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The Lived Experiences of Black Women Faculty in the Instructional Technology Professoriate

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This dissertation, LIVED EXPERIENCES OF BLACK WOMEN FACULTY IN THE INSTRUCTIONAL TECHNOLOGY PROFESSORIATE, by VALORA MARCETTE RICHARDSON, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree, Doctor of Philosophy, in the College of Education, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chairperson, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty. The Dean of the College of Education concurs.

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ABSTRACT

THE LIVED EXPERIENCES OF BLACK WOMEN FACULTY IN THE INSTRUCTIONAL
TECHNOLOGY PROFESSORIATE
By
Valora M. Richardson

Black women currently and historically have faced challenges as faculty in higher

education. The problem the study addressed was the lack of intellectual study and resulting

literature about Black women faculty in the field of Instructional Technology. This research

sought to gain better insight into experiences of Black women professors in the field of

Instructional Technology. Specifically, the purpose of this research was to identify and describe

the lived experiences of Black women who are tenure-track faculty in the Instructional

Technology professoriate. The guiding questions for this study are: How do Black women in the

Instructional Technology professoriate describe their experiences in becoming faculty in the field

of Instructional Technology? How do Black women in the Instructional Technology

professoriate describe their experiences as faculty in the field? And, how do Black women in the

Instructional Technology make meaning out of their experiences as faculty in the field?

A review of literature regarding faculty work, Black faculty in the Academy, Women in

the Academy and Black women in the Academy provide groundwork for the investigation. The

study employed a phenomenological methodology to answer the research questions. Siedman's

(2005) "three-interview series model" was used to collect data from the participants.   The

researcher facilitated three 90 minute interviews with each participant – the life history

interview, the current experience interview and the meaning-making interview.   The findings of

this research indicate that the support of their parents and attendance at integrated grade schools

prepared the participants to work in their current positions.   As they worked in the professoriate, these Black women realized that they had to self-advocate and set their own boundaries.   They made meaning of their experiences by connecting it to their faith and realizing that they were not in the position for themselves. The implications of this study are also indicated in the advice the participants gave to Black women who wish to pursue careers in the Instructional Technology professoriate.

THE LIVED EXPERIENCES OF BLACK WOMEN FACULTY IN THE
INSTRUCTIONAL TECHNOLOGY PROFESSORIATE
by
Valora Richardson

A Dissertation

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CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

Despite deplorable social and economic conditions for women and minorities,

three Black women - Eva B. Dykes, Georgiana Simpson, and Sadie T. Mosell Alexander

set an intellectual precedent in 1921 by becoming the first Black women to obtain Doctor

of Philosophy (PhD) degrees in the United States. The social restraints on women and

Blacks were very prohibitive, yet these women still pursued and achieved their academic

goals.

Evans (2007) recounts the challenges of Ida Jackson who defended her

dissertation shortly after Dykes, Simpson and Alexander.   In her thesis, Jackson

contested reports of the Army Alpha tests which claimed that the highest mental age of

Blacks was 15.   While her advisor was in full support of her research, two psychologists

that were appointed to her committee would not sign off on her thesis because it reported

that environmental, not biological, factors had an impact on children's learning.   Her

research vehemently refuted racist propaganda that insisted that Blacks were biologically

inferior.   After an appeal, the Berkley Graduate Council overrode the committee.

"While it was apparently difficult for Black women to get into graduate school, it often

proved more difficult to get out." (Evans, 122)

Not much has been written about the experiences of these Black women as

professors; however an excerpt from an interview conducted by Mertz Tate with Eva. B.

Dykes provided a glimpse of their professorial experiences:

> One of the men teachers here, by the name of Sumpter, said to me, "Oh, Miss Dykes, did you get your promotion?" And I said, "What promotion?" And he said, "Well, you know, all teachers were promoted." I said, Well. I didn't get any promotion." So when I saw President Peterson, I said to him. "President Peterson, I understand that some of the teachers got a promotion. And I didn't get one. " And I was just like a child, curious you know, why I didn't. And he said to me in his inimitable way, - with his hands stretched out wide – I can see him now, standing on the steps of Moran Hall – "Well, you are a woman. That is why you didn't get it." And he was one of my dear friends. I said, "President Peterson, if I go over here to the store and want to buy a loaf of bread, do I get a reduction because I am a woman? If I want to go downtown and buy clothes, do I get a reduction because I am a woman? So that has existed all down through the ages, that discrepancy" (Tate, 1977)

While today's collegiate environment has improved significantly for Black women faculty, they still face many challenges. These challenges include feelings of isolation (2008; Phelps, 1995; Turner, 2002), having to prove themselves as a woman and as Black (Alexander & Moore, 2008; Harlow, 2003), being challenged more than others by their students (Harlow, 2003; Turner, 2002) being assigned additional responsibilities for race and gender issues (Alexander & Moore, 2008; Phelps, 1995; Turner, 2002). Alexander and Moore (2008) contend that there is a price to be paid for being numerical ethnic minority such as the emotional stress of heightened visibility in an ethnically or racially unbalanced environment and expectations that the individual is a symbolic representative of the group. They also lose their personal uniqueness because of society's expectation that they assume stereotypical roles and are not given the opportunity to prove otherwise.

One of the most disconcerting challenges that Black women professors face is that there are seldom examples of Black women in their respective fields (Smith, 1982; Turner, 2002). Several authors state that the key for the success of Black women as

professors is having a positive mentoring relationship with someone that looks like them or has had similar experiences. (Carter-Black, 2008; Fries-Britt & Kelly, 2005; Smith, 1982)

The underrepresentation of Black women faculty in Instructional Technology is indicative of the same underrepresentation in science, technology, engineering and math (STEM) fields. A 2006 report by the National Science Foundation indicates that Black women represented only 4% of women who received their doctoral degrees in science and engineering. These low numbers raise alarming social concerns in regards to the quality of the engineering and science labor force. According to Leslie, McClure and Oaxaca ((1998), women and minorities are powerful contributors to national productivity, if their numbers increase in their respective fields, the quality of the scientific workforce will increase.

Self-concept, self-efficacy, peer influence, and goal commitment are factors that contribute to the underrepresentation of women and minorities in technical fields. Their perceptions of themselves, their belief in whether they can perform a particular behavior, influence from friends and family and not finding interest in these fields at an early age are barriers. (Leslie et al., 1998) Sociocultural factors such as school influences, education, cultural practices, family history and environment are also factors. (Halpern et al., 2007) However, it is important to note that gender or race/ethnicity does not inherently have an effect on one's ability in these fields. (Catsambis, 1995; Shibley-Hyde, Fennema, & Lamon, 1990)

Given the current and historical challenges of underrepresentation, why do Black women continue to pursue the doctorate and teach in the professoriate? How and why

do they choose the field of Instructional Technology were the numbers are even more dismal? Is there any evidence in their experiences that would give us insight into who they are and what compelled them to pursue doctorates and work as faculty in this particular field?

Purpose of the Study

This research sought to gain a better insight into experiences of Black women professors in the field of Instructional Technology. Specifically, the purpose of this research was to identify and describe the lived experiences of Black women who were tenure-track faculty in the Instructional Technology professoriate.

Theoretical Lens

In seeking to describe the experiences of Black women in the Instructional Technology professoriate, having a theoretical lens that considered the tripartite challenges of Black women is important. The intersection of race, class and gender which embodies the Black woman, gives her a unique vision and voice. It is a vantage point that is seldom recognized by prevailing contemporary theoretical perspectives.

One might assume that because women will be addressed in this study that feminism would be an appropriate paradigm. However, original feminist thought excluded Black women. In the film, "Is Feminist Dead?" (Doyle, 1999) bell hooks explains that the women who brought feminism to the forefront of media attention were well-educated White women from privileged backgrounds. They vocalized their desire to work outside the home and resisted any attempts to place them in the traditional role as

housewives.   What they did not realize was that people in the lower classes, particularly

Black women, were already working as maids and nannies outside of their own homes to

maintain a reasonable standard of living for their families. What these early feminists

really wanted was equality with men of their own class. They were not particularly

concerned with the needs of women who were not of their same class and ethnicity.

While it has taken a more inclusive stance over the past 50 years, feminism has

become a "catch all" for all things female and has caused divisiveness within its own

ranks.   It is difficult to take *a* feminist position.   There are multiple *feminisms* from

which one can choose - power, postmodern, girlie, pro-sex, global, punk, eco, queer and

now Sarah Palin's conservative "Mama Grizzlies" feminism.   Unfortunately, feminism

lacks a consistent platform that sufficiently and inimically considers the unique

positioning of Black women.   Black feminist scholar Patricia Hill Collins (2006) warns

other Black women about using a multiplicity of terms to describe their "voice" because

it cheapens its value.   She states that using the term "Black feminism" disrupts the

racism inherent in presenting feminism as a for-whites-only ideology and political

movement."   She encourages Black women to use *Black Feminism* to challenge the

whiteness of feminism.

Black women should not be obligated to ascribe to a theoretical position in which

they must challenge its name and by which their concerns were only considered as an

afterthought therefore Womanism is the inclusive theoretical perspective will be used as a

lens for this study. While womanism does have a relationship to Black feminism, it is not

the same.   Womanism does not privilege gender.   All levels of oppression based on

social categories like race or class are elevated to a level of equal concern.

The term *woman* was used because it is a more appropriate term to use than the term *female* as used in feminism. The major distinction is that only a female of the human race can be a woman. (Hudson-Weems, 1993) Phillips considers Womanism as a social change perspective that is rooted in everyday experiences and everyday methods of problem solving in everyday spaces that can be extended to solve the problems of ending all forms of oppression for all people. (Phillips, 2006)

Womanism recognizes that the experiences of Black women are worthy of scholarly investigation and that "everyday Black women are capable of generating, interpreting and validating knowledge about themselves and others." (Phillips & McCaskill, 1995, p.1009) The central organizing principle of Womanism is the necessity of speaking from one's own experiences and not from someone else's. It has five distinctive characteristics. It is anti-opressionist, vernacular, non-ideological, communitarian and spiritualized.

It is anti-opressionist in that the womanist is very aware of oppression and confronts and resists any manifestation of it. By themselves or with along with others, womanists consider liberation of any type of oppression as their primary objective. The term *vernacular* is used to convey womanism embrace with the "everyday life." It is the realization that all humans, regardless of their social status, have common concerns about food, shelter, life, death, success, family, and other issues of importance. It realizes that these concerns are the basis of harmonization for all mankind. One of the main goals of womanism is the ability to accept differences; therefore, it is nonideological. This means that it does not create lines of demarcation, but is concerned about creating an environment of inclusiveness and positive interrelationships. (Phillips, 2006) As

communitarians, womanists consider themselves first, their communities second, all oppressed people third and all humanity last. Womanism is not concerned with Black women only. It seeks to reconcile relationship between people from different groups, the relationship between people and the environment and the relationship between people and the spiritual world.

Womanism recognizes that there is an interrelationship between the physical and spiritual realms and therefore it is spiritualized. Although it can be conceptualized in many ways, a critical component of womanism is its recognition of the reality and importance of the spiritual realm. It differs from many theoretical or critical perspectives because of this acknowledgement and has been highly criticized because of it. Patricia-Anne Johnson (2007) is critical of this aspect of womanism because she believes that Walker's original intent was never to limit it or to sanctify it. She believes that Walker's original intent was to embrace feminism in a way that was spiritually ecumenical and culturally viable. She states that Womanism has come to be associated very strongly with African American Christianity. As a result, she fears that Womanism is becoming "elitist" and is the "resultant offspring of a Black Christian parochial universalism that privileges specific ideological biases, political discourses and inclusions of citizenship." (Johnson, 2007)

In spite of Johnson's opposition, Womanism's focus on the power and strength of Black women was an appropriate lens for this study. Hudson-Weems (1993) typology of womanist characteristics informed the analysis of study data. These characteristics include the following:

Adaptable

Womanists are creative and successful in any environment and make the most of any situation. She does not require a separate space for her to succeed.

Ambitious

Womanists are self-reliant and resourceful and are able to "make a way out of no way" in order to realize life goals and objectives.

Family Centered

Womanists are concerned with their entire family and that her individual survival is associated with the overall status of her community. She carries the burden of oppression for all of her people. Freedom is a collective battle for her. "Even if she does overcome the sexism through a collective battle of all women, she will still be left with the battle of racism facing both her family and herself" (Hudson-Weems 2004). She is inextricably connected to family.

Flexible Role Player

Womanists are not constrained to the traditional roles of males and females in the home. While the belief in and respect for traditional and biological roles continue to exist, womanists do not mind taking on the role of the major income producer in the family.

Genuine in Sisterhood

Womanists find support in their relationships with other women. This is an important support system that provides an avenue of constructive criticism and reflection.

In Concert with Males

Womanists understand that the destiny of all people of African descent, men, women and children, are intertwined and involved in the common struggle for humanity.

Male Compatible

Womanists desire positive male companionship

Mothering and Nurturing

Womanists encourage her own and sacrifices herself in executing her duty to

mankind.

Respected and Recognized

Womanists demand respect for and recognition of herself, positive self -image,

and respect and recognition of their humanness.

Respectful of Elders

Womanists protect and seek the advice of their elders.

Self-Definer

Womanists define their own reality and are not particular with existing structures

or ideals.   Their cultural identity is paramount in their self-identity. They are

gatekeepers of what goes into and out of their personal lives and define their own reality.

Self-Namer

Names herself and her movement, not willing to relinquish her identity. Not

matter what the outside forces or circumstances dictate she remains true to her identity.

She is her own person operating according to the forces in her life.

Spiritual

Womanists are connected to the spiritual world with unshakeable faith.

Strength

Womanists display exceptional psychological and physical strength and are

known for their courage to speak up and stand up for what they feel is right.

<u>Whole and Authentic</u>

Womanists have an authentic connection to their culture. The standards, actions and ideals are dictated by her culture. They maintain a holistic view of life with a strong commitment to their culture.

Womanism's most distinctive characteristics are its methods of social transformation. Womanists seek to change their world using everyday methods such as harmonizing and coordinating through the use of dialogue, arbitration and mediation. Most distinctive is Womanism method of activism does not focus on the confrontation of institution structures. It is mostly focused on thought processes and relationships.

> For womanists, entrenched social and environmental problems originate from a psychological and/or spiritual first cause, only later manifesting in the material or institutional realms. Thus to attack institutions or physical conditions is to attack the outer layer, rather than the inner layer, of the problem and run the risk of reproducing the same oppression with new actors. (Phillips, 2006)

Guiding Questions

In order to identify and describe the lived experiences of successful Black women faculty of instructional technology the following questions guided the research study:

• How do Black women in the Instructional Technology professoriate describe their experiences in becoming faculty in the field of Instructional Technology?

• How do Black women in the Instructional Technology professoriate describe their experiences as faculty in the field?

• How do Black women in the Instructional technology make meaning out of their experiences as faculty in the field?

Significance of the Study

This study was significant because it highlighted the experiences of an underrepresented group in the Instructional Technology academy. Not much is known about the experiences of Black female professors in higher education and more specifically Black Women in Instructional Technology. This research made more visible the accomplishments and challenges of Black women who have chosen this profession. This research informs Black women who are contemplating this career path. The research also helps programs seeking to recruit and retain this group of faculty and students. This research is important because Black women's presence on predominately White campuses results in new patterns of interaction because of their different values, assumptions and cultural orientations. (Alfred, 2001)

Studying the experiences of Black women not only satisfies my desire to perform community-minded research but assisted me in making an informed decision about which direction I should take in my career path.

Limitations and Delimitations

Delimitations. Black women tenure-track faculty in Instructional Technology or one of the related fields were identified because their participation was essential to this study. Because of the scarcity of women in the field, the recruitment for participants extended to those who were tenure track faculty in similar fields like Educational Technology, Learning Technology, Online Teaching and Learning or Educational Multimedia. Three women were participated in this study. Due to the nature of the study methodology, the findings will not be generalizable.

Limitations. Because of the small number of participants who meet the research criteria, they came from very diverse environments which may have had an impact on the outcome of the study. While all of the participants worked at public research universities, they were located in different geographical regions of the United States and were at various points in their careers. The experiences in each one of these environments was different from the others which does not reflect the experience of all Black women faculty in the field.

Terms and Definitions

Black – A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as Black, African American, or Negro. (Census.gov) http://quickfacts.census.gov/qfd/meta/long_RHI225200.htm

Professoriate – the body of college and university teachers at an institution or in society (Merriam-Online)

Feminism - the theory of the political, economic, and social equality of the sexes

Womanism- a social change perspective that is rooted in everyday experiences and everyday methods of problem solving in everyday spaces, that can be extended solve the problems of ending all forms of oppression for all people. (Phillips, 2006)

Instructional Technology – *"*the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional and non-instructional processes and resources intended to improve learning and performance in a variety of settings, particularly in educational institutions and the workplace." (Reiser, 2001, p84)

Summary

Black women have historically faced challenges as they have aspired and became faculty in higher education.   One of these challenges includes their underrepresentation n the academy and in the field of Instructional Technology.   The purpose of this study was to gain better insight on the experiences of Black women in the field of Instructional Technology.   Womanism was used as the theoretical lens for this proposed study. The following chapters contain a Review of the literature (Chapter 2) and Methodology (Chapter 3).

CHAPTER 2

LITERATURE REVIEW

This research sought to gain better insight into experiences of Black women professors in the field of Instructional Technology. Specifically, the purpose of the proposed research was to identify and describe the lived experiences of Black Women faculty in the Instructional Technology professoriate.

In order to identify and describe the lived experiences of successful Black women faculty of instructional technology the following questions guided the proposed research study:

- How do Black women in the Instructional Technology professoriate describe their experiences in becoming faculty in the field of Instructional Technology?

- How do Black women in the Instructional Technology professoriate describe their experiences as faculty in the field?

- How do Black women in the Instructional technology make meaning out of their experiences as faculty in the field?

This chapter contains a literature review which lays a foundation for the study. Topics covered in this section include the following: (1) Instructional Technology (2) Work expectations in the Academy (3) Black faculty in the Academy (3) Women faculty in the Academy and (4) Black women faculty in the Academy.

Instructional Technology

The field of Instructional Technology is very diverse and is always at a constant state of evolution. In fact, Persichitte (2007) has described our field as a "moving target" and practitioners and academics have come to embrace this environment of continual change (p. 327). She states that over the years, we have described ourselves and our programs as "visual instruction, audiovisual specialists, instructional media, instructional design and technology, educational media, school library media specialists, instructional systems development, instructional systems design, instructional systems technology, instructional technology, and educational technology." (Persichitte, 2007) Narrowing down our field to one or even a few professional titles is next to impossible.

Agreeing upon the definition of the field is just as complicated. Educational Technology is defined as

> the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. (Saettler, 1990, p. 1)

Reiser alternatively defines it as "the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional and non-instructional processes and resources intended to improve learning and performance in a variety of settings, particularly in educational institutions and the workplace." (Reiser, 2001, p84) Reiser's definition highlights the systematic design process that is employed by practitioners in the field.

Although these definitions seem to capture most of the field, there is still some debate over the using the term *Educational Technology* rather than *Instructional Technology*. Those within the field believe that educational technology focuses more on the K-12 environment, while instructional technology is a more generic term. (Carson,

2001) In their article refuting the current designation of the field as educational

technology, Lowenthal and Wilson (2001) write about a Dean who stated that they

would not hire someone with a degree in Educational Technology under the belief that

"they were not prepared in the same way" as someone with a degree in Instructional

Technology. The term Instructional Technology is synonymous with Educational

Technology for this study.

It is important to realize that technology is not limited to physical things,

equipment or hardware but rather it is a system of knowledge that in many cases, has no

physical manifestation at all. (Saettler, 1990) In fact, many technological innovations are

based on the development of new processes or procedures. With this in mind, the field of

Instructional Technology has a bipartite connotation involving the physical and non-

physical components. When people think of Instructional Technology most think of

hardware used for instructional purposes such as projectors, computers, and smart boards.

But the field also has a strong theoretical and philosophical component which is focused

on non-physical or theoretical elements which are categorized under Instructional Design.

Reiser prefers to label the field Instructional Design and Technology to encompass both

of these characteristics. (Reiser & Dempsey, 2007)

History of Instructional Technology

Instructional Technology as it is known today emerges from two distinct fields,

Instructional Media and Instructional Design.   In understanding the composition of the

field, an overview of instructional media and instructional design will be explored

separately.

Instructional Media

Instructional media has been traditionally referred to as the physical means by which the instruction is being delivered. It includes the teacher, the chalkboard and the text. (Reiser & Dempsey, 2007) The establishment of school museums of the early 20th century was the first documented appearance of using media for instructional use. These museums distributed supplemental materials, such as photographs, prints, slides, and films that supported classroom instruction. Interest in using media for instruction in schools increased over the next several years but began to slow as World War II was eminent. The military, however, used audiovisuals extensively to train troops. They produced more than 400 training films and 600 film strips and from mid-1943 to mid-1945 and showed an estimated four million training films to military personnel. (Reiser & Dempsey, 2007) After the war was over, schools regained their interest in instructional media largely due to its success in training military personnel for the war.

As new technologies began to develop and proliferate, so did interest in using various technologies in the schools. Instructional Television was a case in point. Resier (2007) states that there were two factors in the growth of instructional television. One factor was that The Federal Communications Division set aside 242 television stations for educational purposes. The Ford Foundation's donation of over $170 million during the 1950's and 1960's also served as a catalyst for the growth of Instructional television.

The computer is arguably the most significant technological innovation in Instructional Media to date. Since its introduction to the marketplace in the mid-1980s, corporations, schools, the military and other training institutions have seen an increase in the growth and accessibility of computers for use in education. More recent

developments in instructional media include the Internet and online education and the use of mobile devices such as smartphones and tablets.

Instructional Design

Instructional design, another component of Instructional Technology, originated during World War II, when educators and psychologist were called in to develop and assess training for military personnel. Psychologists were particularly useful in assessing the characteristics of successful soldiers and using the traits as grounds for instruction and training. As a result of his work with the military, Robert Gagne, a pioneer in Instructional Design, developed the *Nine Events of Instruction* in 1962.

The popularity of behavioral objectives began to increase from the mid-50s to mid - 60s. In 1956, Benjamin Bloom published the *Taxonomy of Educational Objectives.* B. F. Skinner's publication Programmed *Instruction p*rogrammed instruction provided requirements for increasing student learning and provided guidelines on creative effective instructional materials. In 1962, Mager published *Preparing Objectives for Programmed Instruction*. Many people today still use Mager's guidelines for writing instructional objectives that are presented in this publication which are to describe the conditions of learning, the learner's behavior, and the criteria by which the learners should perform.

