has always wanted the best for me and has willingly sacrificed to make that happen.

My mother has shown me what it is to pick yourself up and make your own dreams come true. I never doubted if I could do anything because my mother was always there to cheer me on. She has instilled in me the belief that I can overcome and achieve anything. She has watched me grow into the person I am today and there are no amount of words that can express my gratitude, appreciation, and love I have for my mother, my dearest friend, my greatest role model, and my biggest supporter.

ACKNOWLEDGEMENTS

meets and allows them the room to grow and succeed. Our relationship has progressed over the years and I am grateful for her teaching, words of wisdom, advice, practical jokes, and for her sharing her family with me.

I wish my father would have had the opportunity to see me earn this degree, but I know he knew I would finish, and he would be celebrating right along with me. I am grateful for both my stepmother, Pat, and my stepfather, Stan, who have offered love, support, and encouragement over the years. To my sister who has pushed me, maybe unknowingly, my whole life to succeed, I am grateful. Last, but certainly not least, I would not be who I am without the love and support of my dearest and closest friends, who are my chosen family, thank you all for loving me and supporting me, always. I have been changed, for good.

ABSTRACT

The experience of Deaf tenure track or tenured faculty in post-secondary education is largely unknown. This qualitative phenomenological examination afforded six Deaf tenure track or tenured faculty to share their experiences. The purpose of this study is to share the day-to-day lived experience of Deaf tenure track or tenured faculty in post-secondary institutions. The goal of the study was to reveal areas of growths and strengths to allow institutions to better recruit, support, and retain Deaf tenure track faculty. Deaf faculty shared their experiences and have overcome barriers leading to success in their field.

Interviews were conducted with each participant and data was coded and organized. Six themes emerged from the data: Community, communication, interpreting, relationships, unique challenges Deaf faculty encounter, and tips. Findings from this study will aid post-secondary institutions in promoting a healthy and equitable atmosphere for Deaf tenure track or tenured faculty. The implications of the study's findings for practice and recommendations for future studies related to Deaf tenure track or tenure faculty are also included.

Keywords: *communication; community; Deaf; deaf faculty; interpreting; interpreter; relationships; tenure;*

Table of Contents

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Faculty in higher education institutions across America are as diverse as the

institutions and areas in which faculty work, ranging in age, experience, culture,

ethnicity, sexual orientation, race, religion, among other identities. Faculty experiences

range just as faculty themselves do. There is an abundance of literature that details the

experiences of faculty members throughout history (Fennell, 2017; Jones et al., 2013;

Kahn & Jabeen, 2011; Taber, 2014; Thomas et al., 2015; Young & Anderson, 2015);

however, there is little to no literature focused on the experience of Deaf faculty members

in these institutions.

Hearing loss is prevalent—there are approximately 10,000,000 persons who are

hard of hearing and almost 1,000,000 who are functionally deaf and use American Sign

Language (Mitchell et al., 2006; Mitchell, 2006). The National Institutes of Health under

the U.S. Department of Health and Human Services established the National Institute on

Deafness and Other Communication Disorders (NIDCD), and in 2016, it estimated that

approximately:

> Two to 3 out of every 1,000 children in the United States are born with a
>
> detectable level of hearing loss in one or both ears. Among adults aged 20-69, the
>
> overall annual prevalence of hearing loss dropped slightly from 16% (28.0
>
> million) in the 1999-2004 period to 14% (27.7 million) in the 2011–2012 period.

In addition, the National Center for Health Statistics (NCHS) (as cited in Holt, Hotto, and

Cole, 1994) shared the following information regarding hearing loss:

The deaf or hard-of-hearing population is estimated by the National Center for Health Statistics (NCHS) of the U.S. Department of Health and Human Services. According to their 1990 and 1991 Health Interview Surveys, approximately 20 million persons, or 8.6 percent of the total U.S. population 3 years and older, were reported to have hearing problems (Table 1).[†]

Table 1

Estimate of the Prevalence of Hearing Impairments by Age Group, United States, 1990-91 (NCHS, as cited in Holt et al., 1994)

Age Group	Population	Number of hearing impaired	Percent of population
TOTAL	235,688,000	20,295,000	8.6%
3-17 years	53,327,000	968,000	1.8%
18-34 years	67,414,000	2,309,000	3.4%
35-44 years	38,019,000	2,380,000	6.3%
45-54 years	25,668,000	2,634,000	10.3%
55-64 years	21,217,000	3,275,000	15.4%
65 years & older	30,043,000	8,729,000	29.1%

Since there is no legal definition of deafness comparable to the legal definition of blindness, 'deaf' and 'deafness' can have a variety of meanings. Table 2 gives the prevalence of deafness based on three possible descriptions. For example, if deafness is described as the "inability to hear and understand any speech," there are approximately 550 thousand deaf persons in the U.S. (1/4 of one percent of the U.S. population). (NCHS, as cited in Holt et al., 1994)

Table 2

Estimate of the Prevalence of Deafness, by Three Possible Descriptions, United States, 1990-91 (NCHS, as cited in Holt et al., 1994)

Description	Estimated number	Percent of population
Deaf, both ears	421,000	0.18%
Cannot hear & understand any speech	552,000	0.23%

Table 2 (continued)

Description	Estimated number	Percent of population
At best, can hear & understand words shouted in the better ear	1,152,000	0.49%

Source: National Center for Health Statistics, Data from the National Interview Survey, Series 10, Number 188, Tables 1, B, C, 1994.

The prevalence of hearing impairment differs according to gender (Table 4). The overall prevalence is 10.5 percent for males and 6.8 percent for females. While males at all ages are more likely than females to be deaf or hard-of-hearing, the gap widens after age 18 (Figure 2). ((NCHS, as cited in Holt et al., 1994)

Table 3

Estimate of the Prevalence of Hearing Impairments by Age Group and Gender, United States, 1990-91 (NCHS, as cited in Holt et al., 1994)

Age Group	Male	Female[*]
TOTAL	12,002,000	8,293,000
3-17 years	541,000	427,000
18-44 years	3,018,000	1,672,000
45-64 years	3,946,000	1,963,000
65 years & older	4,497,000	4,232,000

[*] *Due to rounding, the numbers in this column do not sum.*

It is difficult to identify how many individuals consider themselves to be part of the Deaf community and use American Sign Language. The 1975 amendment to the Voting Rights Act does not address or provide for sign languages used by the hearing disabled population. Thus, the U.S. Census Bureau (2017) counts ASL speakers among those who speak English. In 1996, Lane, Hoffmeister and Bahan suggested that American Sign Language ranks as the sixth most used in the U.S. with estimated users in the order of 500,000 to 2,000,000 signers (speakers) (p. 42).

It is important to note the difference between those who identify as being pathologically deaf and those who identify as being culturally Deaf. Those who identify as being culturally Deaf, primarily use American Sign Language and subscribe to the values and norms of the Deaf culture. Within the context of this study, the researcher will capitalize the word Deaf to refer to an individual that has an identified hearing loss and that self-identify as an individual who is part of the Deaf community, a collectivist culture with specific values, beliefs, and behaviors and use American Sign Language to communicate. The general public have a very limited understanding of deafness and of the Deaf community and its culture. Often, individuals have never met a Deaf person who identifies as a member of the Deaf community because it is a low incidence population.

With the understanding that there is a population that identifies itself as having hearing loss, primarily using ASL, and subscribing to the values of Deaf culture, the goal of this phenomenological study is to share the experiences of these Deaf tenured or tenure-track faculty members who teach American Sign Language, Deaf studies, or interpreting in a post-secondary institution. The lack of literature available pertaining to those who are culturally Deaf and their experiences as tenured or tenure-track faculty leads to the question of these experiences. There are many questions surrounding the lack of literature in this field. It is not the goal of this study to determine the cause of the lack of research but to add to the research by sharing personal experiences of this linguistic minority.

Background

Two perspectives exist when examining the deaf: cultural and disability. The

literature depicts a disabled view of the deaf focuses on individuals as people who

struggle with learning and socializing in a mainstream setting, attain low levels of

education, and focus on the lack of hearing (Cerney, 2007; Lane, 1999; Ramsey 1997).

Conversely, the cultural perspective of deafness focuses on their strengths. Deaf

individuals are part of a collectivist community that is considered a linguistic minority

who have a shared value of language, beliefs, and values.

The focus group for this study will include individuals who self-identify as Deaf

American Sign Language users who are part of the Deaf community with shared values

and beliefs. This linguistic minority face challenges in mainstream settings that people

without hearing loss do not face nor recognize and appreciate. It is the goal of this study

to gain better understanding of the experiences of Deaf faculty members in higher

education settings.

It is important to understand the different experiences of Deaf people who identify

as part of this cultural group. Unlike other cultural groups, Deaf people, from birth, are

typically separated from others within the same culture. Deaf individuals who grow up in

rural areas, for example, have very limited exposure to others who share the same

language and culture (Lane, 2005). Due to the isolation of being deaf, and the fact that

90% of Deaf children are born to parents with no hearing loss, who may have never met a

Deaf person, these children experience delayed enculturation (Bienvenu, 1991; Lane,

2005; Padden, 1989; Padden & Humphries, 1988). With residential schools closing and

the option to place deaf or hard of hearing students in the public setting rising, Deaf

people often experience isolation, low self-esteem, and a misshaped identity. Thus, unlike members of other ethnic minorities, Deaf individuals experience a delayed enculturation, for example, at a residential school for the Deaf (Bienvenu, 1991; Lane, 2005; Padden, 1989; Padden & Humphries, 1988).

Statement of the Problem

There is a considerable amount of literature that shares the experiences of faculty, including diverse faculty who are part of a minority or who have been marginalized (Davis, Reynolds & Jones, 2011; Endo & Reece-Miller, 2010; Kelly & Fetridge; 2012; Price, et al., 2005; Nunez et al., 2015; Thomas et al., 2015; Urrieta et al., 2015; Young & Anderson, 2015). Minority, female, Black, Hispanic, and other faculty have shared their experiences; however, there is an absence of literature regarding the Deaf faculty experience. Little has been shared about Deaf faculty who are tenured or tenure track who teach American Sign Language, interpreting, or Deaf studies in a postsecondary setting. The goal of this research is to shed light on the unique experience of Deaf faculty members.

Purpose of the Study

The purpose of this phenomenological study is to provide insight on the day-to-day experiences of Deaf tenured or tenure-track faculty who teach American Sign Language, interpreting, or Deaf studies in a postsecondary education setting. There is a lack of literature that examines the experiences of Deaf faculty members. The general purpose of the phenomenological study is to understand and describe a specific

phenomenon in-depth and reach at the essence of participants' lived experience of the phenomenon (Yuksel & Yildirim, 2015, p. 3). By conducting a phenomenological study, there will be a means to communicate these unique personal experiences. These experiences can help other Deaf people to understand what is needed to be successful in these settings, help administrators understand how to support their Deaf faculty, give a voice to the Deaf faculty working in these environments, and provide insight into the concepts of faculty governance and faculty climate and its effects on Deaf employees. Since little is known regarding the Deaf faculty experience, this will be an outlet for individuals to share their unique stories. This research will contribute to the literature regarding the Deaf faculty experience at higher education institutions.

American Sign Language is relatively young, having only been identified as a true language in the 1960s by William Stokoe (Rosen, 2008). It is still in its infancy stage and growing in popularity. According to the Modern Language Association (2015), American Sign Language has experienced a growth in enrollment at the postsecondary level at a rate of 19% since 2009. In fact, out of 15 languages, only four showed growth in enrollment, with American Sign Language being second only to Korean. It can be expected that as post-secondary institutions look to increase revenue, administrators would invest in courses that show growth. As a result, people can expect more classes in American Sign Language to be offered. With this opportunity, we can also deduce that more Deaf ASL and native language users may be hired as faculty at these institutions. With firsthand knowledge of current Deaf faculty, administrators can be better equipped to understand the experiences and needs of these faculty as well as better understand faculty climate. Deaf individuals can better prepare themselves for the world of

academia. This may also help to establish or reinforce an equitable environment after having insight of Deaf faculty experience.

Research Question

The research question for this study explores the phenomenon of the experiences of Deaf tenured or tenure-track faculty teaching American Sign Language, deaf studies, or interpreting courses in postsecondary settings. The goal of this phenomenological study is to better understand the Deaf tenured or tenure-track faculty experiences. Knowledge of their experiences could lead to continuous support from administrators, systemic change within the institutional system, recognition of these faculty and their experiences, and guidance for the next generation of Deaf faculty.

Conceptual/Theoretical Framework

This research will be a phenomenological qualitative study of Deaf tenured or tenure-track faculty experiences in higher education institutions. Qualitative research affords participants the opportunity to share their stories. These experiences of the phenomenon will lead to greater recognition and understanding of these individuals and situations faced and needs an individual may have. Phenomenological studies provide an outlet for Deaf tenure or tenure-track faculty to share their lived experiences. There is little to no literature about these specific individuals' experiences, and this research study will contribute to this area of study.

Significance of the Study

McDermid (2009) researched Deaf professors and identified several struggles these individuals encounter. This study was conducted 12 years ago and included both Deaf and hearing participants and addressed perspectives of the program where the individual was employed. The goal of the current study is to add to this available literature and further shed light on the Deaf experience in this field. Hale (2012) studied faculty perspective of the tenure process in which some of the faculty in her study were Deaf; however, this research lacked phenomenological details and was not exclusive to Deaf faculty. This study did not allow Deaf faculty to share about the phenomenon of working in environments where the Deaf are often the only, or one of few, Deaf faculty members. Dr. Firkins (2020) studied best practices for part-time Deaf ASL faculty in higher education. Dr. Ballard (2019) studied the phenomenon of Deaf educators seeking K-12 educational administrative positions. Despite emerging research, there is a dearth in the literature and little recognition of Deaf tenured or tenure track faculty and even positions in their field is very limited. The goal of this study is to illuminate a group of linguistic minority individuals and their lived experiences. Contributions to this study might better prepare other Deaf individuals for the role of tenure or tenure-track faculty, aid administrators in understanding this unique culture and community, and give a voice to these Deaf individuals.

Limitations of the Study

There are several limitations to this study. This study will includes only six Deaf tenured or tenure-track faculty members who teach in Deaf studies, interpreting, or American Sign language courses at a postsecondary institution. Experiences of these individuals range due to the institution at which the individual is employed, the environment faced on a day-to-day basis, the individuals own upbringing, the cultures and identities the individual carries, personal background, and personal experiences. We cannot assume that the experiences of these individuals are representative of an entire group of individuals. Some experiences may vary based on administration at the institutions and their experiences with Deaf or minority faculty. Many other factors influence individual experiences such as personal background, ethnicity, gender, and upbringing. The study will evaluate these factors when examining the individual experience, but due to such a broad range of personal experience, people should not make assumptions that these experiences are what other Deaf people may perceive or experience. As with any qualitative study that relies on self-reporting, limitations may arise in what individuals are comfortable revealing or sharing.

Deaf individuals also work in a range of other higher education settings in various capacities; adjunct, full-time non-tenure-track, administration, or another staff position. This study will not address the experiences of these individuals. That is not to say that these individuals' experiences are not valid nor significant, but that non-tenure track or staff are not the focus of this study. Further studies that explore their experiences would be advantageous and recommended to gain further insight to the Deaf experience.

The study only considers the Deaf faculty experience and does not examine perspectives from students, other faculty at the institutions, or administration. It would be interesting to gather the perspective of several individuals within an institution to better understand a phenomenon at one institution from various perspectives.

The researcher for this study conducted all interviews using American Sign Language and is a near-native user of the language, but it is not the interviewer's native language. This could have some impact on the translation of the interpretation. To alleviate any influences or misinterpretations, the researcher provided the written transcripts to each participant upon request.

Definition of Terms

American Sign Language

William Stokoe, a linguist, provided documented evidence that American Sign Language was a legitimate, authentic language with its own syntax, morphology, and structure (Chamot, n.d.). The National Institute on Deafness and Other Communication Disorders, NIDCD, (2017) states that American Sign Language (ASL) is a language completely separate and distinct from English. It contains all the fundamental features of language— it has its own rules for pronunciation, word order, and complex grammar. NIDCD (2017) notes that while every language has ways of signaling different functions, such as asking a question rather than making a statement, languages differ in how this is done. For example, English speakers ask a question by raising the pitch of their voice; ASL users ask a question by raising their eyebrows, widening their eyes, and tilting their bodies forward.

Culture

The Oxford Dictionary (2018) defines culture as "The arts and other manifestations of human intellectual achievement regarded collectively; The ideas, customs, and social behaviour of a particular people or society; The attitudes and behaviour characteristic of a particular social group."

Cultural Competence

Diller and Moule (2005) defined culture competence as:

> The ability to successfully teach students who come from cultures other than our own. It entails developing personal and interpersonal awareness and sensitivities, bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching. (p. 19)

Cultural competency is the ability to work well with diverse populations and cultures. The National Education Association identifies four main aspects of being a culturally competent educator: (a) valuing diversity, (b) being culturally self-aware, (c) understanding the dynamics of cultural interactions, and (d) institutionalizing cultural knowledge and adapting to diversity (p.1).

Deaf/deaf

An individual who is deaf has a partial or complete lack of hearing. This is an audiological perspective of deafness. Individuals who are culturally Deaf consider themselves to be part of a linguistic minority (Pendergrass et al., 2017). Culturally Deaf individuals subscribe to a set of values and norms within their community and use a shared language, American Sign Language.

Minority Group

Randall (n.d.) references Schaefer's definition of a minority group as:

A subordinate group whose members have significantly less control or power over their lives than members of a dominant or majority group…A group that experiences a narrowing of opportunities (success, education, wealth, etc.) that is disproportionately low compared to their numbers in the society.

Schaefer goes on to explain that minority groups have a "distinguishing physical or cultural trait, experience unequal treatment and less power over their lives, have an awareness of subordination and strong sense of group solidarity, and high in-group marriage" (Randall, n.d.). Minority groups can be racial, linguistic, ethnic, religious, or gender based. Minority individuals and groups are typically subjected to oppression and suppression by the majority and are often excluded from positions of power and decision-making (Shields et al., 2005).

Organizational Climate

Organizational climate is defined by four core elements that represent working relationships, social relationships, fractionalization among faculty, and behaviors that maintain organizational welfare (Fennell, 2017, p.19).

Tenure

Ochoa (2011) explained that the differentiation between tenure and non-tenure track began when there was a differentiation between faculty that conducted research and those that taught (p. 137).

Tenure is granted typically after 5-10 years based on a faculty members' performance in three focus areas: teaching, service, and scholarship. Euben (2002) noted that criteria are used to evaluate performance and determine competence. The criteria

vary from institution to institution. Though tenure protects faculty jobs, there are some

exceptions in which faculty can still lose their employment.

Summary

American Sign Language is a widely misunderstood and young language. People

have many incorrect assumptions about the language, along with other signed languages.

People assume that American Sign Language is a manual representation of English, that

it has the same grammar and linguistic structure of English, that it is a universal

language, that facial expressions associated with the language are solely emotive, among

other misconceptions. With such erroneous beliefs about the language, there is no doubt

the same misconceptions about those who use the language. Deaf people are often a

misunderstood group due to the fact that deafness is a dispersed minority. Common

misconceptions are Deaf people are not as smart as hearing people, Deaf people cannot

drive, Deaf people can lipread, all Deaf people use sign language, and that Deaf people

need braille, to name a few. Interestingly, some Deaf individuals may not even fully

understand their own identity because unlike other cultural groups, Deaf people are often

not enculturated until a later age and may always experience a more physical isolation.

The experiences of tenured and tenure-track faculty have been widely reported

and recorded. However, there has been little opportunity for Deaf tenured or tenure-track

faculty to share their experiences at the university with the mainstream population. The

goal of this phenomenological study is to provide a means for Deaf tenured or tenure-

track faculty to convey their lived experiences within a higher education institution while

teaching American Sign Language, interpreting, or Deaf studies. The general public

needs more exposure to Deaf individuals and their lived experiences. Gaining insight of

Deaf individuals' experiences may help colleagues and administrators who are not deaf

better understand the life of the Deaf. By sharing their experiences, other Deaf

individuals will have better insight to potential opportunities for themselves. Deaf people

may also gain better insight to their own culture and ways of being.

CHAPTER II

REVIEW OF THE LITERATURE

American Sign Language is a rapidly growing language that is now ranked as the

third most popular language in the United States. American Sign Language was only

officially recognized as a bona fide language in the 1960s (Rosen, 2008; Swaney &

Smith, 2017, p. 296). It has since been adopted as a world language in some states, such

as Kentucky (Kentucky Department of Education, 2012). Due to its increasing

popularity, American Sign Language is now being taught at all educational levels at

every type of institution, including higher education. American Sign Language did not

gain in popularity until the 1990s, and the field of instruction is still growing and

changing (Swaney & Smith, 2017, p. 294).

Post-secondary institutions have been granting faculty tenure since 1940 as

defined in the "Statement of Principles on Academic Freedom and Tenure, which the

AAUP jointly formulated with the Association of American Colleges and Universities"

(as cited in HigherEdJobs, 2018). This process of transitioning from the tenure-track to

tenured faculty is an arduous undertaking. It can often leave junior faculty or newly hired

faculty feeling overwhelmed and unsure of expectations for achieving tenure (Jones et al.,

2013; Kahn & Jabeen, 2011). This task can be even more difficult for minority groups.

The experience individuals have during their academic careers can vary greatly.

Literature reveals that minority ethnic groups and women face significantly more

challenges on the tenure track than their White male counterparts (Davis et al., 2011;

Johnson-Bailey & Cevero, 2008; Thomas et al., 2015). Women face the challenge of

16

being questioned by their White male counterparts as well as students. Minority groups also reveal doubt and question from students (Kelly & Fetridge, 2012).

Deaf people are no exception when evaluating their experience in higher education settings. As discussed in chapter I, it is important to understand there are two primary perspectives of deafness: the pathological perspective and the cultural perspective (McDermid, 2009; Pendergrass et al., 2017). Individuals who are culturally Deaf consider themselves to be part of a linguistic minority (Pendergrass et al., 2017). Due to misconceptions and ignorance about deafness, Deaf individuals often face unintentional and intentional oppression. As seen with other minority groups in post-secondary institutions, Deaf people also face significant challenges, more so than their White male counterparts.

American Sign Language

American Sign Language is a visual-gestural language that is unrelated to English but shares linguistic features of spoken languages (Smith et al., 2008; Rosen, 2008). American Sign Language was erroneously viewed as a pantomime, a poor substitute for spoken speech. In the 1960s, William Stokoe worked to dispel this notion and was able to validate ASL as a bona fide language. American Sign Language is now recognized as an official language with its own syntax, morphology, and structure" (Chamot, n.d.; Stokoe, 2005, p. 7).

Linguists and advocates of American Sign Language have continued to validate and establish aspects of American Sign Language. Despite the research that demonstrates American Sign Language as an authentic language, there was still

resistance to formally accept it as a foreign language. Currently, however, according to Rosen, "48 U.S. colleges and universities accept American Sign Language as a foreign language and had an enrollment growth of 208% from 1991 to 2006" (p. 11). Even more recently, the Modern Language Association stated that there was a 19% increase in post-secondary enrollment for American Sign Language from 2009-2013 (Modern Language Association, 2015). The National Council of State Supervisors for Languages (2017) notates that 33 states recognize American Sign Language as a world language.

Tenure Track and Tenure

The concept of tenure was introduced into academia in 1915 and was established as a means of protection from termination allowing faculty the right to speak freely without fear of retribution (Kahn & Jabeen, 2011). Faculty begin in tenure-track positions working to earn tenure. Tenure and promotion are granted based on distinction and success in the areas of teaching, service, and scholarship (Tollefson-Hall et al., 2013; Urrieta et al., 2015). "Most academic institutions will not grant tenure to faculty without terminal degrees" (Lawrence & Galle, 2011). Developing a positive rapport and networking with colleagues is important and often helpful for success in tenure-track positions (Jacelon et al., 2003). Networking also provides an opportunity to meet others who have far-reaching contacts that may lead to possible research, grant, and partnerships.

Despite the positive impacts of networking and rapport, new hires report a disappointing lack of collegiality in their first year of their position (Thomas & Goswami, 2013, as cited by Menges, 1999, p. 50). First-year faculty experience feelings of being

overburdened, undervalued, loneliness, and sadness (Saunderson, 2002). Research indicates that the tenure process is an emotional one, negatively coupled with the fact that academia does little to validate and recognize the affect emotions play on individual success (Cantu Ruiz & Machado-Cass, 2013).

