

DIVERSIFYING THE PROFESSORiate: BRIDGING FROM DOCTORAL STUDENT TO
FACULTY MEMBER

by

CURTIS DESHON BYRD

(Under the Direction of Karen Watkins)

ABSTRACT

Institutions of higher learning are facing large numbers of ethnic minorities entering majority universities and, to meet the needs of these students, more than diversity programming will be required. Considerable research finds that the holistic approach of introducing more diverse faculty into the classroom can provide an inclusive learning environment to positively affect this influx of diverse students. The primary obstacle to these corrective initiatives is the lack of diverse faculty to choose from. The purpose of this study is to develop effective methods to assist newly minted minority Ph.D.'s in their transition into faculty posts.

Action research and its iterative cycles of reflection were used to support an organization (Ph.D. Scholars Program) which has a mission to provide financial support, professional development and mentorship to doctoral students of color to assist them with successfully completing their degree and then place them in academic positions. Many creative strategies were developed to aid this successful organization, by cultivating their programming, enhancing inclusion, voice and social capital of their students and using this to create new portals into the professoriate. Using the AR mode of appreciative inquiry, a team of alumni and the directors of PSP learned that before change could occur for the organization, we needed to supply the team

and PSP with the same tools of inclusion, voice and social capital that scholars needed. Providing these innovations allowed the organization to capture various interventions needed to assist their scholars with the transition into the professoriate. Specifically, the AR team was able to develop interventions that assessed the program, generated ideas for change, and created better networks among minority doctoral students and senior scholars. Also, new connections were made between these newly minted scholars and diversity officers seeking to create a more multicultural classroom by hiring a more diverse faculty. This research was grounded in social capital and social inclusion theories.

The implications of this research includes how social capital is often needed to support doctoral students of color as they transition into academic positions, to help them gain an understanding of the political, social and rigorous landscape of academic departments. A new awareness was created about how organizations outside of academic institutions can play a significant role in giving voice to minority doctoral students seeking faculty posts, ensuring that they are “heard” by faculty recruitment committees. Finally, future research is needed to explore how to bridge the gap between receipt of a doctorate and employment as a faculty member to assist in diversifying the landscape of new institutions.

INDEX WORDS: Action Research, faculty diversity, institutional diversity, minority doctoral students, minority doctoral support programs, Chief Diversity Officers, social capital, voice and inclusiveness

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DEDICATION

This is dedicated to all of those who have supported me to become the person that I am today and will be in the future. I would start with the ancestors that preceded me and laid the foundation love and structure to my life that I live by today: Palmer Byrd Sr. and Venella Byrd. Also, those who walked with me during this tireless journey including my lovely wife Dr. Stephanie Y. Evans Byrd, my fantastic mother Michelle Byrd Williams, uncles-Marc Byrd, Reginald Byrd, Aaron Byrd and Palmer Byrd Jr (their wives and children), cousins-Carlin Yarbrough, Carla Armstrong, Linda Faye Johnson-Hill, Oberia Byrd, Rhamonia Byrd and Merrion Byrd-Harden, as well as all of my other family members. I cannot forget my college bandmates and best friends that have supported me in music, love, and life: Chris Afful (family-Tumanai Afful, and godchildren, Christopher, True and Davion) and Cindy Adler (family-Paul, Preston and Davis). Without their love and support this would have been a harder mountain to climb.

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CHAPTER ONE: INTRODUCTION

In the wake of the 2015 race protests at 51 institutions of higher learning, the leading demand among students was an increase in faculty diversity (Libresco, 2015). The demands for more faculty diversity are a direct result of hostile campus environments and a lack of academics of color on college campuses which can, potentially, serve as support mechanisms and provide inclusive curricula for diverse students who face these issues at majority institutions (Joseph-Charles, 2015). Much work is to be done to bring parity between the number of faculty of color and the substantial increase of diverse students at Predominately White Institutions (PWIs).

In the current case study, the researcher worked with an organization that directly affects faculty diversity by providing financial support and professional development opportunities to minority doctoral students. The Ph.D. Scholars Program (PSP) is a successful program established nearly 20 years ago with a track record of producing 800 minority doctoral graduates, many of whom have gone on to be faculty. This study seeks to improve upon what has already been established by PSP by assisting them in closing the gap between their students completing the Ph.D. and entering the professoriate. The current dissertation will show how, through action research and methods of organizational development, a team of individuals became a change agent for a group who doubted they needed to change. Chapter One will set the stage for the need for faculty diversity, provide a detailed description of the PSP organization and the purpose of the study. Finally, the first chapter will include a discussion of the conceptual framework and theoretical background.

Problem Identification

Demographics in the U.S. indicate that the population is drastically diversifying and ethnic minority populations, particularly African Americans and Hispanic Americans combined, are estimated to reach parity with the white majority population by 2044 (U.S. Census, 2014). There will also be a change in the college classroom in terms of the number of students of color. The National Center for Education Statistics (2014) predicts that college enrollments will increase by 27% for Hispanics and by 26% for African Americans between the years of 2011 and 2022; while White enrollments will only increase by 7%.

The premise of this study is to show, as the population shift happens on college campuses among students, diverse faculty should be reflected in the nation's classrooms. In fact, Hurtado (2001) suggests that classrooms led by diverse faculty are likely to provide more active learning pedagogies and more inclusive environments for everyone to learn. Moreover, Grunwald and Mayhew (2006) discusses that we need to address, "American pluralism across the curriculum, the classroom and in the co-curriculum, in the intersections between campus and community (p. 149)". Ways to create inclusivity for an ever-changing multicultural college classroom include having a strong presence of educational professionals (i.e. instructors, professors, deans). Also, considering future teachers, professors, and instructors are trained in colleges and universities, diversification at the college level could provide all students with an environment where they can learn and express their dynamic and diverse backgrounds.

Diverse faculty on college campuses can enrich the learning experience for all students, particularly students of color. Garrett (2006) reveals that the presence of minority faculty and staff enhances a supportive atmosphere for its diverse minority students, often needed to successfully matriculate through the often alienating classrooms of Predominately White

Institutions (PWIs). As a dynamic shift in the number of minority students entering college classrooms in the next 20 years takes place, there will not be sufficient minority faculty to reflect this cultural change.

The U.S. Department of Education (2014) predicts that minority high school college bound students are projected to substantially increase; nearly equaling majority numbers by 2023 as shown in Table 1. At the same time, according to the Survey of Earned Doctorates (National Science Foundation, 2012), there have been only slight increases in students of color obtaining doctoral degrees in the past 20 years (Table 2), who would be eligible for faculty posts. In fact, there has been no increase in Black doctoral recipients in the last 10 years, despite changing demographics. These projections imply that, while there will be an increase in minorities entering college, there will likely not be adequate numbers of diverse faculty teaching them.

Table 1

Actual and Projected numbers & percentages of college bound, public high school graduates by race/ethnicity (USDE, 2014)

Ethnicity	2009-10 (Actual #)	2009-10 (%)	2022-23 (# Projected)	2022-23 (% Projected)
White	1,895,225	61%	1,600,970	51%
Black	478,024	15%	410,360	13%
Hispanic	550,769	18%	902,410	29%
Asian/P. Islander	169,523	5%	208,310	6%
American Indian/A. Native	34,481	1%	24,570	1%
Totals	3,128,022	100%	3,146,620	100%

Table 1 suggests a substantial growth of minority students entering college, particularly among Hispanic and Asian populations over the next seven years, while majority (or Caucasian)

numbers are set to decrease. Further, US Census Bureau (2014) reveals that the birth rate of the largest racial group in America (White) is decreasing; showing that by 2042 it will not be a racial majority. NCES 2014 reports that, for the first time in U.S. history, the total percentage of minority students (Hispanic, African American, Asian American, Pacific Islanders and Native American) combined is larger than the percentage of whites in public elementary schools. This estimated influx of ethnic minorities also includes a substantial increase in women to colleges and universities, which the higher education industry is not prepared for (U.S. News & World Report, 2014). A survey conducted by the Western Interstate Commission for Higher Education (WICHE) found that, by 2020, the projected number of minorities in high school will total more than 50% in 10 states in the U.S., including California, Texas, Maryland and Florida (WICHE, 2013). These are all indicators that colleges and universities have to be prepared for this increase, and this study argues that faculty diversity is one approach.

Table 2

Doctoral Recipients by Race & Ethnicity-All Fields

(Survey of Earned Doctorates-U.S. Universities, 2012)

Year:	1992		2002		2012	
Ethnicity	Number	%	Number	%	Number	%
Amer. Indian	149	.5%	150	.5%	102	.3%
Asian	1755	6%	2123	8%	2980	9.1%
Black	1109	4%	1761	6%	2079	6%
Hispanic	912	3%	1372	5%	2141	6.6%
White	23,625	84.5%	21,462	77.5%	24,209	74%
More than one	N/A	N/A	274	1%	812	2%
race						
Other	463	2%	616	2%	604	2%
Totals	28,013	100%	27,758	100%	32,927	100%

Table 2 indicates that there has only been a slight increase in the number of ethnic minorities obtaining doctoral degrees. There are vast issues facing doctoral candidates

advancing into the professoriate. Diggs, Garrison, Estrada, and Galindo (2009) and Jackson and Johnson (2011) discuss these issues as institutional structures that hinder minorities as they transition into faculty posts such as lack of mentorship and guidance, racial macroaggressions, disparagement of scholarly work based on focus on ethnic issues, to new course overload and excessive committee work. Further, Fries-Britt, Rowan-Kenyon, Perna, Milem, & Howard (2011) discusses campus climate issues facing minority doctoral students and junior faculty advancing into tenure-track faculty posts. For example, Fries-Britt, et al. (2011) reports that minority faculty must deal with chilly work environments, with a lack of commitment for diversity, from majority faculty counterparts because it does not support their own career trajectory. In this study addressed methods to overcome these barriers and enhance the number of culturally diverse minority faculty in the college classroom. Strategically finding ways to create pipelines of diversity into academia will help to offset the shift in the demographics of diverse students, as college campuses prepare to reflect these changes.

Rationale for Diversifying the Professoriate. Faculty of color provide a sense of inclusion by their presence and demonstrate an institution's commitment to diversity (Blackwell, 1987). Students of color often have insecurities and reservations on majority white college campuses. Having faculty from common backgrounds and ethnicities can provide means to have voice on a college campus or in a classroom where no one looks like them (Felder, 2010). Fries-Britt, et al. (2011) discuss that diverse faculty utilize various pedagogical techniques that enhance the overall learning environment for all students, while providing support and mentorship for students of color at majority campuses. These reasons substantiate a significant role for diverse faculty, but there is difficult road to make this come to fruition.

The factors that affect minority graduate student pipelines into the professoriate include: overcoming barriers of isolation, alienation, and marginalization in the classroom and around college campuses (Thomas, Willis, & Davis, 2007). There also are many variations of marginalization that hinder diverse graduate students from entering the professoriate or staying in faculty positions. These various challenges include women of color who face gender and race issues as they pursue faculty posts; hostile racial climates, with a lack of support and encouragement of research; and a level of institutional racism that develops from procedures, habits, and culture of the department or institution that negatively affects marginalized groups (Davis, 2007; Jayakumar, Howard, Allen, & Han, 2009; Turner, 2002). Ultimately the purpose of this study is to assist underrepresented groups as they transition into faculty posts by directly collaborating with an organization that seeks to close these gaps into academia. The following section provides a detailed description of this association.

The System: The Ph.D. Scholars Program

The organization for which the current study was conducted was the Ph.D. Scholars Program or PSP as referred to in the present document. The program is situated in a southern state and provides a variety of services to underrepresented minority doctoral students as they complete their degree. It also hosts an annual conference that supports most of its initiatives, which we call the Mentoring Symposium for the purposes of this study.

The PSP was established in the early 90s, supports more than 1000 scholars per year at 83 institutions in 29 states, and has produced over 800 students who have earned the Ph.D. It operates primarily within one region of the states; however, other states around the U.S. are joining the program. The region which the PSP has primarily operated is important as the region has struggled with issues of diversity in PWIs. The PSP is poised to create significant change.

PSP has been a successful program in mentorship and preparation of doctoral students and junior faculty of color. The organization reinforces these opportunities for students in several ways. Their annual conference (Mentoring Symposium) is diverse and comprehensive, supporting doctoral students and their faculty mentors from 11 states with funding opportunities and professional development. PSP collaborates with other minority doctoral support programs at this function.

PSP participants are provided with funding, mentorship, professional development opportunities for careers in the professoriate, and are actively recruited by colleges and universities around the nation. All disciplines are represented in the PSP Program, and the program works specifically with science, technology, engineering and mathematics doctoral students. When students earn their doctorate, they remain in the PSP family by participating in the junior faculty professional development conference, in conjunction with the program's annual conference. This provides alumni of the PSP program sessions and workshops on how to succeed in the academy, while enabling them to network and mentor current doctoral students of the Institute. Spence and Abraham (2013) describes this conference in the forefront of the national discussion of addressing the shortage of minority faculty by providing racial/ethnic minority students with support and encouragement to pursue doctoral degrees and become college professors.

The Ph.D. Scholars Program provides a strong social and academic support environment through networks built in online chats on their listserv, guides on completing the doctoral degree, and their annual professional development conference (the Mentoring Symposium). Participants are given opportunities to meet with faculty recruiters about positions at their institutions, given tips on navigating graduate school, and mentored on finding jobs in the professoriate (Abraham,

2011). Scholars are reinforced by faculty mentors, PSP staff, faculty recruiters and peer scholars, of their worth and value to the academy during this four-day event. For some, the Symposium is the one time each year that they get to network and share ideas with likeminded students and faculty who look like them. These experiences serve as a positive reinforcing environment that builds self-identity and a sense of empowerment, thus enhancing voice (McLeod, 2011). This, along with the mentorship and professional networks developed, supports opportunities for them to enter into the professoriate.

The Ph.D. Scholars Program gives structure to its mentorship program by requiring follow up between the participants and their faculty mentors. Not all follow this structure, but mentees are encouraged to develop networks with faculty recruiters at the annual conference, as well as networks with fellow scholars and other faculty mentors. Ultimately, these networks have proven to assist with persistence in their doctoral program and to increase their chances of finding faculty posts (Spence & Abraham, 2013). PSP has developed the pipelines and networks that are necessary for their student's success; however, one of the goals of this study is to further develop such opportunities given the disparity between the number of those who earn doctorates and the number who actually enter the professoriate. The Survey of Earned Doctorates (2014) indicate that over a 10 year period (2004-2014), the rate of academic employment has declined by more than five percentage point in life sciences, physical sciences, and engineering, while the same rate in all other disciplines has only slightly increased, no more than five percent. This study goes on to illustrate that minority doctoral students who tend to be first generation in college and graduate school and often struggle with completion, particularly at large research intensive universities. PSP has made many connections with their students through the mentoring symposium, where faculty recruiters (i.e. deans, department chairs, and chief diversity officers)

speak directly to scholars about faculty positions on their campuses. Further, PSP is developing connections with alumni of the program to assist students in their transition into the professoriate. The PSP, with which this action research case study worked, assists students with the extraordinary costs associated with graduate study, matriculation through their graduate program, and placement into faculty positions. The PSP organization provides these services through social support networks with faculty, administrators and peer mentors. PSP provides professional development opportunities that support critical thinking and analytical skills, and provide the tools to combat the obstacles of graduate study, while moving into faculty positions (Spence & Abraham, 2013).

One of the priorities of the PSP is to bridge the gap of diverse doctoral students and institutions of higher learning seeking diverse faculty. The current research study collaborated with the PSP to find ways to enhance their services to provide better pipelines for minorities into the professoriate. We used the collaborative techniques of Action Research (AR) to guide our learning in the study. AR aligned best with our research because of the iterative cycles of reflective learning that were needed to evolve and grow this organization (Stringer, 2013).

Much of the research on programs that address faculty diversity focuses on enhancing opportunities for underrepresented minorities to earn doctoral degrees and on how to strengthen retention of diverse faculty; however, there is little literature on facilitating pathways into the professoriate once these students have earned their doctoral degree. Thus, the current study focused on building the bridge between obtaining a doctorate and obtaining a faculty position. The following section will address this gap by providing the purpose of the study and showing the significance to the larger body of research.

Purpose and Research Questions of the Study

The purpose of this Action Research case study is to understand the role of enhanced social capital, inclusion and voice in closing the gap for minority doctoral students who are completing the dissertation and entering the professoriate. Specifically, the study used Action Research and its iterative process of problem-solving, positive change, and interventions to provide recommendations to the PSP and to implement our planned interventions (Coghlan & Brannick, 2010). In this study, the research questions grew out of both the literature and the direction in which the organization sought to move. Thus, the study examined the following questions:

- 1) What is learned by an action research team about implementing systemic change to diversify the professoriate?
- 2) In what ways can inclusion and voice be leveraged to overcome barriers to minorities entering the professoriate?
- 3) How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?

In initial meetings with the sponsors of the program, the lead researcher of the study felt that the focus on appreciating current positive attributes found in Appreciate Inquiry (AI), a mode of Action Research, would best fit this organization's culture. Coghlan and Brannick (2010) describe AI as a methodology that works with change in a system by appreciating *what is best* in an organization rather than its issues or problems (p. 47). We took this stance after the stakeholders agreed to work with AR and the lead researcher had detailed discussions with the directors about all assets of the program. The AI methodology will be discussed in detail in Chapter 3. The conceptual framework and theoretical underpinnings will be discussed next.

Conceptual Framework

My conceptual framework used social capital, social inclusivity and voice as the theoretical foundation in identifying ways to assist doctoral students of color to advance into faculty positions. Specifically, the framework serves as the bedrock of this action research case study as we looked to provide ideas around enhanced programming for an organization that seeks to increase faculty diversity. The framework argues that academic networks and leveraging connections increase social capital of doctoral students of color which enhances their success in securing faculty positions. Finally, enhancing inclusion and voice may assist in overcoming barriers to entry into the professoriate and thus may increase the likelihood that minority students will pursue the professoriate as a career option. Figure 1 shows the illustration of the study's conceptual frame work grounded in social capital, inclusion and voice. The conceptual framework connects the action research process to enhancing the PSP organization using social capital (i.e. academic networks and strategic mentorship) and inclusion and voice for doctoral students of color to access pathways to the professoriate.

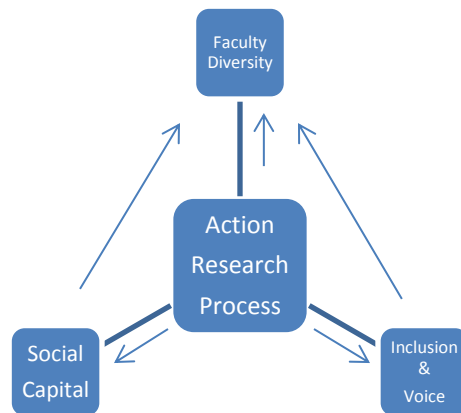


Figure 1. Conceptual Framework

Theoretical Background

The current study was framed by theories of social inclusion and social capital. Hinton and Thompson (2010) see social inclusion theory as particularly germane to communities, services and individuals coordinating efforts to afford all people with equal opportunities to enjoy the best of life and to prosper in society. They describe social inclusion as relevant within higher education, particularly among racially underrepresented groups, because of the disparities in resources (e.g. quality k-12 education to prepare for college) relative to the majority population. Social inclusion and voice create a foundation to build toward the sustainable, diverse environments needed to have all students on college campuses learn and thrive. Keevers and Abuodha (2012) describe social inclusion in higher education as a multi-dimensional and complex fabric of intra-connected relations of social, political, economic and cultural responsibilities and practices for institutions. One particular interpretation of social inclusion links directly to social capital. Gidley, Hampson, Wheeler, and Bereded-Samuel (2010) argue that social inclusion is related to increasing access and social capital, based on inequalities among people.

Social Capital theory is the second part of the theoretical framework of this study and looks at the problem of gaining access to the academy as a process enhanced by gaining networks or group social capital and through gaining organizational support and mentoring. Social Capital Theory is defined as a set of properties existing within socially patterned associations among people that, when activated, enable them to accomplish their goals or to empower themselves in some meaningful way (Espinoza, 2006). One relevant way to use social capital that is significant to this study involves the development of mentorship relationships between underrepresented minority students and faculty, veteran faculty or administrators, and

their leveraging of social capital to assist these students. These connections are more readily attainable among majority graduate students and faculty, as they are identified as the larger percentage of people in the academy and have more accessibility to these informal networks (Smith, 2007). One of the goals of this study was to identify creative means to strengthen the connections and awareness between faculty/administrators and minority doctoral students who may not be aware of these potential networks. Social capital is a necessary means to create connections and networks through mentorship and developing relationships among those new and seasoned in the academy.