The 70s saw the emergence of the systems approach to instructional design and the development of well-known instructional design models such as the Dick and Carey Model in 1978, Gagne' and Briggs in 1974 and Kemp in 1971 . Since that time, many organizations and corporations have adopted a systems approach to develop training materials in an effort to improve the quality of their training. (Reiser & Dempsey, 2007)

While very beneficial instructional theories have been developed so far, they have mostly

been constructed and promoted by white men and have reflected their interest.

Demographics in the Instructional Technology Academy

In spite of the diversity of the content of the field, the demographics of those who

teach as faculty in Instructional Technology programs is not.   It is predominately male

and predominately white.   An analysis, conducted in December 2009, of the faculty

pages of those who entered information about their programs in Instructional Technology

in the Association for Educational Communications and Technology's (AECT)

 Instructional Technology is not much different from the rest of the Academy.

National data support these numbers as well.   According to data obtained from the

Survey of Earned Doctorates which is sponsored by the National Science Foundation,

only 2.1% of doctoral recipients were Black men and 2.9% were Black women.   A study

that focuses on the experience of women in instructional technology is warranted because

women live in and experience the world differently than men and provides "voice" for

their specific issues and concerns.

Faculty Work Expectations

The professoriate allows intellectual engagement and satisfies the yearnings of

those who like to learn new things and impart that knowledge to others.   As with any

other profession, the professorship has its challenges. The stress of meeting tenure

requirements can be daunting and uncertain and can vary by institution and by

department within an institution.   Teaching and research demands can also weigh

heavily upon faculty. A report on faculty work published by the Association for the

Study of Higher Education (2008) projects that there are several areas of dissatisfaction

for those in the professoriate.   The review of literature reveals that a main source of

dissatisfaction for faculty is the rising workloads and expectations about tenure and

promotion.   Many faculty are also frustrated with the inability to balance their work and

their professional lives.   Collegial interaction is declining and does not contribute to a

positive working environment.

These areas of dissatisfaction contribute to a possible inability to recruit and retain

future and current faculty from diverse backgrounds. Because of the signs of decreasing

faculty satisfaction and disproportionate numbers of women and people of color not

pursuing faculty careers, the report calls for a new image of faculty work.

Expectations that new faculty bring to profession are important in understanding

the academic work environment.   In a study of the expectations of new faculty, Murry

(2008) wanted to understand the factors that influence new faculty members perception

of job satisfaction. Several themes emerged from interviews that were conducted with

fourteen faculty members.   Participants did not expect to have the time constraints

imposed by the teaching load. The participants complained about the number of courses

that they were expected to teach and not having enough time to prepare for class.   While

they were not disgruntled about teaching in general, they felt that the time constraints

conflicted with their ability to publish.   Teaching requirements were in direct conflict

with any efforts to publish. Most of their working hours were spent preparing for

teaching and the participants could not devote the time needed toward scholarship which

is essential for gaining tenure.

Participants were also concerned with not having a clear understanding of tenure requirements. Of the 14 participants in the study, eight of them felt that the requirements for gaining tenure were unclear. For those that did have a clear understanding, they realized the requirements varied across departments. One participant was given the number of journals (six articles in referred journals) and another one stated that the dean of their college counts the number of pages that one published. Most participants agreed that they did not have much time to devote to service and were not sure of what was needed to gain tenure.

These new faculty were mainly disappointed with the amount of time that was needed to prepare and plan for teaching and the amount of time that teaching took away from scholarship. Others were disappointed with having to teach undergraduates and the lack of females and people of color on the campus. Overall, new faculty expected to spend their time equitably among teaching, scholarship and service, to have clear direction on the promotion and tenure requirements, and to work on a diverse campus. The reality that they encountered was the exact opposite of their expectations.

Eddy and Gastib-Gayles (2008) conducted a study to gain an understanding on how new faculty in higher education administration academic departments relate their graduate school socialization experiences and expectations to what they experience as tenure track faculty. Three African-Americans, two Asian Pacific, seven White new faculty in higher education programs from across the United States participated in face-to-face or telephone interviews.

The findings of the study indicate that these new faculty identified several areas of stress related to work-life integration, dealing with new teaching expectations,

deconstructing unclear and expanding expectations, and issues emanating from their gender, color, or sexual orientation.

The researchers suggest that graduate programs and professional organizations take a more active role in preparing faculty for a career in academia and the institutions should provide clear guidelines of expectations for new faculty. They also suggest support for classroom teaching be established to allow faculty to adjust to their new careers. What is most important is that new faculty should speak for themselves and negotiate their teaching loads and advisement responsibilities.

The pervasiveness of tenure and promotion requirements is another issue that faculty face. In a study of 13 research universities, Harde report that 55% of the research institutions indicated that there were two levels expectations from the faculty – institutional and departmental. In most of the cases the institutional expectations superseded departmental expectations. There were a few cases in which the institutional and departmental expectations represented separate and distinct types of authority.

The study found that tenure and promotion requirements vary not only among institutions but also among departments within an institution. The same efforts and activities of faculty were evaluated in different ways depending on their department. Each department had different evaluative models of judging teaching, research and service. Departments could come to different conclusions about whether or not an individual is worthy of obtaining promotion or tenure. Many of the documents that were analyzed in this study indicated that the departments used both qualitative and quantitative measures to evaluate faculty for promotion and tenure. When a department did use quantitative scores, they were still based on subjective judgment. These

assessments were based on qualitative descriptors that had a wide range of point values. The numeric score deceptively gives the impression of objectivity when in fact, it could be very subjective. (Hardré & Cox, 2009)

The arbitrary nature of the promotion and tenure process, as evidenced by the result of this study, is problematic in that gender bias and racism have an ample environment for permeation.   The uncertainty of the requirements for tenure and promotion and not having a thorough understanding of the responsibilities of the professorship can be a detriment to one desiring a career in an ever evolving field like Instructional Technology. These issues can be compounded for women and minorities who might encounter issues of gender bias and racism. Black women, who have neither race nor gender operating in their favor, operate at a double disadvantage.

Black Faculty in the Academy

The experiences of Black faculty in the Academy are very similar to those of new faculty but there are other issues that make the situation more complex.   The following studies represent the complicating factors – access and success in the academy (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000), the academic environment for Black faculty (Stanley, 2006), and teaching in predominately White institutions. (McGowan, 2000). All of these factors contribute toward stress for Black faculty. (Thompson & Dey, 1998)

In a study which examined the status of African American faculty and it's relation to access and success in the academy, surveys were sent to colleges that provided institutional support for the recruitment, and retention of African American faculty.

Data was received from 1, 189 college and university faculty. (Allen et al., 2000)The

majority of the respondents were European American (1,024), then Asians (130) and then

African American (35). A major finding of this study was that African American faculty

had fewer mean years at their institutions and in light of the low response rate, indicated

that there is a persistent and dramatic underrepresentation of African Americans among

the nation's college and university faculty. White male faculty members were four times

more likely than Black females to be satisfied with their careers.   The study revealed that

African American faculty taught more hours and more undergraduates than their

European peers. They also found that they spent more hours per week advising students

on academics and future careers. Fundamentally, this research showed that African

American faculty members have less academic stature, work at less prestigious

institutions, earn less and have lower academic rank than their White peers. They found

that Black faculty were systemically disadvantaged on all measures compared to White

faculty. (Allen et al., 2000)

Stanley conducted an autoethnographic research project that focused on the

academic environment of 27 faculty of color from various disciplines including dentistry,

ethnic studies, engineering and education. (Stanley, 2006) They ranged in rank from

lecturer to full professor and five were currently serving as department chair or assistant

dean. The participants were asked to produce a chapter for an upcoming book about their

experiences as faculty at a predominately White institution. The researcher used content

and narrative analysis for data analysis. Several themes were identified in the study.

Teaching was the most prevalent theme.   Most faculty identified student attitudes as

being problematic in that they questioned their authority and credibility.   The

participants perceived that students treated them differently than their White colleagues. This perception had an impact on the psyche of the minority professor and caused them to question if the treatment is due to race. (Stanley, 2006) Collegiality also emerged as a theme. They felt that it was a major factor that geared them toward success or either contributed to their decision to leave their institution. One respondent talked about how they felt like they had to prove and over prove their presence and worth in the academy. As far as service was concerned, many faculty of color mentored students and faculty of color, served on diversity committees related to recruitment and retention and were responsible for educating the college or university committee about diversity. Experiences of racism also permeated the narratives. One respondent stated that his students viewed him as an affirmative action hire. Some felt that their departments danced around issues regarding diversity and did not engage in authentic conversations about the meaning and necessity of a diverse campus.

McGowan (2000) examined the teaching experiences of African-American faculty in predominately White colleges. The guiding questions for the research focused on how race impacted the teaching and learning process and what challenges African-American faculty face when teaching White students. Focus groups were conducted with ten African-American faculty who taught at a large predominately White university in the Midwest. Four were male and six were female. In the focus groups, participants were asked about challenges that they faced in the classroom, how they managed them and the prevalence of race as a factor. Overall, the results indicated that White students appreciated having African American faculty in their classrooms. However, the challenges that they expressed mostly included students testing the credentials of the

faculty in the classroom and disrupting the learning process by challenging statements made about the subject matter. The faculty also spoke of power struggles in the classroom.

Other challenges were age and gender specific. African American females who were 35 years or younger were typically challenged more by White females who were 20 years old or less. If the faculty member was 40+, they typically had problems with the returning student who was there to complete an undergraduate degree. African American male faculty indicated that they had greater challenges with White male students.

High levels of stress are also associated with Black faculty regardless of gender. Thompson and Dey (1998) investigated sample data from a larger survey investigation conducted by the Higher Education Research Institute. They selected the data from 796 African American respondents who indicated that their main responsibility was teaching. They concentrated on variables four variables that related to stress. They were (1) time constraints such as lack of personal time, teaching load and time pressures, (2) home responsibilities such as child rearing, household responsibilities and children or marital problems, (3) governance activities such committee work and faculty meetings and (4) promotions concerns such as research and publishing demands and preparing for the promotion and tenure process.

Faculty stress was assessed by analyzing the responses to 18 questions that were designed to gather information about general sources of stress. They found that the area where faculty experienced the least amount of stress was taking care of responsibilities at home and with governance duties. Most of the stress was attributed to time constraints and concerns about promotion. Those who selected community minded areas of focus

for their research agendas found that it was difficult to find sources of publication that validated and accepted their work. Because publications are critical to the promotion process, the inability to find sources for publication of articles can be stressful.

Time constraint stress was also often associated with receiving lower salaries, the requirement to create new courses, research demands and working in private institutions. The results of this study revealed that women experience significantly more stress than their male counterparts.

Women in the Academy

Women in the academy experience similar challenges as Black faculty. In addition to experiencing high levels of stress, they also are impacted by gender bias and their decision to start a family.

Hart and Cress (2008) studied how stress impacts the work life of women faculty. The researchers collected and assessed both quantitative and qualitative data about gender and stress from an institution in the southwestern United States.   Results from the institution's participation Higher Education Research Institute's "National Survey of College Faculty" allowed for statistical analysis and comparison within the institution across gender on factors like teaching loads, publication numbers and perception of discrimination. The qualitative data that was gathered allowed participating faculty to share in-depth descriptions about their experiences at the institution and allowed the researchers to offer recommendations for improvement.

The 274 participants in the study were selected from a purposive but random sample of faculty and existing faculty groups. The participants were equally

distributed across academic ranks and represented membership in each of the university's 15 colleges and professional schools (80 departments).

In the focus groups, participants were asked to address three general topics, guided by a semi-structured interview protocol which asked: what factors at the university contributed to faculty success; what factors have hindered or impeded faculty success; and ideas, strategies, and recommendations' for change.

The data were analyzed using the constant- comparative method. In the areas of teaching, research, and service the convergence of both the quantitative and qualitative data revealed that faculty work life was more stressful for women than for men. The results indicated that women in general taught higher course loads and made a greater emotional investment as they advised a greater number of students. Women also reported higher levels of stress in the area of service. They were asked by students and administrators to participate on more committees than male faculty.

A two –year mixed method study of non-tenure track women was conducted to explore the number of and distribution of women in those positions, why they chose the profession, constraining factors at work and to see if gender bias limited their opportunities to work in traditional faculty positions. (Harper, Baldwin, Gansneder, & Chronister, 2001) Survey data was obtained from National Center of Education Statistic's National Study of Post-Secondary Faculty which incorporated responses from 25,000 respondents. The data was supplemented from another research project which included an institutional survey of 89 colleges and universities, an analysis of faculty

personnel policies, campus visits to twelve institutions which resulted in interviewing 385

full-time faculty in tenured, tenure-track, and non-tenure positions.

The results of the study indicate that while they may have obtained the same

educational status as their male counterparts, women are often paid less, teach only

undergraduates, have the heaviest teaching loads, and twice as likely to be

unmarried or childless. The study found that half of all women faculty are in health

sciences, education and the humanities while most non-tenure track men are found

in health, natural and social sciences. Fewer women than men pass beyond the rank

of assistant professor.

Dolye and Hind (1998) studied whether women academics perceived the manner

of their work distinctive from that of their male counterparts. They studied 582 men and

women psychology faculty in the United Kingdom. Four instruments were used to

answer the research questions: A demographic questionnaire, Maslach Burnout

Inventory, the Faculty Stress Index and the Job Diagnostic Survey. 582 useable

responses were obtained from 258 women and 324 men faculty in the United Kingdom.

The results indicated that women progress at a slower rate than men. However, there is

some speculation that women do get promoted but at an older age. Both men and women

are in broad agreement about their perceptions of what is most important in their jobs.

They believe that their institutions and departments give a higher priority to research than

they do themselves and that research was the most important priority in their institutions.

The results also indicated that women and men faculty experienced different stressors in

their academic careers. Women indicated that their top five stressors were (1) heavy

workloads, (2) trying to stay current, (3) teaching preparation, (4) low salaries and (5)

conflicts between personal and departmental goals. While men had (1) trying to stay current, (2) heavy workloads, (3) securing financial support for research, (4) low salaries and (5) administrative involvement as their top five stressors.

Another study was also concerned with the small differences between the sexes that accumulate over time and have a larger impact on women faculty than on men in regards to career advancement, quality of life and self-esteem. (Stout, Staiger, & Jennings, 2007) Specifically the research questions focused on, the reasons women attribute for their rate of advancement in their academic careers to full professor or to senior levels in the university, the perceived differences between male and female faculty in their academic departments, their feelings of marginalization or support in their departments and their suggestions for changes and opportunities to strengthen their ability to advance in their academic careers.

Participants in the study included women who were in their fourth and fifth year rank as associate professor and those who held the title for more than ten years. 23 women attended one of four different focus group sessions.   The analysis of the data revealed that what the participants least liked about their academic careers were university policies and procedures such as lack of sabbatical leaves or family/maternity leave, the inability to research and not obtaining the promised support for research and teaching. They attributed their slow rate of advancement to career disruption to two-career relationships and to motherhood or parent care. Junior associate faculty felt that lack of support for scholarship which included insufficient time to do the work and inadequate space and equipment and lack of

monetary support. Senior associate faculty attributed an overwhelming workload as the reason for their slow rate of promotion.

Participants also felt that they had experienced sex discrimination in several ways. They expressed that there were different standards for men and women in regards to what is considered as quality work for promotion to full professor. Some felt that administrators had not made good on their promises to wait to go up for promotion and on their agreements to resolve racial discrimination on campus. What was most resonant in the study was the feeling of resignation that was expressed in the focus groups.   The women felt that the promotion and tenure process was humiliating and devaluing and made the decision to not pursue it. They attributed their disenfranchisement to the differential treatment of men and women.

The women in this study offered several suggestions for creating a positive environment for women.   They stated that having a clear set of standards that would be applied equally, considering the individual's entire career of scholarship, teaching and service for promotion, and administrative (clerical) support to help with routine work and preparation for promotion packets. The researcher posed several interesting questions for further research such as why these women tended to stay in an unsatisfying situation, how universal are these challenges and how these issues can be resolved for those aspiring to academic careers.

Ward and Wolf-Wendel (2004) studied how tenure-track women faculty at research universities and mothers of young children combine and manage their dual roles as professors and parents.   They interviewed 29 women from nine different research

universities and represented various disciplines. The researched showed that participants showed joy from the research aspects of their jobs, gratification when others recognized their work, and the ability to be able to show their children that adults found pleasure in their work. The women in the study expressed how much they love being mothers and appreciated the time that they spend with their children. They also felt the greed of both family life and academic life. While they loved the flexibility of an academic career and its helpfulness in raising a family, their careers left them feeling like they had a workday that never ends and not having enough time in the day to satisfy tenure expectations. Having to work a second shift at home added to their levels of stress. (Ward & Wolf-Wendel, 2004)

Another theme that emerged from the data was the need to watch the clock. The determination of when to have a child was influenced strongly by spoken voice or inferred from others. They were encouraged to wait to have children until they had earned tenure. Those that had children said that being mothers help put their work into perspective. They felt that having children altered their priorities and made the decision that despite whatever happened in their careers, their children came first. They also stated that having children made them more efficient and organized. Having children forced them to plan for important events and activities well enough in advance to insure their completion. Given the limitations of their time, energy and resources many women had to make decisions that might not be optimal but were just good enough. They realized that they could not be consistently excellent and that they had to learn how to be content with being satisfactory.

After assessing of their lives and what they would have to give up to gain tenure at a research university, they decided that they might not be willing to make the sacrifice and that they would let the tenure process make the decision for them. Several of the women were not convinced that they even wanted to work at a research university and were not willing to put in the time and effort necessary to gain tenure. The overall look at the data indicated that stress and guilt are possible stressors for academic mothers because of their perceived notions of the short supply of time in any given day, the limited time on the tenure clock, and the unending expectations on work and family. (Ward & Wolf-Wendel, 2004)

Black Women in the Academy

Searching for literature regarding the faculty work, Black faculty and women faculty was a relatively easy task. However, finding information that specifically focused on Black women faculty was not. Gill and Showell investigate barriers for Black women faculty (1991), Thomas and Hollingshead document how Black women resist marginality (2001) and Fries-Britt and Kelly studied how they retain each other in, what can be a hostile environment. (2005)

Gill and Showell (1991) address some of the barriers that Black females face at a   predominately White institution in the Northeast. The researchers distributed 106 surveys to random African American females on the campus. 32 were returned. The respondents were in various job classifications ranging from contractual to faculty-administrators. Questions in the survey asked about the necessity of education to advance, the relation of experience to advancement and whether or not

politics, the network system, friendships and departmental faculty recommendations were essential to advancement.

The conclusion of the study indicated that a significant number of respondents believe that education and experience are not related to advancement at their university. The respondents believe that politics, friendships, the network system and other factors outweigh qualifications of education and experience in determining whether job/position advancement occurs at the University.   The author contends that Black women faculty need a Fairy Godmother or a Prince Charming to succeed at a predominately White institutions. They believe that good mentors can assist Black women excel. (Gill & Showell, 1991)

Thomas and Hollenshead (2001) explored how African American women faculty have managed to cope in their marginalized positions and how they have used this position as a point and a place of resistance in order to persevere and succeed in their academic careers.   The researchers collected data from two data sources – the Faculty Work Life Survey and from interviews. The results of the study yielded interesting results. Of those who completed the survey, 60% of Black women felt that there were organizational barriers that prevented them from progressing in their careers. 76% of White men felt that research interests were valued by their colleagues but only 53% of women of color felt that way. The most interesting result however was that 43% of women of color and 33% of White women feel like they are under scrutiny by their colleagues but only 15% of men feel that way.

In another study, Fries-Britt and Kelly described how two African American females created an environment for each other to enable them to resist their marginalized status in the academy. They used a personal narrative methodology and case study methods as their data collection process. They examined how they established a successful working relationship in the academy as one moved from a non-tenured status to a tenured status and the other moved from being a doctoral student to tenure track status.   They found that African American women need to connect with other African American women faculty because of their history of being devalued and denied access to economic rewards.   Connecting with other African American women faculty is a support structure that Black women faculty need to succeed in predominately White and male academic environment. The participants also felt that they had been silenced in the larger social system.

Summary

The nature of faculty work in itself can be disconcerting. Faculty complain of being overloaded with work (ASHE, 2008; Eddy & Gaston-Gayles, 2008; Murray, 2008) and faced with unclear expectations about the requirements in the promotion and tenure process (ASHE, 2008; Hardré & Cox, 2009)   In addition to these challenges, Black faculty have expressed issues with gaining access and succeeding in the academy (Allen et al., 2000) unpleasant academic environments for Black faculty (Stanley, 2006), being the minority in predominately White institutions (McGowan, 2000) and high levels of stress. (Thompson & Dey, 1998)

The obstacles that women face are similar to those faced by Black faculty like high levels of stress (C. Doyle & Hind, 1998; Hart & Cress, 2008). Also prevalent were differences in work requirement based on gender (C. Doyle & Hind, 1998; Stout et al., 2007) and challenges they faced when they made the choice to have children (Ward & Wolf-Wendel, 2004).

As far as Black women faculty are concerned, Gill and Showell found that Black women faculty face specific barriers (1991), Black women faculty must resist marginality (Thomas & Hollenshead, 2001) and retain each other in what can be a hostile environment.(Fries-Britt & Kelly, 2005).

Black women faculties are faced with double marginality in that they must contend with both racial and gender bias. However, research on their experiences as faculty, particularly in the field of Instructional Technology, is limited.   This research is intended to better understand the experiences of this underrepresented group in the Instructional Technology.

CHAPTER 3

METHODOLOGY

The purpose of the study was to identify and describe the lived experiences of Black women faculty in Instructional Technology.   This study used a phenomenological research method to capture these experiences.   In order to identify and describe the lived experiences of successful Black women faculty in the instructional technology professoriate, the following questions guided the research study:

•	How do Black women in the Instructional Technology professoriate describe their experiences in becoming faculty in the field of Instructional Technology?

•	How do Black women in the Instructional Technology professoriate describe their experiences as faculty in the field?

•	How do Black women in the Instructional technology make meaning out of their experiences as faculty in the field?

This chapter will include (1) methodological framework, (2) researchers role and bias, (3) population and participation, (4) data collection, (5) data analysis, (6) data collection (7) ethical considerations, and (8) trustworthiness.

Methodological Framework – Phenomenological Research Design

Phenomenology is both a way of viewing the world (philosophy) and a method of inquiry (research methodology) about lived experiences.   From a philosophical perspective,   Edmund Husserl's conceptions of intentionality lie at the very center of the

methodology. Intentionality requires that we become aware of ourselves and our existence in the world and recognizing that we and the world are inseparable components of meaning. (Moustakas, 1994) Intentionality contains two concepts the noesis and the noema. The noesis refers to the act of reflecting, feeling and judging - the experience itself. Noema are the perceptual meanings of the experience and what is meant by the experience. Wherever there is noesis, there is noema. This study used the notions of noesis and noema to make sense of the data by having participants reflect upon and make meaning of their experiences as Black women in the Instructional Technology professoriate.