The tenure process varies among institutions; however, all institutions share the expectation for tenure and promotion, which is to excel in publishing, teaching, and scholarly activity (Cantu Ruiz & Machado-Cass, 2013). Expectations can vary depending on the category of faculty (Jacelon et al., 2003). Faculty must assess the value the university places on each of these activities. Faculty can struggle with attaining tenure due to unclear expectations and lack of understanding of the university culture. Research describes the feelings of isolation among early-career faculty (Laursen & Rocque, 2009; Saunderson, 2002); however, research also articulates the "importance of building strong work relationships and understanding of workplace culture" (Murphrey et al., 2016).

Understanding the culture of academia is important in the success of attaining tenure (Cantu Ruiz & Machado-Cass, 2013). "Specialized language must be learned and mastered to successfully navigate the academic laberinto" (Cantu Ruiz & Machado-Cass, 2013, p. 53). The academic culture of the university varies from institution to institution. It is important that faculty be keenly aware of expectations set forth by their institution. Many universities vary their criteria for tenure. Some universities are research based and, thus, the expectation for scholarly works is considerable, whereas other universities may focus more heavily on teaching. Despite some variation, scholarly work is generally the key to success in tenure. Commonly, the activity of scholarly work is a universal

expectation. Everyone knows the maxim publish or perish (Beck & Ruth-Sahd, 2013; Cantu Ruiz & Machado-Cass, 2013; Kahn & Jabeen, 2011; Sowell, 1998). The issue becomes when focus, service, teaching, or tenure is "often regarded as occurring at the expense of achievement in the other practice (Light & Calkins, 2015, p. 346).

Evaluating Tenure

Tenure-track faculty must produce scholarly works, teach, and provide service to their department, school, university, and community. Each year, faculty are evaluated and must be approved to continue in their position. Typically, upon entering their sixth year at their university, faculty will apply for tenure. Once a faculty member gains tenure, the faculty member enjoys greater job stability. Should faculty not earn tenure, typically, the blame is placed on the faculty member rather than the university mechanisms for support and success (Urrieta et al., 2015).

Research shows that many faculty are faced with uncertainty regarding the process of earning tenure. It is reported that faculty are unaware of their evaluation expectations or criteria (Kahn & Jabeen, 2011). Some faculty also reported that they were unclear on job expectations upon hiring (Kahn & Jabeen, 2011, p. 620). Mentoring, both formal and informal, is a means to help faculty better understand university culture and norms, as well as provide support as the faculty navigate through their tenure process.

A concern among faculty is the weight that student evaluations play in the promotion and tenure process. Faculty are aware that student evaluations weigh heavily and must make conscientious decisions on teaching to appease students in hopes of favorable evaluations or potentially challenging students more than the students feel

comfortable facing. Tyler (2010) faced the need for promising evaluations or the "desire to create classroom spaces that can liberate the voice of the Other" (p. 41). When creating courses, faculty must balance challenging and teaching students with building a positive rapport with students in hopes of favorable evaluations.

"Successful tenure requires meeting expectations in three primary areas: research, teaching, and service. Individual institutions will weigh the relative importance of each area differently, so knowing the expectations at your institution is critical" (Vogelsmeier et al., 2015). It is important for faculty to understand the process for promotion and tenure when hired so they are able to complete needed tasks as early as the first year. Attaining tenure is a long process that involves much documentation, growth, and discipline. One must understand their institutional goals for tenure and ensure that the faculty are continuously working towards this end goal. Understanding the goal at the beginning of the process is critical to success. To successfully attain tenure, research demonstrates the benefit of a methodical approach to the committee promotion process, mentoring for tenure track faculty, and transparency of the criteria for the promotion and tenure process (Smith et al., 2016, p. 339). Sutherland's (2017) research indicates that "research productivity was the key criterion upon which they are appointed, promoted, awarded, rewarded, and considered successful" (p. 755). Open criteria and applying those criteria consistently and fairly appear to contribute to faculty success (Lincoln, 1983, p. 231).

Women and the Tenure Track

All individuals face challenges and successes while seeking tenure on the tenure track; however, literature plainly details the greater struggle women have in this role. Women struggle in attaining tenure-track positions, achieving tenure, receiving respect from colleagues and students, and progressing into leadership roles. Literature details some causes for these inequities. There are fewer women earning doctorate degrees, and women often face unreceptive search committees and hiring processes (Bilimoria et al., 2008).

Gender inequality persists in higher education institutions, where male privilege and marginalization of women is still prominent (Bilimoria et al., 2008**;** Davis et al., 2011). Despite education being considered a helping profession—predominantly female profession, women struggle to attain and retain tenure positions. Research proves there are fewer women compared to men on the tenure track (Kahn & Jabeen, 2011). According to the Chronicle of Higher Education in 2008, 40.5% of full-time positions were held by women (Minerick et al., 2013). Research indicates that there are fewer female faculty as they "move from assistant to associate to full professor" (Hancock et al., 2013, p. 523). More disproportionately, women hold only 29.1% of tenure track positions compared to men in doctoral institutions (Murphrey et al., 2016).

Mentoring provides support to female faculty members. Minority female faculty are less likely to receive mentoring (Nunez et al., 2015). Female faculty report that they were unsure how to manage teaching, scholarship, and service responsibilities and had no mentor for guidance, stating that the "standards to attain tenure unclear and confusing…specifically due to the lack of models, instruction and feedback" (Jones et al.,

2013, p. 12). However, there is research that indicates some female faculty are

disappointed with the "lack of structure and focus on socialization" of some mentoring

circles (Thomas et al., 2015, p. 153). Despite some criticism of female mentorship

circles, these circles were beneficial for faculty because they offered support to women

faculty who have shared life and work experiences. These mentorship circles also were a

means to change university, department, or college norms and how institutions can

support female tenure track faculty.

Retention on the tenure track is also a struggle for women, and the number of

women who stay on the tenure track is comparatively lower than their male counterparts

(Murphrey et al., 2016). Gender inequality has led to unequal opportunities and patterns

that are hard to break. (Henley, 2015). Female faculty "are more likely to publish in new

areas of research, such as feminist theory and gender studies; environmental studies;

ethnicity, nationalism, and migration, and pedagogy" (Hancock et al., 2013, p. 524). It

can be questioned if this research variation has any negative impact on success in

academia. Restrictive research culture causes women to struggle in gaining tenure

(Hancock et al., 2013). Research shows that female faculty are more likely to use

qualitative research methods while men typically use quantitative approaches.

Literature reveals that women feel ill-prepared for faculty roles and are

discriminated against because of their roles as caregivers (Kelly & Fetridge, 2012).

Societal perspective and assigned gender roles place women at a disadvantage in the

workplace. Familial roles impact female faculty's ability to achieve tenure (Hancock et

al., 2013). Women report they spend disproportionate amounts of time with family and

on housework than men. In addition, woman are more likely to publish fewer articles than men in part due to these familial roles (p. 524).

Women struggle to gain academic respect from students and do not feel as though they are viewed as comparative scholars to male colleagues (Davis et al., 2011).   To avoid risking a diminished perceived value, women may opt to resolve situations on their own or anonymously seek help from teaching and learning centers (Kelly & Fetridge, 2012). Students, particularly male students, will question female authority and validity of their teaching. Once, a female faculty member reported that a student asked her directly if she was "qualified to teach the course" (Jones et al., 2013, p. 6). One minority female faculty member reported feelings of oppression and warned her minority coworker that no matter what the minority faculty tried to do to show success and gain tenure, "they would never be good enough because of who they are" (Jones et al., 2013, p. 6-7). Despite achieving tenure and receiving full professor status, minority faculty report never feeling accepted as a "full member of the academic community" (Urrieta et al., 2015, p. 1159).

Higher education institutions are not free from discrimination and inequity. The intersectionality of race and gender compound issues in higher education institutions. These minority female faculty simultaneously face racism and sexism (Nunez et al., 2015, p. 87). As noted, new faculty often have feelings of isolation in tenure-track positions. Urrieta et al. (2015) cited Laden and Hagedorn, maintaining that "Faculty of color and women faculty thus often struggle with social isolation, lack of job satisfaction, poor professional and social support networks, self-doubt, and imposed outsider status" (p. 1152). A study revealed that a female faculty member felt "isolated, overwhelmed,

overworked, and overlooked despite my contributions to the field and the institution (Jones et al., 2013, p. 6, 8). Women reported fear that students would question their authority based on gender and also on sexual orientation (Tyler, 2010; Kelly & Fetridge, 2012). Women in minority cultures face additional challenges of acceptance, respect, and leadership in tenure-track positions. Research shows that women of color face slower rates of promotion and tenure than African American men and White women (Kelly & Fetridge, 2012).

Literature not only details the disproportion of females to males in tenure and tenure track positions; there is also disproportion in the number of females holding leadership roles in higher education institutions. Women are less likely to "occupy faculty leadership positions, such as endowed or named chairs, and administrative positions, such as department chairs or deans" (Bilimoria et al., 2008, p. 426). Research notes that one reason for the lack of female leadership is due to fewer qualified women who are able to occupy these positions. In addition, tenure is generally a prerequisite for an advanced administrative position and with fewer women employed as tenured faculty, the pool of applicants is limited (Murphrey et al., 2016). According to the White House Project (2009), there are only 24.5% women in leadership roles in academia.

Minorities and the Tenure Track

Minority populations also face disproportionate numbers in higher education institutions. This trend is prevalent of many differing minorities in many fields, if not all. Davis (2011) cited the recruitment, hiring and success of African American and Hispanic faculty in these settings as a significant issue (p. 29). There is an underrepresentation,

misrepresentation, alienation, exploitation, and presumed incompetence among Latinas and other women of color in higher education (Urrieta et al., 2015, p. 1151). There is "underrepresentation of minorities in academic medicine due to prior educational opportunities leading to disparities in exposure to career options, qualifications for training programs, and subsequent recruitment to training programs and faculty positions" (Price, et al., 2005, p. 569).

Lack of representation affects the recruiting and hiring of additional minority faculty. It also results in lack of diversity and knowledge of minorities found on search committees (Price, et. al., 2005). In addition, the lack of minority representation at the tenured faculty rank results in lack of mentors for newly appointed or tenure-track minority faculty. These are structural barriers that affect work satisfaction, retention of faculty, and success in the workplace, leading to limited network available to minority faculty which can result in less opportunity for participation in research or other professional activities (Davis et al., 2011). Other structural barriers include cultural homogeneity, overt expressions of bias, being asked to provide service as a social responsibility yet not having a positive correlation to promotion, and lack of minority leadership (Price, et al., 2005). It is reported that new "faculty of color are less likely to be fully integrated into the academic culture at higher education institutions" (Barrett, 2005, p.1). Despite reports of support of equality, it is reported that managers still harbor unconscious negative feelings toward people of color (Hunter 2011, sue, 2010, as cited in Young &Anderson, 2015, p. 62).

The literature details the struggles of minorities within these settings, struggles attaining positions, lack of respect and acceptance in the institution, and struggle

achieving leadership positions and reaching tenure. Research shows that Latinx and Black faculty feel isolated and excluded by White faculty at all stages in their academic career (Davis et al., 2011; Urrieta et al., 2015). This is also true for women, individuals who identify as LGTBQA+, and other minorities. Black female faculty members "lack socialization to faculty life, lack meaningful mentoring, and their inability to articulate a viable and sustainable research agenda" (Davis et al, 2011, p. 29). Literature reports feelings of exclusion and invalidation as overbearing inequities (Cantu Ruiz & Machado-Casas, 2013; ; Cole et al., 2017; Urrieta et al., 2015, p. 1152). Women and minority faculty describe the difficulty and unrest they feel from teaching White students who question their authority and knowledge of subject matter (Cole et al., 2017; Urrieta et al., 2015; Kelly & Fetridge, 2012). Taber (2014) interviewed minority faculty and reported that faculty have been considered racist and biased when teaching about White privilege. It is also difficult when teaching sensitive topics or research related to -isms while trying balance between student perception since student evaluations play heavily in the promotion and tenure process (Taber, 2014, p. 8).

Minority faculty report difficulty with advancement in the university, mentoring opportunities, and concerns about university norms and marginalization are experienced. "Minority and foreign-born faculty report feelings as their professional competence is questioned by their colleagues or that they have to justify their credentials to others" (Price et al., 2005, p. 568). Cultural and language differences may negatively impact minority faculty. Minority faculty report bias in recruitment and concern about authentic support from administration (p. 568).

All new faculty face uncertainty of expectations toward tenure; however, this is amplified for minority faculty (Urrieta et al., 2015). Cantu Ruiz and Machado-Casas (2013) cited the Higher Education Research Institute, Graduate School of Education & Information Studies, which reports that approximately "60% of faculty of color reported 'somewhat extensive' to 'extensive' stress about the review/promotion process compared to only 44% of White faculty" (p. 49). Faculty must participate in teaching, service, and scholarship to attain tenure. Because there are few resources for minority populations, organizations often look to higher education institutions and faculty to provide resources to help educate the public and serve in leadership roles. Minority faculty report higher expectations and performance in the area of service as minorities are seen as experts in the field (Cole et al., 2017; Urrieta et al., 2015). It has been reported that White faculty will use tenure or promotion as a means to force minority faculty to acculturate and follow the White hegemonic agenda (Urrieta et al., 2015).

Despite progress and awareness, minority faculty still face oppression whether it be overt or covert, intentional or unintentional. Oppression of all kinds—sexism, racism, classism, ableism, and macroaggressions—are all present in higher education settings (Cantu Ruiz & Machado-Casas, 2013; Urrieta et al., 2015). Urrieta et al. (2015) cited Huber and Cueva who defined "racial microaggressions as systemic forms of everyday racism that are subtle, layers, cumulative, often nonverbal assaults directed toward people of color in automatic and unconscious ways" (p. 1152). Minority faculty also face conscious and unconscious microinsults and microinvalidations. Minority faculty also face the fact that they are often seen as tokens. Latina faculty "report isolation, tokenism, and heightened expectations for service to underrepresented groups (Nunez et al., 2015).

It was reported that a minority female faculty felt that she was chosen to serve on certain committees due to her race, not her expertise (Jones et al., 2013, p.7). In other words, she believed she was selected as someone to represent the race or ethnicity but not valued for their scholarship or contribution to the university. Davis et al. (2011) cited Hooks who believed that "academicians employing forms of capital differing from those of the dominant culture are often viewed through a deficit lens and in need of transformation or acculturation" (p. 32).

Minority faculty may feel intimidated at the tenure process regarding scholarship. Many minority faculty research areas that are familiar to them, that they have experiences, or are part of their community and culture. "Latina faculty are likely to enter the academy with research agendas connected to their communities and are also more likely to study issues related to sexism, racism, and classism in addition to other identity markers" (Nunez et al., 2015, p. 88). At times, the focus of their research can be unsettling for university administration. This may lead to faculty abandoning normal service and scholarship to appease administrators and achieve tenure (p. 88).

Mentoring and being mentored are essential for minority faculty. Research shows that there are limited minority faculty, resulting in a limited minority mentor pool; however, these individuals are important role models (Price et al., 2005). The lack of minority mentors or role models result in an environment that is not welcoming or safe for minorities (p. 567).

Faculty-Student Relationships

One of the most important factors in academia is the students that are served. Without students, there would be no need for faculty or a university. The relationships that are forged between faculty and students have an impact on both parties. According to Veldman, Tartwijk, Brekelmans, and Wubbles (2013), educators are more motivated and satisfied when they have a positive rapport with students. These relationships also have a positive effect on student learning (Bellugi, 2016). In fact, research demonstrates that this faculty-student relationship is "an integral component of the college experience for undergraduate students" both in and out of the classroom (Fuentes, Alvarado, Berdan, & DeAngelo, 2014). Hoffman (2014) quotes Plato who suggests that the "relationship between teacher and student is essential to teaching and must be firmly established before learning can occur" (p. 14).

Research shows that there are informal and formal interactions between students and faculty (Fuentes et al., 2014). Faculty relationships support students by offering mentor-like relationships and introducing students to university norms and professional contacts. Students learn lessons while in college that provide avenues of success during their academic careers and carry on into their professional careers (p. 290). Informal contact with students, possibly during office hours, provides an opportunity for students to get clarification on coursework (Hoffman, 2014, p. 15). These relationships can be forged "in class, after class, in hallways, during office visits, off campus, and via digital communication" (p. 13).

Within the classroom, research reveals that the more positive student-faculty relationships are, the greater the impact on student learning. Students need and want an

environment where they are supported and provided with an environment that promotes

their learning (Galanes & Carmack, 2013). "The learning climate is shaped by the

quality of the many interpersonal relationships between and among students and faculty"

(p. 51). Students desire to feel that they can trust the faculty, that faculty are concerned

about them, that students feel heard, and that they are encouraged (Hagenauer & Volet,

2014; Bellugi, 2016). Students who sense faculty have their best interest at heart earn

trust and develop a positive rapport with their faculty. Research shows a positive

correlation between student test scores and positive faculty-student rapport (Adrian et al.,

2017, p. 47). Unfortunately, research also shows that relationships between students and

faculty are declining due to other responsibilities of faculty members. Faculty on the

tenure track are required to produce scholarly works, provide service, and teach, and

these responsibilities often lead to time constraints on faculty, minimizing time to

cultivate relationships with students (Hoffman, 2014).

Students may not be comfortable initiating a relationship with a faculty member,

and thus, it is important for faculty to provide opportunities for student engagement that

will ensure students feel faculty are invested in supporting them and their educational

goals (Hoffman, 2014). Some students prefer to email or contact faculty via a digital

environment to ask questions that may lead to a positive faculty student relationship (p.

18). In the same situation, some students may be fearful to speak out in front of other

students and choose to connect digitally. Research shows that communication, even via

email, has been beneficial to both students and faculty (p. 15). Faculty approachability is

a critical quality that professors must possess that encourages faculty student

relationships and leads to a stronger connection to the university (Hagenauer & Volet, 2014).

Mentorship is an important component to faculty student relationships. Research shows that mentoring relationships can have long-lasting, positive impacts on students. These relationships can extend beyond the years in academia (Fuentes et al., 2014). Some faculty make strong connections with students who show initiative, a willingness to learn, and a desire to grow. Faculty have a desire to see students succeed, and these mentoring relationships are a means for faculty to aid in student success. With the diverse faculty and the diverse student population, these mentoring relationships provide students with additional support and encouragement from individuals who have faced similar struggles. These diverse minority faculty understand the plight that minority students encounter and can provide a perspective that others are unable to provide. These mentors can serve as allies to students (p. 302).

Faculty Relationships with Administrators, Peers, and Mentoring

Engaging with others in the workplace is common practice. Often in academia, there are several types of relationships that faculty have with peers, be it faculty, staff, or administrators.

Faculty engage with students and peers daily, whereas the interaction with administrators can be less frequent. Fennel (2017) explains the void in communication between faculty and administrators with little opportunity for face-to-face communication (p. 23). "The workplace should incorporate mutual trust, camaraderie, and transparency between all constituents of the university" (Fennel, 2017, p. 25). However, research explains that faculty feel as though administrators are making decisions that contradict

the academic values of their institutions leading to mistrust (p.24). Research shows that administrators demonstrate a lack of effort to develop a culture of mutual support or success and lack communication skills (Ozcan, Calgar, Karatas, & Polat, 2014).

Young and Anderson (2015) argued that some roles within an institution are valued more than others based solely on hierarchy (p. 66-67). Due to this infrastructure, individuals may be left feeling less valued than others based on rank. Faculty may feel less valued than administrators, and staff may feel less valued than faculty. However, research shows a correlation between effectiveness of a college or university and the quality and rigor of its faculty (Tareef, 2013, p. 703).

Positive faculty relationships with peers contribute to greater job satisfaction. Relationships between faculty can be purely academic but can also bleed over into personal relationships. Fennel (2017) established that positive relationships among peers provide comfort and motivation among faculty with a sense of teamwork. Fostering positive relationships leads to strong relationships where individuals feel more inclined to share ideas without fear of rejection or exploitation, with the desire and intent to provide the best education for students (p. 23).

Faculty often serve and need mentorship from other faculty both within their university or other universities. "Mentoring has been defined as "an interactive, interpersonal process between a dyad of expert and newcomer. The classic objective for mentoring includes career enhancement and professional development, building and maintaining a professional network, and increasing competence and self-esteem" (Jacelon et al., 2003, p. 336). Thomas et al. (2015) referenced Kram's framework that describes mentoring functioning as a means toward career development or to support psychosocial

needs and ranges from very specific to very broad (p. 144). Mentoring often occurs one-on-one but can also be viable in a group setting. Mentors can be predetermined by the university or can be self-selected and can be between faculty within the same department or college, a specific group, or from differing colleges. At times, mentoring relationships may be held between faculty at differing universities.

Mentoring relationships reduce feelings of isolation among faculty, specifically among new faculty (Cantu Ruiz & Machado-Caas, 2013). When faculty make connections with their peers, even in mentoring relationships, faculty are less likely to leave the university (p. 50). Faculty report mentors as a "safe place" where they are able to seek answers regarding policies and procedures (Tollefson-Hall et al., 2013, p. 45). Mentorship provides a means of organizational change as minority faculty feel connected and welcomed by their university (Thomas et al., 2015). Mentoring can have positive impacts on institutional change and improve the faculty experience for minorities. At times, these mentoring relationships are forged between faculty of different universities, as faculty may be faced with limited access to peers in the same field within their university.

In addition to providing faculty with support and networking, research demonstrates that mentoring supports faculty through the tenure and promotion process. Faculty report the need for mentoring throughout this process. Mentors from the same discipline or department "can offer specific advice on departmental expectations" (Tollefson-Hall et al., 2013, p. 45). Mentors from other disciplines can offer support in research interest because they can cross pollinate, "ask questions from a naïve point of view that quickly illuminate gaps" and offer networking possibilities (Jacelon et al.,

2003, p. 336). Mentors from other departments or areas make be more comforting

knowing that these mentors have no say in the tenure process and are able to offer

genuine assistance. These mentors may provide unbiased feedback, support, and

socialization (Tollefson-Hall et al., 2013, p. 45). It also provides a sense of support and

belonging (Thomas et al., 2015, p. 143). Mentoring helps faculty, namely new faculty,

become accustomed to the culture and norms of the department and university. This

ultimately aids in their success as academics and along the tenure track (Jones et al.,

2013; Thomas et al., 2015). It has been reported that faculty who are unsuccessful in the

tenure process claim lack of mentoring (Cantu Ruiz & Machado-Casas, 2013).

Deafness

In order to understand the issues that Deaf faculty face in higher education

institutions, it is vital to understand the concept of deafness. Deafness is not simply the

absence or lack of hearing. In the Deaf community, deafness is an identity and a way of

life. This concept of deafness as an identity is foreign to the mainstream public because

of the lack of education and awareness about the culture and community that exists.

There are two schools of thought when addressing deafness. There is an audiological

perspective, also known as the pathological view of deafness, and there is the cultural

view. The Deaf community is a cultural and linguistic minority within the United States

and is often overlooked by the hearing population (McKee et al., 2015).

The world is one that is designed for people who see and hear (Erting, 1985, p.

226; Livadas, 2011). Despite the perspective that is taken on deafness, the fact remains

that being deaf in a world that is designed for listening can be challenging. There are

some Deaf people who can and choose to articulate using spoken English and there are those that do not. The United States is a monolinguistic society where English equals power, and minority languages and its users are marginalized (Bonfiglio, 2017; Casielles-Suarez, 2017; Johnson & Johnshon, 2015). Speech and language are synonymous; if one does not have both, then the individual is assumed to be less intelligent (Switzer & Williams, 1967). Those Deaf who do not rely on spoken English face oppression and discrimination. The mainstream population is unaware of Deaf individuals' abilities because Deaf people have not had the opportunity to demonstrate them due to language barriers and assumptions that due to lack of spoken language, Deaf individuals are not capable (Switzer & Williams, 1967). Because of this, hearing loss is an invisible disability that can have a great negative impact on the psychological development of the individual (Shohet & Bent, 1998). "The public is simply not aware that deafness may be the most severe, socially, of all handicaps" (Stokoe, 2005, p. 15). This invisible disability can have a "tremendous impact on the psychology and social life of the person, education and employment remain difficult tasks" (Kumar, 2015, p. 344).

The American public is not well educated on the issues of deafness and the language of the Deaf (Erting, 1985). Because of this unawareness and ignorance, Deaf people are often pushed aside or isolated, even within their own families (Harvey, 2003). Higgins and Liberman (2016) cited Mitchell and Karchmer who stated that "over 95% of Deaf children are born to hearing parents who have little prior knowledge of deafness or sign language" (p. 12). People fear what they do not understand, and since many people have very little understanding of deafness, people have a fear of Deaf people and how to work with or communicate with them. Many Deaf people struggle with finding gainful

employment and establishing relationships (Kumar, 2015; Punch et al., 2007). Deaf

people face significant barriers that "preclude the full participation of Deaf and hard of

hearing people in performing the socially sanctioned adult roles of citizen, employee,

parent, and patient" (Harris & Bamford, 2001, p. 978).