Organization of the Dissertation

The current chapter serves as the foundation of the study by defining the problem and rationale for faculty diversity, describing the organization in which we conducted our research, the purpose of the study and guiding research questions, and the conceptual and theoretical framework. A brief description of the remaining chapters of the dissertation follows. Chapter 2 is a review of the literature that supports the focus on faculty diversity and the study's conceptual framework. Chapter 3 represents the study's research design and methodology. Chapter 4 provides the story of the study through the lens of a single action research case study. Chapter 5 is an analysis of the data, producing the findings and recommendations for the study, and Chapter 6 provides the summary of the study, drawing from reflections and conclusions providing implications and recommendations for future research.

CHAPTER TWO: LITERATURE REVIEW

The current qualitative action research case study investigated an organization dedicated to diversifying the professoriate with qualified ethnic minority doctoral students, through the lens of appreciative inquiry, providing them with alternative strategies to bridge the gap from completion of the dissertation to junior faculty posts. In this study the purpose was to understand the role of enhanced social capital, inclusion and voice in filling the gap as these students become academics. The study also demonstrated how such variables offer another strategy to handle the current and continuing influx of diverse students entering the college classroom. The current section reviews the literature that uses these three supports in finding ways to enhance placement of minority doctoral students in faculty positions. The theoretical underpinnings of this topic as well as empirical literature on tactics to bring more graduate students of color into the professoriate are summarized in this chapter. Current strategies to support the transition from doctoral study to the professoriate are outlined. The literature of the study concludes with an in-depth view of diversity in the professoriate as it pertains to strategies to enhance faculty diversity.

The literature search strategies included using google scholar and the University of Georgia's Galileo search engines. Keywords and search terms or phrases for the review of literature included the following: faculty diversity, minority doctoral student persistence, faculty recruitment, diversity in higher education, diversity in adult education, inclusive college campuses, social capital theory, and social inclusion theory. The following is a description of the theoretical and empirical literature of the study.

Social Capital

Networks of powerful people, who provide inside information, invaluable coaching, and guidance in securing desirable positions and promotions are deemed one's "social capital" (Moody, 2004). Social Capital Theory is defined as a set of properties existing within socially patterned associations among people that, when activated, enable them to accomplish their goals or to empower themselves in some meaningful way (Espinoza, 2006). Marginalized and underrepresented populations (i.e. racial minorities, women, LGBT groups) are often lacking in the networks and connections to succeed in the academy. These connections are more readily attainable among majority graduate students and faculty, as they are identified as the larger percentage of people in the academy and have more accessibility to these informal networks (Smith, 2007). Social capital is a necessary means for minorities to enter the academy and avail themselves of the connections and networks afforded to their white counterparts.

Academic Networks

Mentorship in academic settings has an indirect positive influence on academic achievement of students (Davidson & Foster-Johnson, 2001). The relationships of graduate students to faculty and junior faculty to senior faculty interactions and networks offer voice to rising academics and ultimately can lead to a more successful career (Bajaj, 2014). In fact, one of the objectives of academic mentoring programs is that mentors will transfer some of their cultural capital (i.e. the disposition, attitudes, and behaviors that foster academic prowess) to students (Farmer-Hinton & Adams, 2006). Coleman (1988) argues that the networks, relationships and set of academic norms attained in these mentor relationships serve as conduits of valuable information and resources needed to be successful and to move upwardly in

academic settings. Moreover, Coleman illustrates how students can develop social capital through mentorship as shown in Table 3.

Table 3

Coleman's Four Components of Social Capital Manifested within Mentoring Relationships

Components	Actions/Results
Social capital is created when mentors and mentees establish norms	Scheduled meetings, clearly defining the expectations of mentoring relationship
Social capital is reinforced when there are clear sanctions for violating norms	Students not allowed to attend departmental functions (i.e. dinners, social events)
Social capital is maintained through closure, maintaining ties of mentor's social network	Mentor maintaining strong network and information channels, accessible to mentee
Social capital maintains information channels for mentor and mentee	Will provide access to academic information, needed for success and foster maintenance and reproduction of social capital by regulating the quantity and quality of knowledge, skill sets, and resources

Structured mentoring relationships provide the social capital listed above by setting expectations to earn the dividends of these connections. Even in informal relationship structures, setting these expectations will benefit both the faculty and students by familiarizing students with the protocols of doctoral work (i.e. effective time management, departmental and university policies, networking at conferences, publishing) and faculty understanding of the effective ways to get the best work out of the student (Espinoza, 2006).

Ultimately, the purpose of academic mentor programs is to build students' social capital by providing the necessary information, resources, and skill sets needed to successfully navigate the educational system (Smith, 2007). Further, Seibert, Kraimer, and Liden (2001) write that multiple mentors provide more social capital and career benefits than one mentor. It is particularly valuable to establish relationships with those with higher organizational clout to enhance career opportunities. Social capital can provide the means for students from

marginalized groups to have a level playing ground to overcome the barriers that their majority counterparts do not face. Table 4 refers to the empirical studies just provided in this review of the literature.

Table 4

Empirical Table on Social Capital

Author(s)	Date	Purpose of Study	Sample	Methodology	Results
Espinoza	2006	This study examines “pivotal moments” as minority doctoral students organize their social support networks. It provides detailed descriptions of social support networks (Social Capital) of female doctoral graduate students of three racial-ethnic groups (White, Latinas and African American). The objective of the study is to investigate how the timing of pivotal moments contributes to academic success.	n = 43	Qualitative-Interviews using Social Capital Theoretical perspectives	The study found that those women who had early educational pivotal moments in the academic career (K-12), had stronger support mechanisms and social capital to withstand their later college and doctoral experiences and were able to succeed at a higher rate
Smith, B.	2007	Explores how mentors and mentees create and maintain social capital during the mentoring process; the article looks at how students of color and first-generation college students access social capital through mentoring relationships.	n = 8	Qualitative-Interviews & Quantitative-Surveys	Finding indicated that mentors and mentees enter into these relationships because they believe they will gain valuable academic knowledge during the mentoring process.

Table 4 continued

Seibert, S., Kraimer, M, Liden, R.	2001	Provides model of how social capital can provide career success, based on network structures and social resources. The article provides that mentoring networks can be influential, particularly within an organization.	n = 448	Quantitative-Surveys	The study found that social capital has an effect on access to resources, access to information and career sponsorship. Social resources were positively related to career advancement, salary and career satisfaction.
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Espinoza (2006) argues that social capital as it relates to social networks is invaluable to individuals, as one can be more productive when they are well-connected to others. One aspect of Social Capital Theory involves the establishment of norms, which requires mutual trust and shared expectations between social actors in interpersonal relationships (Smith, 2007).

Once these norms and mutual trust are formed, the transfer of social capital occurs. Calabrese (2006) describes this social capital as the *DNA that binds people through trusting networks enabling people to operate with a sense of mutuality in fulfilling personal and collective aspirations*. This study looks to develop these reciprocal relationships of shared norms and emerging networks. Another aspect of these linkages is professional networks.

Professional Networks

Bourdieu (2011) and Coleman (1988) argue that within educational contexts professional networks are invaluable, as they are so critical in successfully matriculating through school. These networks are considered channels where privileges and opportunities run for particular groups and individuals (Bourdieu, 2011). These kinds of connections are invaluable, as many institutions are only made up of scholars from highly ranked universities and likely would not

consider applicants from schools from which minority doctoral candidates are often coming (Fries-Britt et al., 2011).

Some of the primary proponents of faculty diversity are Chief Diversity Officers (CDOs). CDOs are a new group of individuals charged with diversity initiatives, campus climate, access and success of underrepresented populations on college campuses (Jeffery, 2013). One of their primary responsibilities is to work with academic departments to increase the number of diverse faculty in universities and colleges (Leon, 2014). These individuals have been deployed in the past ten years by their institutions to build their faculty of color, by attending recruitment fairs with department chairs, and other minority doctoral students.

Although social capital has been shown to assist in the development of networks in the educational settings, there is no literature discussing the direct value to minority doctoral students of enhancing social capital in the process of obtaining positions in the professoriate. This study seeks to fill this gap, by demonstrating the value of social capital and networks as one vehicle for obtaining faculty positions. The other bridge to assist minority doctoral candidates obtain faculty posts is through vehicles of inclusion and voice. The following section illustrates how these two variables can affect pathways to the professoriate.

Inclusion and Voice

Gidley, et al. (2010) describe social inclusion as policies that afford equitable access and quality higher education to disenfranchised groups, such as underrepresented groups, low socio-economic groups, elderly and disabled groups. Keevers and Abuodha (2012) add to the discourse that social inclusion can be expanded in higher education through the multifaceted practices of respect and recognition, redistribution, representation and belonging. Social inclusion for the purposes of this research is defined as access and equity given to disadvantaged groups, to assist

increasing their numbers in higher education (Gidley, et al., 2010). This complex version of inclusion is one of the pillars of this study.

Social Inclusion Theory, as shown in Figure 2, has been defined as having degrees of inclusion through levels of interpretation from the smallest lens of neoliberalism (access), the social justice concept (participation or engagement), and the largest exploration is the human potential lens (success through empowerment) (Gidley et al., 2010).

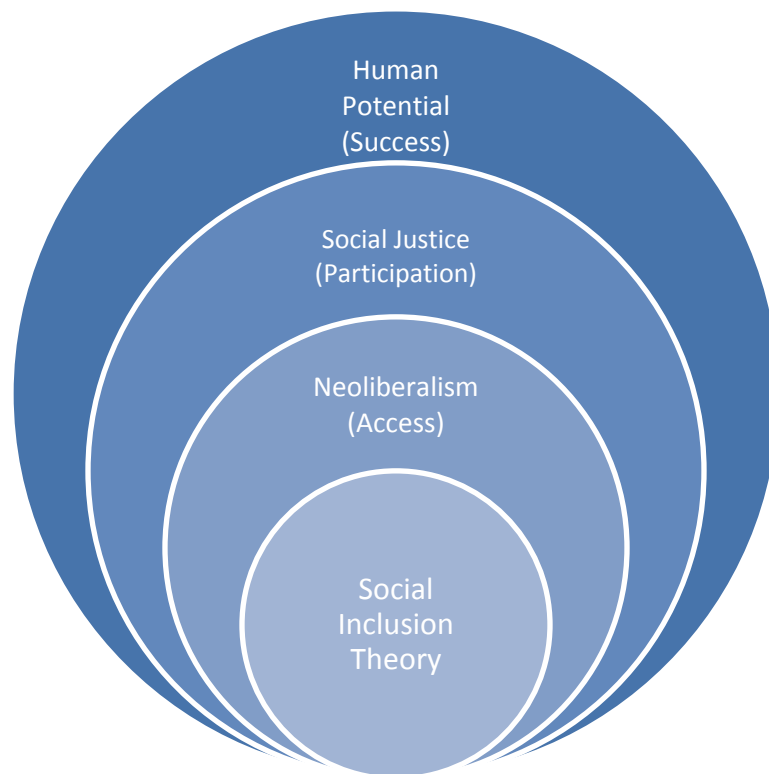


Figure 2. Social Inclusion Theory Model (Gidley, 2010)

In the context of higher education, neoliberalism only is invested in social inclusion by providing access for the purposes of increasing skill sets of individuals and improving the economy. Neoliberalism does not take into consideration the voices of all marginalized groups,

as it looks to commodify higher education by just finding ways of increasing the numbers, but not researching why the numbers need to be increased (Gidley et al., 2010).

The Social Justice philosophy of social inclusion goes deeper into the interpretation of inclusion. It takes into consideration human rights, egalitarianism of opportunity, human dignity and fairness for all. Further at this level, the social justice ideology views universities in the role of creating university-community partnerships, such as creating linkages between low-income and rural areas, and academic institutions. Gidley et al., (2010) does provide the critique that, in this approach, resources often become low as they are not fully supported by institutions. Thus, this is not the best tactic.

Finally, the Human Potential ideology looks to realize the full potential of all human beings, thus, creating a comprehensive cultural transformation. This philosophy sees everyone (marginalized for whatever reason) as multi-dimensional beings who have needs and interests like everyone does (Gidley et al., 2010). This final representation of social inclusion sees inclusion as the empowerment of individuals to fully participate in all of society (Olsson, 2008). This prospective values a full multicultural lens including all individually and fairly.

Ultimately, reaching the highest version of social inclusion is ideal for institutions of higher learning, however, many of our colleges and universities and those that sponsor these institutions only reach the first level of inclusion. Keevers and Abuodha (2012) describe social inclusion as more than just providing access to diverse students. It is a more heuristic approach of creating and enacting inclusive curricula, learning spaces, and setting conditions of reciprocal exchange, recognition and respect within higher education. The literature on social inclusiveness provides one solid variable for creating a democratic campus environment to handle the increase of diversity in the college classroom; another is voice.

Voice and multiculturalism work in tandem with inclusivity. Multicultural education allows all students to learn and grow in educational processes without the alienation and conflict that occurs on college campuses, particularly for those who are at Predominately White Institutions (Cuyjet, Howard-Hamilton, & Cooper, 2011). On the other hand, multiculturalism addresses the exclusionary policies and practices at various institutions, including striving for equity in programming, as well as curriculum, services and staffing (Guy, Reiff, & Oliver, 1998). Hiring and retaining more diverse faculty is one of the cornerstones of developing a more multicultural and diverse campus. This requires the administrative leadership and resources of institutions to be on board with structural and curricular changes. These changes can begin with training and professional development to challenge subtle cultural biases of an institution's culture or perceptions (Kayes, 2006). For example, Smith (2000) discusses that, in the hiring practices among faculty search committees, there may be aversive views held by majority faculty toward diverse faculty candidates that do not surface until the hire is made and the candidate looks like, talks like and has the same cultural background as the selection committee. Incorporating active professional development opportunities for the purposes of hiring more diverse populations on college campuses can be one means to begin this shift toward multiculturalism (Jayakumar et al., 2009).

There is significant importance of voice in diversifying the professoriate. Inserting "voice" into the discussion of multiculturalism and inclusion on college campuses is a method to address the needs of historically underrepresented or diverse groups. Voice, in this context, is used as a democratic policy of participation and inclusion (McLeod, 2011). Moreover, voice can be used in multiple ways in educational discourse. McLeod (2011) describes four common and overlapping uses of voice that are helpful in considerations of promoting diversity within college

environments and supporting the development of agency among marginalized groups as shown in Table 5.

Table 5

Uses of Voice (McLeod, 2011)

McLeod's Four Common & Overlapping Uses of Voice	
Voice-as-Strategy	To achieve empowerment, transformation, equality
Voice-as-Participation	In learning, in democratic processes
Voice-as-Right	To be heard, to have a say
Voice-as-Difference	To promote inclusion, respect diversity, indicate equity

This concept is valuable in higher education discourse as it provides an intersection to invite authentic inclusion of diverse students and faculty. Voice involves having everyone's issues heard and integrated into the culture of their institutions. Valuing and enabling the articulation of voice is viewed by diverse faculty and students as integral to a democratic and equitable citizenship (Biesta, Lawy, & Kelly, 2009). Inserting "voice" into the conversation with multicultural education, as it relates to higher education, provides another vehicle for change on college campuses.

Voice as a vehicle of discourse in academic settings comes in a variety of ways. Voice can be used as empowerment through student organizations for students of color. At majority campuses, minority student organizations allow for marginalized students of color to enjoy a safe space to voice their concerns and discuss issues relative to their interests, on often hostile predominantly white campuses (Deo, 2008). Historically Black Colleges and Universities and other minorities serving institutions allow for "voice" by providing supportive environments for intellectual growth and better engagement with the entire collegiate experience (Checkland & Holwell, 1998). Voice can be used in learning and democratic environments created on college campuses through university sponsored career development workshops for students and faculty

on issues such as: proposal writing for conferences, getting research published, managing time, and teaching strategies (Moody, 2004). College campuses can provide voice through avenues for diverse faculty and students to participate in critical decisions of administration. This has been done through the manifestation of diversity offices and chief diversity officers.

Diversity offices are commonly led by a “Chief Diversity Officer”, often given the rank of vice president or vice provost to allow for maximum positional capital to support an authentic diversity initiative. If given the appropriate clout, these offices can politically move a campus on issues relating to diversity, from searches for high ranking administrative positions and faculty on campus, serving as a clearinghouse on diversity programming to implementing strategies on missions of diversity (Williams & Wade-Golden, 2007).

Programs That Support Inclusion and Voice

Current Strategies to retain students of color pursuing doctoral programs and the transition to the professoriate. Tinto (1975) challenges colleges and universities by stating that one of the primary roles of institutions in retaining students of color is providing social and cultural integration. Integration, in turn, is influenced by pre-college characteristics and goals, interactions with peers and faculty, and out-of-classroom factors (Jensen, 2011). What does it take to create a pathway for students of color to be successful in graduate study and beyond? In this section we will look at programs that work with students of color as they begin the path to the professoriate, first as researchers and developing mentorship relationship, maintaining such relationships through doctoral study and eventually developing the necessary bonds as a junior faculty member with senior faculty.

Students of color in academe often experience rejection and isolation, beginning in graduate training as they may not have access to social support systems through various mentors

(Boice, 1992). Successfully combining research and mentorship experiences between faculty and students can serve as a hallmark to effective graduate study. This process can begin during the undergraduate experience and serve as a very effective means to bring underrepresented minorities into graduate study. Crawford, Suarez-Balcazar, Reich, Figert, and Nyden (1996) describe summer undergraduate research experiences as pathways to graduate level mentorship and research for students of color. These programs are designed to include mentorship, research opportunities, structure, resources, moral support, encouragement, empathy and recognition for the more informal mentoring from faculty on college campuses. PWIs employ these services and programs to undergraduate students of color, as pipelines into their graduate programs.

Allen and Zepeda (2007) discuss the Summer Research Opportunities Program (SROP) begun in 1986 by the academic consortium (Committee on Institutional Cooperation-CIC comprised of all the Big Ten Institutions). The CIC SROP initiative provides minority undergraduates with an 8-10 week summer experience that includes hands-on research, professional development workshops, and participation in a research conference to present their work. Faculty mentorship is at the center of the experience, allowing academics the opportunity to see the work of students they may have never worked with in the past. These experiences provide faculty a much richer basis for evaluating student potential than the standard criteria of test scores and GPA.

In April 2015 the CIC and the Associated Colleges of the Midwest (ACM) were awarded an \$8.1 million grant from the Andrew W. Mellon Foundation on faculty diversity (Committee on Institutional Cooperation, 2015). The program was developed to provide several key components that assist with guiding underrepresentation populations into faculty posts. They comprise undergraduate fellowships that support research, mentorship, career development;

faculty fellowships that provide funding for master's or doctoral degrees and will offer mentoring and scholarly development; and workshops and meetings that will strengthen connections between liberal arts colleges and research universities in the two consortia (Committee on Institutional Cooperation, 2015).

The Ph.D. Project is another research and mentorship model that provides potential minority doctoral business students with an experience to guide them to faculty positions. Schwartz and Walden (2011) describe the Ph.D. Project as a remedy for the lack of diversity among graduate students and faculty in business schools. The Ph.D. Project uses a support network of doctoral student organizations, financial support, mentorship, and an undergraduate conference with faculty and graduate students to encourage students of color to pursue doctoral programs in business, successfully complete doctoral programs, and enter the professoriate. Fortunately, 90 percent of doctoral students associated with the Ph.D. Project complete their program compared to the national average of 75 percent.

The pipeline continues as Moody (2004) discusses how formal campus-wide mentoring programs for all incoming faculty that pairs them with senior faculty can sustain faculty of color. She goes on to say that, this way, diverse faculty are not being alienated, because all faculty participate in the mentoring process. These mentoring experiences, as well as informal visits with department chairs and deans to discuss the experiences of diverse faculty, can assist with the transition from graduate student to faculty. In order for the systematic change and inclusion of diverse faculty to occur, colleges and universities are looking to find ways to level the playing field, provide voice, and serve as an equalizer to marginalized groups as they enter the professoriate. Table 6 illustrates the empirical studies on strategies to diversify the professoriate.