From a methodological perspective, phenomenological research asks the main question of what the experience is like. It is a systematic attempt to uncover the meaning of lived experiences and to describe and interpret them with richness and depth. It is the search for what it means to be human. Phenomenology considers the sociocultural and historical traditions that have shaped our ways of being in the world. It takes into account what it means to live in the world as a man or woman. (van Manen, 1990) Phenomenology is the proposed methodology because it will allow me to look at what it means to be a Black woman in the Instructional Technology professoriate while considering sociocultural and historical traditions.

Researcher's Role and Bias

My biases and assumptions lie in my own experiences as a Black woman enrolled in an Instructional Technology graduate program at a predominately White institution and as an Instructional Technology practitioner in higher education at a two year college.

I am very aware that my experiences have influenced the selection of the topic. I chose this topic because historically, Black women's experiences as faculty in higher education have been underrepresented. I feel both privileged and obligated to contribute to the knowledge about those who share my gender and racial identity. I also chose this topic because I had hoped that that the outcome of it would impact my decision to enter the field as a practitioner or a researcher.

My position as an Instructional Technology Coordinator in higher education has also given me insight into some of the accomplishments and challenges that women faculty of various disciplines and races experience.

Population and Participation

The participants in this study were Black women who were employed as tenure-track faculty in an Instructional Technology program. Participants were identified by researching schools with Instructional Technology programs and looking at faculty photos. I also contacted colleagues to see if they knew any women who matched the criteria. Seven women were contacted and asked to participate in the study. There were two women that I thought would make a significant contribution to the study but did not participate. One woman declined to participate because she did not expect to be at the university the following year. Insight into why she was transitioning might have shed insight on the struggles that she faced in her position. I also thought a conversation with her would also be interesting because she was one of two Black women in Instructional Technology at her institution. I was interested in what kind of support system they created together. Another woman that I thought would add insight to the study was an

award winning popular fiction writer. She was also a well publish writer within the field

of Instructional Technology.   There was another prominent woman in the Association

for Educational Communications and Technology that would have also contributed to the

study but she did not meet the study criteria in that she was a professor in another field.

Another Black woman also declined to participate in the study and did not provide

explanation. Three women eventually agreed to participate in the study.

Participants and Context

The participants in this study were Black women who were employed as tenure-

track faculty in an Instructional Technology program. Annette was an Assistant

Professor in the Instructional Technology program at Northeast University. Marsha was

an Assistant Professor of Instructional Design and Development program at Dixieland

University and Rachel held the rank of Associate Professor in the Curriculum and

Instructional Technology program at Big City University. Each of the participants

worked in predominately White institutions.   Table 1 represents demographic

information about the participants in the study and their institutions.

Table 1 Participant Demographic Data

Participant Demographic Data			
	Annette	*Marsha*	*Rachel*
Age	Early 50s	Mid 30s	Mid 40s
Years in Position	4	4	12+
Rank	Assistant Professor	Assistant Professor	Associate Professor
Tenured?	No	No	Yes
Student Population	20,782	11,578	24,343
Public or Private Institution	Private	Public	Public
Percentage of Non-White Students	42.6	29.5	11.3

Data Collection

According to van Manen (1990), phenomenology resists attempts to construct a predetermined set of fixed procedures techniques or concepts that would 'rule-govern' the research project.   However, the tradition of phenomenology contains recommendations and guides to conduct a study based on phenomenological principles.

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│              │      │   Current    │      │   Meaning-   │
│ Life History │ ───→ │  Experience  │ ───→ │    Making    │
│  Interview   │      │  Interview   │      │  Interview   │
│              │      │              │      │              │
└──────────────┘      └──────────────┘      └──────────────┘
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Figure 1 Siedman's "Three-interview series" model

For this study, Siedman's (2005) "three-interview series model" (figure 1) was used to collect data from the participants.   I conducted three 90 minute interviews with each participant – the life history interview, the current experience interview and the meaning-making interview.   Immediately after each interview was completed, I summarized it to gain insight and develop discussion points for the next interview. The first interview was the focused life history interview which established contextual evidence for the phenomena. I asked each participant to go back as far as possible to tell me about past experiences that lead them to become professors in the field.   The purpose of the second interview, the experiential interview, was to gather details about the experiences which pertain specifically to the phenomena.   The main task of this interview was to reconstruct as much as possible, the experiences of the participants.

Questions in this interview included asking participants to describe a day on the job and to talk about their relationship with others.   In the final interview, the meaning-making interview, I asked participants to make meaning of their experiences. The focus of this interview was to connect the contextual and experiential descriptions that were obtained in the first and the second interviews. In accordance with Womanist research tradition, I elicited thick and in-depth descriptions.   It should be noted however that I purposely did not use Womanist terms or concepts in formulating the interview questions.   If the Womanist framework was evident, I wanted it to reveal itself. The interview protocol is contained in Appendix A.

Because of the various geographical locations of the participants, the interviews were conducted online using a web conferencing solution that is similar to telephone interviewing.   I provided the participants with a toll-free phone number and we both dialed in at a mutually agreed upon time. The conversation was recorded and saved in .mp3 format and saved in a password protected environment.   In a mode comparison study of telephone and face-to-face interviewing conducted by Sturges and Harashan (2010), it was determined that the interview method does not influence participant responses. They found that the nature and depth of the responses did not vary substantially by the type of interview they conducted.   This study is one of the few that compares telephone and face-to-face modes in qualitative studies and supports the use of telephone interviewing in this study.

As a result of the pilot, I determined that it was best to have the transcribed by a professional transcriptionist.   After she signed a confidentiality agreement, I sent her the

.mp3 files. She transcribed them and sent me the text files. After receiving the transcript, I checked them for accuracy.

Data Analysis

The data analysis for the study was an iterative process consisting of two phases. The first phase was the individual data analysis for each of the participants. I started the initial coding process by importing the transcription and the audio into Atlas.ti 6. To get a general sense of participant's perspective, I read the transcript and listened to the audio recording of each interview. In this first pass of the data, I looked for general characteristics that described the participant and the phenomena. I also used this opportunity to create follow up questions for subsequent interviews.

After all of the interviews were conducted for the participant, I read the transcript again and looked for specific characteristics that could be used to describe the data, n the second reading of the transcript, I began to look for specific details to describe the experiences of the participant. After the first interview was conducted, I performed an initial coding of the data. The process involved reading the transcript and seeking for a general description of the phenomena. I made notes of these ideas as analytical memos within the Atlas TI 6 software.

Once all of the interviews were completed for each participant, I read the transcripts again and looked for phrases in the raw data that would help me conceptualize the experiences. These phrases were labeled and denoted as codes. Bogdin and Biklen (2007) have provided a list of items that can be coded. They include behaviors, activities, states, meanings, relationships/interactions, conditions/constraints and

consequences.   The codes that I identified included key words, phrases and ideas that generally captured the phenomena as described by the participant. As I found a new code, I entered its description into code comment box. Atlas.ti 6 also has a Word Cruncher feature that I used to generate the word frequency report. After this initial coding process was completed, I used the visual network features of Atlas.ti 6 to organize and group the codes into major categories that could be used to describe the phenomena making additions and deletions as necessary.   After the initial coding process was done for one participant, I then restarted the process with the next participant.

The final step in the individual analysis was to write a textural description for the participant. I attempted to describe the phenomena using the participant's own voice. The description was taken directly from the interview transcripts and was written in narrative form. I also incorporated the emergent themes for the participant and my interpretation of the experiences within each of these individual descriptions.

The second phase of data analysis was a comprehensive view of the data.   In this phase, I reread the transcripts for all of the participants and added any additional codes to the codebook as necessary. I read each transcript again in detail – by paragraph, by sentence and by word to verify the codes that were developed. This process continued until every statement that is relevant to the phenomena was represented in the codebook and a point of saturation was reached. The final codebook contained all the codes from each of the participants and yielded 417 codes and 699 coded segments.   The codes were then reduced to collapsed and arranged into categories that described the phenomena.

To investigate the presence of Womanist characteristics, I reread the transcript again and used Hudson-Weem's Womanist typology as *a prioi* codes.

Ethical Considerations

Ethically responsible research is my primary goal. As a result of the pilot study, I realized that some of the experiences were unpleasant and evoked negative emotions. With that in mind, I took several precautions to make sure that my participants and the information that they shared with me was treated with respect and in confidence. First, I asked them to complete a consent form which included detailed information about the nature of the study, the time commitment expected and any risks associated with the study. A copy of the consent form is attached in Appendix B.

Secondly, the interviews were recorded and saved in a password protected environment. The transcriptionist had to sign a confidentiality agreement and uploaded the transcripts in a secure password protected environment that was only accessible by the two of us. The transcribed data and keep it in a password protected directory on my computer. Finally, in reporting the data I used pseudonyms to protect the identity of the participants and the other identifiable characteristics.

Trustworthiness

Phenomenological data analysis is an interpretive process.   As researcher, it is my obligation to remain truthful to what is meant by each participant.   In an effort to

retain trustworthiness, I used epoch, member checking, peer debriefing and journaling to maintain the integrity of the study.

The first step in phenomenological methods is to prepare to receive new knowledge and to pull away from natural tendencies to describe an experience. This process is called the epoch. The epoch involves introspection and reflective writing about my own experiences. It is intended to take away our presuppositions, our own opinions and prepares us to approach the situation with an open mind. I continued to refer to the epoche throughout the data analysis process to ensure that my personal bias and assumptions are kept in balance.

Member checking enabled me to verify that I have captured what the participants meant. I sent the transcripts to each participant to check for accuracy. I also asked someone to serve as a peer debriefer who will review and ask questions about the study. Peer debriefing allowed me to share my ideas with a colleague. (Creswell, 2009) I gave them the liberty to challenge my coding choices and resulting conclusions. They also verified that I was being true to the participants. Finally, I kept a journal of activities and thought development throughout this process. By doing this, I held myself accountable to how themes and descriptions of the phenomena evolved.

Summary

The method for the study was presented in this chapter. Phenomenology guided the data collection and analysis process. Siedman's (2005) three series interview process was used to collect data from the participants. During data collection and analysis, trustworthiness was ensured by continually referring to the Epoch, member checking,

peer debriefing and journaling. Individual themes and descriptions were developed from the data for each participant. These descriptions captured the phenomena from the participant's point of view. The composite description was a result of analyzing and synthesizing the individual descriptions and themes to adequately represent the experience as a whole. The following chapters present the individual and composite descriptions, the emergent thematic analysis and discussion.

CHAPTER 4

VALORA'S EXPERIENCES

I am an endangered species

but I sing no victim's song

I am a woman I am an artist

And I know where my voice belongs

Diane Reeves "Endangered Species"

Of all the chapters, this one was the hardest to write. To write it, I had to draw

from an emotional depth with which I am not comfortable with exposing. The issues of

racism and sexism which permeates American society have not escaped me. The lyrics

to Diane Reeves' song "Endangered Species" is a testament to my life. Although I may

have had several good reasons to give up, I did not. I present this chapter as the story of

my victory not as my victimization. Writing it has been a form of healing and renewal.

I have written this chapter so that readers can situate my analysis of the participants in my

study.

Growing up Privileged (or so I thought!)

I am very fortunate. I was raised by parents and grandparents who made no

hesitation in showing their love for me.   Because of this I thought that the world was

mine. We lived very close to my grandparents and because both of my parents worked,

we spent a lot of time with them.   I distinctly remember my maternal grandfather who

we called "Pop Poppa". Even as I look at his pictures today, I regard him as one of the

most handsome men that I have ever seen. He looked like Nat King Cole, only better. To me he was the king of the world and he treated me like his princess. In addition to his looks, he was a prominent figure in the AME church where we attended and he sung like an angel. My grandparents lived in neighborhood with other Blacks who had prominent professions such as doctors, lawyers, etc. I assumed that he too held a job that everyone revered. I remember the times that my grandfather would take me to work with him and the people would "go crazy" when he would introduce me to them. I remember thinking that "Wow" he must be famous and that everyone at his job loved him.   However, it was not until after his death that I learned that he was a custodian. In spite of that, my grandmother never had to work or drive a car.   He provided everything that his family needed.

I knew that we were different from the White people that I saw on television but I was not clear about what the differences were and why they existed. I did not have any consistent interaction with anyone who was not Black until I reached kindergarten and was quite surprised when I went to school and realized that my teacher was White. Because kindergarten was only a half-day, my grandfather would leave work and come to take me to school. I remember being inquisitive about my kindergarten teacher. She was young and White. I never had any interaction with White people but I had overheard the conversations that my parents and grandparents had about them and subsequently, felt uneasy about having her as my kindergarten teacher. All of that changed. After school, I was to meet with my sister and my cousin to ride the bus to my grandmother's house. One day we missed the bus. We did not think to go to the office to call my grandmother to let her know what happened all we knew to do was to walk home. As we walked, I

grew more and more frightened of the impending terror of walking across the bridge over the highway. As we approached the bridge however, there was an even more frightening event that we would encounter – puppies! They came from out of nowhere! They came from a yard that we had just passed and we were caught between the puppies and the bridge. We were distraught! We were screaming and crying, not know what to do. All of a sudden, we hear a horn blowing and we turn around and it is my kindergarten teacher there to rescue us and take us home. I was perplexed as to why a White woman would stop to help us and give her a ride home in her car. My feelings toward her changed and I remember her as being one of the most kind and compassionate people I would ever meet.

Daily interaction with other races and ethnic groups came to an abrupt halt for the next 7 years.   The neighborhood school that I attended consisted of predominately Black teachers, students and staff.   I really felt empowered during those years. I did well in school and I just loved to hear the teachers rave to my parents about my reading ability. I'll never forget how my 3rd grade teacher had me take several reading tests because of my high scores. They eventually learned that I was reading on the 6th grade level.

I remember myself as being a very quiet and reserved in most situations. My teachers hardly ever reported any discipline problems to my parents but I did get in trouble sometimes for laughing. My friends would say or do something funny. They would keep a straight face and leave me laughing.   Other than minor instances, I did not have any discipline problems mainly because my father had a visible presence in our schools. He knew the most of the kids and all of the teachers. I never knew when he would "appear" so I had to be on my best behavior at all times.

At home, my mother worked while my father was in school for Fashion and Design studying to be a tailor. He would use my sister and I for his homework projects. I remember him making my sister and I some blue jeans. We thought that we were the most fashionable girls at school wearing the jeans that our Dad had made. We lived in a very nice house that my parents designed and built. Because of where our house was located, whenever we went on a field trip, the school bus had to pass our house. When we would point our house out to our friends, they would not believe us. I could not understand why they could not believe we lived there, until I realized that most of them lived in apartments or housing projects. As a child I thought that I was privileged. We lived in a nice house, we wore nice clothes and I had a "famous" dad who was well known in our community. It was not until I realized that, to some people, the color of my skin actually negated anything that I thought was positive. This realization came when I was around 7 years old and I, went downtown with my mother, grandmother and sister to Rich's department store. As my mother and grandmother were looking at clothes, I saw a little White girl walking with her mother. Because she was around my age I waved at her. In return, she sneered at me and licked out her tongue. I was hurt. She emanated a sense of evilness and hate that penetrated my heart. There something about the circumstances surrounding the event that lead me to conclude that she did that because I was Black. I felt the deep, unquenchable pain that day of being scorned for something that I could not control. The mini-series Roots aired on TV when I was in the 5th grade and I could better understand the racial environment of that time. I remember our family gathering around the television to watch it. Watching Roots as a child was both enlightening and frightening It was enlightening, in that I was immersed in the history of African

Americans. It was frightening, in that African Americans were victimized and regarded as inhumane. While the movie ended up on a positive note, it was hard for me to confront the maltreatment of African Americans for a very long time. I avoided watching movies or television and reading books that talked about the degradation of African Americans. I was afraid that the anger would overcome me and I would not be able to control it.

High School

In 8th grade, I went to the local predominately Black high school. My parents were not pleased with the education that we were getting there and enrolled us into "Minority to Majority" program. The program allowed minority students to be bused to "majority" schools that were in another area of the district. I attended North Fulton high school in the 9th grade. I remember it as being one of the most enjoyable experiences of my life. I had friends of every race Black, White, Hispanic and Asian. I did not feel any racial tension among my fellow students. I enjoyed being around the different groups because it gave me an opportunity to see the world from a different perspective. The teachers, however, were a different story. I can recount several racially related incidences that had an impact on me. The first one was in the ninth grade. I was in Ms. Walker's 9th grade English class. She was very systematic in the way that her class was organized. She sat us in alphabetical order. As a consequence, my seat was near the back of the classroom with some other Black students who were not as disciplined as I was. Even though they acted out and participated in random acts of foolishness, I was always a well-behaved student. When I got my report card at the semester midpoint, she had given me a "C" in conduct. I had never had a bad grade in conduct. I was so nervous because I

knew that my parents would be angry. Because my parents knew that was atypical for me, my father took us to school the next day and demanded an explanation. She told him that the reason she gave me the grade was because I sat in the back with the students that were not well behaved. She could not give him a particular incident. She just gave me the bad grade because of where I was sitting. It did not make sense to me but it was clear to my father. He asked her to move my seat or be fair. She chose to move my sear. After that, I believed that if she could make a negative assumption about me because a decision that she made, she not far from doing the same thing about the color of my skin.

Another incident happened my senior year in high school, with my social studies teacher, Ms. Russell. It was her custom to provide career guidance to all of her students whether they asked for it or not. I had determined before I met with her that I wanted to go to the University of Georgia and afterwards proceed to law school. When I told her of my plans, she told me very poignantly that I did not have the qualifications to attend law school. I told her that I had good grades and I did well in her class and cold not understand why she would say that. She said that I did not possess the characteristics of the type of people that were accepted into law school. She said that one of my White and one of my Vietnamese friends had a better chance of entering and succeeding in law school than I did. I felt then added my Vietnamese's friends name only to soften her racist statement. I was discouraged and saddened that someone that I looked up to felt that way about me and had the audacity to actually say that to me. Her statement did not dissuade me from pursuing a career as lawyer. After working at several law firms during college, I decided for myself that I did not want to work in that type of environment.

Undergraduate Years

My parents insisted that both my sister and I attend college. However, they were not in a position to finance a private college. We had to depend upon my father's Army retirement benefit to support us in school. Our monthly stipend was enough to cover us at a local college. We both lived at home and commuted daily to school. I entered into Georgia State as a Biology major. My favorite teacher in high school was my biology teacher. This was a great plan until I had to dissect a frog. I got so sick in the lab that I had to leave. The smell of the formaldehyde was intolerable. I knew I could not make career that involved its use. I had always loved to write and I was excited to be in freshman English, however, when I got a "C" on my first college paper I was crushed. The person that taught our class told us not to be disappointed because she actually failed her first essay and now she was working on her PhD in English. The message that I got from her was that the purpose of attending college was to give me the knowledge to be successful in any career that I chose. It took me a while to finally decide on a major because I was unsure what I wanted to do. I returned to my idea about going to law school and I thought that majoring in English (Composition and Rhetoric) would prepare for the all the writing that I would have to do as a lawyer.

I wanted to be an excellent writer and because of that, I spent a lot of time in the Writing Center. On one occasion, I needed some help with a paper that I was writing. When I approached the desk to ask for help, there were two White women at the desk. I had just typed up a paragraph on the computer in the lab and wanted her opinion of it. As I was typing, I failed to pluralize a word correctly. When the tutor saw it, she looked up and told another lady standing next to her, "Black people have a problem with plurals. You will see this error all the time when you are reading their work." I was so angry!

After a few words to express my dissatisfaction with her comment, I grabbed my paper and left knowing that she will think twice about saying that to another Black person.

My undergraduate years were not perfect. In fact, I flunked out a whole semester because I had misplaced my priorities. Having to pay for school and wasting all of my money was disappointing. Plus it did irreparable damage to my GPA. From then on, I vowed to do better. I eventually became a Christian and became very involved in church. I attribute my rebound and continued excellence to the college ministry in which I participated. I learned that if I wanted to be a good representative of Christ, then I needed to be excellent in all that I did, including school. It was a uphill battle for me from there but there were several people that were placed in my life to help me continue. Dr. Poe, my technical writing professor was one of those people. I loved his class. He was always so encouraging to me. I was surprised that a White man would take interest in me and my development as a writer and he did. I will never forget a comment he made as he was returning a homework assignment. The assignment involved rewriting a paragraph that contained too much jargon. He said, "Valora, you did an excellent job on this. You made a very hard assignment look so easy. You should consider pursuing a career in technical writing."

Graduate School

After I graduated from Georgia State, I started working at Georgia Tech as a Staff Assistant at the Center for STEM Teachers (CST). I was responsible for assisting with the various programs that the center offered to students and teachers. I really enjoyed that position and I learned a lot about working with K-12 teachers on a professional level. The

director, Dr. Minosi of the Center saw my enthusiasm and my fluency with computers and, within a year, promoted me to Computer Support Specialist. Dr. Minosi appreciated hard work and encouraged the professional development of the CST staff. He was very instrumental in me completing my Master's degree. He told on several occasions that he wanted us to increase our skills so that he would not be able to afford us anymore.

With Dr. Minosi's and Dr. Poe's suggestion to pursue a technical writing career, I started my graduate program in Technical Communication at the Southern College of Technology. I remember making a promise to God that if He would let me in to the program, I would honor Him in my work. I worked full time and went to school part time. It was an enjoyable experience. I worked very hard and subsequently had great grades. The students in the program all believed that one of the hardest courses in the program was "Research and Theory in Technical Communication." I worked very hard in that course and subsequently got an "A." At the beginning of the next semester, fellow students were complaining about the rigor of the class and how impossible it was to get a good grade. All of them said that they got "B's". They asked me what I got and I refused to tell them. One of the White women responded, "Oh, You got an 'A'" because you were the 'teacher's pet." They all thought it was funny but I did not. I told them that I worked for the grade that I got and that she should try that the next time! I realize for the first time, that no matter how hard I worked or what degrees I obtained, because I was a Black woman, whatever success I obtained was not because I earned it, it was because I was given some sort of special privilege.

Before I could finish my degree, Dr. Minosi died suddenly of a heart attack. Dr. Blumfield served as a temporary replacement for Dr. Minosi. Dr. Minosi started the CTS

Virtual Institute where we taught teachers how to leverage the power of the Internet by creating web pages before there were WYSIWIG editors. My work with him enabled me to work with teachers several local school districts. I'll never forget the day that one of them faxed a job announcement to work as an educational technologist at a local science center. I asked one of the White program managers, Ms. Ricks her advice about applying for the position. I thought that she would give me valuable insight and guidance about applying what they were looking for in the ideal candidate. When I showed her the job description, I asked her what she thought about me applying for it. She said that they were not looking for people like me. I asked her what she meant by that and she said that I did not have the "characteristics" of the person they would want in that position. I was stunned. However, I just walked off and immediately applied for the position. I'm glad I did. I was offered the position and worked there for several years. I realized that I could not control what people thought about me but what I could control how what they thought about me affected me.