      According to research, loneliness and isolation are endemic in deaf adolescence.

Deaf students who are mainstreamed are isolated from their hearing peers while Deaf

students in residential schools are isolated from their families (Charleson et al., 1992;

Erting, 1985). These feelings of isolation and loneliness linger past adolescence. Deaf

individuals report isolation, exclusion, and discrimination in the workplace (Punch et al.,

2007). Barriers exist when people are unaware of the cultural and pathological views of

deafness (Pendergrass et al., 2017).

Pathological Perspective of Deafness

      The pathological view of deafness is the audiological view of hearing loss where

loss is measured in decibels (Erting, 1985). There are categories of deafness according to

the level of hearing one has. This view also sees Deaf individuals as an individual with a

handicap. This is the worldview to which most people subscribe. This view examines

deafness as a handicap to be fixed or cured, mainly by means of assistive technology such

as a cochlear implant or a hearing aid, so that the individual can function in a hearing

world (Higgins & Liberman, 2016, p. 10). This perspective focuses primarily on speech

development and understanding spoken English.

      Many people may never have met a Deaf person, and the result of this is

misunderstanding, misconception, ignorance of the Deaf and their ways, and sometimes

even intentional oppression (Harvey, 2002). Though at times unintentional, this lack of education or understanding can lead to oppression of the Deaf (Harvey, 2003). The mainstream public views the idea of using technology to assist Deaf people with hearing as acceptable and encouraged. People see Deaf people as lacking hearing and with the world designed around sound, people cannot fathom not wanting to be able to hear. Technology today provides Deaf people with technology to aid in receiving sound via a digital hearing aid or an implant. These are aids, but these aids do not replace or enable Deaf people to hear as a typical hearing person perceives sound.

Cultural Perspective of Deafness

The cultural perspective of deafness is one to which the Deaf community subscribes. A culturally Deaf individual is one who identifies and embraces their deafness, uses American Sign Language to communicate, and conforms to the norms of the Deaf culture. The Deaf community is part of a culture that includes a shared language, performing arts, literature, visual arts, history, folklore, traditions, and norms (Higgins & Liberman, 2016). American Sign Language is the main building block of the Deaf community and culture. According to Harris (1995):

> Deaf people have their own unique culture. This sign CULTURE is a positive assertion of identity and Deaf group cohesion which could be seen to have affiliations in usage to other minority group terms such as "Black power." (p. 269)

Deaf people who are raised embracing their culture and identify as part of the Deaf

community have shared life experiences and view their deafness as a gain instead of a

loss (Higgins & Liberman, 2016, p. 11). These Deaf individuals see their community as

one that has made positive contributions to the society at large. Deaf individuals who

identify with Deaf culture and consider themselves to be part of the Deaf community do

not view themselves as having a disability.

This cultural perspective and the belief that Deaf people belong to a linguistic

minority is still an emerging concept to the mainstream population. As Deaf people have

begun to embrace their cultural identity, they have started to share their knowledge and

experiences through text and other mediums (Higgins & Liberman, 2016, p. 11). The

most significant contributing factor to sharing this culture and identity happened at

Gallaudet University in 1988 when protests erupted from the appointment of a President

that had no hearing loss. This protest gained international attention and thus resulted in

recognition of this group of a linguistic and cultural minority, in addition to the

appointment of the first Deaf President that Gallaudet had seen since its inception 124

year prior (Described and Captioned Media Program, 2012, February 23).

Laws Impacting Deaf Individuals

The Americans with Disabilities Act of 1990 is one of the most known laws that

impacts individuals with disabilities. This law provides civil rights, prohibits

discrimination of, and requires reasonable accommodations for individuals with

disabilities in both the private and public sector. Despite this law, "It seems that many of

the potential benefits from legislative mandates and recent technological advances are not

being fully realized in this population's working lives" (Punch, 2016, p. 395). Punch

cited a lack of awareness and unwillingness to provide accommodations as barriers in

employment for Deaf and hard of hearing individuals. Universal design that provides

better accessibility for all employees should be considered to improve working conditions

for all individuals.

In 1880, at the Milan Conference in Italy, it was decided by a group of 164

educators of the deaf representing numerous countries that sign language would no longer

be the primary method of educating deaf children (Gannon et al., 2012). Instead, it was

agreed that Oralism, speech, would be the best approach to educate children. Most

significant about this decision to teach deaf children using an oral approach versus signed

approach, is that no Deaf professionals were permitted to vote in this decision (De Clerk

& Paul, p. 76). This decision impacted all countries and eventually made its way to the

United States. The wave of Oralism spread throughout the U.S. and continues today.

There is much debate about the effectiveness and impact of oralism (Arnold, 1982;

Hamill & Stein, 2011; Ladd, 2005; Skutnabb-Kangas, 2003). Even still, Oralism is

pervasive, as hegemonic paternalistic ways are still being employed by those who make

decisions for the Deaf.

In 1975, a law that eventually became what is referred to as the Individuals with

Disabilities Education Act was established to provide a free and appropriate education to

children with disabilities. For Deaf students, this law that was created with good

intentions and has helped these students in some way has also handicapped them in a way

far more detrimental than their disability. By placing students in a mainstream

classroom, what according to the law is the Least Restrictive Environment, puts them at a

severe disadvantage because these deaf students are denied access to their natural language, therefore restricting these students. With limited access to sound and spoken language, Deaf students struggle with language, which results in students dropping out of school or graduating with an average of a fourth-grade reading level (Erting, 1985; Higgins & Liberman, 2016, pp. 10-11; Switzer & Williams, 1967). The struggle to attain a language and an adequate education has left a decreased pool of college applicants and even fewer qualified Deaf individuals with post-graduate degrees. In addition, research explains that Deaf children often have little access to language. Lack of development of a first language during a child's critical period has lasting negative impacts on language proficiency (Switzer & Williams 1967; Higgins & Liberman, 2016). Lack of language development results in low reading levels for Deaf students (Moores, 2003). Erting (1985) stated that no method of education provides Deaf children with native competence in any spoken language (p.230).

Compounding issues with Deaf people accessing language, there is also the issue of language variation within the community. American Sign Language was confirmed as a language only recently in the 1960s. Compared to other languages, American Sign Language is a new and still developing language. Throughout the years, influence of non-Deaf individuals has taken its toll on the access to the language, implementing laws that are designed to enhance educational opportunities actually limiting them. In addition, decisions made by non-Deaf individuals about how Deaf children are taught has had a negative impact on language acquisition. An investigation discovered that despite claiming to teach using American Sign Language, only six out of 140 teachers were actually using accurate American Sign Language (Reeves et al., 2000). This implies that

language models for children, whether delivered by the classroom teacher or the interpreter, are not fluent or aware of the syntax, grammar, and lexicon of American Sign Language, which again limits access to a complete language for Deaf children. Without access to language, these Deaf children are falling behind in all areas leading to a small pool of qualified professionals.

Language Continuum of Deaf Individuals

Within the deaf populations, there is language variation that occurs. Some Deaf individuals rely on and only use American Sign Language. There are other Deaf individuals who are oral and rely on speech and speech-reading to communicate. Other forms of manual coding of language that are referred to as Signed Exact English, Signed English, Manually Coded English, Conceptually Accurate Signed English, among others that are codes but not true languages. There is also American Sign Language that is used in the U.S. Just as there are various spoken languages used in various parts of the world, there are various signed languages used in various parts of the world such as British Sign Language, Langues des Signes Française, German Sign Language, and the like.

The language use and choice of Deaf individuals varies from person to person. There are different reasons why there is such language variation within the Deaf population. Reasons can include age of onset of hearing loss, age of detection of hearing loss, residual hearing, family background—raised in a Deaf family or only Deaf member of the family, age of access to language and language choice of the parents. This language use can also vary depending on the age of the individual. It could be that deaf

individuals are raised using an oral approach, and when they become adults, they may choose to learn a signed language.

There is much debate about language choice of Deaf individuals. There are organizations such as the Alexander Graham Bell, AG Bell, association that support the oral approach and Language Equality and Advocacy for Deaf Kids, LEAD-K, that supports language access—all language access, using both English and American Sign Language to support language development. It is also said that sign language, which in America is the use of American Sign Language, is a Deaf person's natural language (Jackerson, 2011). The purpose of this research is not to debate a correct language choice of Deaf individuals but to demonstrate the language continuum that exists in individuals with hearing loss.

Deaf People and Employment

Emmett and Francis (2014) demonstrated the negative correlation between even mild hearing loss and low levels of education, underemployment, and employment in U.S. adults. Hearing loss impacts individuals in every area of life, socially, educationally, and economically. Garberoglio, Cawthon, and Bond (2016) used the data from the 2014 American Community Survey (ACS) and found that "In 2014, only 48% of deaf people were employed, compared to 72% of hearing people" (p. 2). Even with the advancement of Deaf people and laws such as the Americans with Disabilities Act, there is still a significant gap in employment for Deaf individuals. Rosengreen and Saladin (2010) indicated that the literature details the unemployment and underemployment of culturally Deaf individuals (p. 128).

Rosengreen and Saladin (2010) conducted a study in which every participant indicated communication as the most important issue in employment. The researchers also found "communication issues related to isolation, understanding directions, adapting to the environment, feelings of failure, limited types of communication issues related to isolation, understanding directions, adapting to the environment, feelings of failure, limited types of jobs, and limited upward mobility" (p. 133-134). Deaf people noted limitations in types of jobs they can hold due to communication issues and lack of the use of a phone (p. 134). Communications issues can lead to job errors and potentially cost a person their job. Deaf individuals in the study also noted the limited availability of interpreters in the workplace due to several possible factors. Factors included the limited number of qualified interpreters, funding, and perceived costs of interpreters.

Kramer, Kapteyn, and Houtgast (2006) concluded "that hearing is an essential ability in working life" and requires additional effort from those who have hearing loss" (p. 509). The researchers also noted that "those with hearing loss seem to be at higher risk for absence due to fatigue, mental distress and strain…with a five times higher risk than normally-hearing persons to develop stress-related complaints resulting in sick-leave" (p. 510). This was further supported by Punch (2016) who researched workplace stress among people who were DHH and found "strong evidence that DHH workers experience greater levels of fatigue, psychophysiological stress, and stress-related sick leave than comparable adults without hearing loss" (p. 394).

Deaf and the Tenure Track

Deaf individuals are employed across the United States at various post-secondary institutions and hold a number of different positions. Deaf individuals teach a variety of subjects including American Sign Language, Deaf education, interpreting, or Deaf studies. However, as research proves, employment for Deaf individuals is challenging. A Deaf individual completing education at the postgraduate and doctorate level is rare (Kumar, 2015, p. 344- cites other; Punch et al., 2007; Switzer & Williams, 1967). Lack of attainment in higher education amongst Deaf individuals places them in a disadvantage since advanced degrees are often required of tenure-track positions (Lawrence & Galle, 2011).

There is a dearth in the literature regarding the lived experiences of Deaf tenure-track or tenured faculty. Limited research available reveals several issues Deaf faculty face. McDermid (2009) stated that little is known of the Deaf faculty experience in Canada (p.221). As in any other setting, Deaf individuals face additional challenges because of their deafness and lack of education in the mainstream public about deafness. Due to language barriers, Deaf individuals can struggle to establish relationships with colleagues. Even when Deaf individuals are experts in their fields, participate in scholarly work, and are more advanced than their peers, these Deaf individuals still can experience difficulty in maintaining social relationships (Kumar, 2015). Kumar also notes that "colleagues rarely take the initiative to speak with, otherwise communicate with, or involve individuals with hearing loss in group activities" (p. 345).

McDermid (2009) researched Deaf professors as a subaltern and found several struggles that these individuals face. Administrators are unaware of how to administer

programs with Deaf staff because of the lack of experience or involvement with Deaf individuals (p. 226). Deaf faculty were unaware of their expectations as faculty and often felt as though they were isolated in their work (p. 235). In this study, the majority of faculty had limited access to resources and support across the university because of communication barriers and no interpreter being provided (p. 237). Students often approached faculty who could hear over the Deaf faculty and questioned the feedback and teaching of the Deaf (p. 239-240). In the same regard, there was concern that the Chair would approach hearing faculty with questions versus asking the Deaf (p. 238). Deaf faculty were expected to communicate and adopt the official language of the university, which was English, typically the second language of the Deaf (p. 241). Deaf faculty were overlooked and offered leadership positions less frequently than their hearing peers (p. 243). In conclusion, this research study showed that the Deaf must accept the hegemonic atmosphere of higher education because they have to be thankful for a position (p. 242).

Deaf faculty also face discrimination from peers, administrators, and students in academic settings. McDermid (2009) conducted research and found "dissimilar discursive practices and ideologies, especially between the hearing instructors, administrators, and students and the Deaf teachers" (p. 241). Research shows examples of worlding where students expect Deaf faculty to share their values (McDermid, 2009). This research also demonstrated that students felt Deaf faculty were a subordinate (p. 229). Administrators also display intentional or unintentional bias toward non-deaf faculty. "Two instructors (1 Deaf, 1 hearing) were concerned that their Chair approached the hearing faculty with questions about the Deaf staff, instead of contacting the Deaf

staff directly" (McDermid, 2009, p. 238). Deaf staff felt unfair treatment as a cultural

group and reported experiences with oppression (p. 239). Within this research, only one

Deaf faculty member felt fully supported, specifically with interpreters during meetings

(p. 238.).

Deaf adults in any work setting, including academia, will use a variety of skills to

achieve success in their profession. Individuals in the mainstream public do not realize

how many adaptations Deaf individuals make every day in order to achieve their goals

and achieve success. For example, Deaf adults will use translangauging, where they use

the knowledge and first language skills as well as cultural skills in order to comprehend

and assign meaning of print in their second language (Hoffman & Andrews, 2016, p.

426). Fatigue is an issue for Deaf individuals as they spend much of their time and

energy communicating with others. Research proves that Deaf people will consume 50%

of their energy communicating while their non-deaf peers only consume 5% (Kumar,

2015, p. 344). This visual communication along with other requirements of the job such

using a computer for extended periods of time will experience eye fatigue.

Internalized Oppression

Internalized oppression occurs when a marginalized group or minority adopt

oppressive beliefs about their own group, devaluing their group.   Members of a minority

group may identify with or project feelings of inferiority or inequity of their group due to

colonization. According to Banks and Stephens (2018), the majority of literature

demonstrates the negative results of internalized oppression such as lowered self-esteem

and psychological distress (p. 94). For example, minority group members may feel

defeated simply because of the perception of the dominant culture. Research depicts the:

> internalized belief about systemic barriers to employment when a research
>
> participant responded, "I work with a lot of young Black Youth who are looking
>
> for jobs.. [and] they start off with even not believing in themselves, and being like
>
> 'oh, nobody will hire me!' (Hasford, 2016, p. 165)

There are ways, as Tappan (2006) noted, that minority groups can use internalized

oppression to identify and master tools of their oppressors. For example, a minority

group member understands ways that the dominant group oppresses the minority group

and finds a way to control the variable allowing the minority member to defeat

oppression. For example, a Black woman rejecting oppressive perspectives pushing

herself to perfection to demonstrate that Black people are not inferior (p. 95). Deaf

individuals also face internalized oppression due to colonization. There are deaf

individuals who believe that English is the superior language and view ASL as an inferior

language, an example of a belief that is adopted from the majority culture.

It is important to note internalized oppression and how this impacts faculty in

higher education. Literature demonstrates the struggles of faculty and sheds light on

further struggles of minority faculty. Future research is needed to draw more conclusions

of how internalized oppression impacts minority faculty and if there are additional

barriers or struggles due to internalized oppression and how minorities may use tools to

overcome these.

Summary

The purpose of this literature review was to explain tenure in higher education, reveal the experiences of faculty in tenure positions, understand deafness and the various perspectives, and expose the struggles of the Deaf. Deafness is largely misunderstood by the mainstream population. Clear understanding of what it means to be Deaf is lacking. The research also serves as a foundation for understanding of various minority faculty experiences of isolation, confusion, and marginalization that occurs in higher education. Literature is scarce on the experiences of the Deaf in tenure positions supporting the purpose of this research. The following chapter will provide a brief examination of phenomenology and the use of a phenomenological study as the framework for this research. It will also detail the approach for gathering information firsthand from Deaf individuals in tenure track or tenure positions.

CHAPTER III

METHODOLOGY

This chapter reiterates the purpose of this study and the research questions. It also includes a brief description of the research design, sample and participant size, variables, procedures for data collection, ethical considerations, data analysis procedure, and limitations of the study.

Purpose

The purpose of this study was to take a phenomenological examination into the lived experiences of Deaf individuals who are tenured or on the tenure track at post-secondary institutions and teach deaf studies, American Sign Language, or interpreting. Upon completion of this study, Deaf faculty have improved comprehension and literature of the lived experiences of their peers in higher education. Likewise, university administrators should be able to better understand the experience and needs of their Deaf faculty. These lived experiences are unique and individual by nature. However, by gaining insight into these experiences, faculty and university administrators can ensure that they are working collaboratively to provide an equitable and accommodating environment that invites diverse individuals who are Deaf to the post-secondary setting.

Qualitative Approach to Research

This phenomenological qualitative study evaluated the lived experiences of Deaf tenured or tenure-track faculty. Qualitative research allows for in-depth descriptions of

phenomena helping to describe the phenomena and "helps move inquiry toward more meaningful explanations" (Sofaer, 1999, p. 1102). Patton (2015) shares that there is essence, or core meanings, of phenomenon that are commonly experienced. These descriptions of phenomena are rich, the innermost essence of the individuals that share them. Qualitative research offers a humanistic, interpretive approach with much greater detail about a phenomenon (Jackson, Drummond, & Camara, 2007, p. 23). This approach allows for greater understanding of the human experience, as vast and diverse as the population. Sofaer (1999) also stated that qualitative research offers a voice to those who are otherwise rarely heard (p. 1105). With the absence of literature available regarding Deaf tenured or tenure-track faculty, this study sheds light on these individuals' lived experiences.

Phenomenological studies are used to explain or describe phenomena. It can be used to explain, detail, and give meaning to lived experiences of the phenomena (Marshall & Rossman, 2006; Yuksel & Yildirim, 2015). It allows participants to express experiences or actions and share their perspective, feelings, thoughts, memories, and judgments (Yuksel & Yildirim, 2015, p. 6). Participants should have experience with the same phenomenon, and this study focused on their experiences in tenured or tenure-track positions in higher education institutions with higher education institutions. Questions were gleaned from the literature and framed with the goal to share their Deaf experience. Collectively, these data can help enlighten Deaf faculty, faculty, and administrators of themes, patterns, and trends of experiences of Deaf faculty leading to supporting policies or informing new policies and identifying other areas of needed research.

Deaf faculty were interviewed using a semi-structured interview approach so that they can share their experiences about their respective institutions. Cohen and Crabtree (2006) ascertained that semi-structured interviews provide reliable, comparable, and qualitative data. Descriptive questions addressed participants' place of employment and rank, view of self-identity and language use, their perceptions and feelings of the environment at their institution, and relationships at their institution. These questions help to establish the participants' self-identity of language use and values. The interview method was utilized in order to gain the most comprehensive information from the Deaf perspective. The semi-structured interviews with open-ended questions afforded participants the opportunity to share personal experiences and provide additional pertinent information that may not have been gathered by the established research questions. Follow-up questions were designed to provide more specific examples of the Deaf faculty members' experiences if they are not revealed after the primary research question. As Cohen and Crabtree (2006) noted, semi-structured interviews also provided respondents with the ability to respond freely in their own terms.

Research Question

The research question for this study was based on the phenomenon of the experiences of Deaf faculty teaching American Sign Language, deaf studies, or interpreting courses who are tenured or tenure-track faculty in postsecondary settings. The assumption is that the experiences of Deaf faculty are different than their non-deaf peers.

Interview One Questions

Demographic Questions

1. Where is "home"?

2. How long have you been a faculty member at your institution?

3. What is your rank at your institution?

4. Have you worked at another post-secondary institution? How many years? What
   rank?

5. How do you identify? Deaf, Hard of Hearing, etc.?

6. What is your first language?

7. When did you learn ASL?

Interview Two Questions

Grand Tour Questions

What is it like to be a Deaf faculty member at your institution? (if previous employment

at another institution) How does it compare to your previous institution?

Follow-Up Questions

1. What is your experience with other faculty, staff, and administrators?

2. What is the climate for Deaf employees on your campus?

3. Are there unique obstacles for each member of the Deaf community at this
   institution?

4. Is there anything at your institution that works extremely well for you that you
   think should be utilized at other institutions?

5. Talk to me about safety on campus for Deaf faculty members.

6. Tell me about your relationships with peers as a Deaf faculty member.

7. Describe your relationship with your students.

8. Are there any Deaf students on your campus?

9. Describe your relationship with the Deaf students on campus.

10. Is there anything else you can think of that would help me understand what it is like to be a Deaf faculty member at your institution?

Sample and Participant Size

In total, eight individuals were interviewed for this study. The first two interviews served as pilot interviews yielding comprehensive data. Polkinghorne (2015) suggests interviewing anywhere from 5 to 25 participants, but states a minimum of five while Seidman (2013) is hesitant to quantify a needed number of participants. Participants in this study included only individuals who self-identify as being culturally Deaf whose use American Sign Language that teach at higher education institutions and are tenured or tenure-track faculty teaching American Sign Language, Deaf Studies, or Interpreting. Individuals were invited to participate in the study without regard to location, age, gender, ethnicity, sexual orientation, or health status. Individuals included in this research study were selected because they satisfied the requirements and were willing to participate. Individuals were assigned numbers to maintain anonymity and confidentiality.

Volunteers for this study were contacted by various means. There is no available comprehensive list of Deaf faculty members. There are two national organizations that cater to teachers of American Sign Language or American Sign Language interpreting,

the American Sign Language Teacher's Association (ASLTA), and Conference of Interpreter Trainers (CIT). The researcher created a video file introducing the study asking for volunteers and shared it with each of the organizations asking that they share or post the video to social media. In addition, the Commission on Collegiate Interpreter Education website has a list of accredited interpreter education programs and the researcher used this information to identify Deaf faculty in said programs (Commission on Collegiate Interpreter Education, 2015). Snowball sampling was utilized where participants recommend the study to their peers who then could contact the researcher to express interest. Due to snowball sampling, some participants may know others who expressed interest, but for research purposes, names will not be used, and numbers were assigned for each. The Eastern Kentucky University Institutional Review Board (EKU IRB) approved the procedures for this study (see Appendix A & B for a copy of the EKU IRB Approval).

Participants were provided with an overview of the study and the informed consent document. Participants were given a clear option of participating by reviewing the informed consent document before participating in the interviews. After signing the consent form, a participant could exit the study at any time with no negative consequence. Participants were given the opportunity to review data from their interviews if they requested to do so.

Information about the participants was purposefully limited to maintain anonymity. Participants ranged in age and years of experience in tenured or tenure-track positions.

Variables

Qualitative phenomenological studies produce data on the lived individual perceptions and experiences of people who have a shared phenomenon. Variables for this study are as individual as the people involved. Generalized variables for this study include but are not limited to gender, race, size of institution, age of respondent, ethnicity, and culture. Other variables would include the secondary institution, size of the institution, location of the institution, number of minority faculty, institution's previous experience or lack of experience with Deaf faculty, other faculty and administrators' personal experiences with minorities and Deaf individuals.

Data Collection and Analysis Procedure

Data was collected for this study through the semi-structured interviews of eight Deaf tenured or tenure-track faculty. Semi-structured interviews were utilized with a grand tour question that specifically asks what it was like as a Deaf faculty member at their institution. This question afforded participants the opportunity to share their experiences freely with the researcher. Other open-ended questions were used to gather more specific information as needed. Cohen and Crabtree (2006) noted semi-structured interviews include an interview guide and involve the interviewer and respondents engaging in a formal interview that is typically recorded. Di-Cicco-Bloom and Crabtree (2006) also stated that semi-structured interviews lasted anywhere from 30 minutes to several hours, generally have predetermined questions, and are scheduled in advance (p. 315). This approach best matched the goals of the study.