Table 6

Empirical Table on Strategies to Diversifying the Professoriate

Author(s)	Date	Purpose of Study	Sample	Methodology	Results
Crawford, Suarez-Balcazar, Reich, Figert & Nyden	1996	Describes mentoring programs targeted for undergraduate minority students interested in attending graduate school; they emphasize structured mentorship, to enhance opportunities for these students in graduate study; study was based on undergraduate research experience and how to prepare for graduate study	n = 40	Exit Interviews and Focus Groups (Qualitative); Survey (Quantitative)	As a result of the program, mentorship and research many felt they were prepared for graduate study; based on survey of study the overall mean score of survey was 6.55 on a (1-7 scale with 7 being the highest); also, 45% of students were admitted to graduate study
MacLachlan, A.J.	2006	This study provides strategies to evolve graduate students of color into the professoriate, particularly in STEM disciplines. The discussion focuses on the graduate school experience in prep for faculty positions	n = 158	Pre-Program Interviews & Exit Interviews (Qualitative)	Implications of faculty training, increased hiring of faculty and support of new faculty of color
Schwartz & Walden	2011	Provides insight into the Ph.D. Project, and its mission of diversifying business school faculty in order to diversify the workforce and if the program works	n = 206 Ph.D. Project alumni (24% of all alumni)	Quantitative-Surveys	The survey results overall were positive indicating that the program benefited up and coming minority business majors toward earning the Ph.D. in business

Table 6 continued

Smith, D.	2000	Provides a study on how the job market treats minority scholars as they look for positions in academia. Based on survey and study they are able to provide strategies for improving hiring practices	n = 299	Qualitative-Interviews & Quantitative-Surveys	The study was able to provide valuable recruitment strategies, and debunk myths about diversity faculty pools. They emphasized revamping searching strategies, demanding efforts are forceful and intentional, with mechanisms to champion diversity initiatives on college campuses
Smith, Turner, Osei-Kofi, Richards	2004	Examines whether specific interventions account for the hiring of diverse faculty above and beyond hiring done in academic areas specifically focused on race and ethnicity	n = 689	Quantitative & Qualitative methods were employed for data analysis	Interventions or diversity indicators (i.e. search committee, finalist are diverse, in the job descriptions) made a significant difference in the ethnic composition of the faculty, particularly among underrepresented faculty candidates

Voice through Mentorship and Professional Development.

Thomas, Willis, and Davis (2007) describe mentoring as career socialization, inspiration, support, feedback and providing guidance from a senior colleague to a less experienced colleague. An important component of successfully completing a doctoral degree is the relationship between the faculty advisor and the graduate student. The significance of positive mentors among minority doctoral graduate students is paramount as these students come into the academy without the same networks and supports as their white counterparts (Brown II, Davis, & McClendon, 1999). As we examine mentorship structures for graduate students of color, it requires defining the value of mentoring in this context.

J.E. Blackwell (1989) states that faculty mentoring graduate students provides the following: (1) enhancement of coping strategies during difficult times; (2) emotional support and encouragement; (3) showing relevant resources to assist in study; (4) socializing to role requirements and expectations of the profession; (5) assisting in navigating the educational bureaucracy; and (6) building self-confidence and self-esteem. All of these components of mentorship are the recipe for successfully completing doctoral study. Moreover, Gardner (2008) discusses that the socialization of doctoral students of color on the norms and culture of graduate study is critical, as they do not “fit the mold” that has been constructed by majority White institutions. Successful mentorship and mentoring programs can significantly contribute to the effective completion of doctoral degrees by students of color.

Lovitts (2001) argues that strong mentors push their protégés intellectually and professionally to present at professional meetings and conferences, learning the rules of their respective disciplines. Further, Johnson (1996) notes the significance of mentors explaining the importance of career development strategies to mentees, such as observing classroom pedagogy,

advantageous job selection, seminars on publishing, and attending relevant professional conferences. Each of these perceptions of mentorship has a commonality of socializing the student to the norms of academic study, while giving a unique perspective on how they can be executed. Overall, robust mentoring relationships and positive interactions between faculty and doctoral students can produce the social capital and self-efficacy required for these often first generation college students to successfully complete a doctoral program. Lastly here is some of the literature that supports transitioning doctoral students into faculty posts. Although there is literature on how to recruit minority doctoral students into the professorate, there is not much documented on the promotion of the transition of these students into faculty positions.

The Elusive Literature on Doctoral Students of Color Transitioning into the Professoriate

Daryl G. Smith (2000) suggests that diversifying faculty can be achieved through incorporating diversity into college missions, search committees and by adopting new scholarship from those with different ethnic backgrounds. This can counteract some of the issues facing diverse groups entering the professoriate. Specifically, Smith, Turner, Osei-Kofi, and Richards (2004) suggest that providing salient qualifiers of diversity in faculty job descriptions can alert potential faculty of color that the department and institution are interested in their research and eventually hiring them. Another strategy to enhance the recruitment of faculty of color is providing diverse search committees, particularly including minority faculty from the hiring department on the search (Moody, 2004; Smith et al., 2004; Smith, 2000, Turner & Myer Jr., 1999; Turner, Gonzalez, & Wood, 2008). Felder (2010) asserts that effective mentoring of doctoral students and junior faculty of color can provide the professional and scholarly networks that initiate a young professional academic's disciplinary identity. This can manifest into a positive transition into the faculty ranks and through the tenure process.

Other institutional strategies include hiring diverse senior faculty, who can provide social networks and mentorship, also, scholars in residence programs that allow to new doctoral graduates time to become familiar with the institution while the institution determines if they are the right fit (Moody, 2004). Although there are many recruitment strategies to increase diverse faculty placement, there is not much literature on how external agencies or interventions outside of colleges and universities can enhance this process. This gap in the literature is where this study was focused.

Cole and Barber (2003) provide a myriad of recommendations at the institutional level to enhance faculty diversity on the front end of the collegiate experience such as exposing minority students to teaching experiences, research experiences, strengthening pipelines into doctoral programs and increased faculty-student contact. Programs such as the Ph.D. Scholars Program or the National Science Foundation-Alliance for Graduate Education and the Professoriate (AGEP), Mellon Minority Fellowship Program, or Ph.D. Project for business doctoral students, create the recruitment pool of minority doctoral students, but there is often a disconnect between these students completing their dissertations and entering the professoriate. Weinberg (2008) discusses the allure of private industry or government positions that take newly minted minority Ph.D.'s away from faculty posts. These high paying salaries coupled with less hassle from the procedures of becoming professor make it difficult for the doctoral producing programs listed above to place their students into faculty positions.

Also these agencies can look to connect with diversity officers that are often placed on majority campuses to enhance diversity, particularly among faculty (Williams & Wade-Golden, 2013). In fact, there is a national organization, (National Association of Diversity Officers in Higher Education (NADOHE)), where chief diversity officers (CDOs) share ideas. They have an

annual conference where these common groups could meet or connections could happen if the CDOs attended the conferences of these agencies. This could be a method to bring relevant groups together and create networks to bring more new academics of color into the professoriate. Ultimately, there must be departmental and institutional support in diversifying the faculty. This iterative community process of students of color who successfully completed their doctorates, go on to postdocs, and eventually become faculty, could come back to support these initiatives by creating networks of student of color going through similar processes (MacLachlan, 2006).

Although these are relevant strategies to diversifying faculty at majority campuses, again the literature is lacking on specifically discussing how various agencies (i.e. Ph.D. Scholars program, NSF or NIH minority doctoral programs) can increase their placement of these students into the professoriate. The goal of this research was to fill this gap. We explored the idea of providing innovative strategies for increasing minority faculty members through minority doctoral support programs, academic networks, and strategic mentorship by working with the Ph.D. Scholars Program in our action research project.

Summary

It was evidenced by the literature and empirical studies that social capital, inclusion and voice can play a substantial role in creating pipelines for doctoral students of color to faculty positions. The literature also shows the need for diversity among faculty, because of the systemic growth of diverse students in the academy. However, the lack of literature on how these diverse students will transition into the professoriate make this research relevant and useful to adult and higher education. In fact, this research study will be useful to doctoral support groups that work with minority students. The Ph.D. Scholars program already has made progress in this regard by incorporating various university officials as an intervention based on this study to

enhance opportunities of their students entering the professoriate. The next section will address how the methodologies of qualitative case study using action research and appreciative inquiry were used to frame the analysis of the data and produce the findings of this study.

CHAPTER THREE: METHODOLOGY

The purpose of this action research case study was to examine and assist the Ph.D. Scholars Program (PSP) with their goal of bringing more diversity to the professoriate. This was done by using the iterative cycles of action research, specifically with the mode of Appreciative Inquiry (AI). Cooperrider & Whitney (2001) describe AI as a co-evolutionary search for the best in organizations, with the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate and heighten positive potential. Understanding the dynamics and successes of this program made it clear that bedrock of our study should be rooted in achievement oriented, positive traditions methodology of Appreciative Inquiry (Cooperrider & Whitney, 2005). The current chapter will detail the action research approach and the mode of appreciative inquiry, the study's participants and demographics, data collection methods, sources, and data analysis method. The conclusion of the chapter will discuss the study's trustworthiness, limitations, and research subjectivity.

Action Research Approach

By its definition AR brings about change in organizations, develops self-help competencies in organizational members and adds to scientific knowledge (Reason & Bradbury, 2008). It is an evolving process that is undertaken in a spirit of collaboration and co-inquiry. Based on the initial work and assessment with this organization it was determined that an action research project could be one solution to a number of issues that faced this organization.

In the study, Action Research (AR) was used to bring change within an organization through participatory inquiry to address and attempt to resolve the issues it faced (Reason &

Bradbury, 2008). Our AR team took a journey together to look into the mirror to see the best of what we could do and evolve to reach our goals. In this vein, the AR team reviewed PSP's programming such as mentorship, professional development, and services provided, and offered recommendations for improvement. Ultimately, the reflective inquiry lens of Action Research was used as a means to develop sustainable innovations, while finding strategies of embedding this organization's best practices into the landscape of diversity initiatives for adult students of color in the academy.

There are several modes of AR, but the following is a general representation of the cycles of action research. Other modes have similar iterative cycles that will be shown later in our selected mode of AR. Coghlan and Brannick (2010) detail AR cycles as executed collaboratively with stakeholders and researcher in the following way: pre-step of providing *context and purpose* (why is the project necessary or needed), *constructing*-discovering what the issues are, and use for planning what action/intervention to take, *planning action*-taking first series of steps to prepare for intervention, *taking Action*-plans are implemented and interventions are made, and finally *evaluating action*-examining actions and evaluating the next cycle as illustrated in Figure 3.

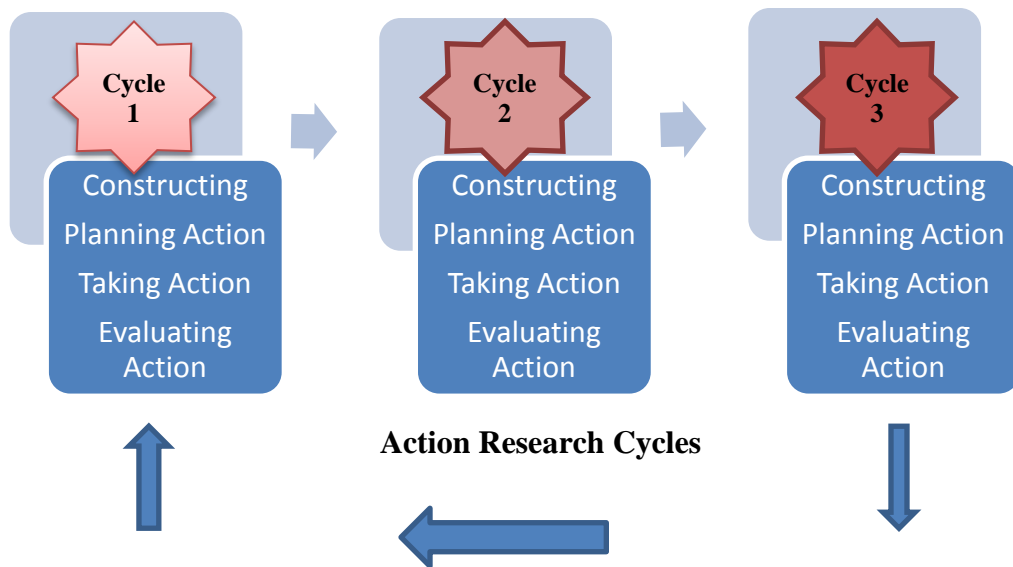


Figure 3. Action Research Cycles (Coghlan & Brannick, 2009)

Productive action research involves a series of cycles where learning and evolving is taking place. In this evolution of learning, reflection needs to take place where the researcher/consultant and stakeholders take the time to check in at the end of cycles and assess what has taken place. The reflection process in the AR Cycle is often called “Meta-Learning”. The elements of this reflection tactic: (Coghlan & Brannick, 2009)

Meta-Learning concepts to encourage **reflection** during the cycles of action research previously discussed (i.e. constructing, planning action, taking action, evaluating action), which would highly affect the change needed for this organization.

Forms of Reflection include: 1) *content*-reflection where you are thinking about issues and what is happening in the organization; 2) *process*-reflection on the strategies, procedures and how things are being done in the organization and in the AR Team; and 3) *premise*-reflection on the underlying assumptions and perspectives of the organization. (Mezirow, 1991).

Reflection is critical in the AR process in order to make sure all team members are on the same page. As the cycles evolve with reflection, learning and new knowledge often spark a new series of cycles, where more problem-solving and learning will happen (McIntosh, 2010). The AR process adheres to a democratic way of thinking where all stakeholders are able to provide their input, although final decisions are still up to the primary stakeholder (Reason & Bradbury, 2008). It is important to have an intentional sense of fairness and equality created among the AR team by the facilitators of the project. The researcher/consultant is part of the team documenting the findings and should be seen as a facilitator who remains neutral as it pertains to matters of the organization (Coghlan & Brannick, 2010). For the AR team in this study Appreciative Inquiry was the mode of AR that was chosen because, as explained below, it facilitates positive dialogue focusing on systems that are currently working rather than looking at the problems of an organization.

Appreciative Inquiry

The AR team in this study adopted a group process known as Appreciative Inquiry (AI). The Appreciative Inquiry process involves: (1) discovery of the best of what is; (2) dream to imagine what could be; (3) design what will be; and (4) destiny – to enact change, learning to become what we most hope for (Reason & Bradbury, 2008). Figure 4 illustrates the tenets of AI as determined by Cooperrider and Whitney (2001) as well as Giles and Kung (2010).

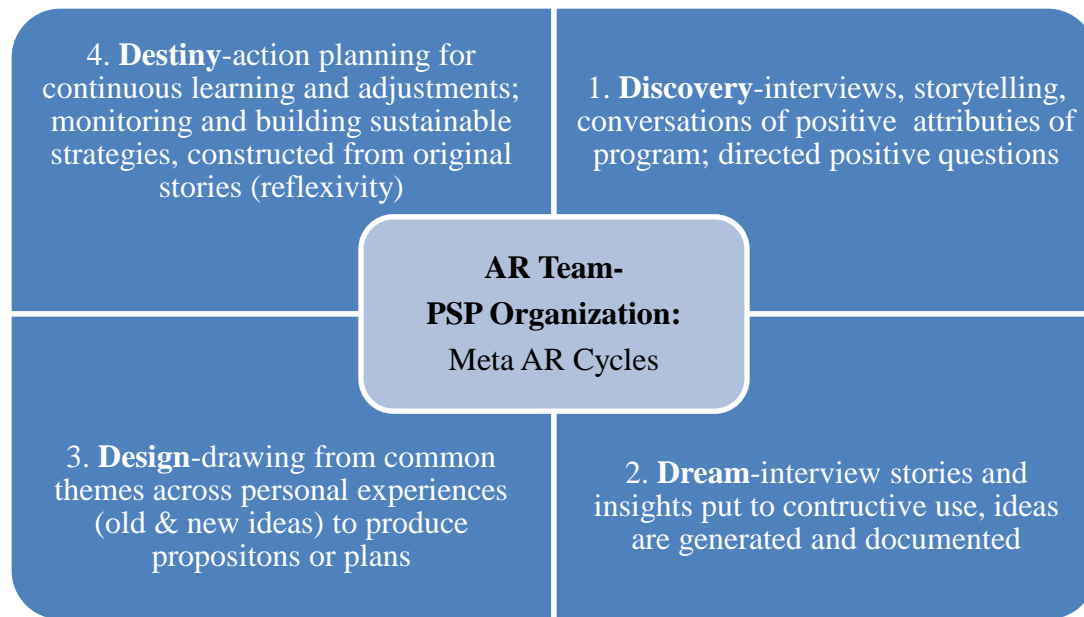


Figure 4. Appreciative Inquiry 4-D Model

Appreciative Inquiry is transforming the field of organization development through positive analysis of organizations and deriving outcomes and interventions to produce collective and democratic solutions (Bushe & Kassam, 2005). It is considered democratic because everyone in the organization can add their experiences to the conversation. AI cycles of inquiry use this positive analysis through reflexive discoveries of both meaningful past experiences and dreams of how to incorporate these experiences into new realities and from these, construct organizational change (Coghlan & Brannick, 2009).

AI focuses on what is best about a particular organization through inquiry based on conversations and discussions on shared stories, knowledge and wisdom of positive experiences within the group (Whitney & Cooperrider, 1998). What appreciative inquiry does is look at the strengths of the past, to create what is best for the future. Bushe (1995) states that AI begins with a grounded observation of the “best of what is”, then through vision and logic collaboratively articulate “what might be”, ensuring the consent of those in the system of “what should be” and

collectively experimenting with “what can be”. AI uses these self-affirming stages and says that when an organization or group is looking to create change, it works better when it uses positive images of itself (Whitney & Cooperrider, 1998).

Appreciative Inquiry in Practice

AI uses the Four-D framework as its stages for the action research process. AI uses this framework to reveal the core strengths and positive assumptions from the investigating group. In this study, this was done through AR team meetings, interviews, and assessments conducted in an appreciative manner. Most of our initial discussions involved the successes and achievements of the program and moved through phases of discovery, dream, design and destiny. Bright, Cooperrider and Galloway (2006) illustrate that even the questions asked in the AI mode invoke imagination, creativity, and stretch people to think beyond their normal paradigms.

Appreciative Inquiry begins with discovery. Giles and Kung (2010) describe the “discovery” phase as finding out the best of ‘what has been’ and ‘what is’. During this stage the group looks to its individual participants and seeks positive stories, images and events that inspire future organizing (Bright, et al., 2006). These discussions generally produce an environment of creative dialogue, alternative possibilities and dreams of what is next. The second stage of AI is dreaming, answering the key question of ‘what could be’ (Bright, et al, 2006). The dreaming step of the AI framework is intentionally generative, aligning with the strengths and aspirations of the group and images of what might be possible based on past stories (Giles & Kung, 2010). The third step in the AI framework is described as designing. Coghlan, Preskill, and Tzavaras (2003) say that when in the design phase, the group is looking at ‘what should be the ideal’. In this phase the group is co-constructing, drawing from common themes of various experiences, guided by a facilitator (Giles & Kung, 2010). During the design phase there

is a shift from reflection to action, where the group identifies actionable ideas to move on. Finally there is the destiny step, where the group looks to implement their plans to create change. Bright, et al. (2006) describes the destiny phase as the transition from planning to deployment of plans of change. Further in this stage the group looks to sustain the original goals, while refining what was developed into ‘what will be’.

AI was deemed most appropriate for this study because of how the stakeholders described the organization at the beginning of the study. They illustrated in reports of the program and discussed in the initial meetings the strengths and attributes of the organization. The members of the AR team often reflected what the program had achieved through its students and how PSP had changed the landscape of faculty around the country. Clearly, AI was a good fit, because at its core, it stresses the positive attributes of an organization, and builds on strengths rather than weaknesses.

Participants and Study Context

This study began with selecting a team of individuals to be the action research team that included the lead researcher, primary client stakeholders (the Directors of PSP), and members/stakeholders who were chosen to represent the needs of the organization (AR team/CDOs/PSP Alumni). The sample selected for this case study was based on relationships of individuals committed to the advancement of students of color pursuing higher education and becoming faculty.

The participants of the study were comprised of the AR team, PSP alumni, Chief Diversity Officers, the lead researcher, and his major professor. Specifically, the AR team, as detailed in Table 7, was a dedicated group of PSP alumni, a faculty mentor (who had to leave

after meeting three because he took a position overseas), the two directors of the program, and the lead researcher, all of whom were heavily invested in the organization.

Table 7

Ph.D. Scholars Program Action Research Team

Pseudonym	Race	Gender	Age	Position	Institution Type Where Degree Received	Years in Program
Terri	African American	Female	33	Lecturer-Small Urban College, Dept. of Science, Math & Health Prof.; Postdoc-Large Research 1- STEM Institution	Ph.D. Small Southern Research 1 University- Physical Science	4 years (2004- 2008)
Sarah	African American	Female	35	Postdoctoral Research Fellow, Mid- Size Private Research 1 University Adjunct Faculty HBCU	Ph.D. Large Public Southern Research 1 Institution-Health & Social Science	5 years (2008- 2012)
Kevin	African American	Male	32	Instructor-2011- 2013; Asst. Prof- 2013- present (Historically Black College & University- HBCU)	Ph.D. Large Public Southern Research 1 Institution Technology	8 years (2004- 2012)

Table 7 continued

Lori	African American	Female	48	Tenure Track Asst. Prof (HBCU), Former Coordinator-Ph.D. Scholars Program, Dir. Grad. Student Recruitment, Currently Asst. Dir. of the Global Learning Center- Large Research 1-STEM Institution	Ph.D. Large Public Southern Research 1 Institution Humanities	18 years (1995-2013)
Kathy	African American	Female	54	Public Health Organization	Ph.D. Large Public Southern Research 1 Institution – Education	7 years (2005-2012)
Anthony	Caucasian American	Male	71	Director Minority Doctoral Program- Grant Funded, Assoc. Professor	Ph.D. Large Public Southern Research 1 Institution-Physical Science	15 years
Dr. P	African American	Male	76	Ph.D. Scholars-STEM Director	Ed.D. Small Research 1 University-Education	14 years
Dr. Q	African American	Male	58	Ph.D. Scholars Director	Ph.D. Large Public Southern Research 1 Institution Social Science	23 years
Byrd	African American	Male	46	AR Team Leader	M.Ed. Mid-Size Public Research 1 University in the Midwest; Pursuing Ed.D.	9 years

In addition to the action research team, there were nearly 176 PSP alumni who participated in the needs assessment, 4 Chief Diversity Officers (CDO) from local universities, and approximately

25 students who took a brief survey after the CDO panel discussion at the 2014 Mentoring Symposium. Finally, there were two sets of focus groups in 2013 and three sets of focus groups in 2014. The first two with alumni that had one faculty mentor per session [N=10]. The second set of focus groups had two groups of current PSP students and one group of faculty recruiters (who generally attend the mentoring symposium) [N=31]. Although we only used their input as recommendations for the website, they were fully engaged in the focus groups.