The Phd Program in Instructional Technology

My introduction to the field of Instructional Technology came during my last class in the Technical Communication program. My instructor, Saul Carliner, was working on his doctorate at Georgia State. I enjoyed his class immensely and wanted to learn more about the field. Because I had witnessed my mother receive her Master's degree, I knew that I wanted to follow in her footsteps. She also expressed interest in pursuing a doctorate but never had the opportunity to do so. When I finished my Master's degree, I knew also that I wanted to pursue my doctorate as well. Two things

became clear to me that if I wanted to do it that it had to be committed to that decision because it would not be easy. I also had heard that it would be difficult to have a family and pursue the degree. I decided that instead of going right into the program that I would get married. I married a minister in our church. We had known each other for a long time and had participated in several foreign mission trips. We wanted to have children right away because I had been diagnosis with Stage IV endometriosis and the doctor said that if I wanted to have kids, I needed to do it as soon as possible. After a miscarriage, two surgeries and other medical interventions. We still could not conceive. My husband and I decided that we would adopt and he encouraged me to apply to the doctoral program. We completed adoption classes the same year that I entered the doctoral program. While we were waiting for a child to adopt, I was accepted into the Instructional Technology doctoral program at Georgia State. I was working full time at the Science Center and my intentions were to go to school part time. I had several people to encourage me as I entered the doctoral program and I am grateful to this day for their support. However, there were those who thought that all of this was a joke and made no hesitation to express that to me. When I informed the director of the science center, a White man, and one of the Physicists, also a white man that pursuing my doctorate in Instructional Technology, they asked me if I was going to do my dissertation on creating web pages. They both thought it was funny. I did not. I also had another White man at the Center tell me that Georgia State did not have any credible programs and I that I should pursue my degree somewhere else. I did not let what they said dissuade me. I had a strong conviction that this was what I wanted to do.

During the first semester of the program, we conceived and the baby was due the following May. Unfortunately, I had problems with the pregnancy and had to be on bed rest for several months. I knew that it would be difficult to have a new baby, work fulltime and pursue a doctorate, but I never thought about quitting the program. I was confronted with several obstacles as I pursued my degree. Due to budget cuts, my position at the Science center came to an end. As the major income earner in my family, not working threatened to be a major hardship for my family. We decided to use our savings and I did not work for almost 8 months. During this time, we had to rely upon public assistance for our health care. I had an immersive experience into how the poor are treated. I remember going to the public hospital to pick up a prescription after class one. The waiting room was auditorium filled with people that looked like me. It was so sad to see all these sick people with no hope. While I was there, I overheard several conversations that concerned this subjugation. One man in particular expressed his despair about have to wait several hours for much needed medication only to be treated by unpleasant staff. He said, "It's a shame that we have to be treated like this just because we don't have no money." My heart was broken because I felt his despair. Fortunately for me, I was able to find another position but I still remember that feeling of helplessness.

By the time I found my new position, I also found out that I was pregnant again. When my doctor found out, he told me that it was nothing short of a miracle. With a new job, a new baby on the way I was not sure how I was going to make it. When I told our exiting dean that I was pregnant, his response was "Don't quit after you have the baby." My response was "Why would I?" Having another child only solidified my determination

to finish. After I found out I was pregnant, I did not take classes for the following semester. I knew that it would be hard for me considering my previous difficult pregnancy. I made a wise decision. The baby came at 30 weeks and weighed a little under 4 pounds. Leaving her at the hospital for the next 5 weeks was probably the most difficult time of my life but I had no choice in the matter. I did not think much about the doctoral program during this time. All I thought about was getting my baby home and healthy. As soon as that was done, I took my comprehensive exams and started preparing my prospectus.

Making Meaning of My Experiences (Or, How I Came Upon My Dissertation Topic)

People asked me over and over how I made it through the program. Every time I am asked that my answer is the same. It is my faith and my belief in a Divine destiny for my life. I have not done this alone. I believe that God has ordered my footsteps and put the right people in the right places at the right times. The number of people that supported me far outweighs the number of people that have not. I learned very quickly how to surround myself around those that believed that I could do it. I am particularly grateful for my advisor who has become my friend in the process. When I failed miserably in my first graduate teaching assignment, she would not let me give up. She made me teach another class the next semester. If I had stopped at that point, I would never have known that I could be a successful college instructor. She also convened all of her advisees in a monthly writing group that on some occasions turned out to be a group counseling session. Through the writing group, I have gained lifetime friends because of the common struggles that we faced and have overcome together.

The topic for my dissertation came as a direct result of people asking me how I made it. I knew that I was not the only one to succeed "against all odds." I had several Black women as fellow students in the doctoral program with survival stories of their own. Where were the Black women in the Instructional Technology academy? Since my desire was to eventually become a college professor, I wanted to know if there were Black women like me in the field of Instructional Technology wondered if we shared commonalities in our survival stories.

CHAPTER 5

ANNETTE'S EXPERIENCES

Preface

The next three chapters recount the experiences of the three participants in the study. With respect and honor for the positions and accomplishments of these women, I have designated individual chapters for each of them. Hudson-Weems' (2004) Africana Womanist typology situates the experiences of each the participants in the study as they pursued and obtained their positions as Instructional Technology faculty. In order to guide the reader, I have organized the participant chapters according to the following framework: a) Introduction b) The Experience of Becoming Faculty c) The Experience of Being Faculty d) Making Meaning of the Experience f) Advice to Aspiring Black Women seeking the Instructional Technology Professoriate and e) Summary

Chapter 8 will discuss the emerging patterns in this study organized by each of the research questions.

Annette

Self-Namer, Self-Definer, Ambitious, Adaptable

Respected and Recognized

"Okay ladies and gentlemen, let me get the 800 lb gorilla out of this room

before we start, and that gorilla is, 'You're old. Why are you here?'

Annette was an assistant professor at a predominately-white university. She was a tenure track professor in Instructional Technology at Beacon Hill University where she had been teaching a little over four years. She taught courses in Instructional Technology foundations, project management, and instructional technology practice. Annette graduated from middle school in 1960 and described herself as being "older than the average bear." As a testament to her outstanding intellect, Annette held two doctorates one in Political Science and one in Instructional Technology. She also brought a wealth of experience in the corporate sector to the professoriate which included working several years in high-level management at a company that developed software for higher education institutions.

This chapter will recapture Annette's descriptions of becoming, being and making meaning of her experiences as a faculty member in Instructional Technology. Annette made the statement quoted at the beginning of this chapter, as the interview for her faculty position at Beacon Hill University started. It was a startling statement to make in an interview. However, looking past the words themselves and into the experiences that Annette described about her journey into the Instructional Technology professoriate, Annette displayed one of her foremost womanist characteristics as a "self-namer." She labeled herself before anyone else had the opportunity to verbally or mentally do it for her.

The Experience of Becoming Faculty in the Field

The Early Years

Annette grew up in Eastmont, a major city United States. When I asked her what kind of things she liked to do as a child, she exclaimed, "That was more than a half a century ago!" Annette made this statement very early in our first conversation.   Because our conversations were conducted using only the audio-only component of a web conferencing system, there was no way to tell how old she was; yet, she immediately hinted at the fact that she was older. She called herself "older" before I could or would have.   She did remember that she was fascinated with foreign languages and her interest in them began in the fifth grade when she started studying French. Reading was also a favorite pastime for her.

The public schools in the 1950's in the area where Annette grew up were not known for their academic excellence, however, she also loved going to school. She attributed this to her private school experience. Although Annette went to school in the North, her opportunity to attend an integrated private school was something that was not afforded to many other Blacks during that time. The 1950's was a time when the struggle against racial inequality entered mainstream American life. Most significantly, in 1954, the Supreme Court made an unprecedented ruling in Brown vs Board of Education (Brown v. the Board of Education, 347 US 483 [1954]) that separate educational facilities for black children were inherently unequal.   The ruling was met with such strong resistance in the South that Blacks who asserted their rights were severely intimidated or violently assaulted. Southern Whites even went to the extreme measures of establishing private "Segregation Academies" to keep the schools separated (Wilson, 2010).

Even though Annette attended school during a racially tense time period, she could not remember any racial incidents in school.   She did remember an occurrence

outside of school in "gory detail." One of the children in the school whom she said "happened to be White Anglo Saxon Protestant" had a birthday party at the Marseille Hotel and invited all of her classmates. She and her mother, both well dressed and with gift in hand, went to the front door of the Marseille Hotel and the door attendant refused them entrance. He told them that if they wanted to enter the hotel, they had to use the service entrance in the back. Her mother, who Annette said was a very vocal woman, "pitched a big one right in the middle of the street"! She demanded that the doorman get his manager and confirm their invitation to the party. They eventually ended up going in the front door of the hotel. Annette said that, now, every time she went past the Marseille Hotel, she made sure that she went in "as big and bold as anything" and had a drink at the bar. "That may sound childish more than 50 years later but I still do it." Annette's mother demanded that the door attendant respect and recognize their right to not only be at the hotel and enter the hotel through the front door but also their right to be there as an invited guest at the birthday party. Because Annette's mother demanded respect for herself and her humanness, she displayed the womanist trait of "respected and recognized." Annette's recount of this experience provides us insight into the womanist legacy left by her mother.

Although Annette said that she did not remember feeling any blatant racism while in school, her use of the term "White Anglo Saxon Protestant" to describe her schoolmate was peculiar. The term "White Anglo Saxon Protestant" or WASP is defined as "a member of the privileged, established white upper class in the U.S." and can sometimes be disparaging and offensive. In fact, in a study on the self-labeling of White Americans, the label of WASP is the least preferred. (Martin, Krizek, Nakayama, &

Bradford, 1996) The participants in the study believed that it sounded derogatory and gives connotations of being superior or elitist. They also thought that the label gives the impression that they are racist. Annette's purposeful use of the term WASP, may provide insight on some of Annette's underlying feelings.

Annette had nothing else negative to say about her grade school years. She remembered them as mostly being positive. Her memories of her third grade teacher , who was White, were among them. She made Annette feel as if there was nothing that she couldn't do because she never heard the word "can't" from her. Because the teacher had high expectations for her, Annette felt empowered. The teacher's encouragement proved to be a significant catalyst for the rest of her educational experiences.

Annette's First PhD Degree

Annette received her first doctorate in Political Science in the early 80s. She pursued the first degree in part because it was something her mother wanted her to do and secondly because , "When in doubt, stay a student." This was the only revelation about Annette's family. In fact, one of the main reasons why she did not pursue an academic career path as professor of political science was because her mother died and she was free to do what she wanted. Although there was not extensive conversation about her mother or the rest of her family, this brief statement reveals that Annette respected her mother's influence which demonstrates that she was respectful of her elders and she was connected to her family which are also womanist traits.

Annette also had other reasons for not pursuing an academic career in Political Science. At the time she received her doctorate, hiring committees expected graduates

to have published at least four articles and have a draft of a book. She worked full-time while she was pursuing her degree and was not able to publish as much as she should have as a student. Annette had only published one article and only had an idea for a book. As a result, she felt like she would not be a good candidate for a position as a professor in Political Science. She also had an opportunity to pursue a political career, but decided that that was not an option for her either. Being successful in politics required money and not intellect and she did not have the wealth that she thought she needed to pursue political career. In addition, her passion for the field had also dwindled because of the changing political environment. According to Annette, "there was less of the open dedication to democratic principles and the first winds of Republicanism were beginning." She eventually decided that the skills that she learned as a doctoral student could be applied to other areas besides the Academy and that she could make twice the money. Once she realized that, she said "You didn't have to tell me twice."

By working full time and going to school part-time she was ambitious. She was self-reliant and did not depend on anyone else for support. She did what she had to do in order to succeed. In this regard, Annette portrays the womanist characteristic of being "Ambitious" in her pursuit of her first PhD.

Working in Corporate America

Annette leveraged the research knowledge she obtained while she was getting her first PhD to get a job in the business world in market research. Many of the research techniques that she learned as a doctoral student were used for the company but the purpose and results of the research were used differently. She said that organizations

used market research to defend their competitive position by conducting qualitative and quantitative research with their customers.

By repurposing the research skills she learned in her doctoral program, Annette represents the womanist characteristic of being "Adaptable." Her adaptability is evidenced by her ability to transfer her research knowledge, which she had originally intended to use in the Academy, to a corporate career. She took the research skills and applied them to a career whose subject matter that had nothing to do with degree she had obtained. She made the most of her situation.

From her career in marketing, Annette moved on to a career in product management where she entered the field of Instructional Technology. She worked at a software development company as a product and marketing manager in the development and promotion of software and services for higher education institution administration. Because the company wanted to begin to offer products and services for faculty, Annette used her position as a Director to persuade the company to fund her doctorate in Instructional Technology so that she could have inside knowledge on exactly how to build a line of product and services to adequately meet those needs.

> The organization for which I was working wanted to begin to offer products and services for faculty and in my role as a director level person, I pointed out that in order to do that you needed to have a clue about what faculty do and what they need and how they interact with students.

Obtaining a PhD in Instructional Technology to develop products for faculty could be deemed as unnecessary. Annette's desire to pursue a doctorate in Instructional Technology indicates her desire to be immersed in their environment. On a very superficial level, her actions show that Annette cared enough about her clients to want to

have insight into their unique vantage points. Annette's ambition and her desire to define her own path are evident.

Navigating the Graduate School Experience

Annette received her first PhD, at Easton University, a large urban institution where most of the students were local and they commuted to school. She earned her PhD in Instructional Technology at Beacon Hill University which is a more residential university. She worked full time as she pursued each degree. She had a fulltime job in advertising that was very demanding as she worked on her degree in Political Science. She exclaimed that "Forty hours was only half of her work week." Annette was not married at the time and did not have any kids therefore the work/life balance of graduate school was not as challenging for her as it may have been for others.

Pursing and obtaining one doctorate as a full time student is a challenge within itself, but pursing and obtaining two doctorates while working in a high demand job was a remarkable feat and showed Annette's ambition to achieve her goals. She also demonstrated incredible "strength", another womanist characteristic, by being able to meet the demands of being a doctoral student and being a corporate executive at the same time. Annette did not have any bad memories of graduate school because she enjoyed the learning process.

> I don't have any bad memories… all were good. I enjoyed every bit of it in terms of the learning process. I took positives from just about all of my teachers and professors.

The Relationship with Faculty and Advisors

Annette was very systematic in the relationship with her advisors and with the completion of the degree program.

> I must say that I constantly took the initiative. The advisors never reached out to me. That's not to say that they wouldn't have. Perhaps if I had sat on my hands the light bulb might have gone off and they would say, "Hey, where's this student?" But I was always there, making sure that things were on the right track.

She controlled the relationship that she had with her advisors. She knew what she needed from them and see made sure that she received it. She stated:

> It was a very businesslike relationship. I actively sought them out to make sure that I was on the right track, that I was producing what I was supposed to be producing and keeping up with the requirements of the course so that at the end I would be able to produce a solid product, my dissertation, defend it, and get my degree.

Annette named the relationship that she had with her advisors by saying that it was "businesslike". It appears that there was not much room for deviation from what was required to complete her degree. Maintaining communication with her advisors, staying on schedule, producing a "solid product" are project management skills. The dissertation was her "product." Annette's use of the terms "producing", "requirements" and "solid product" are indicative of her business background and her extensive experience in project management. Her relationship with her advisors exemplifies how she, as a "self-definer", set her own priorities and determined on her own, the type of relationship she would have with them.

The Relationship with Fellow Students

Annette only formed professional relationships with fellow students who had the same interests as she did. Because she was not interested in K-12 education she did not

have much interaction with students who had that focus. She said that she only interacted with colleagues that had technical interests and those that had interest in adult learning and corporate training. Annette's relationships had a purpose to them they were not casual social interactions:

> *But again, it was not a whole lot of socializing; it was networking*
> *for professional purposes.*

In an effort to get a better understanding of her support structure, I asked Annette if she had any kind of support group with her fellow classmates to help her navigate through the doctoral program. Her answer was straight and to the point:

> *No, I did not, but then I'm kind of a self-contained person. If I*
> *needed assistance, I wanted to go to the authority. I would go to a faculty*
> *member, I wouldn't go to fellow students…My point of view is how can I*
> *get feedback from somebody who knows the same or less than I do?*

Annette was self-empowered and self-motivated and did not feel that she needed the input of her fellow students which could be attributed to the fact that she was in a unique position as a second time doctoral student. She had experience with doctoral program requirements and may not have felt she needed help navigating through its uncertainties.

Annette had nothing negative to say about her journey into the Instructional Technology professoriate. Annette's ability to focus on the positive aspects of her experiences speaks volumes about her ability to be successful in any environment. Just because she did not mention any negative experiences, does not mean that they did not exist. There could be many reasons why she did not share them. She may not have felt

comfortable enough with me to share them during our conversations or that she did have some but they were not significant enough to warrant discussion. Annette's ability to "take positives" from her graduate school experiences has undoubtedly contributed to her success.

After obtaining her degree, Annette helped her company build a product line of services for faculty. By the time the project was complete, Annette was very far along in her career in the corporate sector and needed to make a decision about remaining in a corporate career until she retired. She asked herself "What's next?" She finally decided that she did not want to have a nervous breakdown and wanted to be healthy for retirement. She also had a strong desire to share the knowledge that she gained by working in a corporate position. She decided to become a faculty member at the university where she obtained her doctorate in Instructional Technology – Beacon Hill University.

The Experience of Being Faculty

Annette enjoys several aspects about her current position as an Assistant Professor in Instructional Technology at Beacon Hill. Among them are the collegiate atmosphere, the flexibility of her work and the freedom to research. She missed the college atmosphere as an undergraduate because she went to a "big city school" and did not have the experience of living on campus but now she had the opportunity to work in that environment. The flexibility of her work schedule was also an incentive. She appreciated not having to be at work at a specific time in the morning and that she did not have someone who constantly kept track of her job performance.

I don't like having a "boss" in the formal sense of the word. Now

obviously I have to do what is expected and I am accountable for what I do, but

there's nobody darkening my doorway and asking me, "Have you done this?" or

"Why did you do that?" It's a different kind of accountability and I like it much

better."

Annette's position was in stark contrast to the 80 hour work week that she described earlier. Although she still had similar accountability requirements, she also had freedom and flexibility that she enjoys.

Research

Annette had three areas of research in which she was currently involved. The first area encompasses the relationship between open source software and how decisions were made to select learning management systems at higher education institutions.   She was also interested in which tools, within those learning management systems, to enhance teaching and learning. Her interest in this area is a natural derivation from her experience as a graduate student and her concurrent experience in the technical industry.

The other two themes were developed as she attended conferences and events that were dominated by academics and what attendees said about instructional design, instructional designers and how training was developed. She recognized that these areas were ripe for research. Annette's second area of focus was on the relationships between the occupations of instructional design and project management.

Traditional instructional design programs in colleges and

universities focus on the theories and the methods, et cetera, but there is

very little formal instruction about dealing with instructional design as a

project.

Annette's third area of research focuses on instructional design and learning as a component of an organization's human capital assets. She was concerned with how formal and informal learning and development of employees was valued and seen as a way of contributing to human capital assets, particularly in terms of metrics and measures.

The ability to research freely in these areas was something that Annette enjoyed.

Teaching

Annette taught a variety of courses in the Instructional Design program at Beacon Hill University among them were master's level courses in foundations of instructional design, technology innovations in e-learning and a practical course in instructional design. In the instructional design course, students collaborated with clients in to develop a prototype of an instructional design solution. The finished project is given to the client at the end of the course.

Project Management was her favorite course to teach. She spoke emphatically about the need for the course in Instructional Technology programs. Annette believed that it was important for instructional design students to learn about project management. According to her, in most companies, the Chief Learning Officer usually had a business background and not an instructional design background. She believed that in order to advance beyond the title of "senior instructional designer" employees needed to have a business background that included project management.

Even though it was an elective course, she believed that students recognized that there was a business component of instructional design.   The course allowed her to teach them how to adhere to instructional design methodology and how to get projects done on time, on budget and according to client expectations.

That's why it's my favorite – it combines instructional design as a field

with instructional design as a business.

Challenges

In general, Annette had good experiences in her career as faculty.   However, when I asked if she faced any challenges being a double minority, Black and female, she provided a surprising response:

> Actually there's a third minority that you haven't mentioned, and that's where I feel it, and that has to do with age. I don't feel challenged as a Black person or as a female. I do feel challenged because I'm older than the average bear, and they take one look and are wondering why I am not retired.

How could she know what people were "wondering"? Her reaction to the question revealed her sensitivity to the issue. I asked her how she addresses the issue of age and she responded that she attacks it "head on":

> The way that I address that is I attack it head on. I bring it up before anybody else does. For example in my job interview here at Northeast, before the first person asked the first question at the interview, I said, "Okay ladies and gentlemen, let me get the 800 lb gorilla out of this room before we start, and that gorilla is, 'You're old. Why are you here?'" and that's the way I deal with it. Not everybody can do that but that matches my personality.

Questions regarding race, gender or age are generally not permitted in interviews. I was amazed that Annette would make such a statement. How could she assume that

was what the committee was thinking? Annette took control of the interview by asking her own question before anyone had a chance to ask her a question. She attempted to define herself at the beginning of the interview before anyone could do it for her. Annette said that did not feel age issues with her students because she said that in most cases, they were younger. She said that when she meets a student that is her contemporary she says "bravo" to that person every time.

Making Meaning of the Faculty Experience

Annette believed that her prior corporate experience uniquely positioned her to make a greater contribution to the Academy than those who had not had those same experiences. Her opportunity to be "out in the real world of work" enabled her to enhance her position as a faculty member.

> *I notice a difference between the way I think and act and some of my*
> *colleagues who took the traditional scholar's path. First of all, they have*
> *no clue about what value the work that they do has outside of the*
> *academic setting. They think it does, but they don't know what it is.*

Annette believed that there was a disconnection between the study and the practice of Instructional Design. In this instance, Annette created her own space and communicated her legitimacy to be in her position as a faculty member. Rather than looking at her lack of experience working in Academia as a deficit, she looked at it as an asset. She set herself apart from her colleagues and looks at her differences as an asset which is another example of the womanist characteristic of "self-definer."