Two pilot interviews were conducted with Deaf individuals to ensure that the study questions garner responses that speak to the research question and provide sufficient data. The pilot interviews were conducted in the same manner as the research participants. The interviews were less than 60 minutes in total and were conducted using Zoom video conferencing. Upon completion, the researcher interpreted and transcribed the interviews. A graduate assistant was utilized to assist in the transcription of the interviews from spoken English to written English after the researcher had interpreted the interviews from ASL to English. The researcher also used features of Microsoft Word to ease the transcription process. Voice recordings of the interpreted interviews were used with Microsoft Word to create transcriptions that were then proofed and corrected by the researcher. The researcher used Atlas ti, a qualitative research software that permits the use of many types of data, provides a means to effectively and efficiently code, organize, and analyze data in one location. The pilot responses were evaluated to see if they address the research question. This ensured that the questions in the study are valid and reliable yielding data that will add to the literature sharing the lived experiences of Deaf faculty who are tenured or tenure track in higher education institutions.

Deaf tenured or tenure track faculty were interviewed via video platforms, such as Zoom, which has the capability to record sessions. In-person interviews were offered but all sessions were completed using Zoom. Sessions were scheduled to last 1 hour in length. Sessions were conducted one-on-one and recorded. Each session was conducted using American Sign Language. Recorded sessions were then interpreted into spoken English and then transcribed into written English by the researcher. A graduate assistant also aided in the transcription of some interviews. One interview had to be reconducted

when the original interview recording yielded no usable material. Participants will be able to request to review the transcription of their interviews. Jackson et al. (2007) emphasized the importance of trustworthiness in qualitative research, and in order to achieve this, researchers can verify the substance of the data and do so by taking it back to the participants to ensure the data are accurate (p. 26). Yuksel and eYildirim (2015) also stressed asking participants to review their interview transcriptions for validity (p. 14).

The researcher is Deaf and has been a user of American Sign Language for 25 years. In addition, the researcher holds a master's degree in interpretation, has been nationally certified as a transliterator and interpreter from the Registry of Interpreters for the Deaf (RID), has held certification from the American Sign Language Teacher's Association (ASLTA), and received a superior rating on the Sign Language Proficiency Interview (SLPI). The researcher has been working in a post-secondary institution for 9 years, five of which were while in a tenure track position.

These interviews were approximately 1 hour in length, total. The interviews were recorded, interpreted, transcribed, and analyzed. The transcription was organized by using Atlas ti. Each transcription was uploaded, coded, and then analyzed. Content analysis allows for comparing, contrasting, and categorizing data (Jackson et al., 2007, p. 24). The researcher used content analysis to code and break down interviews into categories and themes. By categorizing and coding text, the researcher was better be able to identify patterns in experiences. The process that was used for this is as follows:

1. Recorded each interview session.

2. Made notes after each session to record information that stands out, any bias that may have been noticed, parts of the interview that may have seemed initially confusing, something that reminded me of a similar response in a previous interview.

3. Re-watched each interview to better understand the perspective of the participant.

4. Interpreted each interview into spoken English. The researcher used QuickTime to make audio recordings of the interpretations.

5. Transcribed each interview from spoken English to written English. A graduate assistant assisted in transcribing some of the interviews from spoken English to written English. Microsoft Word was used to auto transcribe the interviews with the researcher listening to each interpreted interview while reviewing each auto transcription for accuracy and revisions.

6. Review each written transcription for accuracy and compare to the recorded interviews.

7. Input all interviews into Atlas ti for ease of organization, coding and analysis.

8. Code all interviews using Atlas ti.

9. Re-code all interviews again to see if any codes were identified later that could be applied to earlier interviews that were already coded and to reduce the amount of superfluous codes.

10. Identify themes and categories from the transcribed interviews and grouped the data in Atlas ti accordingly.

11. Run reports using Atlas ti to organize quotes from themes or categories.

12. Review all themes and work to synthesize the data.

13. Descriptions of experiences will be composed based on quotes from participants.

Ethical Considerations

The researcher used American Sign Language to conduct the interviews, as it is the preferential language of the respondents. For consistency and to avoid additional bias, an interpreter was not used in the interviews or to interpret the recordings of the interviews. Respondents are more likely to respond honestly when there is not a third-party present. For consistency, the researcher conducted all interviews and interpreted all interviews. A graduate assistant assisted in the transcription of interviews from Spoken English to written English. Each participant was offered the opportunity to review their transcribed interview for authenticity and accuracy.

The researcher acknowledges that they are not a neutral party in the process of interviewing faculty. As a tenure-track Deaf faculty member, the researcher noted subjectivity by journaling as part of the interview process. Peshkin (1988) recommends journaling throughout at all stages of the research which will help lead to objectivity. Additionally, participants can review their transcripts to verify correctness.

The researcher used Zoom technology to host web-based interviews. These interviews were recorded using the Zoom platform. After discovering an issue with a recording of one interview, the interview was reconducted and a screen recording using QuickTime was utilized for each additional interview. Only the researcher will have access to the log-in and password for this Zoom account. The computer used for research is also password protected, and all backup copies of research will be stored in Google Drive, also password protected, and accessible only by the researcher. The graduate

assistant will be given access to only the audio files of each interview and access will be removed once transcripts of each audio recording is completed. No names of institutions are used in this study, and respondents have been assigned a number to keep anonymity and to allow greater freedom in disclosing responses. The interviews were recorded, saved, and translated under assigned numbers to maintain anonymity and confidentiality.

Limitations of the Study

The purpose of this study is to better understand the lived experiences of Deaf tenure or tenure-track faculty members teaching American Sign Language, interpreting, or deaf studies in higher education institutions. The study is not designed to make generalizations but to help others understand personal lived experiences. Findings may help Deaf individuals who desire to attain tenured or tenure-track positions understand what their peers have experienced. The data may also provide insight for administrators in higher education institutions what Deaf faculty members face in their academic roles.

Some Deaf faculty members may not have seen social media posts or been contacted directly by the researcher or members of their community. Participants involved are part of a linguistic minority that experiences severe oppression; due to this, some responses may be conditioned, a result of unconscious bias, or colonization.

Summary

This chapter provided a detailed description of the methods to be used for this study. A qualitative phenomenological study was conducted using semi-structured interviews to better understand the lived experiences of tenured or tenure-track Deaf

faculty who teach American Sign Language, deaf studies, or interpreting at higher

education institutions. This research approach allowed participants the opportunity to tell

their story about their experiences through their eyes.

CHAPTER IV

FINDINGS AND RESULTS

This chapter presents the research findings and results of Deaf tenure track or tenured faculty members' phenomenological experiences in higher education. The purpose of this study was to reveal the lived experiences of these Deaf tenured or tenure track faculty, enlighten others of their experiences, and provide advice for future Deaf tenure track faculty. During six personal interviews, Deaf tenure track or tenured faculty shared their experiences responding to the research question, "What is it like to be a Deaf faculty member at your institution"? This study provided Deaf tenured and tenure track faculty the opportunity to share their experiences in their language. The Deaf voice is heard and included in this chapter are quotes from the participants.

Study Participants

A total of six Deaf tenured or tenure track faculty were recruited and participated in this study. All participants self-reported being bilingual; five of the six self-identified as native ASL users while one participant identified as ASL as their natural language. All participants self-identified as Deaf and work in higher education institutions. Of the six participants, two were tenured, and four were tenure-track faculty. Three participants were female, and three were male. Three participants grew up in a mainstreamed educational setting, two participants attended residential schools for the Deaf, and one participant was mainstreamed and then attended a Deaf school. Numbers were used to identify participants. To protect identity and location of employment, the U.S. was

63

divided into four regions as delineated and described by the United States Census

Bureau: West, Midwest, Northeast, and South (United States Census Bureau, 2018).

Participants worked and resided in three of the four regions of the United States.

Table 4 summarizes participants' demographics.

Table 4

Study Participants

	Gender	Self-Identify	Language use	ASL Language label	Education background	Residence
Pilot 1	Male	Deaf	Bilingual	Advanced intermediate	Mainstreamed	South
Pilot 2	Male	Deaf	Bilingual	Proficient	Mainstreamed	South
Participant 1	Male	Deaf	Bilingual	Native	Deaf school	West
Participant 2	Male	Deaf	Bilingual	Native	Mainstreamed	Midwest
Participant 3	Male	Deaf	Bilingual	Native	Deaf school	West
Participant 4	Female	Deaf	Bilingual	Natural Language	Mainstreamed	West
Participant 5	Female	Deaf	Bilingual	Native	Mainstreamed, deaf program at mainstreamed school and deaf school	South
Participant 6	Female	Deaf	Bilingual	Native	Mainstreamed	West

Note. Participants who were part of the pilot studies were noted on this table; however,

their responses are not reported or analyzed in the data.

Background questions were asked to ensure participants met the study requirements. The

background of Deaf individuals ranges greatly and can impact every facet of their lives.

This study did not take background into account; however, it should be researched further

to understand how specific components of a person's background inform their success.

Themes

Upon analyzing data collected from six Deaf tenured or tenure track professors, and gleaning from the literature, six themes became apparent. The following six themes emerged from the participant interviews:

1. Community

2. Communication

3. Interpreting

4. Relationships

5. Unique challenges Deaf faculty encounter

6. Tips

Theme #1: Community

Unlike the mainstream American culture, the Deaf community has a shared value of collectivism. This collectivism enables the Deaf to form a cohesive community that seeks the greater good for all. Participants shared experiences where their colleagues and community members work together to ensure that all members are included.

Participant 2 explained a situation where a fire alarm was going off, and he made sure that his fellow colleague was not left behind:

> So, I do feel pretty safe as an individual here as a deaf person there are things
> that could be improved of course, The communication plan really is just for
> everyone to go outside. Typically, you see the lights flash, you go outside. We
> did have a fire drill once where I was in the hallway, I wasn't in my office, but
> there was another deaf person in the office so before I left I went and grabbed

them. They couldn't see the lights. They didn't have lights in their office as well.

So I wanted to let them know that there was a fire drill, and we left the building.

Like Participant 2, Participant 4 spoke to safety at the university and commented:

If the fire alarm would go off, we do have a light system in place, so we all know

to go outside. Leave the building. But then again, you have announcements.

Luckily within the department, you know, within the College of Education I'm

usually in the same buildings where we usually have at least one hearing staff or

faculty or the secretary who knows ASL would get up and give us some [of the

verbal] information.

Participant 4 and Participant 2 noticed that despite potential dangers, it is important that

people work together to ensure the safety of all. Participant 6 stated that there is a benefit

of having advocacy circles within the university. Like Participant 4, Participant 2, and

Participant 6, Participant 5 also noted support from allies within the university forming

this collective community that seeks the best for the group:

One thing I really do like is that. We have some hearing faculty that are true

allies. And they understand the amount of work that it takes us [Deaf] to do

something like a research project or reappointment, and they are very willing to

help and invest their time. Ensuring that we are able to meet the academic writing

standards that are required. Other departments that other universities I've heard of

are smaller and don't have that. Or they may feel it's on each professor

individually. I feel like our department really cares about each other and having

allies that understand the dilemma (of attaining the university written standard in

a second language) and that very is helpful. Another University might suggest

hiring an editor. But all our hearing faculty are allies and so that's something that

really helps as well.

Participant 5 continued to explain the experience of having a department where the

faculty and staff work together to ensure group success and individual achievement.

Participant 5 commented, "We were very much family oriented and we all wanted each

other to get tenured, and so we really support each other, and we know it's very

challenging to earn that. We really supported each other." Participant 5 noticed a

difference between their department, which was a standalone department, versus other

departments within the university:

Well, I feel like my department's more personal. It's visually oriented. You know,

I feel like I could stop by offices and talk with the faculty. It's like a collectivism

community and I don't see that in other departments, they seem to just come and

go.

Participant 5 and Participant 4 shared that hearing allies within the department will often

share information that Deaf people may not have direct access to such as overhearing

information about an upcoming conference.

Participants also noted that the community around the university impacted their

work at the university. Participant 2 shared that the city that the university is located in

has a larger Deaf population, so community members, university staff, and students are

more cognizant of the Deaf and needs. Participant 2 specifically stated that it was very

rare to experience any type of oppression because of this increased community

awareness. Participant 4's university was also housed in a community that is home to

many Deaf individuals. Participant 4 noted that faculty and students are comfortable with the Deaf and are comfortable asking questions to ensure effective communication.

This sense of community extends from the Deaf faculty to Deaf students. Participant 5 commented about supporting Deaf students within the university:

Even though they [Deaf students] may not be one of my students, that is one of my favorite parts of the job is to teach these Deaf students their identity. I notice that I can see the identity change and shift if they take my deaf culture/studies class. That really is one of my favorite parts of my job. They are going through their Deafhood journey just like I had to do.

Noticing the Deafhood journey as well, Participant 2 stated that many Deaf students are mainstreamed or are still learning about their culture and will take ASL classes and feel like they are "at home, so to speak." Participant 4 also noticed that Deaf students who take ASL classes will bring their friends to the department despite not being a major in that field. Participant 5 noticed that Deaf faculty will often take on the Deaf mentor role to Deaf students because they understand that college is challenging and Deaf students need a safe place. She commented that they will bring their frustrations and sometimes homework for help.

Despite a strong sense of community within a department or university, participants also commented on feeling isolated at times due to not being able to openly communicate with others, among other challenges. Participant 3, who is admittedly an extrovert, and currently the only Deaf faculty at their university, shared a unique challenge in the fact that others who do not know ASL at his university do not really understand who he is or his personality because they cannot communicate without some

type of accommodation. He stated that he keeps to himself and thus feels very isolated. Participant 1 shared that sometimes faculty and staff will gather and chat, but he does not always feel included. The lack of shared language can create barriers and lead to isolation. Participant 3 shared his excitement in having a second Deaf faculty member joining their department soon, a person he could converse with needing no accommodation or requiring extra effort on his part.

Theme #2: Communication

Deaf people often bear the burden of accommodating their hearing peers, primarily because most individuals do not know ASL or how to communicate with the Deaf. When you take away the access to communication, community can be hard, especially for Deaf who work and reside in communities that do not have a large Deaf community. Participant 4 works at a university that has other Deaf faculty and stated:

> Honestly, I'm not willing to put forth the effort needed to try and establish
> relationships with hearing peers. It's just a lot easier with the Deaf faculty or with
> other faculty that know sign language. It's very important that they can use sign
> language, and it makes communication a lot easier.

Participant 6 emphasized that, "Having other deaf people on campus or other people on campus that sign, having that Deaf-friendly environment is very important." Participant 1 enjoys where he is but admitted it is a challenge being the only Deaf faculty. He also explained his ability to communicate with an interpreter present, but admitted:

> … it's not the same as if I were at another university such as Gallaudet, where I
> can walk into a room and see numerous groups of individual signing. I could

watch some of the conversations from afar and see which I would be interested in

joining.

Participant 3 noted the difficulty and challenge of communication that can happen:

Sometimes I do make an effort but it can take a long time; it can get confusing

sometimes, so I really just kind of focus on my work and do what I need to do, but

I'm afraid that people don't really understand who I am. They just see me as that

Deaf guy who's kind of quiet. Hopefully, they can understand my voice via email

and see some of the wit that I have.

Participant 3 felt a disconnect not only with other faculty or staff; at times, he noted this

occurs with his students as well:

I would like to have in-depth conversations with them and I'm kind of limited to

the base of conversation using pen and paper to write back and forth, that type of

thing. I can't really have that in-depth conversation. It's not really a problem with

the students, but it's something that I face.

Despite dealing with the difficulties of communicating, Participant 3 noted that

"Sometimes in meetings with interpreters there, I'm able to say things that show my wit,

not just my intellectual abilities, not that I'm just smart, but my personality can be seen

with the interpreter present."

Access to language is something both Participant 5 and Participant 4 explained,

saying they know that they miss information that most people have access to such as

hallway chatter, lunchroom gossip, and the latest work-related information that gets

shared. They noted that hearing allies within the department will often share this type of information so that Deaf faculty have access.

Participant 4 and Participant 5 both work in standalone departments where ASL is the default language of the department. Participant 4 commented, "I would say 90% the time everyone signs. All meetings are run using ASL." Participant 5 shared the experience that visitors face when coming to her department. Participant 5 explained that:

> If there is a hearing person that needs language support, we use the department interpreter. Not for us, but for them. Or if there's a special guest such as the dean or a human resources representative were to come to the department for a meeting, and they are not able to sign for themselves, then the interpreter within the department will sit next to them and interpret.

Allowing guests access to information via an interpreter and being the only individual who does not use the language provides an opportunity for outsiders to understand and experience being the language minority. Participant 3, Participant 4, and Participant 5 all have supervisors that communicate directly using ASL. Participant 2 indicated the incoming chair uses ASL, and he looks forward to direct communication and additionally noted that the current chair, who does not use ASL, lacks cultural awareness as well.

Deaf participants noted that they are used to communicating with hearing peers. Participant 1 shared, "I think part of that is my personality though, like I mentioned, if there's a problem I'm very open and supportive of open communication."

Communication can play an important role in attaining tenure. Deaf participants expressed concerns over various ways that aspects of their communication will be

assessed when attempting to earn tenure. Concerns included understanding

communication and how communication impacts relationships, which both impact the

potential of attaining tenure.

Deaf people often spend years in speech therapy, many until the time when they can

voluntarily stop. Participant 6 recalled an:

> … article that I read, and I believe was a faculty member out of Pennsylvania, that
>
> reported students complaining that they couldn't understand the speech of a Deaf
>
> person, so they wanted the instructor to use ASL. The instructor didn't feel
>
> comfortable lecturing in ASL because they were not a proficient signer. That's
>
> the issue that this faculty member is dealing with making sure the students
>
> understand them. So sometimes we [Deaf] feel like the students need to work
>
> with us for communication, but then the students complain. That could be difficult
>
> for Deaf with attaining tenure.

Participant 1, Participant 2, Participant 3, and Participant 5 all mentioned the importance

of being visible and communicating with others as a foundational part of the position.

They understood that making connections and being able to communicate effectively can

impact their tenure.

Theme #3: Interpreting

Each participant mentioned interpreting during interviews detailing their

experiences working in post-secondary institutions. Participants shared experiences

where interpreting services play an integral role in the daily lives of Deaf faculty.

Interpreting topics that surfaced related to accommodations, relationships, and the

financial impacts of interpreting.

Participant 2 explained, "I don't consider myself disabled but I have to accept the term to be able to get the resources I need such as an interpreter. So, it's kind of a catch 22." To achieve equitable employment, interpreting services are provided for Deaf faculty. Equity has a cost, and at times, it can become a barrier when departments are expected to fund interpreting services. Participants expressed concern and stated that the university should have an interpreting budget for all interpreting services needed within the university and costs should not be assigned to the department that hires the employee. Requiring departments to fund all accessibility issues puts an undue burden and barrier to hiring Deaf faculty members when departments do not have available funding for accommodations. Participant 6 ascertained it is an accessibility issue as she detailed the transition from financial responsibility for providing access from the department to the University:

At the same time, I really fight to break down barriers. The system has improved over the years. When I was hired by the department, it was responsible for providing interpreters and for the cost of interpreters. They knew that I had to join committees and such as part of the tenure track expectations. I was required to participate in service opportunities and my chair complained because the department was actually being penalized for hiring a deaf person because they had to provide the funding for the interpreting services. Eventually, the University took over all costs associated with interpreting and accessibility. It was very difficult the first two years when the department was financially responsible for accessibility.

Participant 3 works at a university where the funding for interpreters is provided by the university versus the department. He explained his experience with this:

> I contact her [interpreter coordinator] and she arranges everything. She's very understanding, she wants me to have the best interpreters and she understands the needs and I don't feel like there's a financial burden on the university whenever they need to provide interpreters for me. That's really good.

Participant 2 explained he tries to plan ahead to request interpreters so that there is no additional fee for a last-minute request but noted that, at times, it is unavoidable. Participant 1, Participant 2, and Participant 4 appreciated that their institutions are almost always able to provide interpreters, even at the last minute. He along with Participant 6, Participant 5, and Participant 4 noted their universities have contracts with various interpreting agencies that provide interpreters. Participant 5 and Participant 6 specifically mentioned that usually the same contract interpreters are used to maintain some continuity. Participant 2, Participant 4, and Participant 5 all stated that they have access to full-time staff interpreters at their institutions. Participant 5 noticed with the designated faculty interpreter present during meetings she feels she can be in control of communication and an active participant in meetings.

An equitable work environment is most conducive for Deaf faculty working to attain tenure. Participant 6 mentioned that one of the requirements for obtaining tenure is to provide service to the department and university. Participation in committees is a shared experience of all tenure track or tenured faculty. Deaf faculty are not excluded from this requirement and thus use interpreting services to participate in these

committees. All participants noted that interpreters are provided for meetings, committee work, classes, and such. Participant 5 favored having designated interpreters:

> … they would interpret for my Deaf culture class as well...and that was a very good experience. I think that's key to a successful experience as a tenure track is to have a designated interpreter that's with me and that gives me more access [to language] on campus.

Designated interpreters are interpreters that are assigned to a Deaf person or class exclusively in order to provide continuity and efficacy. Participant 5 explained designated interpreters as follows:

> I feel as if they are my voice. When I go to meetings that I have the interpreter who I've used as a designated interpreter, they are used to the style of my signing, my tendencies, they are used to the content and are familiar with the background content that's involved in these meetings. There are things that are going on within the department as well and University culture and so it's easier for them to provide high quality interpretation. I feel like they do me justice when I'm speaking, they are able to convey my message appropriately. I don't have to educate the interpreters. That's why big relief for me; a responsibility or burden that's taken off of me. The fact that I had a designated interpreter and I don't have to explain expectations, specialized vocabulary, specialized academic ASL, or ideas and concepts that are happening because the designated interpreter already knows that.

Participant 5 explained that designated interpreters in the classroom are beneficial because of familiarity of her signing style, familiarity with content, purpose of the course, and goals of the instructors. Another positive is when students are doing group work, the team of interpreters will divide and both interpret comments from various groups in the room as the instructor [Participant 5] now has access to group chatter. Participant 5 stated:

> The designated interpreters know exactly what type of information to share with me. They know what content I'm interested in. They know the purpose of our lesson. They know some of the key phases that would trigger the need to give feedback to students.

Participant 5 and Participant 6 shared concerns of how they are represented and at times reputation due to relying on interpreters. Participant 6 admitted:

> I don't speak for myself; I use ASL. Sometimes my interpreter doesn't voice [interpret] correctly either. I have to work to make sure that I have an interpreter that understands me and that can voice [interpret] well, doing me justice.

Participant 3 also noted that at times: "The interpreter doesn't understand you and doesn't demonstrate how knowledgeable you actually are, so you have to be aware about that. You have to present your best self. It's not just about accessibility but the impact on the students."

Quality of interpreting services is a shared concern for all participants. Participant 1 also expressed his need for quality interpreters:

The challenge that I have with the interpreting services is the quality of the

interpreter. I don't believe I'm a hard person to interpret for but interpreters will

show up and they don't understand me and I will have to repeat myself. I will ask

the agency not to send that interpreter again, I don't tell the interpreters that in

front of others or the interpreter, but I will ask the name of the interpreter and ask

them not to come back again. Typically, I have to ask about 70% of the

interpreters not to return. That's the issue that I have, is the quality of the

interpreting services.

Likewise, Participant 5 shared:

I find myself not always trusting interpreters because they come unprepared or

aware of the content, so I find myself having to lower my language to match the

interpreter's maximum language capabilities in ASL. Which then appears as if I

don't know as much.

The quality of a professor's work is how they are evaluated for tenure. If the

delivery of a Deaf faculty member's teaching, participation in committee work, and

establishing relationships is through a poorly qualified interpreter, the mission of

pursuing tenure is significantly more challenging. Participant 6 also spoke to the

relationship of relying on interpreters for tenure:

So, after 22 years of experience [teaching], I'm at the point where I know the

interpreters. Most of them know me as well. If it seems that things are not clear,

then I tell if it's the interpreter that's not representing me well. I have the ability

now to ask students. "I'm not sure that you understood me. Did the interpreter

make sense?" Now I can figure out when there is a communication breakdown so it doesn't weigh on me as much as it did before when I wasn't tenured. I've seen enough that I could tell and identify when there's been a breakdown in communication.

Prior to attaining tenure though, Participant 6 shared, "Before I was tenured, I felt like I micromanaged interpreters. I want to make sure that they represent me well." Participant 5 expressed concern not only for herself as a Deaf tenure track faculty member but also for her Deaf students who are receiving an interpreted education. She noted:

It's interesting because I notice that when there is an interpreter present for the Deaf students[not the department's full-time interpreter used with faculty and staff], I feel like their interpreters do not have the vocabulary that my designated interpreters have in my class have, because they don't have that background information that mine do. I feel a little bit conflicted there because I feel like the student isn't getting the quality of information. There's two different levels of interpreting skills within the classroom. On top of that, the content itself is very dense and abstract, and so they're [Deaf students] are getting a watered down version of the content.