The non-profit organization for this case study was located in a southeastern U.S. city, which provides support (i.e. financial, professional development) to underrepresented minorities pursuing a doctoral degree and becoming faculty. The Ph.D. Scholars Program (PSP) was the pseudonym given to the group and their annual conference, which is one of the hallmarks of the organization, the Mentoring Symposium. All of our AR team meetings, initial CDO discussion and logic model meeting took place at the PSP offices in their conference room. The two initial focus groups were held at the 2013 Mentoring Symposium. The website review, focus groups, and the CDO panel discussion were held at the 2014 Mentoring Symposium.

Case Study Approach

In this study, I used a qualitative case study strategy to describe the research activities of the Ph.D. Scholars Program and collected data to provide constructive recommendations for change to this organization. Case study was chosen as the method for this study because it involves exploring programs, events, activities, processes of one or more individuals, and a bracketed time frame, and draws on a variety of data collection methods (Creswell, 2009, p. 13). Robert K. Yin (2014) describes case studies as being preferred when examining contemporary events, when relevant behaviors can't be manipulated, where you can use a variety of forms of evidence (i.e. observations, interviews, documents) to examine some phenomenon. This research

study was done using a single-case study reporting format (Yin, 2014, p. 183). It was longitudinal in nature (taking nearly three years to complete), and used the stages of AI and the cycles of AR to generate changes in the organization. In this action research case study, data gathering included observations, interviews, and focus groups ensuring a robust dataset from which to tell the story of this organization (Stake, 1995).

Data Collection

Case study has, as its major strength, the opportunity to use several different sources of data (Ozanne & Saatcioglu, 2008). In collecting data for this case study, I utilized multiple methods to add both validity and reliability to the study. For Ozanne and Saatcioglu (2008), data triangulation strengthens construct validity by showing multiple measures of the same phenomenon. This section documents the data collected for this study.

Since July 2012, we conducted six formal AR team meetings and five informal meetings-observations. In addition, five focus groups and two surveys were administered, along with critical incident interviews and researcher journals. The first set of data collections began with various documents and archival records and then moved to observations-meetings, survey development and implementation, focus groups, and finally interviews. This triangulation of six unique sets of data helps to strengthen construct validity, and these multiple sources of data increase the confidence that the events of the case study were represented accurately (Yin, 2014). Table 8 is an illustration of the data collection resources, followed by a listing of the participants of the study and a full description of the data used for their analysis.

Table 8

Data Resources

Type of Data	Participants	Method of Data Analysis	Inform RQs	Data Analysis
Focus Groups (5)	PSP Alumni, PSP Scholars, Faculty Recruiters	Transcriptions reviewed using HyperResearch, qualitative assessment tool, coding & themes drawn	1, 2, 3	Provided context of their interactions with PSP Program and Org., discussions on improvements to the program and recs to proposed mentorship website
Assessments (2)	PSP Alumni & Current PSP Students	Qualtrics survey tool used, summaries provided by this tool, results taken from SPSS, themes drawn, HyperResearch used, qualitative assessment tool, coding produced, themes drawn	2, 3	Provided detailed data & recommendations for change to the AR team and directors of PSP from alumni, gave information on current status and progress on faculty search to organization, 2 nd assessment provided reaction to current scholars participating in CDO Panel Discussion
Observations -meetings	AR Team & Sponsors, CDOs	Journal Reviewed, transcriptions reviewed using HyperResearch, qualitative assessment tool, coding produced, themes drawn	1, 3	Provided AR cycles (Single loop learning) comprehensive collection of ideas to support the organizational change
Documents-Records	N/A	Review of literature, records from organization, various agency documents	1, 2, 3	Provided foundation to support ideas on diversity in the classroom and context to the organization and their needs
Critical Incent Interviews	AR Team Members & PSP Alumni	Transcriptions reviewed using HyperResearch, qualitative assessment tool, coding produced, themes drawn	1, 3	Provided AR cycles (Single loop learning) comprehensive collection of ideas to support the organizational change

Table 8 continued

Researcher Notes	Primary (Lead) Researcher	Transcriptions reviewed using HyperResearch, qualitative assessment tool, coding produced, themes drawn	1, 2, 3	Validated perceptions in third person as another form of data collection (Second Loop Learning)
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Data Collection Methods

Documents and Archival Records. Qualitative documents can be public documents (i.e. newspapers, minutes of meetings, official reports) or private documents such as journals, letters or e-mails (Creswell, 2009). Various documents (i.e. census data, USDE college and university data, PSP reports, journals) were gathered to develop the need for my study to the stakeholders. As I entered discussions with PSP, I had already developed a preliminary review of the literature to confirm that I was aware of the legacy of the program. Also, I made myself aware of various faculty diversity initiatives. Ozanne and Saatcioglu, (2008) warn to be cautious of archival records, as they were created for other uses than your study, unless they are very germane to your research study. The organizational reports, charts of data providing factual statistical diagrams showing the disparities in diversity classroom student to faculty, and various journal articles were used to build credibility for the need for this case study.

Focus Groups. Focus groups are similar to interviews, but convene a group of individuals, facilitated by a moderator and can be a part of a case study (Yin, 2014, p. 111). Focus groups can be used for several purposes: to generate data with other research method; to generate ideas to develop interventions; and during the preliminary phase of the study's design,, used to inform the design of instruments to be used in program design and implementation or in the later phases of a study to explore a study's findings (Roulston, 2010). I used focus groups for two purposes. First, I used focus groups to develop ideas and interventions for the PSP

organization. Secondly, I used them to gather ideas and opinions on our professional development website. I conducted focus groups at the Ph.D. Mentoring Symposium in October 2013 and October 2014. The two focus groups in 2013 were structured to provide data on experiences of and recommendations from alumni and faculty mentors of PSP in order to make improvements to the program. Questions stayed in line with our theme of appreciative inquiry, focusing on the strengths of the program rather than what was wrong. The questions are listed in [Appendix A](#).

In 2014 we conducted focus groups to provide feedback around the concept of video mentoring, housed on a professional development website for participants and alumni of PSP. There were a total of three focus groups, two for students and one for faculty recruiters who attended the mentoring symposium. Information from these focus groups was used in the findings section and as implications and recommendations given to the PSP organization.

Focus groups are a reliable source of data, particularly when used in conjunction with other forms data (triangulation) both qualitative and quantitative, and are enhanced by conducting multiple groups and by including other data sources. For the purposes of this study we held multiple focus groups and relied on several forms of data including assessments.

Assessments. A structured questionnaire or survey can be part of an embedded case study and produce quantitative data as part of the case study evidence (Ozanne & Saatcioglu, 2008). The purpose of survey research is to generalize from a sample of a population through some form of data collection (Creswell, 2009). The primary strength of the survey is the promptness of its turnaround and that you can sample data from large groups of individuals (Babbie, 1990). Although there are tools to establish the validity and reliability from this data, for the purposes of this study we only used the data to generate the needs and assess awareness

of components of our organization. McCawley (2009) describes needs assessments as identifying actual problems, deficiencies, and addressing needs or impacts of a program. This data informed several of the interventions of this study. During the two-year AR process of this study, an assessment was developed as a needs assessment for the PSP. The instrument consisted of twenty questions, and captured demographic information relative to the timeframe the participant was in the program, placement data in academic positions, data on careers in academe, data on use of services provided by the program, and information on potential improvements to the program.

In addition, we used a brief assessment issued to the participants in the Chief Diversity Officers panel discussion. This assessment provided perspective on the perceptions, awareness and further use of CDOs by PSP participants. This instrument consisted of six questions and provided key insights into the PSP directors' feelings about CDO's roles with their scholars, future collaborations with the CDO organization and an overall awareness of the role of CDO for minority students. Both of these assessments can be found in Appendix B.

Observations/Meeting transcripts. Ozanne & Saatcioglu, (2008) describe observations as meetings, sidewalk activities, factory work, classrooms, or in less formal occasions while conducting interviews or other events you perceive what is going on in the environment. Over the life of this study, observations were used, primarily in the form of arranged meetings, but some were phone conversations and discussions at conferences. Further, as I was often involved in the interactions with my AR team's meetings, I employed this special type of observation where I was in the role of participant within the field work. Walcott (2009, p.85) describes this as participant observation at the heart of qualitative research. All of my observations were written in a journal format.

In our formal meetings, notes were written and used as context around the transcripts to capture nuances of discussions. The descriptive data from the observations provided demographic information in the case study and findings, giving the time, place and dates of the field setting of where the observations took place (Creswell, 2009). These details gave texture and richness to show what was happening in the study. In case study observational protocol provide another source of evidence in the larger convergence of information and permits better reliability in your study (Yin, 2014).

Two members of the AR team met with me in two different meetings to discuss the website and focus groups, which generated additional observations. We had three meetings with program directors prior to the study beginning, six official meetings with the AR team which were transcribed and analyzed, two meetings with individual AR team members, and one final meeting with the directors of PSP and one of the AR team members on the development of the website. All of these discussions were documented, and the transcripts used to answer the research questions.

Critical Incident Interviews. Critical incident interviews is a qualitative method that focuses on critical events, incidents or factors that help promote or detract from the effective performance of some activity or the experience of a specific situation or event (Butterfield, 2005). Although we discussed one form of interviews in our focus groups, I conducted six formal interviews with action research team members at the conclusion of the study which were transcribed and analyzed. Interview questions consisted of critical incident prompts beginning with the question: “Describe your experience working with the AR Team?” Heron and Reason (2006) describe the interview as a necessary means to gain multiple realities, in terms of descriptions and interpretations of others as it relates to your study. Interviews were recorded and

transcribed by an online agency. I reviewed the transcripts with the recordings to assure consistency in documentation. Also, following IRB rules, all recordings and transcripts of data collections were kept confidential and secure. AR team members, focus group members and interviewees filled out the appropriate IRB forms and had access to copies of the transcriptions.

Researcher Notes. Coghlan and Brannick (2010) describe journaling activities that are generally done in private where reflections of meetings are jotted down as soon as possible after the activity so the events are fresh in your memory. I often took notes during my meetings and conversations with members of the AR team. These notes proved useful in filling in the gaps of my findings at the end of the study, and I referred to this data set regularly.

Data Analysis

Miles, Huberman and Saldana (2014) see analysis of qualitative data in data condensation, data display, and drawing conclusions or verification (p. 12-13). As I went through the process of data analysis, I used this process to provide substance to my findings. In order to condense my information, I had to interpret the data of this study. I used descriptive coding or “topic coding”. Saldana (2009) describes descriptive coding as summarizing in short phrases or words used in qualitative studies to analyze and give basic meaning to a topic (p. 70). All forms of data (i.e. interviews, focus groups, AR team meetings) were recorded and transcribed verbatim, and transcriptions were reviewed for emergent themes.

An inductive approach was used with the data, where recurrent reflections and themes in the data guided the study and solidified constructs that were used in the findings (Miles, Huberman, & Saldana, 2014). Transcripts of the AR team meetings, interviews, focus groups, and journals were coded using HyperResearch, an electronic qualitative research tool that serves as an aid to developing themes in data analysis (Miles, et al., 2014, p. 47). In addition to the

typical qualitative research data, I used a needs assessment that generated open-ended qualitative data on “ways PSP could assist scholars in finding faculty positions and defining other methods that would be useful in obtaining faculty positions” that were analyzed and added to the qualitative data set. These data were included in the HyperResearch tool, and coded to provide a well-rounded and trustworthy triangulated data set.

Data Coding and Reduction

During the first round of coding, I initially summarized segment of the data looking at various phases and gave them descriptive codes (Saldona, 2009, p. 70). Based on these descriptive codes I was able to determine initial patterns from my data and begin my second round of coding (Miles, Huberman & Saldona, 2014). During the second round of coding, I used my research questions to deductively drive the categorization of my themes from the data. Finally, in order to better view the quotations by themes and subthemes, I moved the data into an MS Excel spreadsheet. The manual coding that I performed in Excel allowed for a more visual way of analyzing all of my data (Saldona, 2009, p. 16). The last version of recoding and categorizing allowed me to create meaningful codes that considered my research questions, as well as allowed me to highlight codes so that I would not reuse any former codes to explain similar situations. Handling the data continuously allows one to pull more data from memory into concrete codes (Saldona, 2009, p. 22). Table 9 describes the themes used in the excel document and coding schemes used for my data analysis. The subthemes that provide answers to the research questions are described in the Findings chapter.

Table 9

Coding Themes (Categories)

R. Quest.	Interviews	AR Team Meetings	Focus Groups
RQ1	2 nd Round of coding <ul style="list-style-type: none"> • Hesitations to Change & AR Process • Finding Compromise & Ideas • Organizational Change & New Perceptions 	<ul style="list-style-type: none"> • Hesitations to Change & AR Process • Finding Compromise & Ideas Generated • Organizational Change & New Perceptions 	Not Applicable
	3 rd Round of coding <ul style="list-style-type: none"> • Tuckman-Forming, Storming, Norming, Performing, Adjourning • Punctuated Tuckman • Five Key Norms 		
RQ2	<ul style="list-style-type: none"> • Learned by PSP overcoming barriers • Creating Voice & Inclusion • Technology • Barriers to Overcome by Org. 	<ul style="list-style-type: none"> • Learned by PSP overcoming barriers • Creating Voice & Inclusion • Technology • Barriers to Overcome 	<ul style="list-style-type: none"> • Learned by PSP overcoming barriers • Creating Voice & Inclusion • Technology • Barriers to Overcome
RQ3	2 nd Round coding <ul style="list-style-type: none"> • Hesitations to Change & AR Process • Finding Compromise & Ideas • Organizational Change & New Perceptions 	Case Study <ul style="list-style-type: none"> • Hesitations to Change & AR Process • Finding Compromise & Ideas Generated • Organizational Change & New Perceptions 	<ul style="list-style-type: none"> • Institutional Resources • National Organizations • Peer Networks
	3 rd Round coding <ul style="list-style-type: none"> • Expanded Networks • Clout for Job Search • Barrier to connections 	Findings <ul style="list-style-type: none"> • Institutional Resources • National Organizations • Peer Networks 	

Trustworthiness

Morrow (2005) defines establishing credibility in qualitative research as having validity, reliability and objectivity, which can be done through systematic rigor from the field work to triangulation of the data sources. Triangulation involves finding consistency among independent measures such as data sources-interviews, observations, focus groups that support the finding(s) of a research study (Miles, et al., 2014). The researcher is encouraged to collect multiple sources of data to corroborate the same finding, thus, developing a convergence of evidence and validating your study (Yin, 2010). In this study there are multiple sources of data. Transcripts of meetings, focus groups, critical incident interviews, researcher's journals, a needs assessment and brief survey were used for the purpose of triangulation in the study. The data were similarly analyzed, thus providing consistency among all data sets and a convergence of findings. Finally, member checks were performed where transcribed and coded data were reviewed by AR team members for their approval before being used in the study. An email was sent out to all participants on the AR team regarding the coding schemes, a brief description of how the data was used and the spreadsheet of quotes used in the study. The comments came from the directors of the program confirming that their names and the anonymity of the organization was not compromised. Once it was confirmed that there were pseudonyms used for their names and the organization they approved the data being used.

Limitations of the Study

Reason and Bradbury (2008) defined some of the barriers or limitations of action research as having a lack of time or resources, reluctance to change, lack of team work, and a non-supportive culture of participants (p. 391). This study had several limitations. Limitations that I could not control were the fact that we were restricted to only six meetings because of

scheduling conflicts with group members. In addition, the stakeholders of PSP only allowed the directors to participate in the study and we did not have any interaction with the PSP staff. Finally, the needs assessment only provided 176 responses out of a possible 800. Additional alumni could have given more reliable data; however, since the data was only used for the purposes of generating ideas for interventions, this did not significantly limit the study.

Subjectivity

In qualitative research personal histories, beliefs and biases influence the types of data (i.e. observations, interviews, focus groups) that is interpreted (Ruona, 2005). The subjectivity statement is a tool to provide clarity to our assumptions and give transparency to research participants' meaning in the data (p. 235). Initially, I came to this case study with the ideas of what needed to be done and how it could be done. Through the obstacles and challenges over the three year journey I understood that my personal beliefs about what the study would do would have to give way to the data and needs of the organization. In this section I will entertain my social constructivist philosophy of meaning making through social interaction, human community and inductively generating meaning from data collected in the field (Creswell, 2009).

Among the various worldviews in research and I most closely align with the constructivist way of making subjective meaning from my experiences (p. 8). I interpreted myself and surroundings based on my interactions with others. At the beginning of the study my opinions about the organization and leadership of the Ph.D. Scholars Program was solely driven by the discussions with the directors, attending the Mentoring Symposium, and our initial meetings of the AR team. After several meetings, it took the data to breathe life back into the study. Personally, I needed to understand that my own beliefs, judgements and personal issues I was facing at that time (i.e. career obstacles-unwarranted moves in my position) had to take a

back seat to goals of the research. My biases at the beginning of the study stemmed from the limited amount of data in my observations and the focus groups and personal issues is what generated beliefs about the direction of the organization. In time, this evolved as more grounded sets of the data, such as the needs assessment, logic model and interviews revealed the needs of PSP. As the data provided clarity, the AR team came through this same introspection. The transformation in my learning and that of the AR team was driven by the data and allowed for meaning making, idea generation and capability to create change (Merriam, Caffarella & Baumgartner, 2007). Further, the social constructivist philosophy of meaning making through social interaction aligned with my extroverted personality and belief in the collaborative change management of action research (Lewin, 1947). My struggle as a researcher was not to pass judgement on the participants of the study, but to allow the data to speak and drive the research.

Conclusion

This chapter described the methodological techniques used to organize, gather and analyze the data used to support the findings and provide answers to the study's three research questions. In this chapter I provided a detailed account of how and why appreciative inquiry was used as the mode of action research in this study. Data was analyzed and triangulated to produce trustworthiness in the study. Limitations and researcher subjectivity concluded the chapter. The data collected informed the following case study, and was organized based on the cycles of appreciative inquiry.

CHAPTER FOUR: CASE STUDY – LEVERAGING VOICE AND SOCIAL CAPITAL TO DIVERSITY THE PROFESSORiate

Given the disparity between the increasing number of America's college students who are people of color and the lower number of college and university faculty who are members of racial and ethnic minority groups, this study takes on this challenge by finding innovative strategies for bridging students from doctoral study to entering the professoriate. The purpose of this study was to help the Ph.D. Scholars Program (PSP) with their goal of bringing more diversity to the professoriate. Through the use of enhanced social capital, inclusion, and voice, PSP intends to transition minority doctoral students into faculty positions. This study sought to augment and enhance these strategies. The study was guided by three research questions:

- 1) What is learned by an action research team about implementing systemic change to diversify the professoriate?
- 2) In what ways can inclusion and voice be leveraged to overcome barriers to minorities entering the professoriate?
- 3) How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?

This chapter reports the story of the action research interventions developed and implemented by an action research team working with PSP. In this case study, the story will be told in context of the iterative cycles of action research, drawing on the stages of Appreciative Inquiry.