Annette learned several things in her academic career in Instructional Technology. The most significant thing that she has learned was that the academic setting is very different from the corporate setting. It has taught her to be more tolerant and more collaborative than she ordinarily might be. She said that the structure of academia was based on consensus and collaboration. In corporate, there was usually a single decision maker. In Academia, the decision making path was much more collaborative than in a business setting which she liked much better.

This was Annette's fourth year as a professor and she would be going up for tenure in a few years. When asked about how she felt about her position as Instructional Technology faculty she responded, "I'm good with it". It fact, Annette said that there was nothing else that she would rather be doing.

Advice to Aspiring Black Women Faculty in Instructional Technology

Annette did not have any specific advice that she would give to Black Women who desired to be professors in Instructional Technology. Her advice was to anyone who entered the field. Annette did not have any specific advice to give because she does not think in terms of gender, race or age. Even though fields that involve the human condition, like Education, tend to attract more women than men, she did not think in terms of gender. She said that even though some of her colleagues saw their research agendas as an opportunity to reach underserved populations, she did not. She said that she did not personally focus on an underrepresented population, for example, what one might consider older workers in the corporate context. Annette's focus is on adults who are

seeking to advance themselves in their workplaces, whether it is just to retain their jobs or advance in their current job or to get a new position.

Although Annette does not verbally articulate advice to other Black women who are pursuing the professoriate, the example she displays in her descriptions of her experiences speaks loudly. Be vocal, be ambitious and set your own priorities. Know who you are and be confident in it.

Summary

This chapter recaptured Annette's descriptions of becoming, being and making meaning of her experiences as faculty in Instructional Technology. Annette matriculated through integrated schools throughout her academic career. After obtaining her first doctorate, she chose to work in the corporate environment. Her last position in that environment provided her with an opportunity to pursue another PhD in Instructional Technology. After she obtained her second doctorate and fulfilled the obligation she made to her company, she decided to pursue a faculty position in Instructional Technology. Annette was positive about her ascent and acquisition of her career in the professoriate. Her advice to Black women who want to pursue the Instructional Technology professoriate was to be passionate about the discipline. Throughout the descriptions of her experiences, she portrayed the womanist characteristics of "Self-Definer", "Self-Namer", "Ambitious" and "Respected and Recognized." Annette's mother influenced her decision not only to pursue her doctorate, but also provided her with an example of how to demand respect and recognition. Annette's pursuit and attainment of two PhDs while she was working fulltime, exemplifies her ambition. In all,

Annette maintains a positive opinion about her position that she has held for more than four years.

CHAPTER 6

MARSHA'S EXPERIENCES

"Remember why you are where you are. Why is it that you're in the place that you are? Strive for excellence in everything you do. Realize who you are as an individual and then what you can accomplish with God, and then everything else falls in line. "

Marsha was born and raised in the same town where she was employed as a tenure-track professor in Instructional Technology. When asked if she knew what she wanted to be when she grew up she said, "It surprises me to this day. I had no idea." She obtained her undergraduate, Masters and doctorate degrees from Dixieland University. She also accepted a position at Dixieland as an Assistant Professor where she had been there for five years. She currently taught two instructional design courses and foundational courses in educational psychology and educational technology course for graduate majors.

This chapter will recapture Marsha's descriptions of becoming, being and making meaning of her experiences as faculty in Instructional Technology. Which is characterized by her personal connection to her position as an Assistant Professor.   Her quote at the beginning of this chapter is a testament to her deep understanding of how her position was connected to her faith and her sense of purpose in life.

The Experience of Becoming Faculty in the Field

The Early Years

Marsha's recollection of her early years resonate with the support the support that she had from her parents. When I asked her what she was like as a child, she said that what was most important to her was what her parents thought about her education and she really wanted to make them proud. She worked hard because she valued what they thought about her and her education. Marsha was very close to her extended family as well. Marsha's deeprooted connection to her family was demonstrated by the monthly celebrations they had with her father's side of the family. During those gatherings, they would celebrate all the birthdays for the month and her uncle would take the opportunity to teach them about their ancestors and their customs. One activity included making music with wooden sticks. Traditions such as these are considered as methods of racial socialization and are important for navigating and succeeding in a racially integrated environment. Racial socialization involves exposing children to cultural practices and objects as an effort to instill pride in and knowledge about African American culture (Hughes et al., 2006). It can also include discussions about how to cope with discrimination and discussions about strategies for succeeding in mainstream society. These gatherings instilled pride in Marsha as she learned about and participated in the customs of her ancestors. The relationship that she had with her family was an integral part of her development. Her strong connection to her family personifies the womanist trait of being "family –centered."

Marsha did fairly well in school but she struggled in the very early years because no one knew that she had problems with her vision. Once she started wearing glasses, she began to enjoy school. Third grade was a turning point for her because her family moved and the teacher in her new school made a very positive impression on

her. Marsha's relationship with her teacher was very significant because it helped her

form her view of education. This was one of Marsha's first external influences that

contributed to her success.

> A lot of people say that where you are now your view of education is based on experiences that you have in elementary. I believe that is somewhat true. [My third grade teacher] saw some things in me that maybe had not been identified before. I think she identified some positive things in me and in my work. She was able to reach me better than any other teacher that I had prior to that.

> Her worst experience however was in the fifth grade where she was only one of

two blacks in the class. Her teacher was very strict and mean and Marsha was not

comfortable in the class. She felt like her teacher did not like her. She did not

understand it then, but now believed that is was a combination of her teacher's

personality and her being a minority in the class.

High School

Marsha enjoyed high school and provided a positive description of the experience.

She attended the same high school as her older brothers and there were people there who

knew her. Marsha enjoyed high school and said that being around positive people made

it an overall good experience.   She thought that being around "good people" who did not

get into trouble was important.

> I really thank God for just having those positive people around me because I know some people who are sort of just like me but got into trouble because of the people who they were around.

> Marsha was involved in the band throughout high school. She played the clarinet

in the marching band the first year. In her sophomore year, she became a member of the

dance team. She danced for the rest of high school and enjoyed it immensely. She also played the symphonic clarinet, which she believes taught her discipline and the necessity of practicing.

While she enjoyed her extracurricular activities, she didn't feel like she was challenged enough in her academic courses. She was an A-B student but she did have guidance on what else she needed to do to have more opportunities at the college level. She says that she could have been more focused in high school if she had more direction about what she needed to do to prepare for college.

> I didn't have a whole lot of guidance… in terms of maximizing [my high school] experience to make the next level better…My parents didn't go to college. My mother went to college, but didn't finish. Neither one of them have a bachelor's degree. So I didn't have a whole lot of information in high school in terms of what I needed to do.

Marsha depended on her family not only for support but also for guidance. She felt like she entered college somewhat less prepared because her parents were unable to provide insight in what she needed to prepare for college.

Marsha went to an integrated high school and it was a time of adjusting and understanding who she was as well as learning how to navigate within an integrated environment. She described an incident that opened her eyes to racial prejudice. Marsha was the only African American in the Student Government Association (SGA) and she was on the committee to help plan for the Senior Prom. A part of their task included going to the hotel to make plans for the prom. As a group of parents, students and hotel personnel were gathered the SGA advisors made a disturbing comment.

> … the advisor of the SGA says, "Well, we need to order more food because some black people don't have enough money to go to dinner."

Her classmates looked at her as if they were sorry that she made the statement. Marsha kept her composure and the advisor continued the conversation. She was stunned. Marsha said that she did not cry there but she got up after a while and went to the restroom where she cried briefly. Fortunately for Marsha, she could talk to her parents about the incident and they were able to guide her about what do next.

> I talked to my parents and I told my parents that I was so upset… They agreed that I could go talk to the lady. They said they weren't going to get involved. They wanted me to be able to handle it. I guess they were just training me for what I have to deal with today.

Marsha's parents used this opportunity to participate in racial socialization activities with their daughter. Racial socialization is a mechanism where parents "transmit information, values, and perspectives about ethnicity and race to their children"(Hughes et al., 2006). They talked with Marsha to help work through this incident and empowered her to stand up for herself. Marsha's centering around her family helped her get through a critical moment. With her parent's support, Marsha confronted her teacher. She says that she learned very vividly about the permeation of racist attitudes and how some people feel about Blacks.

> I went to her and I said yesterday you made a comment about Black people not having money to go to dinner. She says, "Oh sweetie, I didn't mean you." I said, "Yeah, I know you didn't mean me, but there are really people who don't have and they're not all Black. It's not just Black people who may not have money." "Oh, I know." So she just sort of blew it off, but at that point I think I realized very directly how some people felt about black people.

This was an eye opening moment for Marsha however, Marsha turns this negative experience into one in which from which she learned and grew. Marsha showed the

womanist trait of "strength" because she confronted her teacher on such a sensitive subject.

College

Marsha went to Dixieland University, a local university, for her undergraduate degree. When she got there she realized that she had not developed the discipline that she needed she needed to survive in college. The first year was the hardest for her because she had to learn, on her own, the requirements for succeeding in college. Fortunately for Marsha, she had an opportunity to work at a high achieving high school. Daily she would see the students at the school studying and working hard and she believed that environment helped her get back on track.

As she matriculated through school, her family and friends expected her to go into the medical field but practical experience made Marsha choose otherwise. Once she started taking science courses she realized that she did "not like all the gross stuff and it made me sick on the stomach and I had a physical reaction to it." She also remembered an experience that she had in a science class that might have also contributed to her decision not to pursue a scientific degree.

> I believe my worst experience was being in a science class and the professor saying, "Half of you won't be here in two weeks. You will fail out of my class." I remember that. Somehow I identified myself with that group. I don't know how, but that was not the way to motivate me. That was very counterproductive.

This statement made by her instructor was discouraging for Marsha and she remembers it as being one of the worst experiences she had in college. This instructor's simple statement veered her away from another field that probably could have benefited

from her presence. Marsha was however positively influenced by the first African

American professor that had. While she says that she never said that she would be like

him, she did remember that he was a great professor.

> I remember thinking huh, that's interesting. I didn't set out that I was going to be like him, but I was just glad that he represented well.

The last two years of college turned around for Marsha and she discovered what

she needed to do to be successful.   College was an unfamiliar experience for Marsha.

She did not have the guidance that she thought she needed to succeed in the early years

however she managed to survive and excel in spite of it. As a result, she demonstrates

the Womanist trait of "adaptability" by being creative and successful in her environment.

Graduate School

Marsha continued her graduate career at Dixieland.   Marsha said that she was

not exempt from what she calls the "pleasures and pressures" of family life because the

school was in the same city where she was born and raised. Marsha described her

experience obtaining her doctoral degree as very isolating because it forced her to take

time away from her family.   The sacrifice of time away from the people that she loved

was difficult but she made the adjustment and got through it.   Because Marsha is

"family centered", this isolation was difficult for her.

> The sacrifice of time and energy away from the people that I love was very difficult for me, but I made the adjustment.

When Marsha entered graduate school, her intentions were initially to obtain a

degree in Educational Leadership. However, when she took an introductory educational

psychology course she was exposed to other areas of study which included Instructional

Design.   Instructional Design complemented her business background and offered her

flexibility in the topics and people with whom she could work. She was also influenced

to go into Instructional Design by an instructor in the program.

Marsha was admitted in a special program to increase the number of Black faculty

at Dixieland. The program was the result of a lawsuit that was filed against the university

because of the lack of Black representation among the faculty.   One of the ways that the

university decided to address the issue was to offer funding for the education of African

American students.   The program provided full funding for obtaining the doctoral

degree and a possible offer of employment at the completion of the doctoral

degree. Program participants had to commit to teach 3 years at the university if a

position was offered to them.   If Dixieland offered them a position and did they did not

except it, they would have to refund the cost of their education. If the university decided

not to make an offer, program participants would not have to refund educational

expenses. Marsha believed that the program gave her the opportunity to attend graduate

school at Dixieland and was the reason why she was still there as an Assistant

Professor.   When asked if she felt any animosity from her fellow students or from

faculty while she was in the program, she remembered that some may have seen it as

unfavorable but she saw it as an opportunity.

> I saw it as an opportunity. I tried to turn everything positive which is part of who
> I am. I was very much aware of the program and everything that sort of came
> with it. I do think looking back on it that it was not seen as favorable. I was
> asked the question of why isn't it for Indians…by a faculty member…why isn't it
> for Indians? Why isn't it for other people? I said, "Well, the court case wasn't
> about that," and I said, "that's not really something that I control. I just found out
> about the opportunity and pursued it."

The faculty member's statement is what Sue would call "racially microaggressive" (2007). Racial microaggressions are "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color." (Sue, 2007)

While the statement appeared to be a concern for inclusivity, it was really a guise for of the question, "Why you?" These types of statements are not unfamiliar to people of color. In the development of my dissertation topic, I was asked the same question by a white male. I was taking a class where we were being coached in the dissertation writing process. The instructor asked us to give him a brief description of our topic. When it was my turn, I described my study. His responded, "Why aren't you including White women?" His tone conveyed an obvious contempt for the topic. A white female classmate dropped her head in disgust. Stunned by his tone, his question and the reaction of my classmate, I said "Excuse me?" He repeated his question, "Why aren't you including White women?" I responded that this was a personal inquiry for me to determine whether or not I wanted to enter the field as faculty and since I was not a "White woman" they were not within the scope of this investigation.

Even though there were faculty that saw the program as unfavorable, Marsha saw this opportunity and pursued it because she was "ambitious", another womanist trait. Marsha's example of how Blacks have to substantiate their legitimacy to be in certain positions prompted me to ask her if she felt the need to work extra hard to be accepted. I asked her if she felt this pressure to prove that she had a right to be in the program. She said that she did not feel any pressure to work any harder or to do anything "extra" to

convince others that she had the credentials to be in the doctoral program. She had an

internal work ethic that compelled her to perform above standard and did not feel the

necessity of explaining herself or her success.

> I really did try to be excellent in what I did. I really tried to have my work represent me. I tried not to be comparative in the types of things that I do. I try to compare myself to myself as opposed to other people.

> By being in integrated environments all of her life Marsha said that she learned

how to challenge herself and not feel the need to try to explain her success to people.

> I learned a lot about not explaining my situations or my success to people. Favor is not fair and so if you don't understand it then I think it's your problem as opposed to me trying to explain why I'm having success.

> "Favor is not fair" is a colloquialism that is commonly used by some

Christians. This statement stems from the belief that God's grace, which operates

through faith in Jesus Christ, uniquely positions one to obtain special "favor" that cannot

be articulated or explained. In this instance, Marsha is speaking about her success as

falling under this type of favor. It is here that I began to see a trace of Marsha's most

prominent womanist characteristic of being "Spiritual."

The Experience of Being Faculty in the Field

Teaching, Research and Service

The teaching, research and service requirements for faculty at Dixieland

University where Marsha taught was 60% teaching, 30% research and 10% service. She

said that her service ends up taking more of her time which is not uncommon factor to

Black faculty.   She combined teaching with research and did not really consider them as

separate entities.

Marsha's teaching assignments included teaching two instructional design courses

as well as some foundational courses such as educational psychology and educational

technology for graduate majors. Marsha was also involved in various service capacities

for her university. She sponsored the instructional design group, served on the Academic

Computing Committee and the Diversity Committee for the university and served as a

faculty marshal for graduations. She was generally asked to serve on committees that

address technology.   Sponsoring a visiting professor was also added to Marsha's list of

duties. I asked her if she volunteered to serve on the Diversity Committee.

> No. No. I don't volunteer. I don't like to talk in meetings because you end up
> being the person that does it. So if I have an idea, right now just because of all of
> the work I have to do, I'm less likely to say it because normally if you say it
> you're the one that does it.

Many researchers have discussed the prevalence of "Diversity" responsibilities

for "faculty of color." (Thompson & Dey, 1998) As a "self-definer" Marsha set her own

boundaries regarding her work load and what she did or did not allow people to put on

her.

Marsha tried to make the most of each day by arriving early to check email, grade

assignments and have office hours with her students. About two or three times a week

she had lunch with a colleague or with someone in the community. She spent the

afternoons working on projects or manuscripts. She typically came in earlier in the day

so that she could have time in the evenings to spend with her family and to attend

church.   Her life was managed by her faith and the connection that she has with her

family. Marsha was "Authentic" , a womanist trait, because she was centered on the things that were most important to her.

Satisfaction with Position

In general there were several things that Marsha liked about her position such as the flexibility of the position, the opportunities to work with other faculty as well as people in the community on projects. She also really enjoyed helping students.   There were some things about the position, however, that she did not particularly enjoy. She did not like that the position could be isolating at times:

> In some ways this position is very isolating and I'm not a person who enjoys isolation. It's not part of how I grew up, it's not part of my success tools, it's not something I enjoy. So when I have to force myself to be isolated it is a chore for me. That's probably what I don't like about it.

Marsha was more comfortable working on a team. Her personality was more suited towards working collaboratively. She also preferred the opportunity to do more of the "work" of instructional design rather than the "study" of instructional design.   She did have limited opportunities to do instructional design in the local community but she wished she could do more of it at Dixieland.

Expectations

Having attended the same school where she obtained her graduate degree and worked as a graduate assistant, I asked Marsha if the position was what she expected it to be.

> I think my expectations were unrealistic in the beginning; unrealistic of people, unrealistic of the job itself, and unrealistic in terms of what I would have to put in and the transition that I would have to make. Being in this environment beforehand I think that I expected some of the people to be like they were before, but when you change position things change with people.

Marsha said that the way people behave and the things that are accepted surprised her when she first started but they do not surprise her anymore. The expectations she had of herself also changed:

> My expectations of myself I think changed because there is a lot of self-discipline that is needed in this position.

In comparison to other positions that Marsha had been in, she recognized that because she was in total control of how she spent her time, the position required a different skill set. There was an adjustment period for her where she had to learn how to be direct and assertive so that she could meet the requirements of the position.

Making Meaning of the Faculty Experience

It is important to this study to examine how Black Women make sense of their experiences in the professoriate. Marsha understood that she had to be self-empowered and had to have a good understanding of why she was in her position. Her holistic view and her faith was also important to her.

She was grateful for the opportunity that she had to be a professor in Instructional Technology but sometimes she felt like she had to make the best of each situation and that there had to be a lot of self-empowerment to take charge and to make things happen. One method that she used to be self-empowered was to not to focus on herself or the things that are not comfortable for her because she realizes that it is not about her.

She said that she tried to stay positive about her position, how she approached it and how she interacted with the people around her. Marsha was intent on being positive about her experiences and only hinted at negative experiences. Without being specific, she did mention that there are times when people said things that were "off the wall" to her.

> Talking with other people I realize that there are sometimes people will say things that are off the wall to you. So you have to determine how you're going to deal with that. It could be related to race, it could be related to gender, it could be related to age, it could be related to what they think you have or don't have, and this may be across the board.

Marsha had to be on alert for these types of incidences so that they would not detract her from the real reason why she was in her position. The academic environment can be a very competitive and politicized environment and Marsha realized that sometimes, people will do and say anything to give them an advantage. Marsha had to be careful to stay on guard in her environment so that she did not focus on things that do not matter.

> So for me, in my environment I am on guard. I am watchful. I am careful. I don't spend as much time as I used to trying to decipher why someone would say something to me that would be so off the wall; that would be, to me, so inappropriate. So I had to learn through time and experience to really not give merit, not give attention to things that don't really matter. Who cares what people say? Or who cares what people may do? That is a reflection of them as opposed to a reflection of me.

For Marsha, focusing on negative experiences would give them "merit." As seen in the conversations with Marsha, she did not give any credence to them by warranting them in our discussions. Marsha had learned how to deflect negative experiences and had learned how not internalized them.

Marsha believed that her life experiences had culminated to that point. Her

successes and her failures made her who she was at that moment.

> I think the failures that I've had in my life; things that I have not done so well in
> have allowed me to understand other people better-their struggles. They've also
> helped me to remain humble in this environment where some people get stuck on
> the title or responsibilities they have and so on. That's not what I do. I think I
> approach the things very humbly and realize that we're all first human and what is
> my role in the lives of other people.

Marsha's holistic view has grounded her and helped her know why she has her

position. It helped her bring all of her experiences together and helped her realize that

the real reason that she is in the position that she is in has nothing at all to do with

academics.

> I feel that I know that I'm here to help students. Some are mine, some are not
> mine. Some are in this field and some are not. I think about my purpose when I
> think about my feelings so that I'm not being selfish, but I think about why I'm
> here is to really help the students. In many ways, it has nothing to do with
> academics, but everything as it relates to how they develop. Many minority
> students and even students who are not minority, need encouragement.

Marsha was not in her position to help only students that looked like her or who

had the same interests as she did but she was there to help anyone, regardless of race, that

needed her. However, Marsha did see the necessity in assisting with the racial

socialization of her Black students. She felt obligated to help them function in an

integrated environment. Marsha, exhibits the womanist trait of "mothering and

nurturing" in the way that she cares for her students.

> I'm mentoring some African Americans as to how to…as one of them said "de-
> ghettotize." I don't use that word, that's what he said. To help them learn how to
> function and succeed within an integrated environment. …So I find myself
> helping them navigate and helping them learn professionalism, and helping them

learn the type of communication that identifies them…or is identified as slang or inappropriate, or grammar and things like that.

Marsha realized that there are negative stereotypes about Black vernacular. In an effort to manage the stigma towards her Black students, she helped them navigate in an integrated environment.   She believed that going to integrated schools throughout her schools years uniquely equipped her to teach students who have never had an African American professor.

> It's prepared me to work in an environment where there are not very many African Americans who are on faculty. I can be in an environment and make adjustments as necessary in terms of what I say, how I respond, what I do. Those types of things are not as unfamiliar to me as they are to other people who have been in predominately African American environments for the majority of their life.

Marsha also believed that her faith helped her be successful in her position. Marsha's description of her spiritual centering was most prominent in our conversations. She believed that God put her in her position for reasons beyond her personal gratification.

> God is the center of my life. I realize that He's put me here in this life and that He's allowed me to accomplish these things for reasons beyond my own personal satisfaction and my own personal accomplishment.

Marsha said that she had grown in her position and that her faith gave her holistic view of how God saw her life even when she could not see it.

> It's always been sort of in pieces, but it's beginning to make a whole lot of sense. The skills that He's given me allows me to serve the community, allows me to serve my church, and people of my church. It also allows me to help people here in this environment, and I depend on God.

Marsha believed that her faith kept her even tempered and gave her the ability to remain true to what she believed.   She confronted challenges by praying about them and asking God about the proper response. In true Womanistic character, she is very dependent upon her faith because it centered her and helped her keep her character consistent.

> Without [my faith] I would lose my mind and I would make mistakes. I would become what I see. So in order for me not to become what I see, I have to depend on God.

Overall, Marsha realized that her position as an Instructional Technology professor involves more than the expectations of research, teaching and service to Dixieland.

> This may be my job, but that's not the only thing that I'm here for. I'm also here to help people.