The Deaf faculty shared their feelings about the university climate as it relates to interpreting and having Deaf faculty at the university. Participant 3 admitted that at times he feels embarrassed or anxious about having interpreters present during meetings. He shared:

I try to tell the interpreters to minimize themselves, kind of sit down and don't be so visible to the entire group which can be a challenge sometimes. During meetings... sometimes I just ask them to not be so visible. But, sometimes they might have to sit on the other side of the room and the person leading the meeting is next to me, and the person leading is speaking and it appears that everyone's looking at me, but really they're looking at the person leading the meeting. I have to look at the interpreter, so I'm not looking at the person who's leading the meeting so that's a little bit uncomfortable for me.

None of the other participants expressed embarrassment of interpreters, but Participant 5 commented on the fact that use of interpreters makes her more visible and noticeable, which means if something occurs and she cannot attend a meeting, she worries she is more noticeably missed.

I also feel like I have to be present to "meet my requirements in my job"… that's one thing that I really don't like about being a Deaf faculty member is that we have interpreters, so people are used to seeing me with interpreters. If for some reason I'm not present at the meeting, it's more obvious because the interpreter's not there. Which of course means that I'm not there. It's more noticeable that other faculty that may miss a meeting because something comes up or other priorities were more important. This is the same as me, but they're not as noticeably missed because they don't have an interpreter who is always there with them. So, I feel like there's a different standard that I hold myself to because of the fact that I am deaf and that I have an interpreter with me when I go to these meetings.

Participant 4 explained the positive atmosphere at her university because there have been several Deaf individuals on her campus, faculty, staff, students, so most are familiar with the Deaf and are comfortable using interpreters. If anyone has questions, they are usually open to asking instead of letting things go.

Theme #4: Relationships

As beings, we are relational. Relationships are important in every aspect of life including within the workplace. Deaf participants detailed experiences regarding relationships with administration, peers, and students.

Experiences with administration varied among participants. Participant 2 shared that because his university was so large, he did not engage with administration very often. He also noted that in his previous employment, he was at a smaller university and believed that school size affects interaction. Participant 3 feels supported by his chair and dean and believes they have a good relationship. Participant 6 also noted that she communicates well with the department chair. Participant 2 mentioned that his current chair is not attentive or present but will transition to a new chair shortly and has an established positive relationship with them. Similarly, Participant 5 noted a shift from a chair that fostered a collectivist department that was Deaf-centric to a department focused solely on completing tasks:

> So, I felt like it was almost like we were set up to fail because we didn't have
> enough support. It was too focused on meeting requirements than actually
> supporting the faculty within the department and growing as a department. Then
> colleagues became too busy to complete what we needed to do, and we couldn't

really invest in each other as much anymore. The idea being spread so thin was hard.

Participant 5 also felt a disconnect with the dean of their college, stating, "My relationship to the dean is through our chair, really. The chair speaks to the dean. I don't feel like the dean has a strong understanding of Deaf culture, of the language, or what we do."

Participant 5 also mentioned that most relationships with peers and other employees at the university were superficial. Serving on a university committee that had shared interest with other faculty and staff afforded Participant 5 the opportunity to get to know peers outside her department on a more personal level. Participant 4 also has limited relationships with others outside her department. She noted that she taught an introductory college course with two other professors, which helped build a rapport with those faculty but has not done that in a long time and does not see the other professors much because of the size of the school. Despite having limited relationships, Participant 4's university is located in a city with a large Deaf population, and this has a positive impact on her relationships within the university. Since many people are familiar with the Deaf community, she stated they are more at ease when working with her.

All participants reported they have positive relationships within their department. Participant 5 reported that there is a family-oriented atmosphere, Participant 3 emphasized the support of his department, and Participant 1 enjoyed sharing teaching ideas with other foreign language faculty. Participant 2 said he is housed among many different languages and all respect each other, but there is little interaction. Participant 2

81

detailed his first department meeting where he felt welcomed and respected and saw no "eye rolls" when introducing himself for the first time.

Participant 4 was a student at her university prior to becoming a faculty member. Because of her history, she has experience on that particular campus within the same program. That gives her a connection with her students because she understands the program they are going through. She was familiar with previous instructors and how the program has evolved. She is able to relate to her students on a more personal level because of their shared experiences. Participant 4 also explained the development of a rapport with students taking ASL getting to know them through conversation while teaching them and making learning more individualized. When Participant 4 teaches advanced classes with students who have developed ASL competency, she distinguishes that there is not a need for interpreters in the advanced classes because the students are skilled enough to understand her lectures. She stated, "typically I'm teaching the advanced classes. The 400-level classes and such. I teach using direct instruction. We don't have an interpreter, the classroom, so I have a really good rapport with the students."

Participant 5 teaches in an interpreting program and will teach several courses over the course of the students' academic career, which allows her to develop a long-term relationship with these students, which she explains helps build that rapport. Participant 5 explained that students seem comfortable coming to her to talk about issues within the program, her classes, or personal challenges. Participant 5 noted that the students:

… don't see me as just another professor, they see me as a Deaf person who

taught them in their career. They learned about me as a person who is Deaf and

my ways of being and connected with me. The community is so small that we

always bump into each other and that will happen after graduation

Unlike Participant 5 and Participant 4, Participant 3 mentioned that he is not always able to establish a strong rapport with students because of the limited ability to communicate. Participant 2 also touched on this when he explained:

If there is a "barrier," it would be the competency and use of expressive skills

students have and trying to maintain that balance to be able to have that cohesion

and able to communicate with them in the classroom … I wouldn't necessarily

call that a barrier. It's more of a reality of a second language and second language

learners...It takes seven to ten years to become fluent in ASL. So, it's important

that I understand where the students are in their journey and that helps me

overcome that barrier.

As noted earlier in theme one regarding community, Participant 5 explained the relationship of Deaf faculty and Deaf students whether they are majoring in their department or not. Both Participant 5 and Participant 2 emphasized the Deafhood journey Deaf students encounter while majoring in fields related to Deafness and their role as Deaf mentors. Participant 4 also noted that Deaf students would often come to their building since ASL was used, and they have an opportunity for open communication using their preferred language (often primary and native) language. Participant 2 explained: "These [Deaf] students are learning about their culture and their history … I think that students typically feel comfortable here within this major."

Deaf participants explained their experiences collaborating with others. Participant 2 was invited to be a guest speaker at a healthcare panel discussion coordinated by the healthcare department.

Participant 2 saw a need to expose health care professionals (and future professionals) to Deaf culture and ASL. There were 150 students in attendance. Participant 2 said, "You could see that they [health care majors] realize that there was a group of individuals [Deaf] that they didn't know how to make a connection with, and that's something I thought was very interesting."

Participant 4 saw value in supporting others for the greater good. She mentioned that there is not enough support for part-time faculty and encourages collaboration. Participant 4 explained:

It's important to have a relationship with the students and faculty. Sometimes I'll host a workshop and I'll have students to assist me. They'll be able to run the workshop or other part-time faculty can help with running the workshop. Again, the key is building relationships with students and faculty, that applies to all parts of my job. Building relationships as a teacher, providing service, as a researcher. I think it's important to work together. By involving others, I benefit from their help and they could benefit from the experience. It's really a win-win situation.

Participant 4 also strives to be a mentor to new faculty members, as she is passionate about their success and focuses on building a strong rapport with colleagues and students within her department. One relationship Participant 4 emphasized was her relationship with the administrative assistant within the department. She understands the crucial role

of the administrative assistant and how having a good relationship can be beneficial in helping her with classroom assignments, schedules, and sharing information.

Theme #5: Unique Challenges Deaf Faculty Encounter

Deaf participants shared several challenges that are unique to Deaf faculty that may be unknown to others who are unfamiliar with the Deaf. Participant 1 explained the experience of audism in the workplace:

> Looking it through a Deaf lens, many people try to be nice but they're not always accommodating or that make statements such as "you write well for a deaf person" they're trying to be polite and nice but they don't realize that it's actually offensive. I ask myself, "would they ever say that to another hearing individual?" If the answer is no, then why do they feel the need to say that to me? They try to be nice but they don't understand what that means. People would call that a micro aggression, I don't like the term microaggression but people really don't know any better.

Audism can be perpetrated by Deaf people as well. Participant 3 shared an experience where he had to let go of a Deaf part-time adjunct professor because their approach with students was inappropriate. They were sharing examples of audistic behaviors and then comparing students to these behaviors as a means to provide examples. Participant 3 explained that you have to help students understand what audism is not by giving them "3rd degree, beating them over the head with it and making them feel bad, they may not even be aware" and instead educate them in a meaningful way. He also stated the importance of remaining composed and not overreacting when audism is being practiced,

but instead to approach it with professionalism. Participant 6 also noted the importance of tone when educating those at your institution of accessibility needs.

Participant 3 discussed academic writing, which he describes as a delicate topic. He understands that English is his second language and must be intentional in his efforts with writing, such as asking someone to edit his work. He mentioned working with others, for example, Deaf part-time employees who do not make such effort and believes it could be embarrassing to send emails to administrators, like the dean, that are not grammatically correct. Participant 3 explained that some individuals are not "familiar with the history of the deaf community and the issues related to language deprivation and oppression, so that's something that's hard for the administration to understand." Participant 5 also expressed a concern with working in her second language:

> I feel like I have to do twice the work. My first language is ASL and my second language is English, which means that I am creating assignments or completing self-evaluations in my second language. I have to do the work in a way that my mind works. First I have to envision the task in ASL and then think about, "How does that translate into English?" There are not always ASL and English equivalents, so that's very frustrating. I have to think more intensely to think about, "How would I portray this in my second language?" So I can't just let the work flow because it has to flow through my second language. There is double the work that's required, the act of creating assignments, tasks, evaluations, etc. and in my mind and then I have to translate my work into my second language. There's an extra step in my process that I have to complete.

Concerns with writing and working from a first language to a second language are also a

factor when it comes to research requirements for Deaf faculty. One expectation of tenure track faculty is to produce research. Participant 5 explained:

> The expectations of scholarly work is also unique because of our field. ASL is a visual language, and so research is heavily weighed on visual aspects in this field. Whereas other departments'/fields focus more on written research. That is not how it is in our field, but the expectation is very hearing-centric. It doesn't follow the field's standard. I feel like the leadership doesn't understand that. Also, universities apply hearing-centric standards to Deaf faculty in the Deaf field. Rather they should allow the field to dictate the way that scholarship is done. I wish that the University could contribute to the profession rather than the profession contributing to the University, if that makes sense.

Contrarily, Participant 6 explained that the expectations for tenure "specifically outlined the number of articles and the number of presentations you have to have. Now for me, they will accept some translation work as part of my scholarship."

Deaf participants described several instances where they felt they have to work harder than their hearing peers for a variety of reasons. Deaf people must plan ahead to request interpreting services. Participant 6's university requires a 10-day notice for a request for an interpreter. Participant 6 explained an accessibility issue that requires her to do an extra lengthy step in her class preparation:

> They [university disability office] told me that I have to caption my ASL videos and I don't understand that. They said that I have to provide a transcript. That's not equitable to other hearing professors who provide transcripts because they are lecturing using their [spoken] native language and there are software that

automatically transcribes their spoken lectures, but I can't do that because I'm

using ASL. I feel like that's double the work for me. They understand my

feelings, but they say that there's nothing they can do about it. So, I plan to

contact the director of that department to tell them to hire an interpreter to voice

interpret my lecture into spoken English which can then be auto-transcribed.

Participant 5 explained about Deaf students, who are not always their major,

coming to their department for support in many areas, emotional, academic, and with

their Deafhood journey. Participant 5 shared that despite loving that part of her job and

mentoring these Deaf students means, "I have to do my work at home or stay late because

I've spent my time mentoring and working with deaf students. What I should have been

working towards my other responsibilities and towards the students in my classes."

Another stark difference is the eye fatigue that many Deaf individuals experience.

Participant 5 shared:

Sometimes if I want to watch a lecture on ASL for research, watch videos [visual

language] to find course materials, or watching an interpreter for a meeting or

conference, I experience fatigue from using the muscles in my eyes to focus.

Whereas hearing faculty would be able to listen to a lecture or workshop. And

they could take care of some other things at the same time. They don't have to

have their eyes on the screen/interpreter the entire time watching to be able to

have access to the information. ASL a visual language versus an auditory

language. Hearing faculty could do other things while they were listening, saving

time. For example, they could listen to a lecture while they were driving. I am

not able to watch a lecture and drive at the same time. Or they [hearing faculty]

could clean and listen to something. I am not able to clean something and watch a

lecture so it requires more time on my part.

Participant 5 explained that watching an interpreter provide information [from meetings,

students, class]:

> … is more easily tiresome. I explained before about interpreters, sometimes you
>
> have to watch what they've said, but it's not entirely clear. They don't always have
>
> the fluency of ASL they need to convey the information. I'm having to do twice
>
> the work and interpret what they've tried interpreted for me...so there's an extra
>
> process that deaf faculty have to go through.

Participant 5 also explained the eye fatigue of watching videos and the time that it takes

to watch videos and provide video feedback:

> For example, in an advanced ASL class we have to give feedback to our students
>
> and that takes much more time because it has to be done visually since there is no
>
> written form of the language. It's not something that I could type a short comment
>
> to give feedback.   I have to film myself providing feedback and this could take
>
> me 30 minutes to watch and provide visual feedback for a 2-minute assignment. I
>
> believe the investment of time comparison between the hearing faculty and deaf
>
> faculty are different. I feel like the University culture doesn't support the culture
>
> within our field and the culture within our department. The deaf culture. They
>
> don't fully understand the time that it takes for us to do our job.

Participant 5 wished, "they [university, administration, other faculty] knew the time it

takes for a Deaf person to process information compared to a hearing person" and goes

on to state that the university should "be culturally sensitive and focus on equity versus equality. You know there's a difference between the two."

Participant 6 and Participant 3 both commented on ASL class size. Participant 6 stated a typical class size is about 30 students, while Participant 1 shared he has about 40 students. He stated when there are that many students, they appear lost and suggest a class size of approximately 15 to 20 at most. Along the same lines, Participant 1 explained ASL is a visual language where there are more visual constraints for accessing the language than in a spoken language class:

> I thought maybe I would be able to convince the administration to lower the class size but they said each class in this community college has 40 students and they don't really care for the reasoning or justification for having less. Spanish, French, and other foreign languages have the exact same amount of students. It's just something that I have to accept that it is a systemic issue.

Participant 2 stated that finding a tenure track position for a Deaf faculty member is very difficult. Participant 6 also brings up the lack of Deaf professors in post-secondary institutions and shares frustations with:

> … the limited number of tenure track positions available for deaf people. When I first got this job, I did not have my PhD. I finished my PhD while I was employed here. They were able to hire me because they could justify that there was no Ph.D in my field, so they determined that a terminal degree in my field was a master's. As of today, there's no doctoral program in teaching ASL or Deaf Studies. Gallaudet had talked about establishing a program, but they haven't done so yet.

So being aware of expectations and the expectations of requiring a doctorate

really sets up a program [in ASL with Deaf faculty]for failure.

At the same time, when they say that the master's is a terminal degree, faculty

still have to meet the same expectations of a person who has a doctorate (most

college faculty). After taking PhD courses. I am able to see how much they really

helped me with my research. I had prior experience with teaching, but I don't feel

like I would have been able to satisfactorily attain tenure without having taken

those courses and having that background knowledge. So even though they didn't

require a doctorate, I feel it was still an expectation. I believe if you want to talk

about what ASL and deafness looks like across America there's a lot of double

standards. Without the degrees, a Deaf person assumes a lecturer position that

would be easier. But what message does that send to people? That ASL is lesser

than English or other languages, that Deaf people are not worth investing in? I'm

not comfortable with that either.

Participant 6 used this justification to explain a situation she felt was discriminatory. The

department was preparing to hire a new faculty member but requires national certification

from the Registry of Interpreters for the Deaf (RID). Participant 6 felt this was a barrier

for potential Deaf individuals because at the time there was a moratorium for the national

certification exam for Deaf interpreters, and thus, they could not become certified.

Additionally, there is a disproportionate number of certified interpreters compared to

certified Deaf interpreters. The university equity office sided with the department, seeing

no discriminatory practice.

Participant 2 described how the university can typecast deaf individuals, limiting them to only teaching ASL, interpreting, ASL linguistics, or Deaf Studies, but may not be supportive of a Deaf individual teaching another area of study. Participant 5 also noted expectations regarding class load is understandable but remarked that the Deaf are expected to teach too many different courses (advanced ASL, interpreting, Deaf studies), meaning more class preparations. Participant 5 also explained that she feels:

> … because there are so many hearing faculty, if someone is asked to do something and they say no, there is another hearing faculty that they could ask. But if I, a deaf faculty member, say no, often there is no other Deaf person that could be asked. So it feels like there's more pressure on me to complete a specific duty or task that's asked of me. It feels like if I say no, then it is interpreted as all the deaf people will just say no. I don't feel like I could say "no" like my hearing counterpoints can.

The concept of visibility was mentioned by Deaf participants. Sometimes Deaf individuals feel like all eyes are on them. Participant 5 explained how she feels that people, namely administrators, will note her absence from a meeting because there is not an interpreter present versus other faculty who might be overlooked if they cannot attend a meeting for some reason.

When talking about communication, Participant 5 mentioned missing out on "water cooler talk" but also realizes that means she must take extra effort to seek out the latest university information, or research and presentation opportunities. Participant 4 explained the difficulty in getting information easily.

92

Hearing faculty could go into any department and immediately make

conversation. They could be in the hallway and have a natural conversation that

occurs. They might be working and then they overhear something, and so there's a

natural way to interject yourself into the communication. And I don't have that

opportunity, so I feel like that is an obstacle.

Theme #6: Tips

All of the participants had suggestions and tips for future Deaf tenure track

faculty, administration and peers. As a collectivist community, that subscribes to the

belief that there should be nothing about us, without us. Participant 5 asserted:

Having our own department is key. Our department is not housed under speech

and language, communication sciences, or special education. A standalone

department, I believe, is helpful because it allows us to run ourselves. Whereas if

the department were housed under another department like special education or

communication disorders, it might be more of a pathological view on deafness. A

department that could believe Deaf people are a group of people that need help,

they need to be fixed without really understanding the Deaf culture or Deaf ways

of being.

Visibility is something many Deaf people are acutely aware of. Participant 3

explained, "I've had to make myself visible and let them know what I'm capable of. That

can be challenging, but I show them that I'm motivated and willing." Participant 1 also

mentioned visibility, explaining:

There's some people here who know a little bit of sign language. I'll teach them a little bit here and there but that's part of the job. I have to make myself visible. If I would stay in my office everyday people wouldn't know who I am or anything like that so I have to be conscious about making myself visible and making people understand that they do have a Deaf faculty member here at the university and making myself be seen so I have to be very assertive and self-disciplined.

Participant 1 also emphasized that Deaf faculty should, "make sure to involve yourself in various committees and work with other people as a team ... Don't try to do this on your own" and explains that he learned from others within his department. Even though they teach other languages, they teach second language learners, and that is the commonality. He also suggested working with other ASL professors at other institutions.

Participant 2 emphasized the importance of earning a degree. Participant 1, Participant 2, and Participant 5 encouraged faculty to attend professional conferences and network. Participant 2 exclaimed, "You can't sit there after you finish your degree and then hope that everything falls into place." Participant 5 explained that she did not realize the benefits of networking with other Deaf professionals; it was not until she had been around others where she experienced the opportunity for shared knowledge and strongly recommends finding a professional Deaf faculty group. This could come in the form of a mentor as well. Participant 5 suggested:

I guess for Deaf individuals, I would suggest asking for a hearing mentor. I learn a lot about hearing norms and university culture through the hearing faculty. For example, the designated interpreter that I mentioned includes cultural competence or provides cultural mediation. That is helpful for me to know as a Deaf

person...For example, I am sending an email and we need to adjust our language that's more appropriate for a hearing individual. Deaf people have a tendency to be a little bit more straightforward and it could be misunderstood at times. It is nice to have the interpreter watch my message in ASL and review my English to see that the message was the same and had the same undertones. It's interpreting and providing that cultural competency that helps me understand hearing culture as well. So I feel like that's something that's important. However, they also need a deaf mentor. I feel like they need a hearing mentor to understand hearing norms that are typical in a hearing university and to have access to some of that incidental information that might occur. But I support having a Deaf mentor for that identity, that Deafhood journey. They can also share tips on how to do certain things as a Deaf person who's been through it, who understands about some of the situations that Deaf people face in these environments. So, I feel it's important to have a Deaf and a hearing mentor.

Participant 2 advised that even if you are an introvert, you need to make an effort to network and make connections. Participant 2 also explained that if you want to work, you need to be willing to move. Positions for Deaf faculty are limited as noted by Participant 6 and Participant 2.

Participant 1, Participant 4, and Participant 5 agreed that collaboration is important in the post-secondary setting and the attempt to attain tenure.

Participant 4 emphasized the need to:

… develop relationships with part-time faculty and full-time faculty. The part-time faculty teach foundational classes they have access to students as they start

out in school. The tenure track professors typically will teach the advanced classes, and I feel like there needs to be intentional collaboration between the part-time faculty of the full time faculty, Sometimes part-time faculty don't feel part of the university. Especially if they're working for different community colleges. However, they are valued because they're teaching our foundation classes our ASL 100 and 200 level classes. I feel like it's very, very important that we build rapport with them and not just leave the adjuncts to their own devices.

Participant 4 expressed disinterest in workshops hosted by hearing individuals and instead suggested universities or departments to provide training in the faculty's first language or have a group training session. Participant 4 explained:

Training typically means that there's going to be an interpreter, there's going to be a PowerPoint, and for example they're talking about how to use Canvas, or how to use an LMS system. I prefer to have that directly communicated to me in my first language. It's really hard to follow an interpreter, a presenter, and the presentation at the same time. Sometimes if we have a large group [of ASL users] we will all go together so that we can support each other...sometimes if we have a large enough group, we'll actually bring the presenter to our department instead of us going to a workshop that's hosted by the college. Sometimes the interpreters will know that they need appropriate pacing and to follow our lead. But, sometimes the presenter is speaking too fast. If we're able to have someone come to our department it's much better.

Participant 1 talked about the importance of working together and being confident in your work. Participant 1 touched on the imposter syndrome, stating:

> I have confidence in what I do, I'm happy with myself. Another quote I will share says, "The purpose of life is 4 things; To know yourself, to trust yourself, to love yourself, and just to be yourself." I feel like I've been teaching for 22 years and I am my own worst critic. At times I feel like I'm not a good signer or not a good teacher. After 22 years, I still think that to myself. But, I don't realize that other faculty feel the same thing. I thought that I was the only person that felt like that, but when you have this open dialogue and communicate with others you realize that they feel the same way. I then feel better about myself. I'm more aware that this is a normal feeling.

The only constant is change, and Participant 1 suggested being willing to adapt. He stated:

> ASL is still evolving too. For example, now we have cell phones and so now we're doing a lot of one handed signing.. in the car.. and we'll have the phone posted in the car set up in the car.. and I have to reduce my signing space so that people can see me signing so now we've added different ways of having to produce signs which changed the language. We have one handed signing, we have a smaller space signing and so these affect the language. Technology changes language, life changes language, it's just very fascinating. So again, keep an open mind, be willing to learn, and be willing to adapt.

Summary

This chapter presented the researcher study's findings and results. Interviews were hosted, and the voices of the Deaf were captured. Transcripts were coded and six themes emerged: community, communication, interpreting, relationships, unique challenges Deaf faculty encounter, and tips.

In the next chapter, the researcher will discuss research findings related to the research question: "What is the lived experience of Deaf tenure track or tenured faculty?" Recommendations and suggestions for future research will also be discussed. To culminate this chapter, the last piece of advice is shared by Participant 1:

> Attitude makes all the difference in the world. The way you look at things, whether you look at the glass half empty or half full. The situation could be a good situation or bad situation. "Life is 10% what happens to you and 90% how you react to it." So that I feel like is very, very important, it gives people something to think about.

CHAPTER V

CONCLUSION: DISCUSSION AND IMPLICATIONS

This chapter concludes the phenomenological evaluation into the experiences of Deaf tenure track and tenured faculty at higher education institutions in America. This chapter will summarize six themes that emerged from the data. This study provided the means for Deaf tenure track and tenured faculty to finally allow their voices to be heard.