Case Study Context

The Ph.D. Scholars Program (PSP) is a non-profit organization, located in the southeastern United States that supports minority doctoral students with mentoring, professional development, networks, and financial support; and operates throughout various states in this region. The PSP program has been successful in graduating 800 minority Ph.D.'s and thus changing the landscape of graduate education and faculty for the past 23 years. This study was primarily conducted at the PSP facility over the course of 3 years. The AR Team members were comprised of the following: 4 African American females and 1 African American male, who were all alumni of the program and all had earned their Ph.D.'s; 1 Caucasian male, who served as a faculty mentor for over 15 years; 2 program directors, one of which was the founder of the program and the other had been with the program for over 10 years; finally, there was the lead researcher (myself), who has been affiliated with the program as a speaker or guest for over 10 years. Each member of the AR Team brought a wealth of knowledge about the PSP organization and diversity in higher education. In fact, one AR team member, Lori, had been a participant in the program and later became an employee, and had been affiliated with the organization for 18 years. Also, the faculty mentor of our team, Anthony, brought a different type of awareness and background to the discussion. Anthony had over 10 mentees who were participants in PSP and he provided advice to the directors of the program. Unfortunately, Anthony left the group after AR team meeting three and was not interviewed for this case study. All but two of the AR team members were selected by the directors of the program. I recommended the faculty mentor and Kevin, who were then selected by the directors. The AR team member's ages ranged from 31 to 75. The other participants in the study were PSP alumni, Chief Diversity Officers and current PSP scholars.

The Storyline of Our Excursion

Our journey started with meetings between myself and the PSP directors in Summer 2012, Winter 2012 and Summer 2013. In these meetings I gained support for the AR process and working with this study. Throughout the summer and fall of 2013 the program directors and I worked to develop the AR team, and held our first meeting in December 2013. Also, they recommended that I attend the PSP Annual Mentoring Symposium (October 2013) to gather data (focus groups) on ways the organization could improve on its strategies to assist doctoral students looking for faculty posts. This preliminary data collection led to recommendations, which were brought to the initial AR team meetings that began our discussions on potential interventions (see Table 10).

Table 10

Focus Group (Mentoring Symposium) Recommendations and Ideas

<p>Issues and Discussion around getting outside funding</p> <ul style="list-style-type: none"> • No benefits as you were paid outside of the department • Didn't get a teaching assistantship • Outside of departmental meeting and social loop • Allowed to provide more funding (faculty) • Able to take more classes, without teaching assistant credit required • Didn't get an opportunity to teach (which assists for faculty positions) • Have to make opportunities to teach • PSP allowed for department to provide TA to others not the PSP scholars (Faculty) • Faculty and departments found excuses to not provide teaching experiences to PSP scholars • Faculty want doctoral students to do their research, but not get a teaching experience • Really a need to get teaching experiences, good to have research but need teaching experiences with evaluations from teaching to get the faculty positions <p>Faculty Insertions</p> <ul style="list-style-type: none"> • Faculty mentors should help learn how to play the game • Faculty mentors can help you learn to negotiate two different worlds (profession & real)
<p>Ideas for Programming</p> <p>Summer component to the program where scholars can learn to teach or teach a course</p> <ul style="list-style-type: none"> ➤ Some finished coursework early and had the time to learn more (summer institute)

Table 10 continued

- PSP Scholars co-teaching with junior faculty who came out of program; to provide some lighter course loads to help them do more research (team teaching)
- Teaching experiences, part of the requirements of being in the program (faculty mentors, will feel better about providing teaching experiences to these students)
- Apprenticeship teaching program within PSP Scholar
 - How to put together online hybrid and blended courses (blackboard, eCampus)
 - Developing curriculum
 - Putting together lectures, modules

Faculty Mentor Workshops

- Training of Faculty Mentor and their responsibilities to the program
- Working with students of color
- Better involvement with program and the students

Website Issues

- Issues with the website – Not user friendly and confusing
- Hard to find or navigate website
- Don't think recruiters go to website, likely it is hard for them to navigate
- Possible need to see how many actually go out to the website

Overall

- Program provides opportunities to recruit and bring more students of color into historically underrepresented fields of study
- Institutions are contacting other institutions that they know are producing minority faculty and getting them to come to their schools
- Website and Teaching Programming

Between December 2013 and Spring 2015, we had a total of seven AR team meetings, including one with my major professor, a meeting with Chief Diversity Officers, a Logic Model Meeting, and a final wrap up meeting with the directors in Summer 2015. Also, during this timeframe we conducted a needs assessment, a second round of focus groups, a panel discussion with a brief survey and ended with interviews of all remaining AR team members. Our team and all involved constituents of our study went through the four stages of Appreciative Inquiry (i.e. discovery, dreaming, designing and destiny), which served as the foundation of our AR study. The case study outline, as shown in Figure 5, documents the timeframe of the study as it relates to the stages of AI. Also, it provides the punctuated points that advanced the study into the next

phase or stage of the AI cycles. After the timeline there is a full description of the cycles of AI in the context of our story, ending with interventions developed from the study and conclusions.

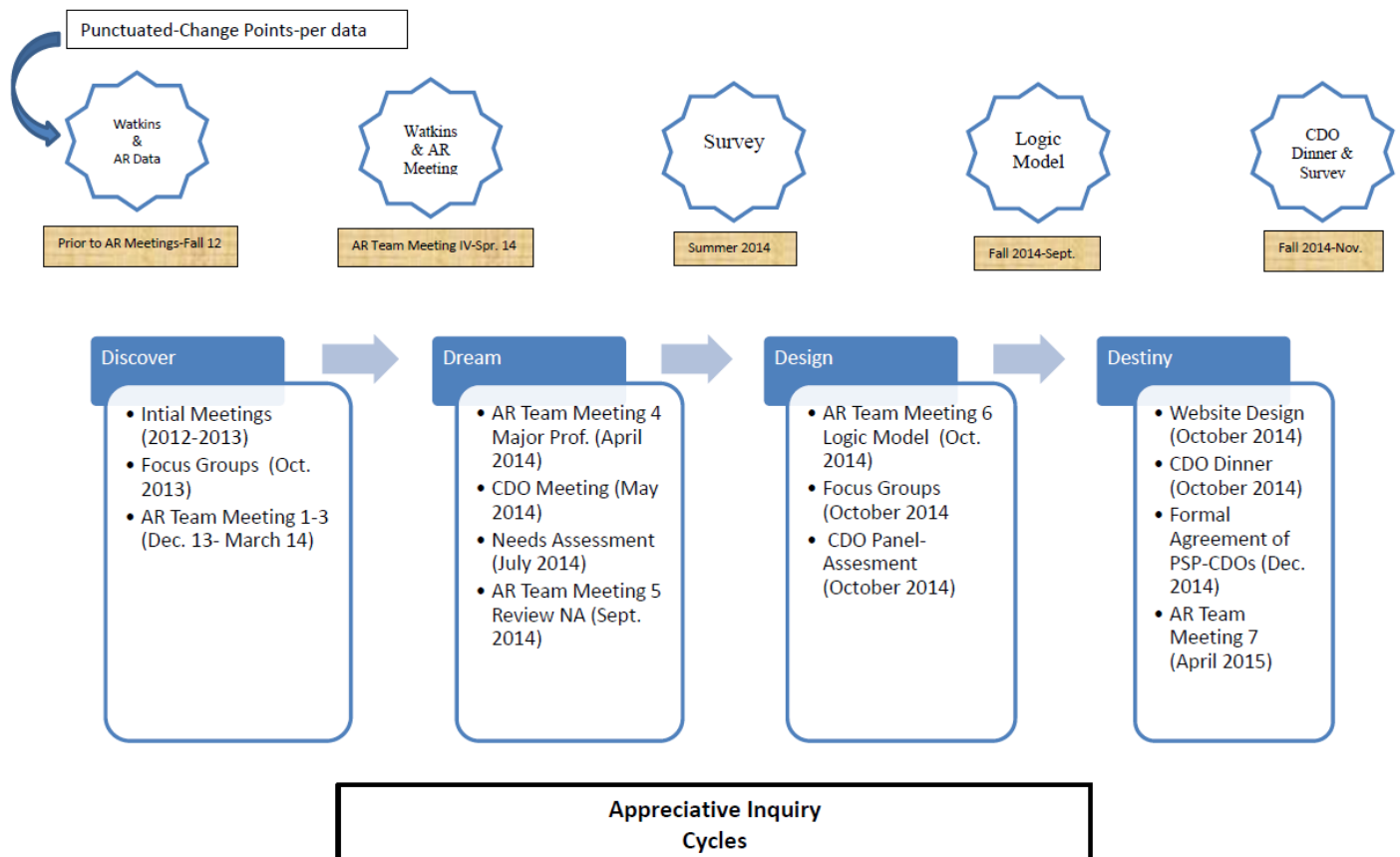


Figure 5. Case Study Outline (Appreciative Inquiry Cycles)

Stage 1-Creating an Environment for Change

In the first stage of the AI process our group moved through the discovery phase.

Ludema, Cooperrider and Barrett (2001) define the purpose of the discovery stage as finding out what is best in an organization, searching for moments of excellence, valuing the “best of what

is.” This process really began with our initial focus groups and first few AR team meetings. In our first meetings with the Directors of the PSP there was excitement to assist the lead researcher in completing his doctoral studies, but skepticism on the entire AR process. Dr. Q. commented in his final interview:

First and foremost, it was a great experience, but from the beginning we (Dr. P and I) had our doubts on how this thing would turn out, but loved the opportunity that it afforded me the time and opportunity to work with former scholars and think deeply about how to improve our organization. Another bonus was to see you do what I have been telling you for years. Get that degree!

Based on hesitations to implement Action Research, the lead researcher brought in his major professor to assist in establishing perceived trustworthiness of this methodology. The following will consist of how I entered and contracted with the organization, and preliminary research planning in terms of the first cycle of AI-Discovery.

Entry and Contracting. Herr and Anderson (2005) would describe my positionality and entry to this organization as an outsider in collaboration with insiders. Although I collaborated with an organization with which I am not employed, I have several connections to this group. I have worked as a contributor to the PSP organization bringing my undergraduate students to their conference and participating as a conference presenter at their annual mentoring symposium. Also, their program director wrote a letter of recommendation for me to get into this doctoral program. Therefore, I had entry into the organization; however, they did not know anything about the methodology of Action Research. This is where my entry begins.

Soul Food. My initial meeting with the Ph.D. Scholars Program director occurred at Paschals legendary restaurant where civil rights activists of the 1960s would dine. It seemed fitting considering my research interest of finding strategic means to diversify the professoriate in an ethnically and racially challenged college classroom. The PSP program provides this

opportunity. They have successfully graduated over 800 minority doctoral students and placed many of them in faculty positions. I have had dinner and more than a few dynamic conversations with this director, whom I consider a mentor and friend (Dr. Q.). Also, he had encouraged me repeatedly to pursue my doctoral degree and here I was doing that very thing. As I have had a direct interest in this work based on my career trajectory, I asked the program director to work with his organization. I already had a strong rapport with Dr. Q, so I began the conversation with the scope of the project (strategies to diversify the professoriate) and my background in this area.

Dr. Q. I am finally working on my doctoral degree, as I have often discussed (Dr. Q. –It is about time). You know this has been my life's work, dealing with students of color as they pursue bachelors and graduate degrees. This is an extension of this work. The reality is that when I was in school there were not many African American students in my classes back in Iowa, and of course I only had one Black faculty member during my academic career, between my bachelors and masters back in the early 1990s. That was seven years! There are many students at Predominantly White Institutions facing the same challenges now (in 2012). If you allow me to work with your organization, that directly affects faculty diversity, combined with my experiences, particularly in writing grants to support these efforts, it is my hope that this work will make a difference in this arena.

Dr. Q was aware of the success I had working with diversity initiatives at several universities bringing students of color into their doctoral programs. Per the phases of contracting (Anderson, 2012), I discussed the issues around my topic which resonated with him and why this organization would be a great fit in terms of the goals of their organization. Then I offered how I could be of assistance to his organization, thinking I had set up a perfect response to get our research under way. Dr. Q rubbed his chin and then said:

PSP doesn't really have many issues I can think of now, besides of finding ways to increase sponsorship from stakeholders of the program. Remember most of our funding comes from state legislators looking to diversify their state institutions with faculty of color.

The conversation continued and shifted gears again, when I brought up Action Research. Dr. Q has a Ph.D. and had worked only with traditional research methods, but was willing to listen. I could tell that he was not too impressed, and even questioned why I did not consider a Ph.D. rather than an Ed.D. program. After hashing through this, we concluded that he wanted another meeting to address if he wanted to work with me on this project.

Our conversations continued over the phone, but he really wanted more descriptions of Action Research before he would be convinced. In April 2013, I had my major professor intervene in a meeting at Panera Bread providing the kind of background on AR that inevitably influenced Dr. Q to work with my project. It still took until August 2013 for the directors of the program to sign off on our contract to work with this AR project. At this same meeting they gave me a copy of a survey from one satellite state program to provide feedback from scholars on their experience. Later that month, over several phone calls, it was determined that the directors did not feel comfortable providing email addresses of the scholars to send the survey and they did not want to approach the sponsors of the program about issuing this assessment tool. The survey was scratched after this. By the end of September 2013, the directors of PSP decided they were comfortable with me conducting focus groups at their annual mentoring symposium. After this drawn out process, I began the initial data collection.

In October 2013, I attended the annual mentoring symposium, sponsored by the PSP organization that hosts over 1000 minority doctoral students. During this meeting I conducted two focus groups to generate ideas for our pending Action Research team meeting. The energy among the attendees was palpable, as there had not been any focus groups ever conducted on the PSP program in this fashion. Attendees were alumni of PSP and one faculty mentor in each session. The questions asked involved their experiences with the organization and things they

saw the PSP doing better (Figure 6). Also, the questions were tailored to accent the positive attributes of AI.

1. Please discuss your best and/or most positive experiences with the PSP Scholars Program (focusing on the institute, programming, staff, mentorship, etc.).
2. What was the role of the PSP faculty mentor in your development as a doctoral student?
3. Let's discuss ideas or strategies that could enhance programming, placement or mentoring opportunities for the PSP Scholars Program.

Figure 6. Focus Group Questions

The highlights of stories generated from these focus groups included: PSP provided the motivation to complete a doctoral program, PSP program assisted scholars in the process of divorcing a major professor and reconstituting a dissertation committee, and mentorship from PSP assisted in becoming a great mentor. Also, in the focus groups were ideas about a summer teaching apprenticeship program, connecting with those institutions who are concerned with faculty diversity like PSP, and development of a website around assisting with faculty placement. A summary of the findings from these focus groups were brought to the first AR team meeting in December 2013; however we did not go into the details of these findings until AR team meeting II.

AR team meeting I was set up through a doodle scheduling tool. At this meeting action research was introduced to the group. We discussed the logic of using Appreciative Inquiry, and, in keeping with the first step in AI, members told their personal stories of positive experiences with PSP. Our discussion involved positive reflections on how the Ph.D. Scholars Program

equipped them with the tools to finish their doctoral programs and find jobs in academia. In this first meeting everyone got acquainted and some became reacquainted. The one faculty mentor reflected on how the program assisted one of his students financially which allowed her to complete her doctoral program. At the end of the meeting I briefly introduced some of the findings from the focus groups to get everyone to think about ideas for the next meeting.

In AR team meeting II, we continued our discussions on the experiences of team members and I shared the ideas generated by the focus groups. During this meeting many ideas were generated and possibilities of what could be shared with the organization. The dialogue was inspired by the ideas of each team member. The idea of working with Chief Diversity Officers as a partner to the organization was brought up. Ideas of new funding for scholars outside of PSP support, teaching abroad, and partnerships with institutions to create faculty bridge programs were discussed. The ideas seemed limitless, but there were several on the AR team that did not want us to get ahead of ourselves. This slight resistance did not keep the ideas from being shared. The directors of the program asked the lead researcher to begin outlining the ideas and have them for the following meeting. During these initial meetings there was a trust being built among the group, particularly with the director, who were the primary stakeholders invested in the study.

By the time we were into AR team meeting III we had really delved into many possibilities of interventions we could tackle. We had circled back to several ideas from the previous meetings such as teaching abroad and agencies that could partner with the PSP. In fact a listing of similar organizations to PSP was provided to the group. In the conversation of working with similar organizations and teaching abroad there was a little push back from the directors of the program. These hesitations stemmed from the notion that these ideas had already

been considered and rejected due to the lack of staffing to maintain any new programming. A change in our direction was required through AI, due to the slow progress pace. At this point I needed to bring in an expert in the AR process to see if some trust could be built to generate some movement. My major professor was brought in for the second time to provide some insight into the AR process to the entire group and create some excitement for the study. In AR team meeting IV, my major professor intervened and allowed the group to move into the next phase of AI-Dreaming.

Stage 2-Big Picture Prospective

In the dream phase of AI, members are said to be liberated from the constraints of existing perceptions and provided with positively reinforced images of what the future can offer (Ludema et al., 2001). In AR team meeting IV we gently moved into the dream phase. My major professor's intervention allowed for a critical reflection of what was already done in our meetings and the freedom to understand the essence of AR and the appreciative inquiry methodology. In this meeting we reflected on our journey to that point. We addressed the assessment tool that had not been used and looked at the aspirations of the group and the study. My major professor asked many questions of the group, allowing the group to think past the initial abstract ideas to how we could execute our dreams. In this meeting it was clear that the directors wanted to go back to our original assessment so we could work on informed ideas that were validated by participant needs. Further it was discussed that we needed to really see what Chief Diversity Officers (CDO) could do for the organization, so it was decided to meet with a small group of them for an informational consultation.

In this reflective cycle, we were able to assess what was learned within the Discovery AI mode of the study to inform the next AI mode of Dream. Although we came up with many ideas

based on the focus groups, AR team meetings, and discussions of the successes of the program, this meeting served as the catalyst to allow us to dream. Our AR team struggled a bit with movement on our planning for the PSP organization, but at this point we were able to move on several projects. During this stage of the study we were able to meet with a local group of Chief Diversity Officers.

CDO Meeting. In the late spring of 2014 the directors of the program, the senior leadership of PSP, one AR team member and I met with four Chief Diversity Officers from local universities. Although, this meeting was brief, it was very informative. There was New York style deli sandwiches and sodas served by PSP. The meeting started with introductions and everyone discussing their roles at their respective institutions. The PSP organization played a ten minute video on the Ph.D. Scholars Program, illustrating their successes followed by a brief discussion of their purpose and future plans. Following this each CDO discussed their diversity missions, based on their respective institution's plans. Each mission had a major component of faculty diversity. It was clear that some of these individuals had more influence than others on this directive on their campus, but faculty diversity was a critical section in each of their missions. After this meeting the directors of PSP decided that they wanted to invite the CDOs to the Mentoring Symposium for a panel discussion and continue their work with this group. It turned out that one of the CDOs that came to the meeting was later nominated to be president of the National Association of Diversity Officers in Higher Education (NADOHE).

Finally during this stage the group moved forward with a needs assessment. The findings from the needs assessment were shared in AR team meeting V and allowed all AR team members to feel more comfortable with the informed recommendations for interventions given to

the PSP organization. Highlights from the needs assessments are listed in Table 11. The group was able to progress into the Design stage after AR team meeting V.

Table 11

Relevant Findings from Needs Assessment

Quotes/Excerpts from Needs Assessment	Themes/Findings from Needs Assessments
-More online job postings	Improvements to website-user-friendly to assist with job searching and postings.
-Better online networking tools	
-Critical analysis of PSP placement process and assistance with job search	Awareness of supportive university diversity initiatives.
-Seeking more recruiters from more universities to come to the Mentoring Conference, including personnel deeply invested in increasing diversity at their institutions	
-Networking tools (former scholars already employed at institutions with open positions to help make connections), discussion boards for former scholars in faculty positions to reach to others in similar situations	Creative linkages and communications to provide networks among current PSP students
-Increase the ability to interact or to be informed of job opportunities that fit certain criteria that I specify. Ability to interact with mentors who can give me advice when searching for and applying for positions.	Connecting PSP alumni and students with university diversity initiatives and potential mentors.
-Ability to interact with mentors who can give me advice when searching for and applying for positions.	

Stage 3-Let's Make it Happen

During this stage of AI (Design) individuals have cooperative or shared visions of the future by setting up a deliberately inclusive and supportive environment for conversation and interaction (Ludema et al., 2001). This stage of the study had the group in AR meeting VI and

the creation of a logic model. In the design phase of the study we were co-constructing interventions and drawing from common themes. In this AR team meeting (Oct. 2014), we developed a logic model which created inputs, activities or “buckets” of ideas, outputs, short term outcomes, and long term outcomes by ideas generated from themes in our AR team meetings and the needs assessment (see Figure 7). The details of the “buckets” of ideas actually informed the structure of one of our primary interventions, a professional development website (see Figure 8).

Designing the Website. During this phase of the study one of our AR team members, who happens to have a Ph.D. in computer science (Kevin) developed and designed a website that included a series of “video vignettes” that provide advice and mentoring opportunities to students entering the PSP program, as well as to current students and alumni of the program. The designing of this website was in collaboration with the lead researcher and his wife. The video vignettes ideas stemmed from ideas from the previous AI cycles and the logic model was developed by another one of the AR Team members (Sarah) during this phase of AI.

This timeframe had the group moving into a new gear. So in October 2014 we had an AR team meeting (VI), developed a website, and then had focus groups at the Mentoring Symposium to provide constructive feedback on the website. The ideas shared in the focus groups about the website are discussed in detail in Chapter 6 under implications and recommendations.