Advice to Aspiring Black Women Faculty in Instructional Technology

Marsha's advice to Black women aspiring to a career in the Instructional Technology professoriate included knowing who they are and what they represent, being their own advocate and having a commitment to their research agenda.

Know Who You are and What you Represent

Marsha believed that knowing who you are and what you represent is essential to succeeding in a collegiate career.   She said that it starts with Black women identifying and knowing purpose and having a clear understanding of why they are in a faculty position. It also included being proud of who they are and not "becoming what you see."

Marsha encouraged Black women to know why they are in their positions and to strive for excellence.

> Remember why you are where you are. Why is it that you're in the place that you are? Strive for excellence in everything you do. Realize who you are as an individual and then what you can accomplish with God, and then everything else falls in line.

A superficial understanding of position requirements was not sufficient for Marsha. She believed that it is important for Black women to have a holistic view of how the position is intertwined with their purpose in life. Having knowledge of this purpose was also important in helping them maintain a positive character that cannot be influenced by a potentially negative environment.

> When you know who you are it's very difficult for people to take you outside of who you are and allow them to make you maybe react in negative ways or react in ways that are not essential to who you are as a person.

Marsha remained positive about her experiences and believed that every situation can have a positive outcome. As a part of self-definition, she encouraged women to not to conform to the environment and to become more of who they are.

> You create…you don't become what you see, but rather you become more of who you are, and don't conform to the environment. Don't become it unless that's just who you are, but in my case I can't become what I see. I can't become the environment.

This was another example of where Marsha did not speak explicitly about what she saw. By mentioning it, she felt like it was giving it a place in her thought process that it did not deserve. Black women should learn how to "shake things off" and forgive people as quick as possible. She says that unforgiveness can turn into conflict.

Marsha also advises Black women to be positive about their experiences and surround themselves with people who are good influences even if they are outside of Academia. These can be in the form of mentoring relationships or with people share the same faith.

> For me, that's really important. I need people in my life who are positive and who see things not according to the world, but according to how God sees it. So, I need those people in my life to be able to speak positive things into my life and be able to encourage me and advise me in ways that are incline to keep me in line with what I need to do.

Being Your Own Advocate

Marsha encouraged Black women to take charge of their own success and understanding their own strengths. She knew that she liked working in collaborative environments. She had to learn how to make her personality fit into what she thought was an isolating environment a times. She said that it is essential that Black women understand themselves so that they could assimilate and be fulfilled in the academic environment. One way of doing this is to be careful about taking on too much work early in their careers. Marsha said that it was very important for Black Women to be their own advocate in managing their professorial responsibilities.

> I really think you have to be an advocate for yourself and be able to know your boundaries and when you should say no or when you should stand up for yourself and say this is too much that you're asking me to do in relation to other things that I am required to do.

In addition, Marsha emphasized the importance of not being timid about asking questions. This is especially important if there is no one to mentor them.

> In these types of environments if you don't have a mentor, which I didn't, if you don't have someone who's a senior position who's guiding you through it will take you a lot longer to learn what to do.

Advocacy also involved communicating challenges, not only for their personal benefit but also so that others will become familiar with the challenges that Black Women face.

> One of the things I did not do was communicate the challenges that I was having because I didn't feel like there was anyone in higher authority who would understand them, but I think in the end I needed to communicate these challenges so there would be a better understanding of the types of experiences an African American woman would have in this environment. Otherwise, they won't ever understand it.

Marsha said that communication was a key to success in the Academy especially in terms of meeting personal goals and maintaining balance and helping educate others on the challenges Black women face as faculty in Instructional Technology.

Research Agenda Commitment

Marsha's most powerful words of advice came in the area of research. She encouraged Black women to resist trepidation in researching and writing about issues related to their community. She stated that the field does not lend itself to focusing on diversity and cultural issues but that should not be a deterrent. She encouraged Black Women to continue to research and present on issues that uniquely concerned them.

> I think it's important that we do figure out a way to begin to bring that into the discussion of our field, but even though it's not there or it's not as prevalent as you would think it should be, it doesn't matter just continue. If that's something that you are really interested in, don't change it because it's not popular and don't not do it because it's nothing out there because I think that's the whole point.

Marsha went on to reflect about how her perspective of who she was in the academic environment changed after she went to a conference for African American female professors. She learned that Black women professors hold the unique and honorable positions of being pioneers.

> When you think of a pioneer, say for example Harriet Tubman., she didn't have anybody to look at to say, "Oh I want to be like that." Just like in this environment we may not have that. She didn't have anyone to sort of chart her course. She had to chart her own course and in many cases we have to do that as well. She may not have seen anyone else freeing the slaves, but we have to sort of many cases as we're studying things that are not as popular, we still have to do it because it needs to be done. So when we see ourselves as pioneers, that is really what characterizes what we're doing and we are charting a course for others to come and for there to be more acceptance and a better system for us to be able to integrate and live in and thrive in as professionals.

Marsha's Next Steps

Even though she was going to go through the tenure process in the next year, Marsha was not sure what she wanted to do in the next ten years. She said that she was not even sure if she wanted to pursue the next level of professorship. At that moment, she was trusting God on what she needed to do. Marsha admitted that she was not in a comfortable place for her to not actually know what she wanted to do next. All she knew that whatever she did, she wanted to be in a position to help people.

> I do know one thing; I do want to be in a position to help people and to help people be all they can be. Help them be a success. Help them live their best life according to God's will for their life. That I do know.

Summary

This chapter recaptured Marsha's descriptions of becoming, being and making meaning of her experiences as faculty in Instructional Technology.   Being born and raised in the deep south, Marsha experienced racial tension in her grade school years. However, these experiences have given Marsha a special advantage in helping her students at Dixieland.   Although she has the right to be bitter Marsha remains positive and does not focus on the negative experiences.

She provided the following advice to black women who want to pursue the Instructional Technology professoriate: know who you are and what you represent, be your own advocate, and be committed to your research agenda even though it might not have the popularity that you would expect. The conversations with Marsha revealed the womanist traits of "Spiritual" , "Family – Centered", "Strength", "Self-Definer" , "Authentic" "Ambitious" and "Adaptable" .

CHAPTER 7

RACHEL'S EXPERIENCES

The best use of your time and energy is really on concentrating on establishing

who you are as a scholar.

Rachel obtained her PhD in Instructional Technology from Big City University

(BCU) a large research university.   After graduating from BCU, she was hired as an

Assistant Professor. At the time of our interviews, she was an Associate Professor and

her primary function at BCU was serving as the Director of STEM Up! STEM Up! Was

a university sponsored program dedicated to preparing the state's ethnic minority

students for careers in science, technology, engineering and mathematics (STEM) fields.

While Rachel was not the eldest participant in the study, she had the most experience in

the professoriate. She had been at her institution for more than 12 years and was tenured.

This chapter will recapture Rachel's descriptions of becoming, being and making

meaning of her experiences as faculty in Instructional Technology. Her simple statement,

quoted above, represents the depth of wisdom that she provided in our conversations.

Rachel showed no trepidation in talking about racism and politics inside and outside her

institution.

The Experience of Becoming Faculty in the Field

Grade School

Rachel remembers herself as being a fairly outgoing child who loved sports, particularly basketball, and spent a lot of time playing with the kids in her neighborhood. She also enjoyed spending time with the children who attended her church.

She liked elementary school but she said that she had a love/hate relationship with middle school. She enjoyed high school because she had the opportunity to play varsity sports. As she reflected upon her grade school years, she remembered thinking that her first grade and second grade teachers did not like her. Even though she really liked her second grade teacher, she felt like the feeling was not mutual. When I asked her why she felt that way, she said that it just seemed as if she treated her differently than she did some of her other classmates. At a young age, Rachel seemed perceptive of the partiality that was displayed by her teacher. She was perceptive to positive influence as well. She reflected upon a White student teacher she had in the third grade who she thought was very effective at motivating her.

> Ms. Jones was probably with us for six weeks or something like that. I remember trying to talk her into doing something for me at the school one day. She refused to do it and the reason she refused was, "You can do it. You're quite capable of doing this." I do recall in retrospect thinking it was interesting that not only did she just refuse to do it, but her reasoning was because I was capable of doing it. It wasn't about her not doing it, it was about me having the capability to do it.

Ms. Jones insistence that Rachel complete the activity herself transcended any self-doubt that Rachel may have imposed upon herself. Instead, it empowered Rachel to excel in her class to meet Ms. Jones' high expectations.

I just remember that she always challenged me, she was always positive and engaging, and always had high expectations of me. I definitely rose to that in her class and that was a very positive experience.   She really helped me feel confident in my ability to step up and do things.

Positive influence for Rachel continued throughout middle school and high school. However, it was not a teacher who encouraged her, but rather the guidance counselor's secretary.   Rachel was able to stop by the secretary's office and talk to her. This was a very significant relationship for her. It continued in high school because the secretary transferred to the high school while Rachel was still there.

Rachel enjoyed school but she did not believe that her academic ability showed up until she reached high school.   Rachel however was not immune to demotivating experiences. She recalled an experience that she had with a math teacher after she took a sixth grade placement test:

> I remember my teacher saying, "You're really right on the line whether you go into the upper math or the lower math. So you might as well go into the upper math."   It was very interesting. I remember hearing that as, "You'll probably be okay," but it didn't engender any confidence in me or any desire to work hard or any desire to do well. It felt almost like, "Go ahead and go in there. That won't hurt," but there's nothing motivating about that. I had a tendency to second guess did I really belong there should I really be in that class, and that sort of thing.

Rachel said that the she may have gotten a "C" or a "B" out of the class.   The reason for Rachel's negative interpretation of the teacher's statement was unclear. When asked if she felt that her lack of confidence was attributed to her mediocre performance in the math class, she responded:

> I think it was probably a combination of things. I think it was probably a little bit of my confidence because that influences how you go into it. I think that a part of it was also that I was adolescent and dealing with all of the puberty issues and teenagers and all of that.

She said that she was learning discipline for the first time and studying was not all that important to her. It was just something that she did in the afternoon. What was important to her was hanging out with her friends and figuring out what jeans she was going to wear.

Rachel went to integrated schools from elementary school to high school. She did not remember feeling any racial tension but she did not discount the fact that it may have existed. It was not until middle and in high school she became aware that the majority of the people that she interacted with were of a different race than hers.

Rachel's recollection of her grade school years was characterized by the impact of those who motivated and challenged her. She was very receptive to external motivation and in the case of her 5th grade teacher, doubted herself when it was not present.

College

Rachel grew up knowing that she was going to college. Raised in a college town, it was just an assumption in her family. Even though her parents had not gone to college, there was the expectation that all of their children would. Rachel went to a Christian University for her undergraduate studies where her initial interests were in Psychology and Communications from a Broadcasting perspective. After Rachel finished her bachelor's degree, she struggled to find a job. She eventually found a job with a small newspaper in the city but after about six months, she got a scholarship to attend a large research university and, in one week, she decided to go to graduate school.

Graduate School

Rachel obtained her Master's degree in Communications and Training technology at

Rock Mountain University. Rachel remembered this as a great opportunity because her

teachers were very encouraging and pushed her beyond what she thought her own

capacities were.

> Like any good educator, I think they pushed me beyond what my capacity was at
> that point, which was good because it stretched me out and showed me that this is
> what I could do. There were some parts I struggled with and that was okay.

As an example of how her professors challenged her, she remembered a project that

she was assigned in a Communications Theory course during her first semester of

graduate school. Apple computers had recently come on the market and not many

people knew how to use them. She, however, had experience using them during her brief

employment at the newspaper. She knew that the school had a Mac computer lab so she

used the computers in the lab to complete her project as well as some other projects in the

class. By the time midterms came, Rachel became very sick and was going to take an

incomplete for the class but the professor was so impressed with her work that he told her

that if she would be a teaching assistant for the following semester her requirements for

the class would be fulfilled.

> *It was a huge step up to be a TA and then for that to fulfill my course*
> *requirements. I was a TA for one semester and then I ended up teaching it for a*
> *year.*

Rachel's resourcefulness in using the new technology exemplified the womanist

trait of "ambitious".

Rachel said that she always liked Communications and she always liked

technology. She realized that when these fields were training or education focused, the

audience was more defined. She realized that communication could be for more than delivering information but its use could be extended to the field of education and instruction. Instructional Technology was a perfect fit for her because it blended the two fields and provided her opportunities with technology that were not readily available at the time.

Doctoral Studies

When Rachel graduated from Rock Mountain, one of her professors encouraged her to pursue her doctorate at Big City University. Her relationship with her advisor in the program positioned her for success in graduate school and beyond. Her advisor, Susan, taught her life lessons that had nothing to do with instructional technology. These life lessons included teaching her how to work with other graduate students and how to handle her career and keep excitement in it. She also taught her how to be innovative and create opportunities for other people and how to work with challenging people.

Susan provided her with experiences in collaborating with people and got her involved early on in writing grants and participating with her in consulting opportunities. Rachel said that even though Susan did not pay her much money for helping with consulting, she valued the opportunity to develop consulting skills especially the opportunity to learn how to get opportunities on her own. Susan also coached Rachel in preparing and presenting at conferences. She taught her not only how to submit presentations but also how to network with other conference attendees. Susan gave her many opportunities to publish with her as well. As a graduate student, Rachel worked on

a monograph about the history of Instructional Technology and worked as an Associate

Editor of a journal.

Rachel also obtained valuable working experience during her doctoral program.

After she passed her comprehensive exam, Rachel took a position at a national research

laboratory located on the campus of Big City University. Her position was to coordinate

the science education outreach efforts of the laboratory. According to Rachel, the

government facility for which she worked did exemplary work in the physical and

chemical sciences and was a "reservoir of talent and knowledge." Her job was to make

that knowledge available to children who she considers "future researchers." She spent a

lot of time in Washington, D.C and had to work with people from other parts of the

country. This opportunity taught her how to deal with many tasks at once. She learned

how to run educational programs and write grants to fund them. While she appreciated

what she learned in her courses, what was most beneficial to her were these types of

opportunities.

> I learned about proposal writing and certainly my classes were a key part in
> the courses that I took in my doctorate program, but what was really more key to
> me were my assistantships where I got to teach classes and develop classes and
> being a research assistant and presenting work at conferences and sort of learning
> how to do what faculty do and learning to do things that were much more
> complex. Working with National Laboratory really helped me kind of deal with
> the ambiguity and minutiae of higher education.

Rachel took advantage of the many opportunities that she had as a graduate

student because she was "ambitious". Each of her accomplishments led her to a greater

level of responsibility and prominence, because of her hard work during these years, she

was "respected and recognized", another womanist characteristic.

The Experience of Being Faculty in the Field

Her Overall View of Her Position

Rachel did not know if she ever thought about being a college professor. She thought she wanted to go into industry but because she had such a positive experience in graduate school, she decided to stay in Academia. She enjoyed the collegiate environment while she was in the doctoral program. Her exposure to the professorial life influenced her decision:

> I became quite…very closely aware of what the professor's life is. So I think that that probably had more of an influence on me as a result of being in the PhD program and getting a chance to really see up close what a professor's life is like.

When asked what prepared her for her current position she says that it was the kinds of research experiences she had as a graduate student assistant.

> The courses were great, but they were great in light of the assistantship because I really got to see how these things play out in real environments. Whether it was teaching, whether it was a grant project, whether it was writing a paper, as a professor you really get to see it more comprehensively.

Overall, she enjoyed her position as a college professor. When asked about how she felt about her position she responded that she loved being a professor and that it fit her well. She liked the fact that there is always something to learn and the autonomy and the variety of opportunities that she had. She particularly enjoyed being around young people:

> I like being around young people who are preparing themselves and aspiring for bigger and better things.

What Rachel liked specifically about Instructional Technology is that it is a very broad discipline that includes both pedagogical and technical aspects. She believed that there was a lot of room for movement over the course of a person's career.

What Rachel likes least about her position is that there is a lot of pressure and there is not always a lot of support:

> There's clearly way more to do than I can do. So there's just a lot of pressure in that regard. There's pressure from the institution…from every institution of higher learning to produce more, generate more grants, produce more graduate students, to be more innovative. And so that makes it a formidable challenge.

She mentioned that the pressure and the amount of work that she is required to do was overwhelming at times. With so much to do she said that she felt like she was "spinning her wheels."   The pressure that Rachel felt was both external and internal. She said that people who are very good at being professors and who really succeed in the academic environment are good at putting pressure and expectations on themselves. She then described the pressure that the institution puts on faculty:

> …whatever institution you're in or wherever you're working, there's always some pressures to do more, to excel more, to be a little bit more creative, and there's always time pressures because there's always these time conflicts.

She dealt with these pressures by aligning them with her professional priorities and aspirations and through recognition of how she works best.

> I need to be able to sleep at night. I try to align the pressures with my own professional priorities so that I'm able to…you're not going to get everything done. And generally you're probably not going to get everything done at the level that you want to.. For me it's understanding my own rhythms of work and how I work best.

It was important for Rachel to set her own boundaries and priorities so that she would be comfortable. From the womanist standpoint, she is "self-defning."

University Requirements

BCU is a research university and new faculty members are expected to teach two courses per semester, serve on at least one departmental committee and one university committee and provide service to their profession and to publish and obtain external funding to support research. Rachel's requirements were adjusted from the normal requirements because she served in an administrative role as Director of STEM Up! She was only required to teach one class a year.   She currently taught Foundations of Instructional Technology, the first course for the Master's and PhD program. Rachel's primary responsibility was to direct, STEM UP, a program designed to recruit students from ethnic groups that are underrepresented in Science, Technology, Engineering and Math (STEM) fields. The program currently worked with 368 students, 50 teachers in 21 schools in 3 school districts near her university. Her responsibilities as the Director of the program included managing the staff, generating funds and providing teacher and staff development.

The Tenure Process

Rachel described her attainment of tenure as a complicated process but she was able to navigate it easily because the nature of her research, using simulation to teach physics, matched BCUs research goals. She had no problems getting external grants and

publishing. She met all the requirements of obtaining tenure but acknowledged that it

was a political decision.

> I don't think it was probably the most hallmark tenure case. Tenure is a political decision. Tenure has less to do with how great you are and has to do with a political decision. That's what I think. I mean, it's a combination. You had to have your stuff together, but it was [still] political.

> Rachel did not negate the necessity of having a well-constructed tenure package.

But her statement lead me to believe that someone could have what they need and still

not make tenure.

Rachel's Relationship with Colleagues and Students

> In general, Rachel was positive about the relationships with her colleagues.

> I feel good about…I can pop down the hall and go grab lunch with somebody or go work on a project with somebody. So I feel pretty positive about that. Or pop into the department chair's office and talk to him about whatever he needs to talk about.

> In regards to the students that she taught, she believed that they were changing

because of the technology aspects of our society. She realized that students have many

pressures on them. She believed that they see a college degree as a utilitarian degree.

They see it as a pathway to get a job rather than to expand the way they think. She

believed that technology encourages this type of behavior:

> Students will write a paper, submit it and then their expectations change because they can see when I've graded it. They can see when I've looked at it, and then their expectations for my responsiveness are probably a little unrealistic given the nature of our jobs. That doesn't really serve them well.

Rachel shared the unrealistic expectations that students have of their instructors however she did not blame it on the students but rather on the technology to which they have access. In all, she enjoyed working with students and helping them expand their paradigms:

> I enjoy pushing them to think beyond such a utilitarian view of life. Sometimes I feel like they are looking for their next set of fun. Sometimes I feel like students have a great capitalist view of education "What's the most I can get for the least amount of effort?"

What Rachel Would Change

When Rachel was asked if there was anything that she would change about her position she stated that she would probably change some of the things that faculty were allowed to focus on and that they should be given more of an opportunity to specialize.

> I would probably change some of the things we allowed faculty to focus on. So that…that we allowed people to specialize a little bit more. I agree everybody should teach. We want students to take advantage of the expertise of the professors without question. That's an important thing, but I think that we want…sometimes we're better off if a particular professor could take two years and do their research. And then maybe you come back in a year and you do a lot of teaching, but just allowing some of that specialization.

She would also change the politics. Rachel was very aware of the politics that were at her institution and in the field of education and makes no hesitation in describing it.

> [There are] politics within the institution; politics within the discipline of education. Education is one of the…is not just one of the, but probably the most controlled entities within the country. Everybody is worried about everybody because it's a source of power if you can control what happens in K12 schools. And how do you do that? Well, we'll control the teachers. Especially when the politics are scandalous and unethical and immoral. There are things like nobody wants to address…the issues we choose to address and the issues we don't they

continue to support a patriarchal society that's dominated by white males. I don't have anything against white males. …One of the issues that is always a tall tell sign to me is when you've got the majority of kids in special ed are black males. That speaks volumes. But especially when they're not the majority of the kids in the school. And when a lot of that is based on prejudice.

Because of the entrenchment in politics, Rachel felt like many educators are only interested in test score which is not the best thing for education.

We do ourselves a disservice sometimes as educators in terms of politics. We want to control the teacher like a teacher is a worker on a factory line. That's the worst thing we could do if we're really interested in education. If we're really interested in students really learning, but we're not. We're interested in them passing test scores. We're interested in test scores, and that's a perfect example of where we're compromising who we are to raise some test scores that don't mean anything.

Rachel was very vocal about her displeasure of politics in education and in her institution. She believed it compromised authenticity and did not allow educators to be true to their profession.

Race and Gender

In an effort to see how Rachel described the racial climate at her institution, she was asked if there were any advantages or disadvantages because of her race.   She could not think of any advantages but she was able to describe some disadvantages.

Oh, I have plenty of disadvantages. I think I have them probably every day. Service load expectations. We're doing a search committee and they need to have "representation." We need to have somebody from an underrepresented group on the committee; so your service load. I think that in the same way we have no problems bringing a black boy play basketball and that be our expectation, I think we have the same sort of "no expectations" of a faculty member of color probably doesn't produce as much. I think that's part of the psyche and so I think it's the same old you need to be on and you need to be very on. You need to produce and you're stuff needs to be together. Not kind of together, not coming together.

Rachel believed that many of her White colleagues were accepted based on the

perceptions that people had of them rather than on the actual quality of their work.

> Some of those things that I've seen some of my colleagues get away with had a lot to do with how we perceive them and not so much the quality of their stuff.

Rachel also expressed some frustration about BCU being able to "double count"

her:

> I'm going to guess that most universities double count me. Okay. So you to count me twice, but I don't get twice the advantage. I don't get twice the benefit.

Rachel also described the disadvantage of having the different expectations of

professional dress for men and women faculty.