There is a dearth in the literature regarding the Deaf tenure track or tenured faculty experiences. This study incorporated one-on-one interviews with six study participants in order to yield rich data that speaks for these Deaf faculty members. Implications of practice and policy for institutions recruiting for Deaf tenure track faculty or for those who seek to retain their Deaf faculty members will be shared. The chapter concludes with recommendations for future research.

Cerney (2007), Lane (1999), and Ramsey (1997) explained the pathological framework that views deaf people as disabled who have lower levels of attainment in school and socializing. The purpose of this study was to examine the phenomenon of Deaf tenure track or tenured faculty in higher education in America. These Deaf participants demonstrate that Deaf individuals are capable of attaining the highest degree in their field of study, capable of working alongside their hearing counterparts, and achieving equal or greater success. Participants shared details of their experience of community and relationships, challenges, and education of hearing people of the Deaf experience.

Research is often personal, and that is no different with this researcher. As a Deaf tenure track faculty member, I hope that the stories told by these Deaf faculty will shed light on and provide recognition for the dedicated faculty who invest in furthering their field, attempting to impart their culture, language, and experiences with students. With these voices from Deaf tenure track or tenured faculty, it is hopeful that findings will provide an understanding for universities to better understand the Deaf experience and use these findings to promote an equitable, affirming campus climate for Deaf faculty. Findings may also allow universities to increase recruitment, hiring, and retention efforts for tenured Deaf faculty.

Discussion of Thematic Findings

A qualitative phenomenological evaluation was best suited to address the research question: What is the lived experience of Deaf tenure track or tenure faculty members in higher education in America? Yuksel and Yildirim (2015) believed phenomenological studies reveal the essence of the lived experience. Interviews with six Deaf tenure track or tenured faculty afforded them the opportunity to share deeply personal experiences about their day-to-day lives of working in higher education. Data were collected, coded, and organized by themes. This investigation revealed six common themes among participants.

- Theme #1: Community
- Theme #2: Communication
- Theme #3: Interpreting
- Theme #4: Relationships

- Theme #5: Unique challenges Deaf faculty encounter

- Theme #6: Tips

Theme #1: Community

Community is an essential part of the Deaf culture, a collectivist community. Members of the community work for the greater good of the group. In response to the climate of the university, Deaf faculty shared experiences where their colleagues and community members work together to ensure that all members are included. Findings echoed sentiments of community within their departments. All participants report support from allies within the university forming this collectivist community that seeks the best for all.

Urrieta et al. (2015) reported that minority faculty report never feeling accepted as a "full member of the academic community" (p. 1159). Contrary to this, findings illustrate that Deaf faculty found a sense of belonging within their departments. Participant 5 specifically points out "It's [our department] like a collectivism community and I don't see that in other departments." Participants spoke to the sense of community that includes Deaf faculty, hearing faculty who are allies, and Deaf students and majors. Participants who were employed in institutions located in cities with higher Deaf populations noted the cultural awareness of university peers having prior exposure to Deaf individuals within the community. Larger Deaf populations contributed to a positive experience where Deaf faculty are met with openness, flexibility, respect, and equity.

Despite feeling a sense of belonging within departments and within institutions that have larger deaf populations, participants in this study also experienced instances of

isolation and seclusion. Rosengreen and Saladin (2010) asserted that communication is the most important issue in employment and that deficits in communication lead to isolation, among other negative outcomes. Data from this study reveal challenges because limited communication access among hearing peers that do not use ASL leads to feelings of exclusion and isolation. This study details the extra effort required to engage with others at the university that do not use sign language. Working well with others and working to expose others to the Deaf community and culture requires intentional effort from Deaf faculty, as most individuals are not familiar with how to communicate with Deaf individuals. The need to be visible and participate in service to their college and university in order to attain tenure appeared to be a stressor for Deaf faculty. Deaf faculty shared experiences of working alongside hearing peers outside of their department, explaining that there is collegiality and respect, but it is a superficial relationship that requires extra effort on the part of Deaf faculty.

Findings demonstrate that Deaf faculty provide a sense of community for Deaf students on campus, regardless if they are majoring in the field of ASL. Deaf faculty shared about open communication in Deaf individuals' first language provides a sense of "home" and can be a respite for Deaf students. Literature points to delayed enculturation for many Deaf individuals; at times, Deaf students enter college having little knowledge of their own identity and language (Bienvenu, 1991; Lane, 2005; Padden, 1989; Padden & Humphries, 1988). Participant 2 works in an institution that is housed in a community with a large Deaf population. He noted that Deaf students often major in a Deaf-related field and come into the major knowing very little about their own identity. These classes and instructors play a critical role in educating others about the culture, community, and

language of the Deaf. This study parallels findings of Fuentes et al. (2014) research that diverse minority faculty understand the plight of minority students. Findings indicate that Deaf faculty often take on the role of mentor to Deaf students having gone through their own Deafhood journey.

Fennel (2017) established that positive relationships among peers provide comfort and motivation among faculty with a sense of teamwork. This investigation supports the literature as participants detail group unity in sharing information to allow for an equitable environment. Participant 5 detailed how hearing faculty often provide cultural mediation of hearing norms and university culture. Deaf faculty in this study shared that they experienced a sense of family and support in attaining tenure within their departments.

Theme #2: Communication

This investigation revealed communication to be a common thread among participants. As noted in theme #1, Rosengreen and Saladin (2010) identified that communication is the most important issue in employment. Communication often overlapped with other themes such as community, interpreting, and unique challenges for Deaf people.

American Sign Language is the cornerstone of the Deaf community. Individuals who are culturally Deaf consider themselves to be part of a linguistic minority (Pendergrass et al., 2017). ASL provides Deaf people with full access to a visual language that is capable of communicating abstract ideas and complex theory. The use of ASL was a determining factor for participation in this research study. Participants were native ASL users who also label themselves as bilingual English and ASL users.

Participants commented that communication with other non-ASL users was often successful with interpreters present. More discussion about the effectiveness and quality of interpreters will follow in the next theme: interpreting. Despite having access to interpreters for meetings and planned events, participants still reported a language barrier in their day-to-day work at the university. Collegiality among faculty members and spur of the moment conversations with hearing counterparts is often inaccessible for Deaf faculty members. Participant 3 emphasized the sense that his colleagues do not know his true personality, abilities, or knowledge because of the language barrier.

Participants expressed the need to be visible in order for others to recognize their contributions since they are not able to communicate with their peers directly. Participant 3 emphasized the effort to make himself visible to demonstrate what he is capable of. There was a sense of needing to physically show skill and capabilities among Deaf faculty, possibly as a result of colonization where Deaf people recognize that hearing people equate knowledge with speech.

Attaining tenure was a noted challenge, and this investigation revealed that Deaf faculty are concerned with being able to demonstrate competency while encountering communication challenges due to the language barrier. However, this need to prove themselves was revealed to be primarily with non-ASL users. Deaf people know they are typically always the one to provide a means for others to communicate with them. Deaf people recognize that people without hearing loss often do not know how to communicate with Deaf individuals. Deaf people must take the lead in starting conversations, taking the initiative to start conversation, and help others feel comfortable communicating with the Deaf. The fact that Deaf people are often responsible for

communication access with non-signing individuals is a direct result of systemic

oppression. The lack of hearing in itself is not the disability. The disability arises from

barriers in place established by individuals without hearing loss and by those of the

mindset that hearing and speaking are synonymous with success, ability, and knowledge.

Kramer, Kapteyn, and Houtgast (2006) observed "that hearing is an essential ability in

working life" and requires additional effort from those who have hearing loss" (p. 509).

Participants reported that often communication within their departments is open and

Deaf-centric where many department members use ASL or are aware of cultural and

language barriers and are flexible when working with Deaf individuals. The National

Education Association identifies culturally competent educators as: (a) valuing diversity,

(b) being culturally self-aware, (c) understanding the dynamics of cultural interactions,

and (d) institutionalizing cultural knowledge and adapting to diversity (p. 1). Participants

described hearing allies that embody the definition of cultural competence. Hearing

allies are knowledgeable and respectful of cultural norms of the Deaf and the Deaf-way.

Participants described a sense of belonging and home among ASL users and allies.

Participants provided detailed encounters of hearing allies demonstrating cultural

competence—for instance, access to information regarding university updates, research

opportunities, policy, and cultural norms were shared by hearing allies within their

institution.

Theme #3: Interpreting

Tenure track faculty are expected to teach, provide service, and engage in

scholarly activities to attain tenure. Interpreting was a common theme discussed in this

investigation, as it impacts each required area of focus for professors to attain tenure.

Deaf faculty members often face language barriers, and interpreters are able to bridge this gap. Deaf tenure track faculty must consider their access in every aspect of their academic career.

An investigation by Reeves et al. (2000) revealing only 6 of 140 programs taught accurate ASL offers insight that infers a relationship between poorly taught language courses and the quality of interpreters since many interpreters are second language learners. Improperly taught ASL users could account for the hesitation many Deaf individuals face when working with interpreters. This study reveals that Deaf tenure track or tenured faculty are concerned with the quality of interpreting services to ensure effective communication for the future of their career.

The Deaf tenure track faculty member may be highly effective, but if the delivery of the faculty's voice is presented by a poorly qualified interpreter, it makes success significantly less attainable. The faculty member's career success could be dependent upon both their own qualifications but also the interpreters. Tenure is reliant on teaching success, which can be measured by student evaluations, personal growth, and observation from peers. If a poorly qualified interpreter is utilized, Deaf faculty worry about how well the material is being presented regardless of their ability to teach well.

Deaf faculty members are evaluated on skill; however at times, there is no university supervisor that has access to the language used in the classroom without the use of an interpreter. Findings reveal that Deaf tenure track faculty members are concerned about the quality of their interpreters and how they are represented in all aspects of their academic career. One participant who has attained tenure revealed that prior to attaining tenure they were more cognizant of the interpreter and ensuring clear

communication that represented the true intention of the Deaf faculty. After attaining tenure, they were less concerned with accuracy, and the additional years of experience allowed them to identify when students were unclear of lecture materials due a misinterpretation.

Consequently, the qualifications and abilities of interpreters have become extremely critical in the provision of equitable workforce. This study revealed that despite a concern of quality of interpreters, all participants were extremely satisfied with the quality and provision of interpreting services. McDermid (2009) reported that faculty faced barriers in communication because no interpreters were provided (p. 237). Contrarily, in this investigation, faculty indicated they have access to interpreters, often even at the last minute. Participants detailed various approaches to the provision of interpreting services at their institutions. Some institutions have full-time interpreters on staff that are assigned to interpret classes and meetings for faculty. Other institutions have part-time staff interpreters or use an agency to contract interpreting services. Participants noted that the use of consistent interpreters aids in their trust and sense of control in their communication. Interpreters that are used on a regular basis from agencies or full-time staff interpreters who also serve as designated interpreters aid in consistency with Deaf faculty being able to focus on their skills and not the skills of the interpreters.

Consistent use of the same interpreters provides continuity for the interpreter as well. Assignments become familiar, and interpreters are able to better prepare for their work with faculty by providing lesson plans that allow interpreters to become familiar with content, the program standards, and campus climate. When interpreters have access

to familiar content and context, they can provide a more accurate message. Deaf participants indicated when an interpreter is well prepared and familiar with the context and familiar with the signer, it is a burden lifted. Deaf faculty admitted they can then focus on student engagement, service, and day-to-day tasks at hand since they do not have to take additional time working with the interpreter to prepare them for the assignment, something their hearing counterparts do not typically encounter.

Some participants in this study addressed the fact that English is their second language and despite being bilingual there are times that they struggle to convey their thoughts into English. These Deaf faculty desire access to an interpreter that could help them to interpret their work from ASL to English when they are struggling with translating from their first language to their second. This could be when Deaf faculty are drafting emails, engaging in scholarly work, attempting promotion or tenure, or even creating written instruction for assignments. Deaf faculty reported that many hearing faculty who are allies were also willing to translate Deaf faculty work from ASL to English as needed on occasion.

A concern expressed by several participants in this investigation was responsibility for the budget for accessibility. Deaf individuals face discrimination based on deafness and the provision of interpreting services. There is an undue financial burden placed on departments responsible for providing access, which could lead to fewer tenure positions available for Deaf individuals. This study revealed that participants were involved in discussions with their institutions about budgeting for interpreting services and that their chairs had to fight for the university to assume the

responsibility and costs for provision of services. This is an example of a unique

challenge that Deaf faculty face, with more examples that will be discussed in theme #5.

Theme #4: Relationships

The Deaf community is a collectivist community, and a foundational aspect of

community is relationships. This phenomenological study allowed participants to explain

the types of relationships they have forged with all members of the institution in which

they work. Participants detailed their relationships with peers, staff, administrators, and

students.

In response to the question about their relationships and experiences with

administrators, most participants had little contact with their deans. Most interactions

with deans were through their chairs or via email correspondence, which aligns with

findings from Fennel (2017), which state there is little opportunity for face-to-face

communication [with administration] (p. 23). This study parallels research results by

Ozcan, Calgar, Karatas, and Polat (2014) who report administrators demonstrate a lack of

effort to develop a culture of mutual support or success and lack communication skills.

This finding was demonstrated by Participant 5 who stated, "I don't feel like the Dean has

a strong understanding of deaf culture, of the language, or what we do. There's really not

a lot of trust there, because I feel like the Dean is not invested."

Participants explained that their relationships with their chair was more intimate

and open than with their dean. Participants who work in Deaf-centric departments with

chairs that are fluent in ASL revealed a greater sense of connection with their chair.

Participants who are housed in a world languages department explained the commonality

of educating second language learners and a shared understanding of diversity, leading to acceptance of all differences including the Deaf faculty.

Fennel (2017) reported that there is mistrust in administration because faculty feel decision-making contradicts academic values. Scholarly work in the Deaf-centric field is transitioning to digital platforms, and Participant 5 echoed the sentiment of mistrust stating:

> The expectations of scholarly work is also a different perspective because of our field. It's a visual language, and it's heavily weighted on visual aspects, whereas other department's focus more on the written research. That is not how it is in our field, but the expectation [at the university] is very hearing-centric. It doesn't follow the field's standard. I feel like the leadership doesn't have a good grasp of that, and it also applies hearing-centric standards to Deaf faculty in a Deaf field. The university doesn't let the field dictate the method or approach of how scholarship is completed. I wish that the university could contribute to the profession rather than the profession contributing to the university, if that makes sense.

This investigation explored relationships with peers both inside participants' departments and across campus. Fennel (2017) established that positive relationships among peers provide comfort and motivation among faculty with a sense of teamwork. When asked about relationships with peers, Deaf faculty members reported a stronger bond within their departments, sharing a family-oriented feel. This camaraderie within departments led to collaborative works to support creative scholarship, allyship among community members, and shared support in the attainment of tenure. Participant 6 also

emphasized, " Having other deaf people on campus or other people on campus that sign, having that Deaf-friendly environment is very important."

Participants in this study reported relationships with peers outside of the department to be superficial or "cordial." Price et al. (2005) reported minority faculty feel their competency is questions and must justify their credentials (p. 568). The need to demonstrate competency was noted among most participants. The sentiment of being visible was echoed throughout the experiences of the Deaf faculty in this study.

Alvarado, Berdan, and DeAngelo (2014) reported faculty-student relationships in and out of the classroom are "an integral component of the college experience for undergraduate students." Deaf faculty reported primarily positive relationships with students in all levels of classes. Deaf faculty work to connect with students in lower level ASL classes by making connections using ASL. Participant 3 noted that it can be difficult at times to establish relationships due to the language barrier. Faculty who teach advanced level classes explained direct communication and classes with students who can communicate in ASL foster more intimate relationships. Galanes and Carmack (2013) ascertained that "The learning climate is shaped by the quality of the many interpersonal relationships between and among students and faculty" (p. 51). Participant 5 described the sense that students in her classes see her as a Deaf person as well as their professor. Positive relationships with these students foster safe learning environments.

Deaf faculty and Deaf-centric departments afforded Deaf students a respite from the mainstream culture and often forged mentee relationships with Deaf faculty. Fuentes et al. (2014) reported that faculty will develop mentor-like relationships with students, which is evidenced in this study. Deaf faculty reported their Deaf-centric departments act

111

as a hub for ASL users and welcome all ASL users regardless if they are in the major. This study evidences that Deaf students often look to Deaf faculty for support with academics, navigating the college experience, and emotional support. Despite the time and extra effort, Deaf faculty reported investing in Deaf students as they journey through college and their own Deafhood as shared in theme #1.

Theme #5: Unique Challenges Deaf Faculty Encounter

As study participants shared their experiences of working in a post-secondary institution, it became evident that Deaf tenure track or tenured faculty face unique challenges as compared to their hearing peers. This was evidenced by responses to the question are there any unique obstacles for you at this institution. Participants shared a variety of experiences, some unique to their university due to size or location and some unique due to the number of Deaf employees at the institution. Other challenges were similar among participants but exclusive to the Deaf. Still other challenges are shared by other marginalized groups.

> Hale (2012) observed:
>
> Deaf faculty members were significantly less likely to hold advanced degrees. Since Deaf faculty members hold fewer advanced degrees and thus do not have as much formal training in conducting research and socialization into the research mindset...because they have less advanced research training, they may be more likely to produce scholarship that is less desirable in the academy (p.155).

Asserting the difficulty in satisfying academic level expectations, Participant 6 stated that without her Ph.D. courses, she did not feel she would have been able to attain tenure.

Due to systemic oppression and language deprivation, there are a large number of Deaf people without advanced degrees. Price et al. (2005) reported underrepresentation of minorities in other fields due to disparities. Many Deaf children experienced language deprivation because they have no access to a complete language. This impacts their ability to earn advanced degrees.

Lawrence and Galle (2011) emphasized that Deaf individuals are at a disadvantage since tenure-track positions often require advanced degrees.

There is a sense of pride Deaf people have in earning a doctorate. Additionally, Deaf people have worked to be visible and feel like they have to work twice as hard sometimes to achieve success due to misconceptions of Deaf people and systemic oppression. Both Participant 1 and Participant 2 spoke about being accepted in a room and recognized as a doctor means that the Deaf can finally feel seen and recognized for who and what they are other than being Deaf. Advanced degrees are also difficult to attain because there are few Deaf-centric master's programs, only one interpreting Ph.D, and minimal Deaf-centric Ph.D. programs.

There are not as many Deaf-related fields in universities so if a Deaf individual wanted to teach a specific area, they may need to relocate. Minority populations also face disproportionate numbers in higher education institutions. For Deaf-centric professions, not every school has an interpreting program, a deaf studies program, a deaf education program, etc. compared to other fields such as an elementary teacher where there are many programs available. Participant 6 admitted frustration over the lack of tenure track positions for Deaf faculty. Systemic barriers are in place, such as the example Participant 6 shared where universities require certification for teaching

interpreting but Deaf interpreters have been unable to take their national certification and there are a disproportionate number of Deaf interpreters compared to hearing interpreters.

Cantu Ruiz and Machado-Casas (2013) and Urrieta et al. (2015) reported macroaggressions are present in higher education settings. Audism, the idea that speech equates to intelligence and that English is superior to ASL, was a unique challenge for Deaf tenure track or tenured faculty. Participant 2 said, "you know we deal with the barriers of audism. We get the question of whether Deaf are able to attain a Ph.D." Participant 1 reported incidences where hearing peers would remark on his English, and Participant 1 felt that they would not have said that to another hearing faculty member. Departments who are responsible for the cost of access may be less likely to hire a Deaf faculty member for a tenure track position because of needing to hire an interpreter.

There are many instances where Deaf people rely on interpreters; however, direct communication is most accessible and Deaf people prefer using their native language. Participant 6 mentioned changing careers because she did not want to rely on interpreters for graduate school. Deaf faculty who use interpreters for class typically work to create lessons earlier than they may normally because of the need to share the plans with the interpreter for the best possible outcomes for interpreting and student learning. Working ahead requires exceptional time management and planning. At times, planning ahead can result in a negative outcome for Deaf faculty such as Participant 2 who explained the obligation to attend an event, even if later there is a conflict, because an interpreter was requested. Participant 2 stated that other faculty could change their mind and not attend, and it would not cause an issue whereas Deaf people are concerned about the cost for interpreters and the interpreter's time. Conversely, if there is a last-minute event a Deaf

faculty member can attend, it would depend on if they were able to get an interpreter in time. Other hearing faculty could just change their mind and not attend.

Kramer, Kapteyn, and Houtgast (2006) and Punch (2016) reported that those with hearing loss seem to be more at risk for missing work due to fatigue, mental distress, and strain (p. 510). Study participants reported eye fatigue and mental fatigue from relying on interpreters and the visual grading that goes along with a visual language. Unlike their hearing counterparts, Deaf faculty that attend conferences and meetings typically rely on watching an interpreter unless the meeting is held in ASL. Both instances require Deaf faculty to use their eye muscles to receive information versus their hearing peers who can listen without straining a muscle. Additionally, Participant 5 commented on the amount of time needed to review student work, which is usually a video due to the visual nature of ASL.

Kumar (2015) discussed fatigue in Deaf individuals, as much of their time and energy is spent communicating with others. Research proves that Deaf people will consume 50% of their energy communicating while their non-Deaf peers only consume 5% (p. 344). Many participants revealed that there are many instances where they were without an interpreter when meeting with someone or running into someone to discuss something, such as a last-minute meeting. Working to communicate and relying on lipreading can be exhausting for Deaf individuals.

Participants in this study were bilingual ASL users. Participant 5 explained the additional time it takes her to create assignments or engage in research because she first has to think about it in her native language and then figure out how to explain assignments in her second language. Participant 5 stated, "It's very frustrating because I

115

must think more intensely to determine how I would portray this in my second language? So, I can't just let the work flow." This also applied to her research and yearly self-evaluations.

Cole et al. (2017) and Urrieta et al. (2015) found that minority faculty report higher expectations and performance in the area of service as minorities are seen as experts in the field. Nunez et al. (2015) reported that Latina faculty report tokenism. Participants echoed experiences of tokenism. Participant 2 pointed out that, at times, participants were typecast to teach courses only because they were Deaf and not because of their specific qualifications. Participant 5 understood the responsibilities of tenure-track faculty and their teaching load but emphasized the number of different courses plays a factor. There are also fewer advanced ASL classes offered—only one or two sections—so most Deaf faculty will have to teach a variety of upper level classes since they are only able to offer one class section each. Deaf faculty were assigned a variety of classes that often led to more class preparation than their hearing peers who often taught multiple sections of one course.

Relationships among Deaf faculty are also impacted due to the Deaf faculty members' ability to communicate. Findings discussed in theme #4 provided examples of positive relationships between Deaf faculty and their departments, cordial relationships with non-signing peers, and relationships with students as mostly positive. Participant 5 explained how her relationship with Deaf students is her favorite part of the job and how she often serves as a mentor, this role interferes with her time to complete daily tasks. Research indicates that relationships between students and faculty are declining due to other responsibilities of faculty members (Hoffman, 2014). Mentoring relationships can

have long-lasting, positive impacts on students, even beyond the years in academia (Fuentes et al., 2014).

Theme #6: Tips

This phenomenological study afforded Deaf tenure track or tenured faculty members the opportunity to share their voice. In closing each interview, participants were asked if there was anything they have experienced that works well, what was not effective, and if they wanted to share anything else about the experience of being a Deaf tenure track or tenured faculty member.
Participants provided several helpful tips for future Deaf tenure track faculty, including how to best handle situations.

Price et al. (2005) found that minority faculty have limited options for mentors due to lack of representation in higher education. Assigning a Deaf faculty mentor is problematic for universities that have limited Deaf faculty members.   Participant 5 recommended that Deaf tenure track faculty should have both a hearing and Deaf faculty mentor. The hearing faculty mentor can share information and tips about hearing norms and mainstream university norms, whereas Deaf faculty could share how Deaf faculty adapt to hearing norms in higher education.

The need for Deaf faculty members is not only important because of the mentorship they could provide new Deaf faculty but also to add to the diversity of the campus climate. The idea of community is important, and Participant 6 expressed her concern and frustrations over lack of Deaf tenure track positions. Participant 2 emphasized that if you are Deaf and want a tenure track position, you must be willing to move. As evidenced, the number of positions available for Deaf faculty is limited. There

may be only one higher education institute in the state that offers ASL, Deaf studies, or interpreting. Participant 6 also explained systemic barriers of certification that prevent Deaf individuals from having equitable opportunities for positions. Systemic barriers are common among minority faculty. These systemic barriers can lead to lack of diversity in hiring committees and lack of diverse faculty and affect job satisfaction among minorities. (Davis et al., 2011; Hunter, 2011; Price et al., 2005).