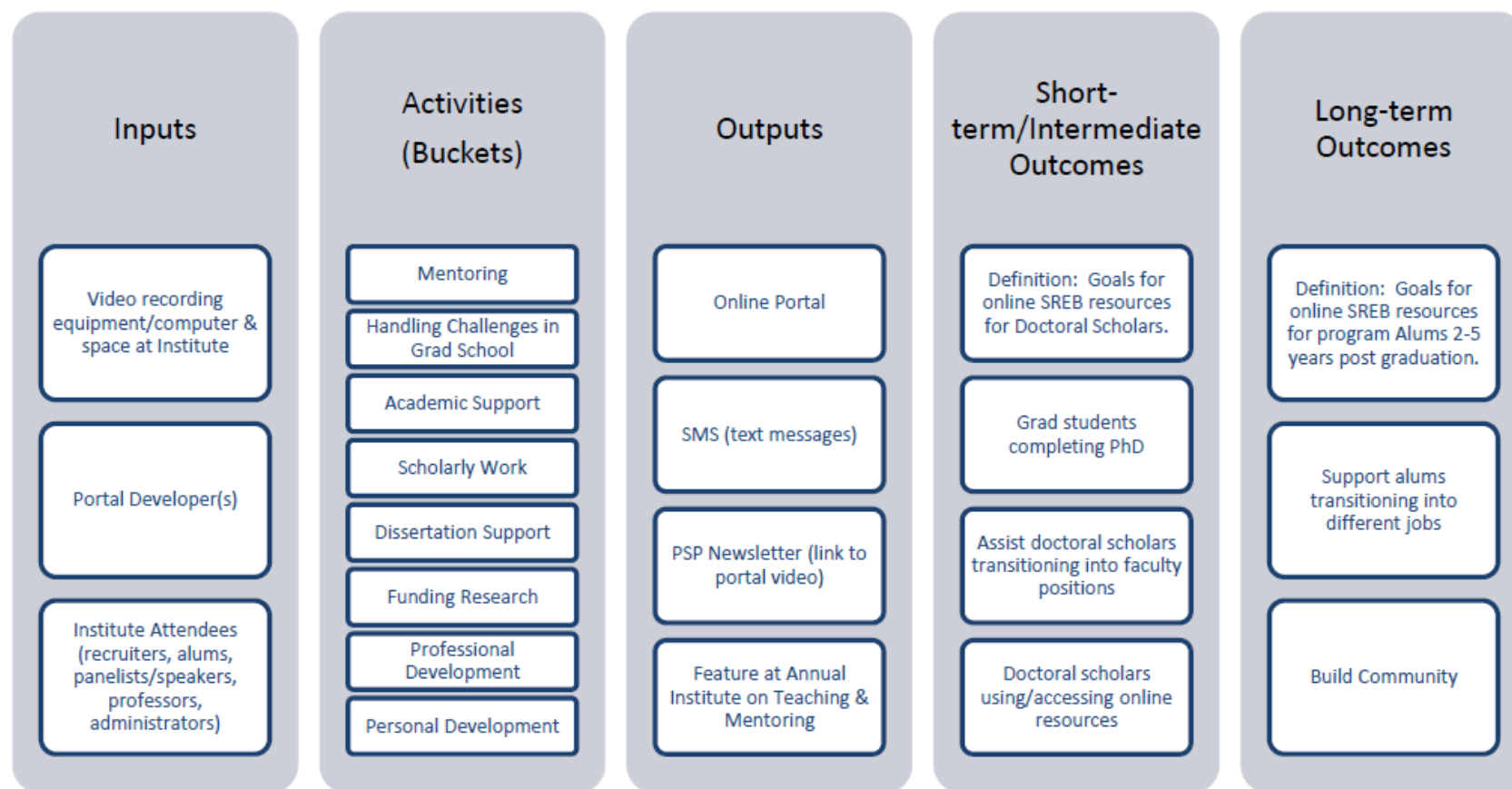


Figure 7. Logic Model (Themes)

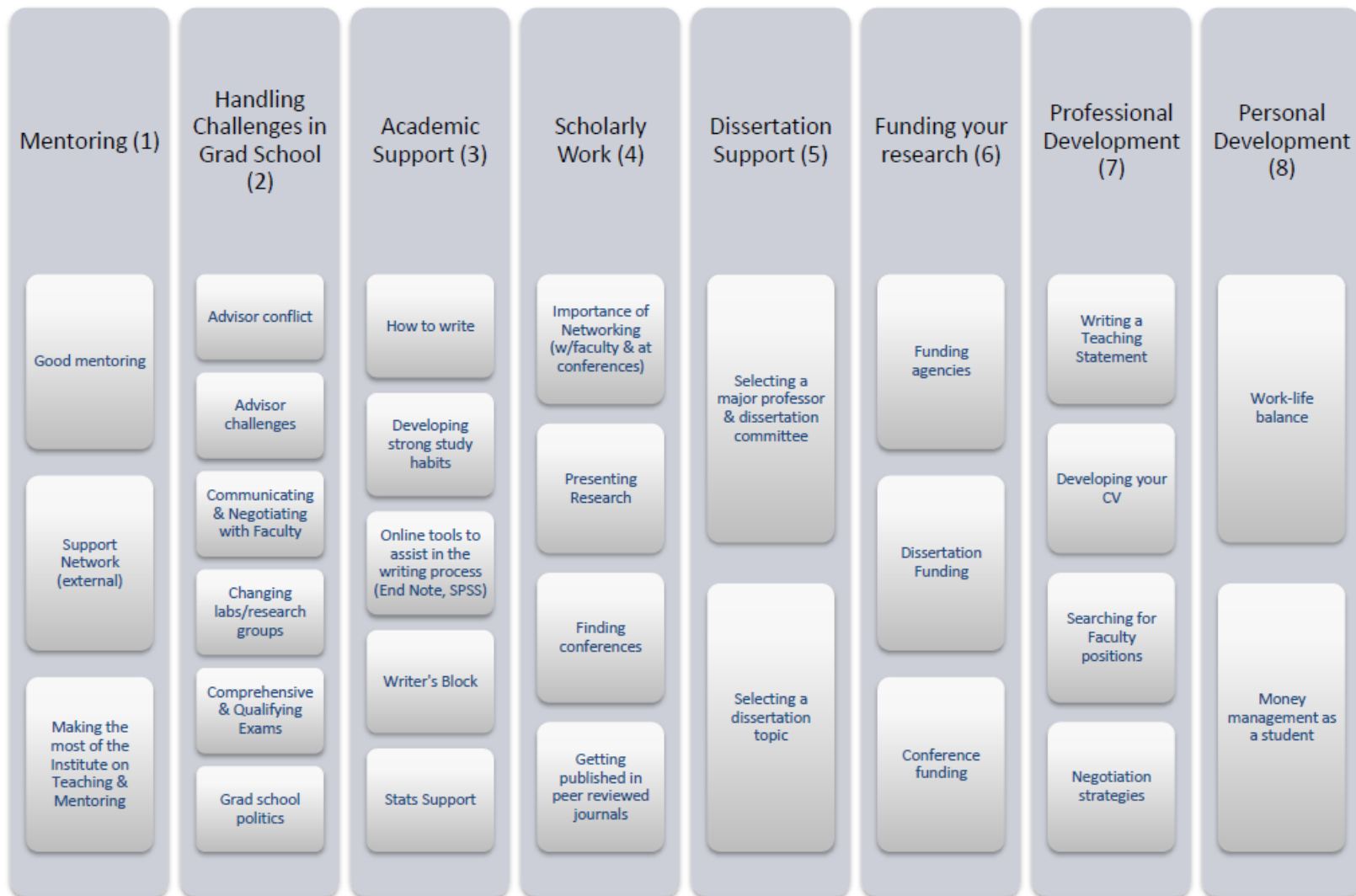


Figure 8. Logic Model-Strategies

CDO Panel Discussion. Finally, the AR team invited a group of Chief Diversity Officers to conduct a panel at the Mentoring Symposium to get a feel for the need for their services. In this meeting it was clearly shown that these senior collegiate administrators could be allies to minority doctoral students and newly minted minority Ph.D.s. A brief survey was conducted at the end of this panel to find out if participants felt CDOs could be useful to them in moving from their doctoral program into a faculty position. The results are listed in Table 12, but in summary participants in the panel discussions were overwhelming enthusiastic about this potential new connection and most planned to use their services in the future.

Table 12

CDO Survey Results

Questions	Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree
1. I will contact Chief Diversity officers in the future as I pursue a career in the professoriate				2 (8%)	5 (20%)	18 (72%)
2. I now believe that CDOs can assist me in finding a position in the professoriate				3 (12%)	6 (24%)	16 (64%)
3. This information is valuable to my pursuit of a position in the professoriate					6 (24%)	19 (76%)
4. I was aware of and have already worked with CDOs or had already planned to work with them in my pursuit of a career as a faculty member	10 (40%)	7 (28%)	3 (12%)	4 (16%)	1(4%)	

Table 12 continued

5. I am interested in learning more about other similar groups, to strengthen my network of contacts as I pursue an academic position			1 (4%)		6 (24%)	18 (72%)
6. My current academic and professional networks are adequate to help me secure my next academic position	4 (16%)	4 (16%)	2 (8%)	10 (40)	1 (4%)	3 (12%)

Stage 4-Building for the Future

In the destiny phase of AI, we finalized several major components of our study. Ludema et al. (2001) defines this phase of AI as bringing everyone into the conversation to construct innovation and action. During this time the PSP organization created a formal agreement with the National Association of Diversity Officers in Higher Education, which has future implications for accessing the CDO network for PSP scholars seeking faculty positions. Also a group of CDOs created a networking section at Ruth Chris Restaurant after the 2015 Mentoring Symposium to introduce eligible minority Ph.D. candidates to department chairs, deans and faculty looking for faculty hires at various institutions. This will likely become a regular occurrence.

Diversity/Mentoring Website. Next one of our AR members completed the first version of our professional development website, which is in the process of being completed and shared with PSP scholars and will eventually be available to any doctoral student of color who needs assistance pursuing faculty positions. There are continuous additions and updates being done to the website, but the full website is completed and will be presented at the Fall 2016 Mentoring Symposium.

Final Meetings and Interviews. In this final step of the AR process, we met for our last time as the AR team; I conducted final interviews and held a briefing on recommendations for the PSP organization. In our final AR team meeting, we discussed our accomplishments, future goals, and recommendations. The directors of the program were excited on what we accomplished and provided their final thoughts on the process. Everyone understood that the AR process allows for new ideas to be shared and for change to occur within the PSP organization. Even the directors of the program revealed that their initial thoughts on the role of CDOs changed and were happy they decided to coordinate their efforts with them. The individual interviews confirmed many of the same thoughts conveyed in the final AR team meeting, as most deemed the entire process as a success. Also our final meeting with the directors of PSP in the Summer 2015, we discussed their impressions of the AR process, with their comments highlighting an experience of being in a “think tank” that allowed for constructive change. This discussion allowed for the chief stakeholders and directors of the program to reflect and give their perspective that their healthy skepticism forced our team to grow in our iterative cycles, eventually determining the best interventions for the organization. All of these meetings are discussed in detail in the following findings chapter.

Interventions of the AR Project

From the beginning of the study in Summer 2012 until nearly the end in Fall 2015, during all phases of the appreciative inquiry process, there were interventions being introduced into the system. They are illustrated in a timeline in Table 9 and outlined below. Justo (2009) and Foster (2013) provide criteria for organizational development interventions, one of which aligns with the innovations of the current study. These interventions include the following: strategic, techno-structural, human resource and human process. Both of their definitions of strategic

interventions, which link internal functions of an organization to the larger environment, to keep pace with external conditions of change is where this study is situated. Strategic interventions assist organizations with gaining a better understanding of their current state and environment which can allow for better competition or collaboration with other organizations (Foster, 2013). For the purposes of the current study these strategic interventions were classified as either informational or applied interventions.

Informational. It is critical for any organization to learn more about itself in order to grow. Generally, data or some form of information will allow that system to assess itself. During this study, the AR team understood that we needed current data to evaluate the needs of the organization and make informed decisions when developing interventions. Based on this we developed a needs assessment, logic model, panel discussion with a survey, and several focus groups. This information provided the AR team with substantial data to drive our interventions. Much of this information is still being used by the PSP organization for various reports and meetings with sponsors and stakeholders of the organization.

Applied. The applied interventions created the most impactful effect on the organization, in terms of deliverables, from our three-year study. The PSP organization plans to use the technology of the professional development website to bridge the gap between their students who complete their doctoral degree and those who enter into junior faculty positions or post-doctoral programs. This will be done by allowing institutions to list their career vacancies and communicate with PSP scholars on this site who are ABD or alumni of the program. Further, it will provide relevant advice to matriculating doctoral students.

Finally, because of the informational interventions introduced to the PSP organization, we created a formal agreement with the National Association of Diversity Officers in Higher

Education. This agreement is extremely significant because of the new networks that will be given to PSP scholars and to individuals invested in diversifying their faculty ranks. Table 13 illustrates the timeframe of the studies' interventions.

Table 13

Timeline of Interventions

Stage of AR	Interventions	Dates
Cycle 1 – Initial Data Collection on the Problem	Focus Groups 1 & 2, developed to assist with informing the AR Team of potential interventions (Informational)	October 2013
Cycle 2— Increasing Voice and Inclusion	Needs Assessment to PSP alumni and generating ideas be shared and providing inclusion & voice to students (Informational)	July 2014
Cycle 3— Increasing Voice and Inclusion	Professional Development website to assist PSP students and alumni, collaboration among scholars and recruiters (inclusion, barriers) (Applied)	October 2014
Cycle 3— Expanding Social Capital Networks	CDO Panel Discussion, Dinner and Survey at PSP Mentoring Symposium, looking at barriers, inclusion, voice (Informational)	October 2014
Cycle 4— Expanding Social Capital Networks	Ph.D. Scholars Program and National Association of Diversity Officers formal agreement to collaborate and provide pathways into the professoriate (Applied)	December 2014

A summary of recommendations were given to the PSP organization and include the following: continued use of graduate assistants to brainstorm, evaluate and implement new ideas of PSP directors; follow up surveys on how to improve PSP; and further connections with other likeminded minority doctoral support programs to increase the networks of underrepresented populations in higher education.

Conclusion

This action research process, particularly using Appreciative Inquiry as my lens to work with the PSP organization, provided my collaborators in research and I the opportunity for deep learning and reflection. The team was able to drill down into our study through the concurrent cycles of meta-learning, individually and as a group, learning about methodologies, generating creative ideas, strategies, and enacting interventions (Coghlan & Brannick, 2010). Our three-year journey allowed us to complete all four phases of the Appreciative Inquiry process producing valuable data and findings to assist the Ph.D. Scholars Program in their mission to diversify the professoriate. Ultimately our work, particularly connections to Chief Diversity Officers and our website, will enhance pipelines of doctoral students of color entering faculty positions. In the next chapter I detail the findings from data collected in the study.

CHAPTER FIVE: FINDINGS

The purpose of this study is to understand how the role of enhanced social capital, inclusion and voice is used to close the gap of minority doctoral students after successfully completing their dissertation and entering positions in the professoriate. Specifically, this study uses the iterative Action Research (AR) mode of Appreciative Inquiry, with a state-funded minority doctoral fellowship program seeking to increase the productivity of their students entering faculty posts. The following research questions are used to achieve this goal:

- 1) What is learned by an action research team about implementing systemic change to diversify the professoriate?
- 2) In what ways can inclusion and voice be leveraged to overcome barriers to minorities entering the professoriate?
- 3) How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?

This chapter will discuss the data analysis used to support findings that answer these three questions. Further, this section will analyze interviews from the Action Research team, focus groups, journals and needs assessment data to illustrate findings of the study. Lastly, the chapter will end with a summary that will detail what is relevant to the purpose of the study. The findings are outlined in relevant themes based on all forms of qualitative data found in the study as relates to each research question.

Research Question #1: *What is learned by an action research team implementing systemic change to diversify the professoriate?*

The follow section reveals the findings that answer Research Question 1, by analyzing what was learned by an Action Research team as they were implementing systemic change. Ultimately, this study caused the PSP organization to closely examine itself and implement changes. This section provides an analysis and themes from transcripts of AR team meetings, journals and critical incident interviews of AR team members. At the conclusion of the study, AR team members were asked questions to explore their learning individually and as a group by participating in the AR process about using enhanced inclusion and voice and social capital to increase access to the professoriate. In the analysis of the data to answer this question, an inductive approach was initially used to draw conclusions, where recurrent themes emerged, that developed into a “theory-later” approach (Miles, et al., 2014).

Specific sub-themes that arose from the analysis of the data indicated successful AR requires the AR team to move through predictable stages of group development. After moving through the group development process the AR team was able see the other themes that answer this research question. Those themes were that the AR team had to make meaning of needed changes from their own positionality before they could implement it in the organization. Also, the AR team had to address its own issues of inclusion and voice and lack of social capital to envision ways to intervene for others.

These themes generated answers to RQ1 (What is learned by an AR team about implementing systemic change?) that were the following: before systemic change happens within a group, they must evolve as a team with constructive input from all members, and there must be clear understanding of the problem before enhanced programming and change can

occur. This requires the group understanding both the problem and the process of meaning making.

In order to come up with these themes that answer RQ1 our AR team had to grow through the usual group development processes. Mink, Mink and Owens' (1987) five key norms of group development best illustrated our subthemes that helped us come to our overall themes and provide answers to RQ1. Although the five key norms paralleled the themes of our group's development, they did not fully illustrate how our group moved through time and achieved our goals. A second group development system called the Punctuated Tuckman Model was used to show this progression as our group implemented change. The following discussion uses these two schemes of group development to provide the answers to RQ1. Table 14 provides an illustration of RQ1's themes and subthemes.

Table 14

Group Development & Themes related to RQ1

Research Question	Themes	Group Development Sub-Themes (Mink, Mink & Owen, 1987, Hurt & Trombley, 2007)	
RQ 1: What is learned in an Action Research process about group capacity to implement systemic change?	The AR team had to address its own issues of inclusion and voice and lack of social capital to envision ways to intervene for others.	Founding <ul style="list-style-type: none"> • Initial Meetings • Determining Tasks 	Developing Trust <ul style="list-style-type: none"> • Resistance to Change • Acceptance of Action Research
		Defining <ul style="list-style-type: none"> • Redefining Goals • Timelines Set • Major Professor Intervention 	Accepting & Recognizing Individual Differences <ul style="list-style-type: none"> • Working Collaboratively • Involving Ideas of AR Team
	The AR team had to make meaning of needed changes from their own positionality	Execution <ul style="list-style-type: none"> • High Productivity • Interventions Begin • Trust in AR Process 	Giving and Receiving Feedback <ul style="list-style-type: none"> • Establishing Goals • Recognizing Benefits to Organization
			Problem Solving <ul style="list-style-type: none"> • Providing recommendations for

Table 14 continued

		change
		<ul style="list-style-type: none"> • Defining solutions for organizational change • Moving on objectives
before they could implement it in the organization	Ending <ul style="list-style-type: none"> • Finishing Interventions • Understanding Ways of Continuation • Reflection 	Letting Go of the Past <ul style="list-style-type: none"> • Reflecting on accomplishments-Going up the Mountain • NAGAP Award on research • Use of AR in outside programming

Convergence of Group Development Models

Mink, Mink and Owens' (1987) five keys norms of group development directly correspond with another group development model, which was the Punctuated-Tuckman model . This model was used because it fills another dimension of group development on how members of the group work together and evolve as a team to complete their goals, but provides a comprehensive view adding that humans work in progressive timeframes (Hurt & Trombley, 2007). Punctuated Tuckman defined another set of subthemes for RQ1 that correspond with five key norms as shown previously in Table 14. Both group development theories address two roles in this study. Punctuated Tuckman addresses how the personality of the group evolves to complete tasks or goal completion, along with providing a linear progression of time to complete the task (Hurt & Trombley, 2007), while Five Key Norms reveals a deeper understanding of the organic and dynamic interpersonal growth of the group, requiring trust and understanding before the team can be effective (Mink, Mink & Owen, 1987). Both theories are intertwined with the

commonality of elevating the effectiveness of a group by providing a road map to how a team of individuals can streamline their tasks to achieve their goals.