> It's interesting how much that sort of thing is catered to men. We don't think that it is, but my male colleagues have a tie and a jacket behind their door in case a meeting comes up that they weren't expecting.
> If I go interview for something and John goes and interviews and John shows up in his whatever he's wearing and I show up in whatever I'm wearing, those are two different things. I think the pressure of being a woman and the pressure of being African American,…I mean, ideally your're on point, but you're always dressed. You're always precise... …and that's just a lot of pressure. Do I do that all the time? No. Probably because I'm old or probably because I'm tenured.

Rachel believed that the entire field of Instructional Technology is not an overtly

uncomfortable environment for women. However, she believes that one of the biggest

challenges that women face is finding balance.

> I think there's really a lot of room for women in technology and in all aspects of technology, whether it's the instructional technology or the more technology development areas. I think that there's room. I don't think it's an overtly

uncomfortable environment. I think there are lots of examples of women in instructional technology who have done well, who are well respected, who are leaders. I think in the area of technology one of the things that's increasingly difficult, and it's an issue of instructional technology and it's an issue of the academy as a whole, and those are the lines of when you're off work. When it's your time. The boundaries aren't clear anymore.

Making Meaning of the Experience

The System

Rachel's systematic world view helped her make meaning of her experiences as a

Black female professor in Instructional Technology.

One of the things that I think our field has helped me to think about in my own life and in my profession, is systems. Anything that involves more than two people, there's a system to it.
Understanding that everything operates in almost a systems theory way and how much that influences us. So from the minute I get out of bed I'm thinking about what's the most efficient way to get ready in the morning. I'm thinking about what's the best use of my time. And this whole idea of being efficient, not necessarily the most effective, but what's the most efficient way in terms of time and money? And how it impacts every part of our lives from the way I drive to work, to how I'm going to run errands, to how I'm even thinking about time based purely on efficiency and not necessarily other variables.

Rachel's understanding of systems also influenced her role as the Director of

STEM UP and her world view. She believed that taking an instructional design approach

could help societal problems.

I get involved in STEM UP because we have huge national problems. We've got intellectual capabilities that haven't been tapped into due to large and long and deep histories of economic, social, and educational marginalization of brown skinned people in this country. Well, now…so then how do I take an instructional technology approach or instructional systems design approach to addressing how do we help…how do we change that? How do we make it so that more students with brown skin are earning degrees in engineering? So I look at that from an instructional design perspective. What kinds of experiences? What's the nature of the interactions that need to occur? What's the delivery of information? How

does it need to be delivered? When should they get it? It's instructional design process and problem that lasts over a long period of time. A lot of times we think about instructional design in short time frames such as a lesson or a semester and the expected learning outcomes we expect students to have. I'm talking about a longer time span - nine years per student.

Rachel's systemic paradigm enabled her to look at social issues from a different point of view. She was hopeful that the inability to get "brown skinned kids" into engineering programs was an instructional design issue and not a product of institutional racism.

Hopefully it's a design issue, and part of that design is how teachers engage them, and the kinds of expectations teachers place on them, and the kinds of encouragement. We can certainly get a lot of brown skinned kids to come to the middle of the US and play basketball, so why can't we get them to come here to study engineering and to earn those degrees? So I think that instructional technology has influenced the way that I approach probably just common problems.

Rachel described the systematic way in which American social climate negatively impacted marginalized minorities through institutionalized racism.

When we talk about black students, and I've never been quite clear why white student performance, especially in 2011 or 2012, is the litmus test for which we judge black people or Latino people. That reeks of all kinds of other issues to me. That reeks of all kinds of power and racism, and institutional racism because we certainly don't hear much about the underachievement of white students compared to Asian students. They're not constantly getting a message, and I mean that. Constantly getting the message that you are lesser than.

Rachel displayed her passion for the representation of ethnic minorities in STEM fields. This would be characterized as "whole and authentic" in the womanist typology. Being whole and authentic involves being concerned and being directed by the issues that face her culture.

Understanding the Personal Connection

Rachel also had an interesting perspective on the personal connection that minorities may have with their research agendas. For example, she said that when other people (Whites) talk about the shortcomings of African Americans, it is very personal to a Black woman faculty member and threatens the objectivity that she should have as a researcher. She described it this way:

> It's very personal to an African American or a Black woman faculty member when you get into those issues. With technology, like any other resource, there are inequities which are painted as shortcomings of African Americans. So it's very hard not to take that stuff personal because those conversations are personal to you. You have a personal stake in this where many of your colleagues don't, and that's kind of a hallmark…supposedly a hallmark of the academy is this objective almost removed approach to things only because you can maintain that objectivity.

She provided another example when fellow White faculty members talk about bringing in "qualified" students. She believed that they only make the comment when they were talking about bringing a non-White student. She was also disturbed when race issues are put on the same level as sexual preference issues.

> Now, the thing about it is that we can talk about achievement gaps, but it's external to your colleagues and it's personal to you. When they say things like we need to make sure the graduate students are qualified, they're talking about bringing in somebody who's not white. How come they never have to be qualified any other time? The assumption is that the white students are qualified. So as an African American female academic, it's hard because a lot of the things feel very personal. They feel very personal when you're discussing policy issues and everybody wants to put gay and lesbian issues as if they're the same level of race.

She felt like many of these personal issues are reduced to "emotional opinion issues" which are, she says, not:

> So people don't really want to deal with…they want to make racism and the issues of power and classism as if they're emotional opinion issues. Like that's

how you feel, but this is how I feel. They're not opinion issues. This is not choosing ice cream flavors. This is the deliberate, intentional, with forethought, and often malice, controlling of resources and access to resources based on student skin color.

Faith

Rachel's faith was also important to her as a young person and has evolved over the years. As she grew older, it became more central to her and influenced where she went to undergraduate school. She confessed that as she pursued her masters and doctorate, it was still important, but it took a back seat until crunch times. It had become more central in her career.

A key element of how I would describe myself –without question, I am a Christian. A piece of paper with three letters behind your name, you can print that off yourself. Three letters behind your name, you can make your own business cards, not a big deal. Definitely something deeper.

Advice to Aspiring Black Women seeking the Instructional Technology Professoriate

Rachel offered wisdom and advice to Black Women who wish to pursue academic careers. She encouraged them not to major on things that are not important, to fall in love with their research agenda, to find a balance that they can live with and not being afraid to speak up.

Avoid the Minutiae of Academia

Rachel states the most important thing for Black women to do when they become faculty is to become a scholar in their field and not to get into trivial debates that don't advance their careers.

There's a lot of things that happen in the academy that are not really…in the scheme of things they're not really major things that you need to take time to get involved in and consume your best energies on; certain committee assignments, certain debates that are going on among the faculty. So I would just encourage new faculty to sit back and take it in, but make your number one priority establishing and falling in love with your research agenda. Really cultivating and pursing and developing that because, again, a lot of the debates that are going on among the faculty about policies or about office space or even about course schedules.

She said that she understood that junior faculty wanted to have input and had contributions that they wanted to make to their institution but she said that is not good use of their time and energy for the long term. There would be time to weigh in on policy and curricular matters.

It's easy to get fooled into thinking that you really need to have an opinion and get worked up about that. It's very easy because it's very immediate.
 I understand that you're interested, you want to have input, and you have things to contribute, but that's not a good use of your time long term. It's not a good use of your best energy. It's not a good use of becoming frustrated. It's not a good use for your frustration. Become frustrated over a debate in your field. Don't become frustrated because you don't get the teaching schedule. Usually the junior people get to choose last when you're teaching or what you're teaching. Don't get frustrated about that. That's not a good use of your time. The best use of your time and energy is really on concentrating on establishing who you are as a scholar.

She said that the Academy is more concerned about the value you bring in your scholarship.

That's really what the academy is really about. The other stuff, there will be time for you to weigh in on curricular matters. There will be time for you to have some strong opinions on policy things. That's not a good use of your time and talents as a faculty member. It's easy to get fooled into thinking that you really need to have an opinion and get worked up about that. It's very easy because it's very immediate.

Have A Good Understanding of Scholarship

Rachel encouraged new faculty to have a good understanding of what scholarship really was and to spend their best energy outside of their institutions.

> Scholarship is much deeper and actually scholarship is generally outside of the institution you're in. The scholars that you're working with, that you're competing with, that you're making commentary on, do not exist at your institution generally speaking because none of our fields exist at our institution. We've got a little piece of it there. The major players in your field are…you participate through the journals and online groups and discussion boards and whatever it is that you…certain blogs that you follow and certain professional organizations that you're involved in. That's the spot to get worked up and get involved in. It doesn't mean that you're not a participant in your own department. What it means is that I'm not going to spend my best energy there.

Be Committed to Your Research Agenda

It was also important to Rachel that Black women faculty be committed to their research agendas. In fact, she encouraged them to stick with it even if it went against what their institution wants or what they originally planned to do themselves.

> The PhD and the…the academy is about knowledge making. Then, depending on what kind of institution you're at, the academy is about either knowledge making and distributing that knowledge; communicating and sharing that knowledge and expertise, or it's about communicating and sharing your knowledge and expertise and then making knowledge. So whether you're at a teaching institution or a research institution determines kind of which one is first, but they really go together. So finding out what is it that keeps me up at night? What is it that I lose track of time when I get engaged with it? What is it that I'm kind of frustrated with? What is it that you really…that brings joy to you? That you feel like you're really contributing, you have something to say, and that you want to say. Find what that is and do that even if it goes against what your institution wants. Even if it goes against what you originally said you were going to do.

Summary

This chapter recaptured Rachel's descriptions of becoming, being and making meaning of her experiences as faculty in Instructional Technology. In her journey to the

Academy, Rachel had many opportunities to prepare her for success in the professoriate. She provides the following advice to black women who want to pursue the Instructional Technology professoriate: Avoid the Minutiae of academia and spend most of their energy being focused on establishing themselves as scholars, have a good understanding of scholarship and to be committed to their research agenda.

CHAPTER 8

EMERGENT THEMATIC ANALSIS

The purpose of this study was to identify and describe the lived experiences of Black women faculty in Instructional Technology.   This investigation used phenomenological research methods to capture and analyze these experiences.   In order to identify and describe the lived experiences of successful Black women faculty in the Instructional Technology professoriate, the following questions guided the study:

- How do Black women in the Instructional Technology professoriate describe their experiences in becoming faculty in the field of Instructional Technology?

- How do Black women in the Instructional Technology professoriate describe their experiences as faculty in the field?

- How do Black women in the Instructional Technology make meaning out of their experiences as faculty in the field?

Chapters 4, 5, 6 contained the profiles of Annette, Marsha and Rachel, three Black Women tenure-track faculty in Instructional technology.   The lived experiences of these women were analyzed through the lens of Womanism using the methods of phenomenological analysis.   This chapter includes a presentation of womanist presence and a discussion of the themes that emerged from the study as they relate to each of the research questions. Finally, I will discuss the implications and applications of this research and areas for future research in Chapter 8.

Participant Recollections

Annette's Experiences

Annette matriculated through integrated schools throughout her academic career. After obtaining her first doctorate, she chose to work in the corporate environment. Her last position in that environment provided her with an opportunity to pursue another PhD in Instructional Technology. After she obtained her second doctorate and fulfilled the obligation she made to her company, she decided to pursue a faculty position in Instructional Technology. Annette was positive about her ascent and acquisition of her career in the professoriate. Her advice to Black women who want to pursue the Instructional Technology professoriate was to be passionate about the discipline. Throughout the descriptions of her experiences, she portrayed the womanist characteristics of "Self-Definer", "Self-Namer", "Ambitious" and "Respected and Recognized." Annette's mother influenced her decision not only to pursue her doctorate, but also provided her with an example of how to demand respect and recognition. Annette's pursuit and attainment of two PhDs while she was working fulltime, exemplifies her ambition. In all, Annette maintains a positive opinion about her position that she has held for more than four years.

Marsha's Experiences

Marsha experienced racial tension in her grade school years. However, these experiences have given Marsha a special advantage in helping her students at Dixieland. Although she has the right to be bitter Marsha remains positive and does not focus on the negative experiences.

She provided the following advice to black women who want to pursue the Instructional Technology professoriate: know who you are and what you represent, be

your own advocate, and be committed to your research agenda even though it might not have the popularity that you would expect. The conversations with Marsha revealed the womanist traits of "Spiritual" , "Family – Centered", "Strength", "Self-Definer" , "Authentic" "Ambitious" and "Adaptable" .

Rachel's Experiences

In her journey to the Academy, Rachel had many opportunities to prepare her for success in the professoriate. She provides the following advice to black women who want to pursue the Instructional Technology professoriate: Avoid the Minutiae of academia and spend most of their energy being focused on establishing themselves as scholars, have a good understanding of scholarship and to be committed to their research agenda.

The Experience of Becoming Faculty

This study was unique in that it provided the historical and current context of each participant's experiences. The first research question, "How do Black women in the Instructional Technology professoriate describe their experiences in becoming faculty in the field of Instructional Technology?" captured the historical context of each of the participants. There were two themes that were derived from the data to answer this question:

- High parental academic expectations
- Attendance at integrated schools

High Parental Expectations for Academic Achievement

As we look into the lives of women who have successfully pursued and obtained the status of faculty in Instructional Technology it is evident that their parents played a vital role in encouraging them towards academic success.   Rachel's statement typifies the experiences of each of the women in this study:

> I grew up knowing I would go to college. It was just kind of an assumption in our family. My parents hadn't gone to college. They very much intended for all of their children to go to college. *Rachel*

Even though their parents had not attended college, they encouraged their girls to attend.   According to Dennis, Phinney and Chuateco (2005) parents of ethnic minority children can instill in their children the expectation to attend college and provide them with the encouragement and support they need to succeed .   This support from Marsha's parents was motivational.

It was important to the women in this study to make their parents proud in regards to their educational attainment. Annette wanted to please her mother which was the main reason why Annette pursued and completed her first doctorate.

The womanist connection to family and respect for elders was the cornerstone of this theme. Because the participant's parents had not attended college, they were not able to provide their daughters with experiential advice about what they needed to prepare for success in college. However, they were able to provide them with valuable emotional and moral support. Having parental support in the early years of these participants lives served as a springboard for their later achievements.   The respect that these women had for their parents also served as a catalyst for their academic success. The parents of each

of the participants in this study were instrumental in contributing to their academic

success.

Attendance at integrated schools

The theme of attending integrated schools was also prevalent as the participants

discussed their journey into the academy. The women in this study grew up and went to

school in integrated environments. Attending school in an integrated environment,

signifies that these women had the opportunity to learn to negotiate between two cultures

while they were young.   Middle school and high school was where they each learned

that they were "different". Simmons (2011) reports that the educational system in the

United States is where African Americans begin to realize racial hierarchy and that race

would be a prevalent factor throughout their schooling. Simmons contends that white

teachers can in some instances become "institutional actors in a racist system" when they

have to make the choice between believing that African Americans are intellectual equal

while trying to maintain White supremacy. Some of the interactions that Marsha and

Annette described showed some of the contentious relationships they had with teachers

and other students and may have been a source of stress. Add quote from data Smedley,

Myers, and Harrell (1993) found that going to school in an integrated environment is

associated with various types of stress.   The stress of being a minority was an additional

burden that threatened the success of minority students.

However instead of being a deterrent, the experience of attending school in an

integrated environment served as a catapult for the participants in the study. They each

capitalized upon their womanist trait of being adaptable and created their own space in

unfamiliar territory. Each of them found White women who served as mentors and

encouragers along their academic path. From elementary to high school, they spoke of

women who did not share their cultural experiences but were able to guide them and

propel them to the next level of academic achievement. They each found the good in

what could have been a stressful situation. Marsha describes the general consensus felt by

the participants in this study:

> I think all of my situations have been integrated in terms of my environment with
> other people and that's helped prepare me to teach students who have never had
> an African American professor. It's prepared me to work in an environment
> where there are not very many African Americans who are on faculty. *-Marsha*

What is most remarkable about these women was their ability to make the most of their

situations and demonstrating the womanist trait of being adaptable.

The Experience of Being Faculty

The second question that guided this study was "How do Black women in the

Instructional Technology professoriate describe their experiences as faculty in the field?"

Two themes emerged from the data to answer this question.

- Self-Advocacy and Boundary Setting
- The Personal Nature of Research

Self-Advocacy and Boundary Setting

Self-advocacy and boundary setting was the first theme that emerged the participant's descriptions of their experiences. Marsha's statement exemplifies this theme:

> I really think you have to be an advocate for yourself and be able to know your boundaries and when you should say no. Or when you should stand up for yourself and say this is too much that you're asking me to do in relation to other things that I am required to do. - *Marsha*

The women in this study realized very early in their careers that they had to be their own advocates. In accordance with the womanist trait of "self definer", the women in this study had to set their own boundaries in order to remain committed to their priorities. Both Marsha and Rachel talked about the myriad of responsibilities that new faculty face and that they must make decisions about what is their highest professional priority. They felt a sense of obligation to serve on several committees but eventually realized that being overburdened with service expectations. These expectations were imposed on them whenever "representation" was needed and robbed them of precious time to complete requirements for tenure. Marsha talked about advocating to her department chair about being relieved of some of her service duties so that she could focus on research.

Boundary setting also involves having and understanding of what is important and what is not. Marsha and Rachel talked about not getting involved in the trivialities of academia such as being concerned about teaching assignments, office location or policy issues. What is most important is defining themselves as a scholar and focusing on issues within the field but outside of their universities.

The Personal Nature of Research

The personal nature of research was also a theme that emerged from the faculty descriptions of their current experiences as faculty in Instructional Technology.

> It's very personal to an African American or a Black woman faculty member when you get into those issues. With technology, like any other resource, there are inequities which are painted as shortcomings of African Americans. So it's very hard not to take that stuff personal because those conversations are personal to you. You have a personal stake in this where many of your colleagues don't, and that's kind of a hallmark of the academy is this objective almost removed approach to things but you can't maintain that objectivity.
> *- Rachel*

Another theme that was articulated in this study was the personal connection that these women had to their research. Having an emotional connection to research is not readily promoted in academia. Despite the promotion of objectivity in research, it is hard for Black women to distance themselves from their research because they are usually personally connected to it. According to the womanist framework, being "whole and authentic" is important for Black women. Wholeness and being authentic involves being committed to the uplift and progress of her people. In the case of an academic professor involved in research, this means having a research agenda that includes issues that affect her race. This personal connection to research should be recognized and acknowledge as vital and legitimate and not be regarded as what Rachel called "emotional opinion issues." Researching issues in classism and power are not opinion issues, she said. "This is not choosing ice cream flavors." Establishing a research agenda and successfully publishing from it can be difficult for Black women faculty when the issues that concern them are treated as such. An important responsibility for faculty, especially for those at research universities, is the creation of knowledge through research. The resulting

publications from research are a vital component of obtaining tenure. There is a

dichotomy that these women face - feeling the inner necessity to research and publish

about issues that will uplift their race but without having a welcoming platform to fulfill

this innate desire. Managing the tension between two cultural worlds is a challenge for

Black women, what leads to acceptance and fulfillment in one context often does not in

the other. (Bell, 1990)

Despite this tension, each of these women were motivated to stay committed to

their research agenda. Marsha recognized it as a way to chart the course for others who

may be considering the field so that there would be more acceptance and a more

conducive environment for Black women to thrive in as professionals.

Making Meaning of the Experience

It was essential to this study to get an idea of how these women understood their

experiences as faculty in the field of Instructional Technology. The third, and final,

question that guided this study was "How do Black women in the Instructional

Technology professoriate make meaning of their experiences as faculty in the field?"

Two themes emerged from the data to answer this question:

- "I'm not here for myself"
- "My faith keeps me grounded"

I'm Not Here for Myself

According to Guifridda (2005), Black students perceive White faculty as not likely to extend themselves to help with their issues; however, on the other hand, they perceive Black faculty as being more willing to come to their aid. As a result of these perceptions, Black faculty can become overburdened trying to fulfill expectations that Black students may have of them. Two of the participants in this study recognized these perceptions and expectations and realized that they were in their positions, not only for themselves, but for all of their students, regardless of race.

> I'm not here just for myself because there are many people who come to my office, regardless of race, who need encouragement and who need guidance. Not everyone is willing to do that. So I realize that my place here, no matter how long and no matter how short, is that I'm supposed to do that. - Marsha

Understanding that they were not in their positions for themselves is indicative of the womanist characteristic of mothering and nurturing. Mothering and nurturing in this sense involves creating a safe space for their students to grow. It also means providing them with care and guidance as they matriculated in school. These women spent time "off the clock" to help students with academic and personal issues. The participants in the study reminisced about how they have to help black students overcome stigmatization by not acting or speaking in ways that will promote racial stereotypes. This included advising their students on how to interact with white faculty members, how to dress or how to speak. Rachel, who functioned in an administrative capacity, provided opportunities for underrepresented students in the middle and high schools surrounding her institution. She prepared them through special programs and services to enter college

in science, technology, mathematics and engineering fields. The women in this study

were not selfish with their support; they also were open to helping their students who did

not share their racial or cultural heritage. Marsha remembered counseling a White

student on issues that she had with one of her instructors.

Each one of the participants in this study realized that they were in their positions to

do more than teach or research. They were not in their positions just for personal gain.

Their positions had a deeper meaning for them. They were each involved in making sure

that they made a contribution to greater society.

My faith keeps me grounded

The spiritual connections was also a consistent theme as the participants made

meaning of the their experiences as faculty.

> God is the center of my life. I realize that He's put me here in this life and that
> He's allowed me to accomplish these things for reasons beyond my own personal
> satisfaction and my own personal accomplishment. So, with God being the
> center of my life, I depend on Him every moment of the day. - *Marsha*

The reliance upon their faith, particularly Christianity, was evident throughout the

conversations with Marsha and Rachel. They reflected, in detail, upon their dependence

upon existential resources to help them to make meaning of their positions and to

succeed. Although they appreciated their positions, they knew that there was a greater

purpose for their lives. Rachel said that a piece of paper with three letters behind the

name can be printed by anyone. She said that there was definitely something deeper.

For Marsha, her faith was her center. Her life revolved around it and was seen from that

paradigm. It enabled her to cope with unpleasant circumstances and to maintain her

character.   Her talents were God-given and she was pleased to be able to use them in her

position to help those who needed it. Previous studies validate this theme.   A study by

Agosto and Karanxha (2012) revealed that Black women faculty see spirituality as a

source of wisdom and power and readily adopt a "critical spiritual pedagogy" which is "a

pedagogy of integrity that recognized all aspects of identities as opposed to fragmentation

which occurs when educators only recognize the intellectual subjectivity of learners."

Generett and Cozart (2012) found that spirituality also influences the decisions that Black

female faculty make.   It helps them answer questions such as why they are in the

academy, who are they serving and where do they obtain the hope and the sustenance for

their work. Spirituality provides resilience for these women. Two of the women in this

study demonstrated "spiritualty" , a womanist trait that signifies connection to the

spiritual world with undaunting faith.