Systemic barriers also affect the ability for Deaf individuals to earn advanced degrees as discussed in findings from theme #5. Participants encouraged Deaf individuals to seek advanced degrees. Lawrence and Galle (2011) ascertained that most universities will not hire someone without a terminal degree. Participant 6 explained that her university recognizes the difficulty in attaining an advanced degree in a Deaf-centric field due to the limited number of programs available.

Often you hear, "it is not what you know, but who you know." Study participants highly encouraged Deaf tenure track or tenured faculty to network, both within their department, university, and with other educators. Conferences provide the means for many Deaf faculty to meet other Deaf faculty and allow them the opportunity to share ideas, discuss approaches, and best practices. Jacelon et al. (2003) observed that mentoring helps with professional development, building and maintaining a professional network, and increasing competence and self-esteem. Participant 5 shared that it was amongst other Deaf professors where she did realized what she was missing and the benefits of networking with other Deaf professors. Participant 2 iterated that Deaf individuals must put themselves out there and when attending conferences and networking, an effort must be made, even if the individual were introverted.

Study participants revealed that networking is meaningful and one aspect of networking is the intentional act making oneself visible. Participant 1, Participant 2, Participant 3, and Participant 5 all spoke to ensuring visibility among peers, administration, and other professionals outside the university. Study findings evidence the importance of being visible in order to attain tenure. Theme #2 discussed communication and the appearance of a self-driven goal of being visible was shared among study participants. Participant 1 advised Deaf tenure track faculty members to work on committees with various people. Participant 3 explained how working in groups allowed him to show others what Deaf people are capable of. There is a need to show competence since it cannot be directly comminuted due to language barriers. Additionally, this network and recognition also help Deaf faculty members build rapport with colleagues. Jacelon et. al. (2003) believed a positive rapport and networking aids in success in tenure-track positions. Participant 1 believed in the importance of teamwork. The team approach offers faculty members opportunities to learn from each other.

Teamwork, networking, and visibility can all contribute to positive experiences in higher education settings. Relationships forged among colleagues can become familial as noted by participants who were housed in Deaf-centric or a diverse field such as world languages. Participant 6 explained the mutual benefits of working alongside students, part-time faculty, and other full-time faculty. Participant 2 shared an experience of participating on a panel for the health services department, emphasizing the collegiality between departments. His presentation exposed students to the Deaf community and the gaps that exist within, allowing others to understand how to work with Deaf individuals.

Implications for Practice and Policy

Deaf tenure track and tenured faculty, native language users and community members, are critical in the education of the Deaf experience, the language, and the culture of the Deaf. Study participants shared lived experiences from their institutions and reported satisfaction with their jobs and collegiality among peers. Despite positive experiences, Deaf faculty also shared in their challenges in academia. One of the goals for this study was to explore areas of growth and strengths for universities to be able to more effectively recruit and retain Deaf tenure track faculty. Recommendations for an equitable supportive climate for Deaf tenure track faculty include spreading awareness of Deaf culture, enhancing communication, developing relationships to building community, and evaluating employment requirements.

This study revealed that the climate around which Deaf people work impacts their sense of belonging and support. The Deaf community is a collectivist community who value community, communication, and are relational. Participant 5 emphasized, "It's visually oriented … it's like a collectivism community, and I don't see that in other departments." It has been evidenced in this study that Deaf people are still experiencing situations where they have to work to make the accommodations needed for communication and ultimately success. Spreading more awareness of Deaf culture would promote a more generalist knowledge of the Deaf community norms and language norms. The mainstream public still view the Deaf as people who would benefit from assistive technology, must assimilate to ways of the majority, and the shared majority language who are ignorant of the ways of the Deaf. Endo and Reece-Miller (2010) claim it has long been established in this country that:

English should be the language spoken by everyone residing in the US, because

English was the language spoken by the "civilized" citizens at that time. English

monolingual ideology has been embedded in U.S. society for a long time, and it is

clearly evident in the U.S.

This ideology of America is a concept many citizens are now at war with. The

culture of America is shifting, and citizens are fighting to embrace the diversity of the

many cultures that make up the American tapestry. Fear exists among those who are

trying to maintain the hegemonic traditions of our society and abuse their power to incite

fear. Deaf people are a part of this movement to recognize and value individual and

cultural differences. Deaf people dream of a shared perspective on the gains that Deaf

people contribute to society, seeing them as whole. Participant 2 believes Deaf tenure

track faculty must be given a seat at the table when creating, developing, and teaching

students about the Deaf community, culture, and language. When universities accept that

there is no about us without us, Deaf people can then advocate for better education for the

Deaf and acceptance and recognition of Deaf culture and their language, which will

enhance the future for Deaf individuals.

Communication is a critical aspect of the Deaf community. A group of people

who are often told, "it is not important" and brushed aside are tired of feeling

marginalized. Among Deaf faculty, there was a sense of needing to physically

demonstrate skill and capabilities possibly as a result of colonization where Deaf people

recognize that hearing people equate knowledge with speech. Administrators, peers, and

future Deaf faculty would benefit from cultural workshops and training for working with

Deaf peers recognizing the "people of the eye" and the Deafhood journey.

Participant 6 shared an experience where interpreters were arranged for her, and she also arranged interpreters not sure if there would be any provided. She was happily surprised to find that they had provided interpreters, which led to feelings of support and inclusion. Many times, it seems to be an afterthought for those who schedule meetings with Deaf faculty or arrange events that are required for all faculty. Faculty have to request interpreting services instead of it being automatic. Enhancing communication would lead to less effort and additional planning as detailed by Deaf study participants. Incorporating aspects of Deaf space, with clear sight-lines, well-lit areas with wall color that minimizes eye strain would lead to less fatigue. Participants revealed fatigue experienced due to relying on their eyes and muscles for communication. Eye fatigue impacts concentration along with mental and physical exhaustion. Interpreters should be standard for all department, college, and university meetings along with major events such as plays hosted by students, conferences and workshops held by the university to promote creative scholarship opportunities, and commencement ceremonies. Having interpreters ever present would bring awareness to others that the university values its commitment to providing an equitable work environment for all employees.

Developing relationships and building community are mutually beneficial for faculty at higher education institutions. As mentioned in the literature review, research indicates the "importance of building strong relationships" (Murphrey et al., 2016) and that these relationships have impact on student success, individual success, and the success of the whole. Hoffman (2014) claimed faculty have less time to devote to cultivating relationships with students because they are consumed by tenure expectations.

Students are the foundation of the university, and the university should promote an environment that is more conducive to establishing relationships for mutual success.

Additionally, universities need to provide more resources and opportunities for mentorship within the university. Data from this study reveal that Deaf faculty value a shared work ethic of individual yet community success, working together for the greater good. Participants recommended mentors to share university culture, university norms, and tenure expectations. The literature review provided data that indicates that mentorship leads to fewer feelings of isolation and offers a safe haven. Literature also revealed that there is a lack of minority representation at the tenured faculty rank. Participant 6 noted the need for more Deaf tenure-track faculty positions that would aid in providing a pool of tenured Deaf faculty who can mentor new Deaf faculty.

Ultimately, spreading awareness of Deaf culture, enhancing communication, developing relationships, and building community can only be achieved once systemic issues are addressed.

Language deprivation, best practices for educating the Deaf, and language variations are systemic issues in Deaf education and have created barriers for Deaf individuals to attain advanced degrees. Research documents the deficit perception of deafness: individuals as people who struggle with learning and socializing in a mainstream setting, attain low levels of education, and focus on the lack of hearing (Cerney, 2007; Lane, 1999; Ramsey 1997) instead of embracing community and culture rich in diversity who positively contribute to society.

Decisions in the education of the Deaf have had a detrimental effect on the Deaf. In 2015, the U.S. Census Bureau conducted the American Community Survey reveals a

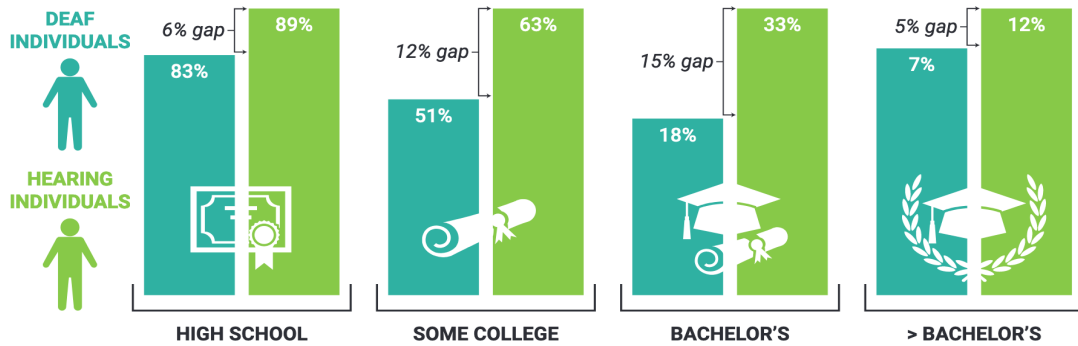disproportionate number of Deaf graduates from each level of education as compared to their hearing peers.

Figure 1. © 2017 National Deaf Center on Postsecondary Outcomes Deaf People and Educational Attainment in the United States: 2017 licensed under Creative Commons BY-NC-ND 4.0. *(Garberoglio et al., 2017).*

Most concerning, survey results reveal approximately only 7% attained graduate degrees in 2015 (Garberoglio et al., 2017) since this is the minimum requirement for tenure track positions. This number of Deaf people with advanced degrees relates directly to the shared lived experience of the Deaf faculty members in this study. Participants shared genuine concern with lack of Deaf-centric programs, lack of Deaf tenure track positions, and concern of language deprivation among the Deaf.   Much needs to be done to address these systemic barriers for Deaf individuals who seek to teach in higher education, not only in Deaf-centric programs but all programs. Deaf people should be sought for their talent in their fields and the significant contributions they make versus hiring Deaf as token employees.

Recommendations for Future Studies

Research that shares the voice of Deaf tenure track or tenured faculty is scarce. This phenomenological examination allowed six Deaf tenure track and tenured faculty members the opportunity to share their experiences. Sample size and participant locations were limited. It is encouraged that more Deaf tenure track or tenured faculty be given the opportunity to share their experiences. A larger sample size may allow for broad generalizations.

Data in this study indicated that the community in which the institution is located impacts their work. Further research is recommended with a larger sample size from different locations such as institutions near Deaf hubs, Deaf residential schools, as well as urban versus rural settings. Further research in this area may provide additional data about the educational attainment of the Deaf in those areas. Additionally, further research is recommended to evaluate the impact of Deaf faculty in institutions that have many Deaf faculty compared to Deaf faculty who work alone. Studies could be conducted to compare Deaf faculty from Gallaudet University, the only liberal arts school in the world dedicated to serving Deaf students, and the National Technical Institute for the Deaf, a university housed on the Rochester Institute of Technology campus, as compared to universities that are not Deaf-centric. Experiences from universities who cater to the Deaf are likely to be different than other universities.

This study included three male and three female participants; none of the participants noted any gender issues while sharing their experiences. Garberoglio et al. (2017) stated, "Clearly, the complex intersections of race, ethnicity, and gender play a role in the educational experience and outcomes of Deaf people" (p. 9). Further research

is recommended that examines the experience of Deaf male compared to Deaf female faculty experiences. Ethnicity and race were not also evaluated in this research; however, research regarding the experience of Deaf BIPOC tenure track or tenured faculty experience is highly recommended. The voices of BIPOC Deaf faculty will share the experience of how their intersectionality impacts their work. This will also identify the number of BIPOC Deaf faculty compared Deaf faculty to see if BIPOC Deaf individuals are at a greater disadvantage than their White counterparts. BIPOC Deaf faculty are needed to share in their experiences and to have faculty that represent the diversity of the student population.

This study focused only on Deaf faculty who are teaching Deaf-centric classes; further research is recommended that includes the voices of Deaf faculty from other disciplines and how their experiences shape their world. Future research should focus on public compared to private institutions and the lived experience of faculty in these institutions, evaluating if there are any variations of supporting practices as it relates to institutional type and if funding has any impact on services.

Conclusion

This phenomenological examination afforded Deaf tenure track or tenured faculty the opportunity to shed light on the day-to-day experiences that have thus far been overlooked. This research study provides supporting data to start to fill the gap in literature pertaining to the lived experience of Deaf tenure track or tenured faculty. The researcher identified six themes common to study participants: (a) community, (b) communication, (c) interpreting, (d) relationships, (e) unique challenges for Deaf faculty, and (f) tips.

This study sought to visit the experiences of Deaf tenure track or tenure faculty members with the goal of providing insight to faculty climate and faculty governance and its effects on Deaf employees.   Data revealed areas of growth and strengths of Deaf faculty and the institution in which they work. It is hopeful that by sharing the lived experiences of Deaf faculty, recommendations can be addressed to foster greater support from administrators, initiate systemic change, recognize the Deaf and the Deaf-way, and provide guidance for the next generation of Deaf faculty.

Universities need to continue to address the lack of diverse representation among faculty. Deaf faculty contribute to the institutional mission and goals and should be provided a safe and equitable employment opportunity that affirm their experiences as faculty and enhance the university. The proposed recommendations for future research aim to provide more insight to the lived experiences of Deaf faculty, adding to the literature and outlining resources for recruiting, supporting, and retaining Deaf tenure track faculty.

Recognition should be given to those Deaf faculty who have forged the way for future generations of Deaf faculty. Research findings demonstrate that Deaf faculty share assertiveness and passion for teaching in their institutions. Much is left to learn about the lived experience of Deaf tenure track and tenured faculty. Gratitude is expressed to those Deaf faculty who have shared their personal experiences, giving light to the lived experience of working in higher education.

References

Adrian, M., Phelps, L., & Totten, J. (2017). Using personal selling techniques to

    influence student evaluation of faculty instruction. *Journal of Learning in Higher*

    Education, 13(2), 45–50.

Arnold, P. (1982). Oralism and the deaf child's brain: A reply to Dr. Conrad.

    International Journal of Pediatric Otorhinolaryngology, 4(4), 275–286.

Ballard, M. B. (2019). *The experiences of deaf educators seeking K–12 educational*

    administrative positions (Publication No. 22623630) [Drake University].

    ProQuest Dissertations and Theses Global.

Banks, K., & Stephens, J. (2018). Reframing internalized racial oppression and charting a

    way forward. *Social Issues and Policy Review, 12*(1), 91–111.

Barrett, R. K. (2005). *Cross-cultural mentoring for faculty of color*. Washington, DC:

    American Council on Education Department Chair Online Resource Center,

    American Council on Education Department Leadership Project.

Beck, J., & Ruth-Sahd, L. (2013). The lived experience of seeking tenure while

    practicing clinically. *Dimensions of Critical Care Nursing, 32*(1), 37–45.

    doi:10.1079/DCC.0b013e312826bc6e9

Bellugi, D. (2016). Constructions of roles in the studio teaching and learning. *The*

    International Journal of Art & Design Education, 35(1), 21–35.

    doi:10.1111/jade.12042

Bienvenu, M. J. (1991) *Can* Deaf people survive 'deafness?' *Perspectives on Deafness: A*

    Deaf American Monograph, *41*(1-2), 21–25.

Bilimoria, D., Joy, S., & Liang, X. (2008). Breaking barriers and creating inclusiveness:

    Lessons of organizational transformation to advance women faculty in academic

    science and engineering. *Human Resource Management, 47*(3), 423–441.

    doi:10.1002/hrm.20225

Bonfiglio, T. P. (2017). Anglocentrism in the American century. In *The Psychopathology*

    of American Capitalism. Critical Political Theory and Radical Practice (pp. 207-

    224). Palgrave Macmillan, Cham.

Cantu Ruiz, E., & Machado-Casas, M. (2013). An academic community of hermandad:

    Research for the educational advancement of Latin@s (REAL), a motivating

    factor for first-tier tenure-track faculty. *Educational Foundations, 27*(1-2), 49–63.

Casielles-Suarez, E. (2017). Spanglish: The hybrid voice of Latinos in the United

    States. *Atlantis, 39*(2), 147–168. doi:10.28914/atlantis-2017-39.2.08

Chamot , J. (n.d.). *Discovery American Sign Language spoken here.*

    http://www.nsf.gov/discoveries/disc_summ.jsp?cntn_id=100168

Charleson, E., Strong, M., & Gold, R. (1992). How successful deaf teenagers experience

    and cope with isolation. *American Annals of the Deaf, 137*(3), 261–270.

    https://doi.org/10.1353/aad.2012.0447

Cerney, J. (2007). *Deaf education in America: Voices of children from inclusion settings.*

    Gallaudet University Press.

Cole, E., McGowan, B., & Zerquera, D. (2017). First-year faculty of color: Narratives

    about entering the academy. *Equity & Excellence in Education, 50*(1), 1–12.

Cohen, D., & Crabtree, B. (2006) *Qualitative research guidelines project*.

    http://www.qualres.org/HomeSemi-3629.html

Commission on Collegiate Interpreter Education. (2015). *Accredited programs.*

    http://ccie-accreditation.org/accredited-programs/.

Davis, D., Reynolds, R., & Jones, T. (2011). Promoting the inclusion of tenure earning

    black women in academe: Lessons for leaders in education. *Florida Journal of*

    Educational Administration & Policy, 5(1), 28–41.

De Clerck, G. A. M., & Paul, P. V. (2016). *Sign language, sustainable development, and*

    equal opportunities: Envisioning the future for deaf students. Gallaudet

    University Press.

Described and Captioned Media Program. (2012, February 23). *Deaf Mosaic #402*

    [Video file]. https://www.youtube.com/watch?v=OtsYVeRuBuw.

Di-Cicco-Bloom, B., & Crabtree, B. (2006) The qualitative research interview. *Medical*

    Educational, 40, 314–321.

Diller, J., & Moule, J. (2005). *Cultural competence: A primer for educators*. Thomas

    Wadsworth.

Endo, H., & Reece-Miller, P. C. (2010). Monolingual ideology in the U.S.: History,

    hegemony, and linguistic privilege. *Counterpoints, 355*, 83–98.

    https://www.jstor.org/stable/42980570?seq=1

Emmett, S., & Francis, H. (2014). The socioeconomic impact of hearing loss in U.S.

    adults. *Otology & Neurotology,* 36(3), 545–550.

Erting, C. (1985). Cultural conflict in a school for deaf children. *Anthropology &*

    Education Quarterly, 16(3), 225–243. doi:10.1525/aeq.1985.16.3.05x1489g

Euben, D. R. (2002). *Tenure: Perspectives and challenges*.

    http://www.aaup.org/issues/tenure/tenure-perspectives-and-challenges-2002

Fennell, M. (2017). The examination of the factors influencing faculty climate at a northwest region university: A case study. *Workplace*, *29*, 17–26.

Firkins, C. (2020). *Best practices for supporting part-time Deaf ASL faculty in higher education* (Doctoral dissertation). California State University, Northridge, Northridge, CA. http://scholarworks.csun.edu/handle/10211.3/217388

Fuentes, M., Alvarado, A., Berdan, J., & DeAngelo, L. (2014). Mentorship matters: Does early faculty contact lead to quality faculty interaction? *Research in Higher Education, 58,* 288–307. doi:10.1007/s11162-013-9307-6

Galanes, G., & Carmack, H. (2013). "He's really setting an example:" Student contributions to the learning environment. *Communication Studies, 64*(1), 49–65.

Gannon, J. R., Butler, J., & Gilbert, L. (2012). *Deaf heritage: A narrative history of deaf America*. Gallaudet University Press.

Garberoglio, C. L, Cawthon, S., & Bond, M. (2016). *Deaf people and employment in the United States: 2016.* https://www.nationaldeafcenter.org/sites/default/files/Deaf%20Employment%20Report_final.pdf

Garberoglio, C. L., Cawthon, S., & Sales, A. (2017). *Deaf people and educational attainment in the United States: 2017.* U.S. Department of Education, Office of Special Education Programs, National Deaf Center on Postsecondary Outcomes. https://www.nationaldeafcenter.org/sites/default/files/DeafPeopleandEducational_Attainment_white_paper.pdf

Attainment_white_paper.pdf

Hagenauer, G., & Volet, S. (2014). Teacher-student relationship at university: An

important yet under-researched field. *Oxford Review of Education, 40*(3), 370–

388. doi:10.1080/03054985.2014.921613

Hale, K. J. (2012). *American Sign Language-English interpreting program faculty:*

Characteristics, tenure perceptions and productivity (Unpublished doctoral

dissertation.) Eastern Kentucky University, Richmond, KY.

https://encompass.eku.edu/etd/65/

Hamill, A., & Stein, C. (2011). Culture and empowerment in the deaf community: An

analysis of internet weblogs. *Journal of Community & Applied Social Psychology,*

21, 388–406. doi:10.1022/casp.1081

Hancock, K., Baum, M., & Breuning, M. (2013). Women and pre-tenure scholarly

productivity in international studies: An investigation into the leaky career

pipeline. *International Studies perspective, 14,* 507–527. doi:10.1111/insp/12002

Harris, J. (1995). Boiled eggs and baked beans—A personal account of a hearing

researcher's journey through deaf culture. *Disability & Society, 10*(3), 295–308.

Harris, J., & Bamford, C. (2001). The uphill struggle: Services for deaf and hard of

hearing people—issues of equality, participation and access. *Disability & Society,*

16(7), 969–979.

Harvey, M. (2003). Shielding yourself form the perils of empathy: The case of sign

language interpreters. *Journal of Deaf Studies and Deaf Education, 8*(2), 207–

213.

Hasford, J. (2016). Dominant culture narratives, racism, and resistance in the workplace: A study of the experiences of young black Canadians. *American Justice Community Psychology, 57,* 158–170. doi:10.1002/ajcp.12024

Henley, M. (2015). Women's success in academic science: Challenges to breaking through the ivory ceiling. *Sociology Compass, 9*(8), 668–680. doi:10.1111/soc4.12291

Higgins, M., & Liberman, A. (2016). Deaf students as a linguistic and cultural minority: Shifting perspectives and implications for teaching and learning. *Journal of Education, 196*(1), 9–18.

HigherEdJobs. (2018). *Tenure in academia, the past, present, and future.* [interview]. https://www.higheredjobs.com/higheredcareers/interviews.cfm?ID=459

Hoffman, D., & Andrews, J. (2016). Why deaf culture matters in deaf education. *Journal of Deaf Studies and Deaf Education, 21*(4), 426–427. doi:10.1093/deafed/enw044

Hoffman, E. (2014). Faculty and student relationships: Context matters. *College Teaching, 62,* 13–19. doi:10.1080/87567555.2013.817379

Holt, J., Hotto, S., & Cole, K. (1994). *Demographic aspects of hearing impairment: Questions and answers* (3rd ed.). Gallaudet University.

Jacelon, C., Staccarini, J. M., & Henneman, E. (2003). Peer mentoring for tenure-track faculty. *Journal of Professional Nursing, 19*(6), 335–338.

Jackerson, J. (2011). Why ASL? *Journal of American Sign Languages and Literatures*. http://journalofasl.com/why-asl/

Jackson II, R., Drumond, D., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication, 8*(1), 21–28.

Johnson-Bailey, J., & Cervero, R. M. (2008). Different worlds and divergent paths:

    Academic

    careers defined by race and gender. *Harvard Educational Review, 78*, 311–332.

Johnson, D., & Johnson, E. (2015). Power and agency in language policy

    appropriation. *Language Policy*, *14*(3), 221–243. doi:10.1007/s10993-014-9333-z

Jones, S., Taylor, C., & Coward, F. (2013). Through the looking glass: An

    autoethnographic view of the perceptions of race and institutional support in the

    tenure process. *The Qualitative Report, 18*(58), 1–16.

Kahn, T. A., & Jabeen, N. (2011). Tenure track system in higher education institutions of

    Pakistan: Prospects and challenges. *Educational Research and Reviews, 6*(9),

    605–621.

Kelly, B., & Fetridge, J. (2012). The role of students in the experience of women faculty

    on the tenure track. *NASPA Journal About Women in Higher Education 5*(1), 22–

    45.

Kentucky Department of Education. (2012). *American Sign Language.*

    https://education.ky.gov/curriculum/conpro/Worldlang/Pages/American-Sign-

    Language.aspx

Kramer, S. E., Kapteyn, T. S., & Houtgast, T. (2006). Occupational performance:

    comparing normally-hearing and hearing-impaired employees using the

    Amsterdam Checklist for Hearing and Work. *International Journal of Audiology*,

    45(9), 503–512.

Kumar, V. (2015). Need for organizational support for faculty with hearing loss.