AR Team & Group Development

The AR team meetings started with a sputter, but then gained great momentum as our members consistently attended all of our meetings and developed solid interventions for our organization. It was determined early in the study by the lead researcher and eventually the group that Appreciative Inquiry (AI), with its tenets of reflective change by looking at the assets of an organization would be the bedrock on which our study stood. Using AI as our foundation of Action Research, our group developed over our nearly three years together. Our team dynamics did evolve over time through the stages of AI. As we completed the study and went through the final stages of AI, it was clear that we had group development attributes of Tuckman's forming, norming, storming, performing and adjourning (Anderson, 2012), as well as traits from Gersick's Punctuated-Equilibrium Model (PEM) (1988): phase 1, transition, phase 2 and completion. Lastly, our group had evolved its personality through the five key norms by Mink, Mink and Owens (1987): growing as team; building confidence based on trust; understanding and accepting our differences; giving and receiving feedback; problem solving and letting go our issues. Our group dynamics had us going through the cycles of AI, discussed in aforementioned case study, while simultaneously developing as a group experiencing Tuckman, PEM and Five Key Norms.

For the purposes of this study, a hybrid group development technique called the "Punctuated-Tuckman" Model that combined Tuckman and PEM was used. Hurt and Trombley (2007) described Punctuated-Tuckman, as accounting for stages of group development, while integrating group performance as it relates to time. Tuckman is often used as a group

development model, when studying organizational development, but it does not expose the entire story, as it relates to when a phase ends and another begins (Hurt & Trombley, 2007). The Punctuated-Tuckman model in Figure 9 provides context of a higher performing group over time and redefines the stages of group development into four phases (Founding, Defining, Execution and Ending).

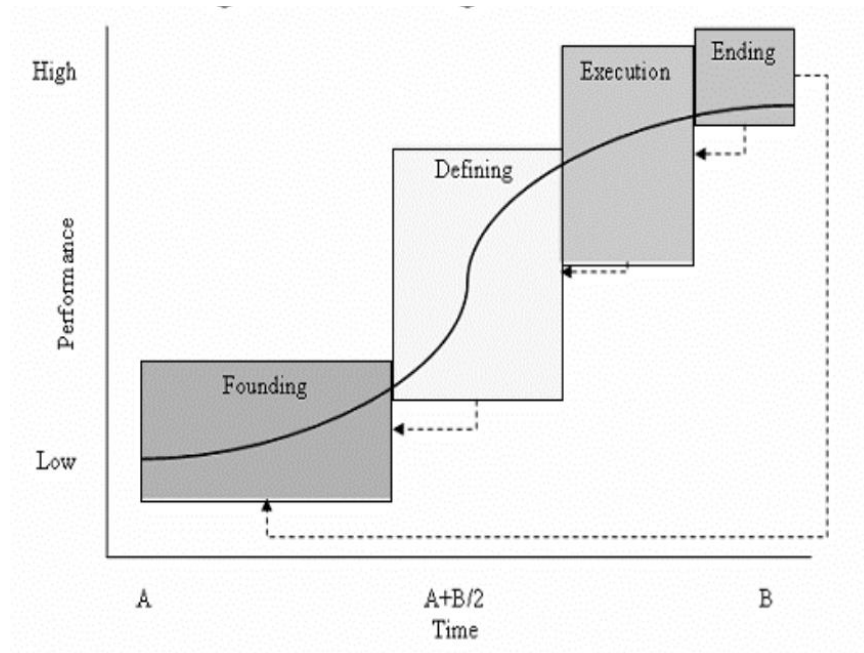


Figure 9. Punctuated-Tuckman Model (Hurt & Trombley, 2007)

Mink, Mink and Owen's (1987) Five Key Norms of group development addresses the growth of a team through achieving harmony among members through an undergirding of trust that develop the group norms of self-acceptance, sharing of information, feedback, solving problems and letting go of the past to celebrate team accomplishments. This is illustrated in Figure 10.

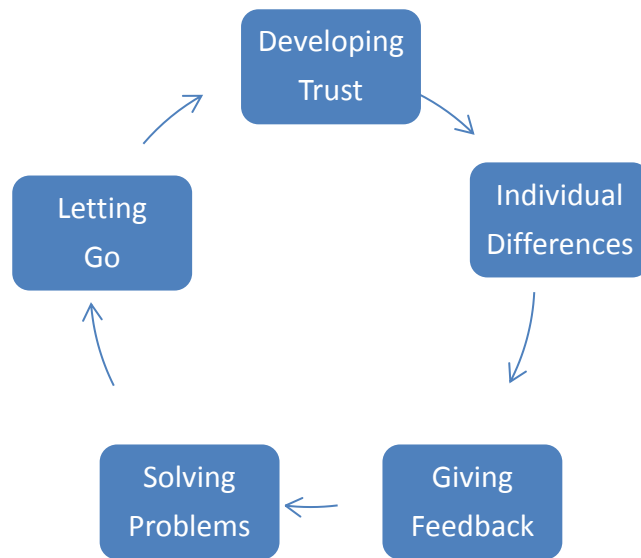


Figure 10. Five Key Norms (Mink, Mink & Owen, 1987)

The next section will illustrate the story of how I used Punctuated Tuckman Model and Five Key Norms to define our group learning experience, established the goals of our study and answered RQ1.

Group Development Process

Founding for the Future

The initial meetings with the PSP directors and first couple of meetings with the entire AR team had us building team chemistry to begin this introductory stage. As we developed the AR team Dr. Q. and I were thinking of all of the most reliable and consistent individuals to participate. He immediately recommended Dr. P., who had been with the program as the PSP STEM director for nearly 15 years and was his trusted colleague. In fact I met with both of them in our second meeting in 2012 at the beginning of our process. During this meeting we identified

most of the team members and each member brought a unique role to the team. Terri came from a STEM background in earning a Ph.D. in Mathematics, Kevin was a STEM major with a Ph.D. in Computer Science, Sarah's background was in Social Sciences, Lori had a Ph.D. in English and Humanities, and Kathy's discipline was in Education. Everyone who was contacted agreed to participate on our first contact with them. The group came together enthusiastically with a variety of perspectives and fell into their roles accordingly. Anthony comments in our first AR team meeting:

I really appreciate you all considering me to participate in this group. Through my nearly fifteen years of working with PSP it has enabled me to meet some of the finest scholars in the country. I am committed to working with this group to help this organization even though I have an hour commute!

In fact, as our meeting progressed, several members took on roles based on their expertise. Sarah with a background in the social sciences developed the logic model which is discussed as one of our punctuated points of change and interventions. Also, Kevin created the website, which was one of our primary interventions. Each person brought a variety of ideas to be considered by the group and was appreciated for their roles on the team. Sarah described her experience in her interview:

So that just kind of felt like a natural progression. I guess it is but I was thinking more along the lines of like [when] I felt like the AR team kind of shifted. There was a point where we all begin to engage, and we were very outcome oriented and task oriented. [It's like okay], this is where I [come in], right? So but now okay, great. Kevin can do this; we are going to do this. We can all focus on this is our goal. [Here's] the endgame. And for me, things started clicking at that point.

Our meetings and group developed over time where each person contributed and brought their energy to the conversation. The group eventually had built that type of chemistry that allows for many ideas to be shared. Kathy provided these comments on her experience:

I think that given the fact that you had a core group of people who were available and able to work (and I realize I had some limitations, in missing a few meetings). But when

I was able to jump back in and kind of get into a meeting and hear what was going on or to see your minutes from what took place [on] the meetings that I wasn't able to attend, it seemed like other people definitely committed to the work, those meetings created kind of an incubation of ideas and how to really put forth the work to give PSP back some meaningful work.

During this phase of our study the AR Team cemented our commitment to the PSP organization, began to determine our roles in the group, and started building our relationships.

The following shows how trust had to develop with not only the methodology, but within the group.

Developing Trust

The sponsors (Directors) of the Ph.D. Scholars Program (PSP) were willing to work with the lead researcher; however, when the research project began, it was clear that they were cautious to make significant changes in the organization based on a lack of human and financial resources. Further, there was an uncertainty about the entire Action Research process. Initial meetings that included my major professor and the dialogues with program directors helped in the development of trust, but the following goes to the core of how this happened.

There were recurring sub-themes that needed to be addressed before the research could truly begin, particularly that the sponsors struggled with change within the organization. Dr. Q. discussed his issues in one of our meetings:

There's capacity, human capital constraints. There are all kinds of restraints on what we can do, but understand we got here for a reason and I just want us all to be mindful that we did not just start it yesterday and our 20 years of work is what we did. We tried a lot of things and a lot of things did not work, for lots of reasons. Some things did work and we're still doing some of those things.

The sponsors felt that they were being held hostage from implementing change based on ideas generated by the AR Team because of the lack of staff or financial resources. Dr. P. commented regularly with these statements:

Its money and personnel. Can we create new programming for PSP? Yes. Can we create new technology for PSP? Yes. But technology changes. We don't have the staff to maintain and by the time you put something in place now, four years down the road we don't have the team there to maintain the product we created. Do you understand?

These types of sentiments caused the study to flounder a bit in finding a project with which we could assist the organization. In the first meeting with the sponsor of the PSP program, Dr. Q. expressed concerns with the amount of time that would be required of him or his staff to participate in the study. In our first two meetings my journaling noted concerns from Dr. Q. and Dr. P., about the amount of time they would have to spend on the project, thus they were not excited about bringing their staff into the official meetings for the AR team. Once the AR team meetings began, Dr. Q. would make remarks such as the following:

So much of everything we do is governed by resources, be it human resources or financial resources, in order to be able to pull these things off. I would say there are lots ideas and projects our organization would like to pursue if money were no object, there are many things I would love to engage in and do that I think would have an impact our scholars getting through their programs, first and foremost, and then secondly, getting into the professoriate and being successful there. Yeah, I think there are some other things that could be done, should be done, but our resources are what they are and the question for me as a director is how do you maximize what you got, and I'm making as big [an] effort to maximize the resources and get as many graduates as we can who are also going into the professoriate.

The sponsors of PSP made it very clear that our planning and interventions, as it related to the organization, would not include any of their staff, as they felt staff were stretched in their responsibilities. Also, they felt that they did not have the background to handle the research or capacity to be involved in the study. In our final AR team meetings, the sponsor asked for the lead researcher to turn off the audio recording because they did not want to disclose information on the staff and budgeting. I can summarize that they again asserted that there was a lack of staff and budgeting which hindered this organization from moving on many of our suggestions;

however, it was clear that they were willing to find actionable interventions that did not rely on many human or financial resources.

Finally several of the AR team members felt that the AR process allowed for growth among the group, but, particularly, for PSP once there was buy-in and trust in action research and the goals we were trying to achieve. Sarah commented in her interview on the following:

Like we were constantly going back to okay, so all these things could happen and [there's] all these places for growth and room for growth. But as an AR team, what are we going to suggest [be done] and what are we going to work towards doing? I would say that was a bigger change in the group. So it went from kind of talking broadly about experiences into actually being able to [have an actionable] part. This took buy-in from the group on AR and everyone feeling like they could contribute.

Another AR team member (Terri) recalls her experience in the final interview, when she felt that she was part of the team:

I liked the brainstorming that we did; just throwing out ideas of what we thought would be beneficial to new students, students that were coming out of the program. And I know we had mentioned a lot of things. At the time I mentioned teaching abroad and my ideas were received by the group, this made me feel good and part of the group.

Lori mentioned in her final interview that, although the AR process was a struggle for the directors initially, we were able to make some progress and earn the trust of the team and the sponsors. Her comments included the following:

I know from my experiences, which again were reflected through our work on the AR team, confirmed the movement of the group. The AR team bought in after the logic model and your major professor coming to that meeting, but understand at PSP, they are very slow and deliberate and don't move if at all. I'll just say it's slow and deliberate because change does happen. But it's very slow and very deliberate and I think you need to pat yourself on the back because I know from the inside (as a former employee) that it's very difficult to get them to nudge in a progressive direction for whatever reason.

It was clear that there was work to do in order to get movement on the AR team's ideas as it related to the directors of the program. It did take some time, but we were able to see some of our ideas eventually come to fruition.

The Director of STEM PSP (Dr. P.) also felt that, because of the policies of their organization and commitment of their employees, implementing change would be difficult, and it would take someone from the outside to assist with creating change:

But you understand institutions because of what it's like, particularly government institutions, are so entrenched in terms of policies that to try to do something within, I mean it's damn near impossible. So I mean this is not to take away anything from our staff, it's just the commitment; I guess also the level of understanding. And this is nothing to do with our staff. They are not from an academic research background. They can do what they can do, but to be able to think on a broader basis, that's not in somebody's wheelhouse, okay? So I think that I'm not saying it can't be done. I'm not sure that the process would work here. So I think having somebody like yourself -who understands that. See, because if you have people on your team, one, if they ain't working, they probably will not come to (AR) meetings.

Ultimately, as the lead researcher I had to guide the team to ideas and projects that would not involve using their staff and would not create any burden on the organization. The AR team developed an initial intervention that resonated with the sponsors because they did not require many resources. That came in the form of the logic model (based on ideas from the focus groups, surveys and AR Team meetings). It was clear that the sponsors were taking ownership of the ideas we were creating, as they saw them as relevant to the needs of their organization. Dr. P. characterized the process of determining our ideas and interventions in his final interview the following way:

Over a period of time, I think if I would categorize, the road kind of narrowed. And I had a pretty clear understanding of it the projects we could handle and what we could not. You did a pretty good job of guiding us to actionable projects (with a little help from me and Dr. Q.), but the logic model got us to readable buckets of ideas on those charts and allowed us to narrow down our plans to achievable goals!

This became clear at the end of the study, as the directors of PSP congratulated the team for research they had always needed to produce. Dr. Q. commented:

This process has revealed some things to me about the program and quite frankly I was just really impressed with the amount of data we produced, because really without a group like the AR team we would not likely be able to generate this kind of detailed research of our program, with useful data to analyze with their only being pretty much just the two of us.

The AR Team was able to find ideas that assisted PSP in overcoming their fears of having a lack of resources and produce strategies that could be implemented by the researcher, the group, and the organization. The plans developed by the AR team gave ideas to PSP that could be moved forward to the implementation stage and continued by possible volunteers who are alumni of the organization. Dr. P. outlined how the AR process gave them ideas on how to better utilize doctoral scholars and alumni in their future planning.

The other thing that Dr. Q. and I have talked about this before, there are topics, no, not necessarily topics, there may be some studies that a graduate student could help us, and to my knowledge, this first graduate student to assist PSP researching itself, so we now know it can be done. I mean, it's not costing us any money but it's helping the student. In fact there may be other graduate students who are in the policy arena or whatever, that could come to us and we could help them. Maybe they have an idea. You had an idea. I mean, we weren't thinking about this. You had an idea and I think that it could be a gift for both parties. So, by the fact that it was done, you were the pioneer and you were the first, it shows it can be done. And we kind of know that there are things we'd like to review and study and think about but having the personnel to drive the project is problematic.

Ultimately, the sponsors of PSP felt that the AR team provided a fruitful learning environment for generating ideas to expand the program in ways they had never thought of. In the final AR team meeting the sponsors felt confident in the AR process, and they came up with their own ideas of how they would continue what they had learned. We had moved on from a “resistance to change” mentality, to a “building ways to change” mindset.

Defining

The AR team went through this critical time of defining itself. Hurt and Trombley (2007) offers the following explanation on the group development process as a period where groups define themselves and accept patterns of the group:

This phase builds from the integration of the Tuckman model's norming stage and the PEM's mid-life crisis stage. In the defining phase, members go through a process of redefining their goals based on task deadlines and group orientation (p. 5).

As discussed in the previous stage, our group slowly came to the AR process with partial buy-in from the team. The two directors had their skepticism about action research, while the remaining team members were excited to move on any innovations to assist with the program that helped them complete their doctoral degree. Dr. P provided comments in AR team meeting III on his perceptions of the process:

I'm thinking. The concept of AR, I have no problem with, and I don't know at what point you say okay, we like an idea and then you move on to another one because we can get wrapped up in the details of how we're going to administer it. And I don't know whether we want to do that at this point. I think if we say we like the concept, it's been done, but it may be a way that you kind of corral it so that it's tailored for PSP and later down the road you deal with the nuts and bolts of how on you would implement it. I am just not sure.

Further, by the time we were into our third AR team meeting we were critiquing the ideas of interventions that were brought up from the last meeting for the PSP organization. We discussed the value of partnering with other organizations and working with diversity officers to support PSP students. Several of the members were supposed to have brought in data on grant opportunities and teaching abroad programs, but this did not happen. We even revisited the idea of the survey, but immediately met with hesitation from the directors in this exchange during AR team meeting III:

Why not reconsider using the survey, this would solve our issues finding the appropriate intervention for the organization, because it would pinpoint what the student's needs are. Like people either fill it out or won't; but why limit your [respondent pool] if you have access? (Sarah); Yeah. Well, do we have access? You think we could look at doing this again? (Byrd). We will have to be very careful how we do that, as we [talked to you] about before. Very careful (Dr. Q). Understood (Byrd)

These comments confirmed that we had a bit of reluctance from the directors, as we looked toward interventions for this organization. Another AR team member (Kathy) made a comment in a reflection she had during her final interview.

There were probably definitely times when certain members of the team may not have been as open to wanting to hear about a progressive way to look at the work that we were doing or an innovative way to attack how we address a different kind of a problem. And so I think that there's the [decorum] particularly with directors. There's some amount of knowing when to push a little bit and then went to pull back. Most of group was on board from the jump. It just took a little time to get everyone together and focused on one goal.

As the group developed in our first few meetings, there needed to be more and more clarity on our goals and how the action research process worked. As the lead researcher and one who was new to the AR process, I felt that I needed some assistance from the outside to make sure we were all on the same page with action research and how that worked with all of the ideas on change we were creating

Redefining Goals & Major Professor's Intervention. Just as I had done in the initial meetings with the directors of the program to explain the AR process in detail, I thought it would be a good idea to recalibrate the group, as we needed to get on track, get a true understanding of action research and move the study forward. The idea of bringing my major professor into an AR team meeting was brought up in a discussion I had on the phone with Dr. Q. He thought it was a great idea and we incorporated her in the discussion. Her feedback in our discussion was

pivotal in our processes. Terri reflected in her final interview on the experience of my major professors' visit in AR team meeting IV:

But I think a real change happened when your advisor came, kind of explained some things to us and made sense of AR. I know when we came back for the following meeting there was a difference in how people interacted. Because to me, in the beginning I think for all of us it was like pulling teeth, because I had no idea well, how do you do this, this type of research.

Sarah described a similar experience in her interview after the meeting with my major professor:

I think the one thing that stood out for me was when you engaged your major professor in our meetings. I thought that was helpful in our overall meetings, a presentation from her gave some focus to the group.

This point in the study turned out to be our “mid-life crisis stage.” As Gersick’s model (1991) describes, we redefined our goals and objectives as a group after everyone had a better sense of the action research methodology. My major professors’ insertion into the study provided the direction we needed to get the group back into action. One of her comments illustrated how relevant AR was to the study:

There might be this in the process, this gap you identify that's kind of exciting. Well, then it takes a little while to figure out what would fill that gap, right? So that's where you need the group. That's why this is kind of magical when it works, is that you bring so much more expertise than me and Byrd sitting by [our self] in my office could ever [bring] [is] you have all these experiences that you can draw on and contacts and ideas. So collectively, it creates something that you have to draw from and keep collecting data. We figure out some way to see whether or not it was effective or not. And then ultimately at the end, we look at the data, Byrd, you know, will interview all of you and talk about the data of your work together. Was there learning taking place here? Did we actually learn something by coming together? Because sharing our ideas is our goal, also, our goal is learning through this collaborative endeavor.

She shared many insights into our process which helped us move the study along. In fact, her feedback on the survey helped us move to reincorporate this into the study. Her comments were the following:

You have a lot of good data from the conversations you've having, but now you're about to go and get another kind of data which is a little broader (Survey). You're going to get a nice slice of data. And you're going to need to collectively make sense of it, right? I mean that's why we bring great minds to the table, which is the secret in action research is that we don't send you out by yourself to do this.

Her contributions to the study served as our catalyst and motivation to move the group to the execution phase. In fact, during our AR team meeting in April 2014 with my major professor, Dr. Q. agreed that we needed to use the needs assessment to have the relevant data from PSP scholars that was needed to create change. Dr. Q. finally gave permission to move forward on the assessment:

Okay I am okay with moving on the assessment, but you know, if you want to get some responses, just shorten it up. Because it's too long. I just think if you, I mean, you're not trying to solve all the problems in the world [here]. Let's get at a couple changes to the document, then move forward on the darn thing. I will send it out to alum of the program, so we don't have to worry about giving out the names.

Punctuated Point. This approval allowed the group to move forward and to spend the summer of 2014 gathering the data from a needs assessment that was used in several other components of our future interventions (i.e. professional development website, diversity officers collaboration). My major professor wrapped up that conversation with the following statement:

So I love the ideas that have been put out tonight, but I also love the idea of making sure that we have a good grounding so that you can defend what it is you decide on. You've got three fabulous ideas, in my opinion, right now on the table. Probably you're not going to be able to do them all; But whatever you do is going to be fantastic. I think it's going to have a nice solid foundation with that survey...

At the end of this meeting we were ready to move our conversations into action. As we moved into Summer and Fall 2014 we had much of the ammunition we needed to execute the goals of the AR team.