Summary

Phenomenological research methods were used to capture and analyze the experiences of three Black women faculty in the Instructional Technology professoriate, Several themes were highlighted in the results of this study. This chapter provided a thematic analysis of the data derived from the study. In their pursuit of the Instructional Technology professoriate, the participants in this study found support and encouragement from their parents, who had not attended college but were able to provide them with emotional and moral inspiration. As they attended school, they each learned how to navigate through integrated environments and used these experiences to help them survive as faculty in predominately White campuses. In their positions as professors, they realized that they had to be vocal about their necessities and had to set their own boundaries. They understood that their research was personal to them and contributed to their wholeness and authenticity. As they made meaning of their experiences, the understood that they were not in the positions for themselves and that their faith was a major source of sustenance and survival.

Chapter 8 will include the discussion and implications of this research.

CHAPTER 9

DISCUSSION

Black women live at the intersection of race and gender and are faced with the unique challenges because they are situated between two minorities. This distinction provides them with a unique paradigm. This study provided a contribution to the field because it captured the historical and current context of experiences of three Black women faculty in the field of Instructional Technology. The following themes emerged from the data:

- high parental academic expectations
- attendance at integrated schools
- self-advocacy and boundary setting
- the personal nature of research
- I'm not here for myself
- my faith keeps me grounded

In this chapter, I will revisit the literature review in chapter 2 as it applies to the themes found in the study. I will then discuss the results of the study and what they mean for Black Women who wish to pursue the Instructional Technology professoriate and what they mean for Instructional Technology programs who wish to recruit black women. Finally, I will discuss areas for future research.

Discussion of the Literature

The literature review for this study revealed that the nature of faculty work in itself could be disconcerting. Faculty complained of being overloaded with work (ASHE, 2008; Eddy & Gaston-Gayles, 2008; Murray, 2008) and were faced with unclear expectations about the requirements in the promotion and tenure process (ASHE, 2008; Hardré & Cox, 2009).   The conversations with Rachel validated the research regarding faculty feeling like they were overloaded with work. She stated that she had more work than she could possibly do. There was always pressure to produce more grants, more graduate students and to be more innovative and it at times it felt like a formidable challenge. Rachel was the only participant who was tenured but her reflections about the tenure process were different from the literature. She was keenly aware of what it took to make tenure at her university. Her advisor provided her with exposure to the professorial environment beforehand. Because she was hired by the institution where she received her doctorate, she had in-depth knowledge of the research focus of BCU and had a mentor to help her navigate the tenure process.

The literature review also revealed that Black faculty have additional challenges such as gaining access and succeeding in the academy (Allen et al., 2000) unpleasant academic environments for Black faculty (Stanley, 2006), being the minority in predominately White institutions and being responsible for diversity issues (McGowan, 2000) and high levels of stress. (Thompson & Dey, 1998) The women who participated in this study did not confirm that they had problems accessing and succeeding in the academy. In fact, they all were privileged to have special access that is not commonly afforded to many – they all worked at the institutions where they received their doctorates.   Marsha's doctoral studies and subsequent hiring was the result of a court

ordered program to increase Black faculty at Dixieland.   Both Annette and Rachel went

through traditional hiring procedures.   As far as succeeding in the academy, Rachel is a

tenured professor and is the Director of BCU's preeminent campus programs.

Although she did not explain it in detail, Marsha was the only participant to

mention an unpleasant working environment.   She reflected at length about how her faith

helped her to create her own environment and not "becoming what I see."   In an example

of how she had to be her own advocate, she spoke about how she had to tell her

department chair that a meeting that she attended was unprofessional and that she did not

expect that kind of behavior in her working environment.   Marsha also confirmed that as

a minority in her institution that she was frequently asked to do "diversity" related

service.

As far as the literature regarding women faculty, conversations with Rachel

validated the research on different work requirements. (C. Doyle & Hind, 1998; Stout et

al., 2007) However, the requirements that Rachel mentioned were unspoken

requirements such as having to dress in a certain way to prove their legitimacy.   The

other obstacles that were identified such as having high levels of stress (C. Doyle &

Hind, 1998; Hart & Cress, 2008) and challenges they faced when they made the choice to

have children (Ward & Wolf-Wendel, 2004) were not corroborated in this study.

This study did substantiate the research regarding Black women faculty in that

they had to resist marginality (Thomas & Hollenshead, 2001) and they had to retain each

other in what can be a hostile environment (Fries-Britt & Kelly, 2005).   The women in

this study resisted marginality by defining their own spaces. Annette set herself apart by

promoting her corporate experience and saw that as a value to the academy rather than a

deficit. Marsha resisted marginality by discovering a greater purpose for her position. She sought opportunities to interact with other Black women in order to find support for her research. Both Marsha and Rachel saw their marginality as a uniqueness that they honored. Marsha talked about being a "pioneer" and Rachel encouraged new faculty to become "scholars" outside of their institutions. A distinctive feature of this study is that it provided insight into the journey that these women took into the instructional technology professoriate. The faith and strength that they garnered in their early years, helped them to become self-empowered and ambitious as they pursued their degrees. Once they were in their positions they were able to define their surroundings.

What does this mean for Black women?

The results of this study has several implications not only for Black women who wish to pursue careers as professors in instructional technology but also for Black women who want to pursue careers as professors in any field. The implications of this study are depicted in the advice the participants gave to those pursuing a career in the Academy. First, know and use your source of inner strength. Know the people and things that keep you encouraged when you face opposition or struggle. For the women in this study, they found strength in their families and their faith. This was a critical component in helping them manage some of the unpleasant experiences as they became professors and as they worked in the profession. Knowing their source of inner strength gave them purpose and provided them with the ability to look beyond their present circumstances. Marsha said it best, "You need to develop the skill of being able to shake things off, and forgive people." This is done by knowing your source of inner strength.

Secondly, craft a research agenda with which you have a strong conviction. Having a research agenda in which you can relate to is essential for you to get the publications you need for tenure and to set you apart as a scholar in the field. Your commitment to your research agenda should be unwavering, even if it includes unpopular or less recognized areas that affect underrepresented populations. It is "OK" to research on issues that concern you and your community. Do as Marsha urged, consider yourself as a pioneer. Pioneers are those that willingly go into unchartered territory and look for opportunities for themselves and their communities. As a pioneer in the academy, realize that you will face isolation and opposition. However, your sacrifice is beneficial for those that will follow after you.

Next, have a set of priorities and adhere to them. Concentrate on activities that will help promote your role as a scholar and knowledge producer. There are many legitimate activities that may lure novice faculty away from this role such as serving on several committees, negotiating class schedules or navigating academic politics. Have a clear understanding of what is important for tenure and success at your university and stick to them. Finding a mentor to help guide you through this process is essential.

Finally, be open to having mentors that are not a part of your culture or your race. While having a Black woman as a mentor might be ideal, it is almost an impossibility because of the lack of Black women who have entered the professoriate. Be open. There are women of other cultures and races that have a sincere desire to help Black women be successful. Be welcoming to those women who are willing to invest in their time and energy into helping you succeed.

What does this mean for Instructional Technology programs recruiting Black women?

Demographics of the field. There is no demographic data regarding the field. The membership form on the site for AECT does not even ask the question. The absence of this data signifies that it is not an important factor to the organization. It should be.

This study has two suggestions for Instructional Technology programs who want to recruit and retain Black Women faculty. First, provide a welcoming environment for those who are the doctoral programs. During the first year of my program, I took a class in Instructional Technology Foundations and we discussed career prospects in the field. As we talked about becoming faculty, the instructor, a White male faculty member who was preparing for retirement, informed the class that the department would not hire a new Assistant Professor that graduated from an "online school" or one of their own program. Even though I knew that my advisor had graduated from the program, he said that she was a "special case" because she had a "library media" background. I immediately disqualified myself from ever getting a position at my school. However, each one the women in this study worked at the school where they received their doctorate. One person was hired under compulsion, but the other two were not. Having an open door and considering the pool of their own graduates would be a start for Instructional Technology programs seeking to hire Black Women.

Once the women are hired, one of the most important results of this study is to recognize and respect their research interests. Their personal connection to their research should be respected and honored. Being sensitive to their needs is essential in retaining them in Instructional Technology programs and the Academy as a whole.

Future Research

This research study was just the beginning of an extensive research agenda that centers on women in the academy.   Future research in this area could include investigating how parental and family support contributes to the success of Black women in graduate school programs. Does faith have a similar supporting role and how is it practiced?   Also, this study only focused on Black women in the field of Instructional Technology. Additional research could include the similarities and differences in the experiences of Black women in other fields.   I was intrigued about the personal connection to research. Investigation as to how the personal connection to research manifests itself is also an area for further study.

Conclusion

I reflect the truth of who we are.
Michelle Obama 12/11/12

The women who participated in this study are strong, smart and ambitious. They are not an anomaly. They reflect the truth of who we are as Black women. They found their source of strength and support through their families and their faith. By the time they had entered the field, they had the courage to self-advocate and set their own boundaries.   I am honored to have had the opportunity to talk with them and to reflect upon their experiences.   While I am not sure that a career in the professoriate is in my future. I have gained an increased amount of respect for women who have made it their profession.

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APPENDIXES

APPENDIX A

Interview Protocol

Questions that Guided Each Interview

Interview #1: Focused Life History

<u>Greet</u> the participant and thank them for their participation.

State that the <u>purpose of the study</u> is to learn more about the experiences of Black women faculty as Instructional Technology professors.

<u>Ensure confidentiality</u> of the study and the ability of the participant to stop the study at anytime.

<u>Provide a brief overview of the interview.</u> :"This interview will be the first in a series of interviews. It will last no more than 90 minutes. In this interview we will attempt to set the context for the other interviews and I will ask you about your life history as it relates to your career in Instructional Technology."

Main questions

1. I'd like to find out about your life history as it concerns your career as Instructional Technology faculty. Describe it to me as if you were telling me your life story.

2. How did you come to the field of Instructional Technology?

Interview #2: The Details of Experience

Greet the participant and thank them for their participation.

State that the purpose of the study is to learn more about the experiences of Black women faculty as Instructional Technology professors.

Ensure confidentiality of the study and the ability of the participant to stop the study at anytime.

Provide a brief overview of the interview. :"This interview will be the second in a series of three interviews. It will last no more than 90 minutes. In this interview I would like to reconstruct some of the details of your experience as a professor in the field of Instructional Technology."

Questions:

Describe your experience as a Professor in Instructional Technology.

What is a typical day like for you from the moment that you wake up to the moment you fall asleep?

What are the requirements for your position? Research, Scholarship, and Teaching

Interview #3:   Reflection on the Meaning

Greet the participant and thank them for their participation.

State that the purpose of the study is to learn more about the experiences of Black women faculty as Instructional Technology professors.

Ensure confidentiality of the study and the ability of the participant to stop the study at anytime.

Provide a brief overview of the interview. :"This interview will be the last in a series of three interviews. It will last no more than 90 minutes. In this interview I would like to understand some of the intellectual and emotional connections between your work and life as a professor in the field of Instructional Technology."

Main Question:

In light of what you have said about your life before you became faculty in Instructional Technology and what you have said about the work that you do now, how do you understand your professorship?

What does your position mean to you?

Selected Questions for Each Participant

While I used the above questions as guide, the questions below are that I actually asked each participants. These questions were used to obtain a deep description of their experiences and provide an accurate description of the phenomena. These questions were asked throughout the each of the three interviews and are presented in no particular order.

Participant #1 - Annette

- What did you think that you were going to be when you grew up?

- How did you feel about school?

- What really got you interested in instructional technology?

- What made you make that decision to leave corporate to come and teach?

- When did you decide that you wanted to become a professor?

- Did you have any earlier aspirations to come into the professoriate?

- What inspired you to get your first PhD?

- Was there a teacher or teachers who had a particularly strong influence on your life? What did she do? Can you tell me about that?

- Was there anybody else who had a big influence on your life and what lessons did that person teach you?

- Did you have any goals for your life when you were younger?

- What was that like for you, going through that as a graduate student?

- Can you tell me what your relationship was like with your advisors as you pursued your degree in instructional technology and also, I would like to know a little bit about your relationship with your fellow classmates.

- How do you feel about your position as an assistant professor?

- How long have you been a professor in the field?

- If you could change anything about your position, what would it be?

- What do you like about your position as a professor?

- What prepared you most for your current position?

- What do you think are the differences of people who took the traditional route to the professoriate?

- How did you develop your research agenda? How did you determine the topics that you would study and do research on?

- What courses do you currently teach? Which are your favorite?

- Do you feel that you have any particular challenges first being a Black professor, and then as a female and Black?

- Do you feel that you have to deal with the age issue in the classroom as well?

- Can you tell me a story about when you felt that you were penalized because of your age?

- What type of work did you do after you got your first doctorate?

- In our previous interview you mentioned that the software development company that you worked for wanted to offer products and service to faculty, and you stated that in order for them to do that, they needed to have a clue about what faculty do and how they interact with students. Why did you feel it was necessary to get a PhD to help the company reach that goal?

- Did you feel like getting a PhD would help you be in a better position to talk to the faculty?

- How did you develop the skills you needed to obtain a PhD in Instructional Technology and minor in a technical field?

- How did you develop your strong technical background?

- Do you still participate in any of the informal learning now that you are teaching?

- Can you give me a specific example of how you used your research in corporate arena? How did you share the results of your research?

- You said that entering the academy after your first PhD did not appeal to you. Why?

- I know we talked a little bit about this in the last interview, but what made you change your mind to now go into the academy?

- How would you describe your personality?

- Can you tell me how that works just for my own benefit as far as what it is like working as a professor?

- Do you have any kind of advice that you would give to someone aspiring to be a professor in Instructional Technology?

Participant #2 - Marsha

- Where were you born and is that where you grew up?

- Where you got your PhD from?

- Describe to me what you were like as a child. What kind of things you like to do?

- What were your favorite subjects in school?

- You said you had strong family traditions. What were some of those family traditions?

- Did you have any idea what you thought your life would be like?

- How did you feel about school? Was it something that you liked or didn't like or what?

- Can you describe your experience in elementary school?

- What were some of the things that your role model did that changed your view?

- Was she the same race as you are?

- Can you tell me also tell me what your experience was like in high school?

- Can you also describe your college experience?

- Tell me about your experience pursuing your doctorate degree.

- How were you as a student like in high…like for your undergrad and masters and then high school? Was it about the same? You pretty much focused?

- So your master's degree is in instructional design? Is it from the same school?

- How would your classmates remember you? Or how do you think they would remember you?

- What were your best memories of grade school, high school, college, graduate school, and what were your worst memories?"

- Who has been the biggest influence on your life and what lessons did that person teach you? This could be anybody.

- What prepared you in your early years for your position that you hold now?

- What role does your faith play in you being where you are today as a professor?

- What are some of the most important lessons that you've learned from your experience…your entire experience?

- Has this position in anyway changed the way that you look at life and at people?

- Where do you hope to be in the next year, the next five years, and the next ten years?

- Do you have any pleasant surprises about your position?

- Is there anything else that you would like to add to talk about…that you would like to express to others about your experiences as a black faculty in our field?

- How are you involved in service?

- What is a typical day like for you, if there is a typical day?

- How do you feel about your position? You can go anywhere with that.

- Is this position what you expected it to be? I know that you worked there before, and so when you actually became an assistant professor, what did you expect it to be before you became an assistant professor, and then, is that different?

- How long have you been there?

- What do you like most about your position as a professor?

- What do you like least about it?

- We've talked about the position and how would you describe your current working environment?

- Tell me one of your favorite stories from your work life.

- If you could do anything now, what would you do and why?

- It is, what lessons, if any, has your position as a professor in our field taught you?

- Could you possibly give me an example of how you've had to be your own advocate? Then the second question is how have you created your own environment there?

- You mentioned earlier that one of the lessons you've learned is to create your own environment and I wanted to know how you do it there.

Rachel

- Where were you born?

- What were you like as a child?

- So what was some of the things you liked to do when you were little?

- Did you have any kind of notion of what your life was going to be like when you were older?

- So how did you feel about school? Did you like going to school or what?

- What were your relationships like with your teachers? In elementary school, in high school?

- Now where did you go to college?

- So what was your relationship like with your instructors there for your undergrad, your

- So did you get your master's degree in communication or did you get it in Instructional Technology?

- What was your relationships like with your schoolmates?

- Did you go to a mixed race school for elementary, middle school, and high school? Or was it predominantly Black or predominantly White?

- Did you feel any kind of racial tension in elementary school, middle school, or high school?

- You mentioned that there was a teacher who had a strong influence on your life. I think it was your third grade teacher that you said. Can you tell me just a little more about her? Can you give me a story about how she influenced you?

- Was she the same race as you or was she a different race?

- Do you have any other favorite stories from school? This can be either elementary or high school that you might like to share?

- Did you feel that way when you got to college or like when you… Specifically when you got into your PhD program?

- Where did you go to get your PhD?

- I know we talked about the teacher that influenced you, but just in general, who has been the biggest influence on your life and what lessons did that person teach you? What lessons did she teach you?

- Can you give me like one or two specific things that she taught you to do, or encouraged you to do?

- I know you started out with your degree in Communication, but what made you switch to Instructional Technology?

- You mentioned it earlier, as a child you spent a lot of time at church with your friends. I think you said you were Assemblies of God. I just wanted to know how important has your faith been to you to help you get from where you were to now, and is that something that's still relevant for you?

- What prepared you in your earlier years for the position you hold now today?

- So what did you think you wanted to do in industry?

- So, how do you feel about your position?

- Well, what do you like least about your position?

- So where do you believe you get that pressure from? Is it from…is it internal or external?

- How do you manage it?

- What are some of the requirements for your position in regards to research, service, and teaching?

- So what is the university's teaching requirement?

- I know they tell you what your teaching load is, but how do they dictate to you your research and your service? Well, their expectations.

- How would you describe your current working environment?

- What about with your students?

- Well, are there…what lessons has your position as a professor in our field taught you?

- If there is…if you could change anything about your position what would it be and why?

- Do you think that you've encountered any advantages or disadvantages as a result of your race in your position?

- Have you seen any disadvantages because of your gender?

- What was it like for you getting tenure?

- I guess I just really would like to know any kind of advice you would give to someone like me who might want to become faculty. What are some pointers that you would give me as a new faculty member?

- You mentioned that it was important to fall in love with your research agenda. What did you mean by that?

- You also said something about knowing who you are as a scholar or developing yourself as a scholar. So how do you develop that?

- Are there any specific kinds of advice that you would give to a black woman entering the field?

- Now, as a black researcher, do you believe that it is our obligation to have these kinds of issues as our research agenda?

Appendix B

Informed Consent Form

Georgia State University
Department of Middle, Secondary and Instructional Technology
College of Education

Informed Consent

Title: Lived Experiences of Black Women Faculty in the Instructional Technology Professoriate: A Phenomenology

Principal Investigator: Laurie B. Dias, PhD
Student Principal Investigator: Valora M. Richardson, M.S.

I.   Purpose

You are invited to participate in a research study. The purpose of this research study is to is to identify and describe the lived experiences of Black women who are tenure-track faculty in the Instructional Technology professoriate.   You are invited to participate in this study because you are a Black woman and you are tenure-track faculty in an Instructional Technology program. A total of four participants will be recruited for this study. Participation will require 4.5 hours of your time over 3 weeks.

II.   Procedures

If you decide to participate, you will be interviewed by the student principal investigator. There will be three 90 minute interviews conducted with each participant – the life history interview, the current experience interview and the meaning-making interview.   Each interview will be conducted sequentially within a time span of three weeks.

The first interview will be the focused life history interview which will establish contextual evidence for the phenomena. We will ask you to go back as far as possible to tell me about your past experiences that lead them to become professors in the field of Instructional Technology.   The purpose of the second interview, the experiential interview, is to gather details about your experiences which pertain specifically to the phenomena.   The main task of this interview is to reconstruct as much as possible, your current experiences as faculty in the field.   Questions in this interview will include asking you to describe a day on the job and talking about their relationship with your colleagues and co-workers. In the final interview, the meaning-making interview, we will ask you how you make meaning of your experiences. The focus of this interview is to connect the contextual and experiential descriptions that were obtained in the first and the second interviews

The interviews will be conducted online using Wimba and will be audio recorded for transcription and data analysis. We will contact you to schedule a time to meet with you online. We will send you all the necessary information to connect to the online room.

III.   Risks

If you decide to participate, you will not have any more risks that you would in a normal day in

life.

IV.   Benefits:

You may not gain any direct benefit from this study. However, reflecting upon the lived experience of Black women faculty in Instructional Technology through interviews may help both you and

the researchers understand these experiences better. It is also believed that the result of this research will provide prospective Black women faculty a glimpse of what it is like to work in the field. Those who wish to diversify their Instructional Technology program faculty may also gain insight from this study as well.

V,   **Voluntary Participation and Withdrawal:**

Your participation in this research project is strictly voluntary. You have the right to refuse to participate. If you decide to be in the study and later change your mind, you have the option of leaving the study at any time without penalty. Additionally, you may also refuse to answer any question during the interview. No risks or penalties are involved.

VI.   **Confidentiality:**

The findings will be summarized and reported in group form. You will not be identified except by pseudonym. All information collected for this study will be kept confidential to the extent allowed by law. Whatever personal information gathered during the interviews will be deleted when the study is presented and/or its results published. The recorded files will be kept in an password protected secured online archive for three months while being transcribed into text. During transcription, any references to people, places, or things that may be mentioned by you during the interviews will be concealed so as avoid second-party data. The transcribed text will be sent to you for confidentiality screening. You have right to delete or change anything that might reveal the confidential information pertaining to you or your institution. Only your approved transcribed text will be used for data analysis and consequently for conference presentations or publications. The transcribed text will be saved in the researcher's personal computers protected by both a computer log in password and a document security password.

VII.   **Contact person:**

If you are interested in obtaining further information about this study, please contact

Mrs. Valora M. Richardson
3170 Baxberry Court
Decatur, GA 30032
Phone: (404) 542-1887
Email: vrichardson4@student.gsu

You may also contact the faculty advisor

Dr. Laurie B. Dias
Georgia State University
Department of Middle-Secondary Education and Instructional Technology
Georgia State University
P.O. Box 3978
Atlanta, GA. 30302-3980
Phone: (404) 413-8422
Email: lbdias@gsu.edu

Questions or concerns regarding your rights while participating in this study may be answered by contacting the Institutional Review Board (IRB) which oversees the protection of human research participants. Dr. Susan Vogtnercan be reached at 404-463-0674.

VIII.   Copy of Consent Form to Subject:

We will provide you with a copy of this consent form for your personal record. If you are willing to volunteer for this research project, please sign below.

_____

Printed Name

_____   _____

Signature   **Date**

_____   _____

Principal Investigator   **Date**