    American Annals of the Deaf, 160(4), 344–346

Ladd, P. (2005). Deafhood: A concept stressing possibilities, not deficits. *Scandinavian Journal of Public Health, 33*(66), 12–17. doi:10.1080/14034950510033318

Lane, H., Hoffmeister, R., & Bahan, B. (1996) *A journey into the deaf-world*. DawnSignPress.

Lane, H. (1999). *Mask of Benevolence: Disabling the Deaf Community.* DawnSignPress.

Lane, H. (2005). Ethnicity, ethics, and the Deaf-world. *Journal of Deaf Studies and Deaf Education, 10*(3), 291–310. doi:10.1093/deafed/eni030

Laursen, S., & Rocque, B. (2009, March/April). Faculty development for institutional change: Lessons from an ADVANCE project. *Change*, 18–27.

Lawrence, H., & Galle, W. (2011). Tenure, status, and workload: Fundamental issues among business communication faculty. *Journal of Business Communication, 48*(3), 319–343. doi:10.1177/0021943611406276

Light, G., & Calkins, S. (2015). The experience of academic learning: Uneven conceptions of learning across research and teaching. *High Education, 69,* 345–359. doi:10.1007/s10734-014-9779-0

Lincoln, Y. (1983). The structure of promotion and tenure decisions in institutions of higher education: A policy analysis. *The Review of Higher Education, 613,* 217–231.

Livadas, G. (2011) *Unlocking the mysteries of the deaf brain.* Research at RIT. http://www.rit.edu/research/feature/november-2011/unlocking-mysteries-deaf-brain

Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research* (3rd ed.). Sage.

McDermid, C. (2009). Two cultures, one programme: Deaf professors as subaltern? *Deafness Educ. Int., 11*(4), 221–249. doi:10.1002/dei.269

McKee, M., Paasche-Orlow, M., Winters, P., Fiscella, K., Zazove, P., Sen, A., &
    Pearson, T. (2015). Assessing health literacy in deaf American sign language
    users. *Journal of Health Communication, 20*(2), 92–100.
    doi:10.1080/10810730.2015.1066468

Menges, R. J. (1999). *Faculty in new jobs: A guide to settling in, becoming established,
    and building institutional support*. Jossey-Bass.

Minerick, A., Washburn, M., & Young, V. (2013). Mothers on the tenure track: What
    engineering and technology faculty still confront. *Engineering Studies, 1*(3), 217–
    235. doi:10.1080/19378620903183530

Mitchell, R. E. (2006). How many deaf people are there in the United States? Estimates
    from the survey of income and program participation. *The Journal of Deaf Studies
    and Deaf Education, 11*(1), 112–119. doi:10.1093/deafed/en004

Mitchell, R. E., Young, T. A., Bachleda, B., & Karchmer, M. A. (2006). How many
    people use ASL in the United States? Why estimates need updating. *Sign
    Language Studies, 6*(3), 306–335.

Modern Language Association. (2015, February 11). *New MLA survey report shows
    advanced language study growth for several languages despite lower overall
    language enrollments in U.S. colleges and universities.*
    https://www.mla.org/content/download/31182/1452527/2013_enrollment_survey
    _pr.pdf

Moores, D. (2003). Teacher preparedness. *American Annals of the Deaf, 148*(3), 211–212

Murphrey, T., Odom, S., McKee, V., & Wilkens, C. (2016). A qualitative examination of success factors for tenure-track women faculty in postsecondary agricultural education. *Journal of Agriculture Education, 57*(4), 54–67.

National Council of State Supervisors for Languages. (2017). *State report.* http://ncssfl.org/view-state-report/

National Education Association. (2008). *Promoting educators' cultural competence to better serve culturally diverse students*. http://www.nea.org/assets/docs/PB13_CulturalCompetence08.pdf

National Institute on Deafness and Other Communicative Disorders. (2016, Dec. 15). *Quick statistics about hearing.* https://www.nidcd.nih.gov/health/statistics/quick-statistics-hearing

National Institute on Deafness and Other Communicative Disorders. (2017, April 25). *American sign language.* https://www.nidcd.nih.gov/health/american-sign-language

Nunez, A., Murakami, E., & Gonzales, L. (2015). Weaving authenticity and legitimacy: Legit faculty peer mentoring. *New Directions for Higher Education, 171,* 87–96. doi:10.1002/he.20145

Ochoa, A. (2011). Contingent faculty: Helping or harming students? *The Journal of Professoriate,* 136–151.

Oxford University Press. (2018). *Culture.* https://en.oxforddictionaries.com/definition/culture

Ozcan, K., Caglar, C., Karatas, I., & Polat, M. (2014). Administrators' power usage styles and their impact on the organizational culture in colleges of education: A

case study. *Educational Sciences: Theory & Practice, 14*(2), 560–569. doi:10.12738/estp.2014.2.1889

Padden, C. (1989). The Deaf community and the culture of Deaf people. In S. Wilcox (Ed.), *American Deaf Culture: An Anthology* (pp. 1-16). Linstok Press.

Padden, C. & Humphries, T. (1988). *Deaf in America: Voices from a culture*. Harvard University Press.

Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage.

Pendergrass, K., Newman, S., Jones, E., & Jenkins, C. (2017). Deaf: a concept analysis from a cultural perspective using the Wilson method of concept analysis development. *Clinical Nursing Research, 2*(2). doi:10.1177/1054773817719821

Peshkin, A. (1988). In search of subjectivity—One's own. *Educational Researcher, 17*(7), 17-21.

Polkinghorne, D. E. (1989) Phenomenological research methods. In R. S. Valle & S. Halling (Eds.), *Existential-phenomenological perspectives in psychology* (pp. 41–60). New York: Plenum Press.

Price, E., Gozu, A., Kern, D., Powe, N., Wand, G., Golden, S., & Cooper, L. (2005). The role of cultural diversity climate in recruitment, promotion, and retention of faculty in academic medicine. *Journal of General Internal Medicine, 20*(7), 565–571. doi:10.1111/j.1525-1497.2005.0127.x

Punch, R. (2016). Employment and adults who are deaf or hard of hearing: Current status and experiences of barriers, accommodations, and stress in the workplace. *American Annals of the Deaf, 161*(3), 384–397.

Punch, R., Hyde, M., & Power, D. (2007). Career and workplace experiences of

 Australian university graduates who are deaf or hard of hearing. *Journal of Deaf*

 Studies and Deaf Education, 12(4), 504–517. doi:10.1093/deafed/enm011

Ramsey, C. (1997). *Deaf children in public schools.* Gallaudet University Press.

Randall, V. (n.d.). *Race, racism, and the law.*

 http://racism.org/index.php?option=com_content&view=article&id=280:minor01

 01&Itemid=118

Reeves, J., Newell, W., Holcomb, B., & Stinson, M. (2000). The sign language skills

 classroom observation: A process for describing sign language proficiency in

 classroom settings. *American Annals of the Deaf, 145*(4), 315–341.

Rosen, R. (2008). American sign language as a foreign language in U.S. high schools:

 State of the art. *The Modern Language Journal, 92*(1), 10–38.

Rosengreen, K., & Saladin, S. (2010). Deaf workers prioritized workplace expectations:

 A qualitative study. *JADARA, 43*(3), 128–151.

Sanderson, W. (2002). Women, academic, and identity: Construction of equal

 opportunities in

 the "new managerialism—A case of lipstick on the gorilla?" *Higher Education*

 Quarterly,58(4), 376–406.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in*

 education and the social sciences (4th ed.). Teachers College Press.

Shields, C., Bishop, R., & Mazawi, A. E. (2005). *Pathologizing practices: The impact of*

 deficit thinking on education. Participant 2 Lang

Shohet, J. A., & Bent, T. (1998). Hearing loss: The invisible disability. *Postgraduate Medicine*, *104*(3), 81–83, 87–90.

Skutnabb-Kangas, T. (2003). *Linguistic genocide and the deaf.* Paper presented at World Congress of the World Federation of the Deaf, Montreal, Canada. http://www.deafzone.ch/file/file_pool/action/download /file_id/1379/

Smith, C., Lentz, E. M., & Mikos, K. (2008) *Signing naturally: Units 1-6.* DawnSignPress.

Smith, S., Hollerbach, A., Donato, A., Edlund, B., Atz, T., & Kelechi, T. J. (2016). Original article: Streamlining appointment, promotion, and tenure procedures to promote early-career faculty success. *Journal of Professional Nursing*, *32*, 334–341. https://doi.org/10.1016/j.profnurs.2016.01.011

Sofaer, S. (1999). Qualitative methods: What are they and why use them? *Health Services Research, 34*(5), 1101–1118.

Sowell, T. (1998). *An outbreak of sanity*. Forbes, *162*, 57.

Stokoe, Jr., W. (2005). Sign language structure: An outline of the visual communication systems of the American deaf. *Journal of Deaf Studies and Deaf Education, 1*(1), 3–37. doi:10.1093/deafed/eni001

Sutherland, K. (2017). Construction of success in academia: An early career perspective. *Studies in Higher Education, 421*(4), 743–759.

Swaney, M., & Smith, D. (2017). Perceived gaps and the use of supplemental materials in postsecondary American sign language. *Sign Language Studies, 17*(3), 193–321.

Switzer, M., & Williams, B. (1967). Life problems of deaf people. Prevention and treatment. *Archives of environmental Health,* 15(2), 249–256.

Taber, N. (2014). Critiquing war in the classroom: Professor positionality, vulnerability, and possibility. *New Horizons in Adult Education & Human Resource Development, 26*(4), 1–17.

Tappan, M. (2006). Reframing internalized oppression and internalized domination: From the psychological to the sociocultural. *Teachers College Record, 108*(4), 2115–2144.

Tareef, A. (2013). The relationship between mentoring and career development of higher education faculty members. *College Student Journal, 47*(4), 703–710.

The White House Project. (2009). The White House project: Benchmarking women's leadership. http://www.in.gov/icw/files/benchmark_wom_leadership.pdf

Thomas, N., Bystydzienski, J., & Desai, A. (2015). Changing institutional culture through peer mentoring of women STEM faculty. *Innovative Higher Education, 40,* 143–157. doi:10.1007/s10755-014-9300-9

Tollefson-Hall, K., Pfeiler-Wunder, A., Hsieh, K., & Henry, C. (2013). Speaking from experience: Advice to junior faculty for navigating the tenure-track. *Journal of Faculty Development, 27*(3), 44–48

Tyler, J. A. (2010). Tenure tensions: Out in the enchanted forest. [Perspectives in Adult Education]. *New Horizons in Adult Education and Human Resource Development, 24*(2–4), 37–42.

United States Census Bureau. (2018, August 20). *2010 Census regions and divisions of the United States.* https://www.census.gov/geographies/reference-maps/2010/geo/2010-census-regions-and-divisions-of-the-united-states.html

United States Census Bureau. (2017, October 10). *Language use.*

https://www.census.gov/topics/population/language-use/about/faqs.html

Urrieta, L., Mendez, L., & Rodriguez, E. (2015). A moving target: A critical race analysis
of Latina/o faculty experiences, perspectives, and reflections on the tenure and
promotion process. *International Journal of Qualitative Studies in Education*,
28(10), 1149–1168. doi:10.1080/09518398.2014.974715

Veldman, I., Tartwijk, J., Brekelmans, M., & Wubbels, T. (2013). Job satisfaction and
teacher-student relationships across the teaching career: Four case studies.
Teaching and Education, 32, 55–65.

Vogelsmeier, A., Phillips, L., Popejoy, L., & Bloom, T. (2015). Achieving tenure:
Planning for a marathon, not a sprint. *Western Journal of Nursing
Research*, *37*(9), 1139–1141.

Young, K., & Anderson, M. (2015). Hierarchical macroaggressions in higher education.
Journal of Diversity in Higher Education, 8(1), 61–71.

Yuksel, P., & Yildirim, S. (2015). Theoretical frameworks, methods, and procedures for
conducting phenomenological studies in educational settings. *Turkish Online
Journal of Qualitative Inquiry, 6*(1), 1–20.

APPENDICES

Appendix A: IRB Approval Notification (2019)

Appendix A: IRB Approval Notification (2019)

EKU Eastern Kentucky University | Application Management

Hello Amy Schilling,

Congratulations! Using expedited review procedures, the Institutional Review Board at Eastern Kentucky University has approved your study entitled, "What is the experience like for a Deaf tenured or tenure-track faculty member at a post-secondary institution in America." Your approval is effective immediately and will expire on 6/30/21.

As the principal investigator for this study, it is your responsibility to ensure that all investigators and staff associated with this study meet the training requirements for conducting research involving human subjects, follow the approved protocol, use only the approved forms, keep appropriate research records, and comply with applicable University policies and state and federal regulations. Please read through the remainder of this notification for specific details on these requirements.

Consent Forms: If your study involves only adult subjects, a copy of your approved informed consent form is attached. If your study includes children as subjects, copies of the approved parent/guardian form and child assent form(s) are attached. Please ensure that only approved documents with the EKU IRB approval stamp are used when enrolling subjects in your study. Each subject must receive a copy of the form to keep, and signed forms must be kept securely on file in accordance with the procedures approved in your application. At any time, you may access your stamped form(s) through your InfoReady Review account by following the steps below:

1. Log in to your InfoReady Review account using your EKU credentials (user name and password, not email address).
2. Click the Applications link from the top menu bar.
3. Select the project title for your study.
4. Access the approved PDF file from the list of attachments.

Adverse Events: Any adverse events that occur in conjunction with this study should reported to the IRB immediately and must be reported within ten calendar days of the occurrence.

Research Records: Accurate and detailed research records must be maintained for a minimum of three years following the completion of the

study. These records are subject to audit. If you are an EKU student, you are responsible for ensuring that your records are transitioned to the custody of your faculty advisor at the end of your study. Records include your approved study protocol, approval notification, signed consent forms and/or parent/guardian permission and assent forms, completed data collection instruments, other data collected as part of the study, continuing review submissions and approvals if applicable, protocol revision requests and approvals if applicable, and your final report.

Changes to Approved Research Protocol: If changes to the approved research protocol become necessary, a Protocol Revision Request must be submitted for IRB review, and approval must be granted prior to the implementation of changes. Some changes may be approved by expedited review while others may require full IRB review. Changes include, but are not limited to, those involving study personnel, consent forms, subjects, data collection instruments, and procedures.

Final Report: Within 30 days from the expiration of the study's approval, a final report must be filed with the IRB. A copy of the research results or an abstract from a resulting publication or presentation must be attached. If significant new findings are provided to the research subjects, a copy must be also be provided to the IRB with the final report. To submit your final report, please follow the steps below:

1. Log in to your InfoReady Review account using your EKU credentials (user name and password, not email address).
2. Click the Applications link from the top menu bar.
3. Select the project title for your study.
4. Click the Progress Report button from the right sidebar menu.
5. Complete the information fields and attach copies of any required documents.
6. Click the Finalize button to submit your report. This button is located just above the attachment fields.

If you have questions about this approval or reporting requirements, contact the IRB administrator at lisa.royalty@eku.edu or 859-622-3636.
For your reference, comments that were submitted during the review process are included below. Any comments that do not accompany an "I approve" response have been provided to you previously and were addressed prior to the review process being completed.

View Application

Feedback on Your Application

Faculty Advisor Approval
Reviewer 1

Comments	Response
Reviewer Input: : Good luck with the study	I Approve

Reviewer 2

Comments	Response
Reviewer Input: : Well done	I Approve

Reviewer 3

Comments	Response
Reviewer Input: : Looks great and I am interested in the study, in the future we may wish to examine the title as examining "Perceptions" of faculty members....just a thought in terms of feedback for the questions and final outcome. All the best wishes for your study looking forward to the findings.	I Approve

Department Chair Approval
Reviewer 1

Comments	Response
Reviewer Input: : Looking forward to seeing the research and what you plan to do with the findings as far as solutions that may assist Deaf professionals.	I Approve

IRB Review - Round 1
Reviewer 1

Comments	Response
If changes are necessary, please do not approve and provide a detailed list of changes needed.: 4g- please indicate if ethnicity is being considered; currently nothing is marked 5c- you are using a letter to recruit so please change the marking from none 6-if interviews are not in person, describe the process to get informed consent- how they will return form to you and when, for instance. 7a- specify if you are audio or video-recording or both, and in what situations (for instance recording may be different for in person vs. Zoom), and also if the PI will be doing the transcription or if a transcriber and/or translator will be used.	I Do Not Approve

10c- specify if your records will be stored with PI faculty advisor and where this is
Please add the title of your study to the informed consent, and delete the template instructions at the beginning so it is just the informed consent document

IRB Review - Round 2
Reviewer 1

Comments	Response
If changes are necessary, please do not approve and provide a detailed list of changes needed.: All the best with your study	I Approve

Appendix B: IRB Approval Notification (2016)

Appendix B:IRB Approval Notification (2016)

EKU Eastern Kentucky University | Application Management

Hello Amy Schilling,

Congratulations! The Institutional Review Board at Eastern Kentucky University has approved your **IRB Application for Expedited or Full Review** for application entitled, **"What is the experience like for a Deaf faculty member at a post-secondary institution in America (1149)."** Your approval is effective immediately and will expire on December 20, 2019.

Principal Investigator Responsibilities: It is the responsibility of the principal investigator to ensure that all investigators and staff associated with this study meet the training requirements for conducting research involving human subjects, follow the approved protocol, use only the approved forms, keep appropriate research records, and comply with applicable University policies and state and federal regulations.

Consent Forms: All subjects must receive a copy of the consent form as approved with the EKU IRB approval stamp. You may access your stamped consent forms by logging into your InfoReady Review account and selecting your approved application. Copies of the signed consent forms must be kept on file unless a waiver has been granted by the IRB.

Adverse Events: Any adverse or unexpected events that occur in conjunction with this study must be reported to the IRB within ten calendar days of the occurrence.

Research Records: Accurate and detailed research records must be maintained for a minimum of three years following the completion of the research and are subject to audit.

Changes to Approved Research Protocol: If changes to the approved research protocol become necessary, a description of those changes must be submitted for IRB review and approval prior to implementation. Some changes may be approved by expedited review while others may require full IRB review. Changes include, but are not limited to, those involving study personnel, consent forms, subjects, and procedures.

Annual IRB Continuing Review: This approval is valid through the expiration date noted above and is subject to continuing IRB review on an annual basis for as long as the study is active. It is the responsibility of the principal investigator to submit the annual continuing review request and receive approval prior to the anniversary date of the approval. Continuing reviews may be used to continue a project for up to three years from the original approval date, after which time a new application must be filed for IRB review and approval.

Final Report: Within 30 days from the expiration of the project, a final report must be filed with the IRB. A copy of the research results or an abstract from a resulting publication or presentation must be attached. If copies of significant new findings are provided to the research subjects, a copy must be also be provided to the IRB with the final report. Please log in to your InfoReady Review account, access your approved application, and click the option to submit a final report.

Other Provisions of Approval, if applicable: None

Please contact Sponsored Programs at 859-622-3636 or send email to lisa.royalty@eku.edu with questions about this approval or reporting requirements.

For your reference, we have included feedback on your application that was submitted during the review process.

Feedback on Your Application

Faculty Advisor Approval
Reviewer 1

Comments	Response
Reviewer Input: Good luck with the study	I Approve

Department Chair Approval
Reviewer 1

Comments	Response
Reviewer Input: Approved.	I Approve

IRB Member Review - Round 1
Reviewer 1

Comments	Response
Reviewer Input: Good luck with your study. **Overall, very good job on your application and packet.** Suggestions: correct in application "intitution", " for each members" Thank you for taking the step of "wiping" the drive!	I Approve

Appendix C: Invitation Letter

Appendix C: Invitation Letter

Invitation Letter to participate in a doctoral study: What is the experience like for a Deaf faculty member at a post-secondary institution in America?

Date

Dear **(Insert Participant's Name):**

This letter is an invitation to consider participating in a study I am conducting as part of my dissertation study in the Department of Educational Leadership and Counseling Education at Eastern Kentucky University under the supervision of Dr. Charles Hausman.

The purpose of this study is to understand the experiences of Deaf faculty members working at a post-secondary institution. Historically, research focus has been on the perspectives and attitudes on faculty without hearing loss, but little data has been collected directly from faculty that are Deaf. Interviews will be conducted with Deaf faculty members employed at a post-secondary institution in the United States to collect data to answer the research question for this study:

What is the experience like for a Deaf faculty member at a post-secondary institution in America?

Findings from this inquiry will provide a better understanding for university administrators to promote a healthy, affirming campus climate and combat any findings of disconnect between what a college or university faculty experience should be and what is actually experienced by its Deaf faculty. This study will also allow institutions to address the needs of Deaf faculty employed in post-secondary institutions in the United States, which can directly impact retention and recruitment of Deaf faculty.

Participation in this study will include two interviews of approximately 60 minutes total in length to take place in a mutually agreed upon location. The interviews will be digitally recorded to facilitate collection of information and later transcribed for analysis. Your interviews are confidential; all digital files will be password protected, and any paper documents will be kept under lock and key. Your name will not appear in any report resulting from this study. Since data will be intermixed with data from other participants, the findings will assure participants' anonymity. All files associated with this study will be destroyed after 3 years. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at Amy.Schilling@eku.edu. You can also contact my supervisor, Dr. Charles Hausman at Charles.Hausman@eku.edu. Please reply if you are willing to participate in this study.

I look forward to speaking with you and thank you in advance for your assistance in this project.

Sincerely,

Amy Schilling, MA
Eastern Kentucky University

Appendix D: Consent to Participate in a Research Study (2016)

Appendix D: Consent to Participate in a Research Study (2016)

What is the experience like for a Deaf faculty member at a post-secondary institution in America?

Why am I being asked to participate in this research?
You are being invited to take part in a research study about the experiences as a Deaf faculty member at a post-secondary institution in America. You are being invited to participate in this research study because you identify as a Deaf faculty member at a post-secondary institution and are 18 years of age or older. If you take part in this study, you will be one of about 10 – 20 Deaf faculty participants.

Who is doing the study?
The person in charge of this study is Amy Schilling, an EKU doctoral candidate. I will be guided in this research by Dr. Charles Hausman, an EKU professor in the Department of Educational Leadership and Counseling Education.

What is the purpose of the study?
The purpose of this study is to understand the experiences of Deaf faculty members employed in a post-secondary institution in America. Findings from this inquiry will provide an understanding for administration to promote a healthier affirming campus climate and to address disconnects between what a post-secondary faculty experience should be and what is actually experienced by Deaf faculty members. This knowledge can address the needs of Deaf faculty employed at a post-secondary institution in America and impact retention and recruitment of Deaf faculty members.

Where is the study going to take place and how long will it last?
The bulk of my research will be conducted in the town of your institution. We can meet at a mutually agreed location for two interviews that will be a total of one-hour. You may be asked through email at a later date to provide clarifications or additional information.

What will I be asked to do?
You will be asked to participate in two interviews about your university experiences as a Deaf faculty member.

Are there reasons why I should not take part in this study?
You must identify as a Deaf faculty member at a post-secondary institution and be 18 years of age or older.

What are the possible risks and discomforts?
To the best of our knowledge, the interviews will have no more risk or harm than you would experience in everyday life.

Will I benefit from taking part in this study?

The hope is that information learned from this study can make any needed improvements for Deaf faculty members at post-secondary institutions.

Do I have to take part in this study?
Participation in this study is strictly voluntary. You may stop participation at any time.

If I don't take part in this study, are there other choices?
Interviews are the only methodology for collecting data for this inquiry.

What will it cost me to participate?
There are no costs associated with taking part in this study.

Will I receive any payment or rewards for taking part in the study?
You will not receive any payment or reward for taking part in this study.

Who will see the information I give?
Your data will be combined with data from other participants taking part in this study. When findings are revealed in this dissertation, it will not be identifiable to one participant. The final dissertation will be published on ProQuest, an online source for dissertations across the globe read by educators.

Can my taking part in the study end early?
If you decide to take part in this study, you have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

What happens if I get hurt or sick during the study?
Although highly unlikely, if you believe you are impacted in some way because of your interviews, you should contact Amy Schilling at Amy.Schilling@eku.edu immediately. Eastern Kentucky University will not pay for the cost of any necessary care, treatment, or lost wages while taking part in this study, but instead refer to your own medical coverage.

What if I have questions?
Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Amy Schilling at Amy.Schilling@eku.edu. If you have any questions about your rights as a research volunteer, contact the staff in the Division of Sponsored Programs at Eastern Kentucky University at 859-622-3636. You will be provided a copy of this consent form before your interviews.

I have thoroughly read this document, understand its contents, have been given an opportunity to have my questions answered, and agree to participate in this research project.

_____   _____
Signature of person agreeing to take part in the study   Date

_____
Printed name of person taking part in the study

_____
Signature of researcher