During the defining stage of our group development, we also were gaining ground on accepting and recognizing the individual differences of the team members. This part of the five

key norms allowed the group to develop cohesively, allowing for more trust among members and sharing of ideas.

Accepting and Recognizing Individual Differences

Once we moved into working with the Action Research process, the sponsors had some skepticism on how the group would work together. This was illustrated in the final interviews with the sponsors of the program and several of the AR team members. Dr. Q noted.:

Another one of my skepticism's was like oh, my gosh, how are you going to get these professionals who've all got jobs to give up a little bit more of their time to make this thing go? And I think you should be very pleased that people did commit to you and made a genuine effort to get things done. I thought they did pretty well.

Further, Dr. P. also was concerned about how the team would work together, but he felt that the AR team was able to sort this out and work together productively:

The other thing Dr. Q and I had talked about is how this group would work together. We were worried that with such a large group we would not be productive. I think it was an interesting collection of people that you had. One, how all of them are younger than we are, and when I say we, Dr. Q. and myself. But it was their enthusiasm about the project and to see that energy we were convinced we had something. While we had points and each brought a salient point given their point of reference, but there was the process of them working really as a team I think was pretty neat. Even the young lady who was on the phone, she was at home and you had another on the computer and then another bringing the baby here. I mean that's different but it told Dr. Q and I they were committed and it was nice to see that. The collaboration going on with our own alumni was able to produce relevant ideas we could use.

Once the sponsors had overcome their issues with AR and began inviting all of the AR team members into the conversation regarding creating new programming and change, everyone's ideas became part of the conversation.

Working collaboratively. Eventually, the members of the AR Team worked collaboratively. Once trust in the AR process was developed and the sponsors were on board, the team moved into involving each member in the conversation about ideas to improve the organization. As we worked into our later AR team meetings Kevin felt that the group found a

space to work collaboratively and the team was allowed to grow as the sponsors became more comfortable with the methodology.

So as for the team, there were a plethora of really good ideas I felt could work and could assist PSP, that were given by the group. At the same time,(in our final couple of meetings) it was very informative that everyone (particularly Dr. Q and P.) understand the concepts of what we were doing, also to come to the realization that without the proper backing and resources and not just for one time but long-term, it's hard to make adjustments to the program without a long-term funding from some [source] that guarantees someone's going to be committed to it (PSP).

The AR team was able to find a common respect and acceptance of ideas as the group matured. This happened after the sponsors were comfortable with the AR process and began listening to the members of the team. Several members of the team were surprised to have their ideas considered by the sponsors whom they considered respected mentors and advisors in their doctoral journey. This made for positive movement in the group development process. Terri, spoke of this in her interview, feeling better about sharing her ideas:

This process allowed me to see the other people in the room and the people in the room got an opportunity to see me. It felt still very collegial. I got a chance to see some people who I hadn't seen and to make some new connections. It was great having an opportunity to hear other people's stories about what it meant to go through [the] Ph.D. process and to come into the professoriate. So that felt really good, particularly about being able to have that as an opportunity (to share our stories), and then look for ways to use our experiences to assist others on their doctoral journey and find ways into faculty posts.

These moments were critical in the progress of the AR team and allowed the group to eventually come together, where everyone was able to share ideas.

The subthemes and corresponding models of group development of this section: developing trust, accepting and recognizing individual differences, founding and defining, produce the foundations of confidence that allowed for team development and moved us into the next steps in our model. Also, we addressed the theme of building confidence before group development could occur was addressed and partly answered RQ1. The next section provides

the second theme that speaks to RQ1, through the subthemes of group development used in this study.

Execution

Hurt and Trombley (2007) characterized the execution stage as the following:

The group works toward the accomplishment of their task based on the establishment of their norms from the defining stage. This phase is characterized by a high level of productivity as the deadlines are short and the group must work together to accomplish their goals. The phase is an integration of the Tuckman model performing stage and the beginning of PEM's stage three (p. 6).

At this stage of our AR team we had been working together for one year and six months (December 2012-May 2014). Several ideas that were shared in our initial meetings came to fruition based on our fourth AR team meeting with my major professor. The ideas that were set into motion were inviting a group of chief diversity officers to meet with PSP and eventually present a panel discussion at the mentoring symposium. Several more collaborations came out of the dialogue with CDOs. We moved forward with the survey to alumni of PSP in the summer 2014. The results of that survey (needs assessment) came in August 2014 (discussed the survey section, Table 9). Also, a logic model was created based on data from the survey and ideas from the AR team meetings that drove many of the components used in the pending professional development website. The interventions that the AR team agreed to move on were working with CDOs, the survey and logic model and the professional development website.

During our third and fourth meetings we discussed the idea of working with a group of chief diversity officers (CDOs) from a southern state Dr. Q. commented on CDOs and their role on college campuses:

There is a departmental tradition, and the histories of departments are that they control that hiring process (of faculty) and they're not going to let anybody around the university dictate who they're going to get into their department. CDOs have little to no influence on the hiring of faculty. That's one of the most protected canons of a university is that they are going to choose who they want in.

Dr. Q. was adamant that chief diversity officers could not assist the PSP organization. It took time and data to show that this collaboration could be valuable to PSP and its scholars. Dr. Q. comments on a phone conversation after we met with the CDOs:

Diversity officers are setting tone and policy for the university. I just don't think they have as much value as you think, in terms of hiring faculty. I could be wrong on this, but way more involved in the day-to-day processing. Dr. P. and I will consider them for the mentoring symposium, however, I think their role is to shape more broadly the kind of directions and policies for an institution; what they are trying to do is follow what the university lead, but actually getting their hands dirty, I just don't see most of them doing very much of that.

What was important in this conversation was the agreement to get the CDOs to be able to present at the mentorship symposium. Dr. Q. commented on his change of his perceptions of CDOs in his final interview:

The AR process, survey and interactions at our meeting with them and at the mentoring symposium forced me to sit down and have face-to-face conversations with groups of them. And then you start to go okay, so you all do want to contract with us and how can we use that contact to generate some [other] benefits for our scholars. And we're still working as you well know, we're still working at that and we will be in the next year, looking to further that relationship with the diversity officers on campus to figure out some ways that we may work with them, the two may work more closely together to each benefit. We're going to help them and they're going to help us. I had my reservations, but at the end of the day everybody wins. I'm looking forward to that. We've had some conversations with President of their national organization and plan to continue this relationship.

In the “Execution” of phase of our group development we moved into a highly productive time in the study. We had built the trust needed to have complete support of the AR team and all members were contributing to the collective efforts of improving the organization. At the same time, we were moving through the development of the group in terms of being able to readily

give and receive feedback among team members and solve problems we faced during this journey. These two sections of our sub-themes of key norms coincided with the execution phase of Punctuated Tuckman Model. Reciprocal feedback and problem solving are discussed in the next section.

Giving and Receiving Feedback

By the time we were entering this phase of group development, our group sponsors were buying into the process and asking for feedback from the group. Dr. Q. appreciated working with the AR team members as many were alumni of the PSP program. His comments from the final interview included the following:

For us as a program to, again, affirm or look to change some of the things we're doing dependent upon what we saw, what we were doing, what kind of feedback we were getting. I mean, the people on the action research team I think brought some very different perspectives to the table, very different kinds of experiences. And feedback from those different kinds of perspectives is always good. You get new ideas. You get better ways to do what we already do, affirmation of some of the things we do that made a difference in their PhD path. And all of that I think contributed to making us a better program in a sense that, again, I could stop, take off [their] shoes for a minute, put their feet up on the table and just talk about some of the elements of the program and some of the things we do well. Or not so well.

Establishing Goals and Benefits to the Organization. Further, Dr. Q commented on how the group was able to work together, reflect and come up with the goals we could focus on to solve for the organization. He really began to see the value of the collective group and the powerful ideas that could be generated.

Everybody on [the] AR committee has been in the program, and being able to sit with them and talk with them over an extended period of time about what their impressions were of what we're doing was very helpful. I rarely get to do that. I mean, I can count on one hand the number of opportunities where I've had the opportunity to talk to our students and tease out from them what the program had done for them, how it had helped, and get their ideas of what maybe this program ought to be doing.

At this point the AR team was moving together as a collective. The sponsors could see the value that the group would bring to the organization and how it would serve as a sounding board to generate new ideas and begin setting goals for the AR team. Kathy contributed to the conversation with this remark:

I think that you definitely had people who were very committed sharing ideas and wanting to contribute to helping PSP become better. And so that in and of itself is a plus because people are going to put the time and the effort into thinking through how to do that. And then you just had enough people there who really bounced enough ideas off and who were innovative and creative thinkers to think outside the box to ultimately wind up where you are now with the project. But that whole part about people coming together, making it an iterative process and people talking and fleshing out those ideas, it was I think from what I understood about how the process was supposed to work, it felt like it worked the way it was supposed to work.

As the AR process proceeded, the sponsors were able to see how these interactions could be used to assist the PSP organization. As Dr. P stated in his final interview:

So rarely have enough or a lot of time to sit and talk to scholars at length about what we're doing and what we could possibly be doing that would benefit the people coming into the program. So I mean, I thought that was enormously important for me, for us as a program to hear some of those discussions, to engage in that discussion with program graduates.

The PSP sponsors were able to see the relevance of the AR Team and its members, particularly that these individuals could provide an “insiders” view of how to develop the organization. Once the directors recognized these benefits, that momentum allowed the group to evolve and generate ideas to assist the organization. Kevin summed up the experience very well in this statement:

So the (AR) team itself I think was a really good group. It was a very fertile thinking environment. People were able to share ideas. There were no ill feelings or judgment. Everyone was there for a common goal. Everyone has had some - a lot of similarities and stories and tribulations and trials in pursuing their PhD. Everyone is there for the common good and the common goal. So I can see this team being colleagues that I would network with throughout my career.

At this point the group went into what Mink, Mink and Owen's (1987) five key norms would deem as problem solving. Our AR team's ideas were accepted by the program directors and we were able to brainstorm on our next moves.

Problem Solving

Several of the members of the AR Team recognized the hesitation of the program directors as the group was trying to develop ideas to assist the organization. The other group members who were there to volunteer to assist PSP were ready to take on a project the group came up with; however, we all knew that the sponsors needed assurances that the AR process and our planning was going to benefit the program. Kathy illustrated this best in this statement:

There were probably definitely times when certain members of the team may not have been as open to wanting to hear about a progressive way to look at the work that we were doing. Or an innovative way to attack how we address a different kind of a problem. And so I think that there had to be decorum there. There's some amount of knowing when to push a little bit and then went to pull back. I remember that we talked about being a part of this AR process and how we could use diversity officers, but I did not want to take a chance on hurting Dr. Q's feelings or coming against PSP or having something that I said be interpreted in a way that wasn't helpful or that was detrimental or something like that.

It was clear through the journey of the AR team that the lead researcher and members of the AR team needed to deal with the hesitations of the sponsors who were in the group. There were several instances where we had debates on interventions, as the sponsors had to be convinced on the usefulness of some suggestions, Lori commented:

When there was sort of debate, shall we say, healthy debate about the roles of the chief diversity officers and what they were willing to contribute, how they would be willing to partner with PSP and the doctoral scholars program. And see, even that in my mind is not regression. I mean it's just something that we needed to hash out, right? And sort of let time tell. And we all know the net effect was that the chief diversity officers are extremely willing to partner and want to partner in many different and beneficial ways. Initially it was difficult, but PSP eventually saw how the CDOs could benefit the program. It took all of us to should them the value of CDOs, through the idea of the workshop (large numbers of those who attended at the mentor symposium) and the evaluation (where students saw the value of CDOs, as they look for faculty employment)

Although there was skepticism which arose from the sponsors, it was the AR team members (outside of the lead researcher) who were able to learn how to deal with those problems through healthy debate and develop solutions so the ideas could become part of the planning.

Providing Solutions and Recommendations for Change. Although the AR team initially struggled to provide recommendations to the PSP, we were able to find compromise. The lead researcher had to tease out the issues facing the organization and facilitate a coming together of ideas. This was done by incorporating the original survey back into the data collection process.

Kathy discussed how that process happened:

I think that inasmuch as everybody wanted good things to come out of this, there was some resistance from PSP as well about exactly what the researcher was going to do and what they were going to be able to do. So to discuss places where I felt where we overcame an obstacle as a group, was time and effort into developing a survey and how that survey was going to get utilized and disseminated. So there was some resistance in reconstituting the survey, but eventually we were able to massage document and get to some product that everybody was happy with being able to use and draw data. I really felt the group had to come together, including the program directors, to develop this first intervention.

The group found consensus on various ideas once we had built confidence among the sponsors that we could produce results that they could use. This was illustrated in one of Dr. Q.'s last statements during our final interviews:

The whole exercise of action research that I thought was a great experience for us to massage, to get hard data, to think more deeply about some elements in the program that - sometimes when you're running these programs and you're doing these things, you don't take the time to step back, stop, look, analyze what it is you're doing. You're just doing. And this was a prime opportunity to stop and reflect on some of the things that we're doing. And that in and of itself I thought had great value for me as a director.

Recommendations and Moving on Objectives. As the AR Team came together with the full support of the sponsor/directors of the PSP program, we were able to accomplish several

goals from our brainstorming. In one of the final interviews Kathy described how the AR Team eventually moved on our objectives:

PSP making that connection to the National Association of Diversity Officers in Higher Education (NADOHE), if you did not do nothing else, that was big right there. But you still have another portion of it that you're working out that's tangible (Website/Videos), that's innovative (from ideas generated from our logic model), that will definitely have far-reaching implications. And so I feel again very fortunate that I was able to have some small part in being a part of your research, Byrd, and just knowing how you are and learning about who you are in this process, I know that you'll go on and do other really great things.

Further Sarah's reflection on when the group started progressing and moving on the objective of our study was evident in this statement:

I would say at the meeting (in August 2014) where we talked about "what are the goals of PSP" and worked through the logic model of what the goals were for PSP and then applying that to the AR process in relation to the goals of PSP. Honestly, it took a minute before I felt I could say, like okay, I get it (the Action Research Process). So at the meeting in 2014 I saw how we would work toward this goal to assist PSP with the AR process. That was probably one of the clearest moments that I think was necessary for all of us because I was starting to get lost in a lot of what AR was. At first it was like [two-folds], not fully knowing the AR process and then not fully understanding what our goals were as a group. The last year of working with the AR Team became very focused toward a collective goal centered on the diversity officers, the website and assisting with the movement of scholars into faculty positions.

At this point all of the AR team members were fully engaged in providing recommendations and suggestions to the sponsors. We had succeeded in gaining the confidence in the sponsors of the program.

In the final phase of our group development, we reached the "ending" stage of Punctuated Tuckman where we were able to finish our tasks and interventions and reflect on our accomplishment. The AR team reflections aligned with "letting go" of any personal issues to finish the original goal of our team to assist the PSP organization in creating better pathways into the professoriate. These two last stages of our group development are explained in this final section.

Ending

The final phase of the Punctuated-Tuckman model, called “Ending”, is illustrated by Hurt and Trombley (2007) as the following:

The final stage represents both the final burst of effort toward completion of the task and the ending, or as Tuckman would say, the adjourning of the group. In this phase, members pull together and put forth the most amount of effort. The phase finalizes with the completion of the task and the disbanding of the group (p. 6).

In this portion of our study, we wrapped up our work as a group. Our AR team saw the fruits of our labor in an agreement between PSP and the National Association of Chief Diversity Officers, the beginning of a professional development website, and full access to work with the Ph.D. Scholars Program. We saw all of the hesitations and skepticism of the action research process fall away. The directors of the program began to embrace the AR process, particularly by thinking of having other graduate students assist the program in a similar fashion. Dr. P. commented on his perception of the AR process in our final meeting:

For me, Byrd, on my perception of our study, I certainly was unaware of this concept of the AR process, about how you go through this whole thing. Well, I knew about it but not to the degree we just observed, I guess maybe having participated in it, you get a different and better appreciation for it.

Then Dr. Q. followed up with more comments of his initial motivations and how he came to feel about Action Research:

I'm even more with Dr. P. in the sense that in knowing what the action research process was, I was totally naïve to this whole process. I mean, this was yours to run and (my) I'll use the term “my lack of enthusiasm” had nothing to do with my commitment to you. My commitment was to you, to help you get through this thing (your degree). And if you helped us in the process, that was just going to be icing on the cake for us. My goal was to help you. Now, if you helped me in the process, that's a good thing for us, all right? This was a mutually beneficial endeavor.

These comments were in line with many of the perceptions of the group, as everyone felt we had accomplished many things in our nearly three years together. Kathy commented in the final AR team meeting on perceptions:

I know the one thing that I took away that I thought was really interesting and again, it's because it all comes back to my work around diversity and strategic planning, is just engaging the chief diversity officers, seeing them as a resource for the scholars and getting [an] opportunity to kind of hear their expertise. Overall, we accomplished so much, with the website and building this new think tank to address the issues of PSP.

The observations that evening in March 2015 were of congratulations for hard work and commitment from everyone involved on the team. Dr. Q. concluded our final meeting with these remarks:

I thought the experience was very, very valuable and I appreciate everyone's time. I mean, it took time. It took two years of your time to help us do this and it is very much appreciated because as I said earlier, I think we're going to get some things out of this that we as a program learned and as the whole design is structured to do, it should give us a different information we have not gotten before, and additional information that should help us to serve students better going forward and I'm all for learning a little bit more about how to provide services to our students so that we can make them more successful. When they're more successful, we're more successful and it works for all of us. And so, I appreciate everything from everybody.

As we wrapped up our meetings it was clear to everyone in the room that the goals the AR team hoped to complete were done, but we also grew as a group, developing together in our learning of how to deal with one another to accomplish our tasks.

Letting Go of the Past

While our AR Team achieved many goals to assist the PSP organization, they were not quite what the lead researcher or the sponsor thought that they would originally be. Journals from the lead researcher showed he assumed that the AR Team would work with the entire organization, bringing in more than just the two directors of the program. For example, I wrote “On several occasions I asked Dr. Q and Dr. P, if we could engage their staff in the AR team

meetings to give another representation of how the organization could make change; both seemed to think that this would not be received well, as they were over worked and did not have the research background (or degrees) to participate in the study.” Also, he assumed that the AR process would have progressed a bit quicker working with an organization with which he was familiar. Since the lead researcher had been invited to present to the participants of PSP at the Mentor Symposium and worked with the directors at several conferences, the length of time to develop trust in working with PSP was not anticipated.

Going up the mountain. The PSP directors described their experiences with the Action Research at the end of the study in the following ways:

I did not know what it (product) was going to be. I knew there would be a product or some process. What it was, no, I did not know. And I did not need to know. But it began to crystallize. As I said, it's like going up the mountain. All of a sudden, the road begins and here we were. We would [be] like on a 10-lane highway, and all of a sudden things began to kind of narrow down. So I did not have an idea and it wasn't up to me. You wanted to know where you wanted to get. So it was the idea that you take the information from the team to help guide it to get where you [wanted] to go. So I mean it was no doubt we would have some product [Dr. P.].

Dr. Q. came full circle. While having many hesitations and much skepticism at the beginning of the study, his reactions at the end reflected an entirely different opinion:

You got to remember, our AR team were full of trained professionals that, albeit younger, they are really [able] and capable people who are really bright, and going to accomplish things in their lives, I loved our interactions. Love the opportunity that afforded me the time and opportunity to work with them, I cherish that. So I mean I thoroughly enjoyed this process, if for no other reason than that. The AR process gave me the opportunity to see what ideas and research our alumni could produce.

Other members of the AR Team had comments that reflected how they would use this process in continuing use for PSP or in their own academic fields. Kevin described the following:

I can see something where a PSP advisory group can be facilitated by a technology meetings [if it was using] some kind of Adobe Connect or some kind of technology where people can login, one person would kind of share a screen, and to have the meeting or in terms of [different] interventions or updates. Also, I think that scholars could connect,

and assist on the journey to be in the professoriate, so much time is spent [in the now], kind of putting out fires now, dealing with grades now, you really don't get the opportunity to reflect (using the AR process), especially from other institutions and learn. So something like that, I could see it being a weekly call or a biweekly call, and I can call in or I can log into my computer at home so I don't have to worry about [any traffic] or things like that, and that I can hear what's going on. People can say hey, here's [an] article just came out. Let's talk about this particular article.

Another one of the AR Team members used the logic model paradigm in one of her academic meetings. Terri described her experiences with the AR process and use of the logic model as something she will continue to use in her academic endeavors:

In our end of the year faculty retreat, I presented a logic model as we debated curriculum enhancements for the spring semester. Each bucket/category developed from our two day meeting was useful planning course load for our freshman class.

Overall the Action Research process allowed for much needed reflection and assessment on a successful program. The directors of PSP found that the AR process provided valuable data needed for reporting purposes and permitted change that can be recreated by adult educators or similar programs. Other members of the AR Team found reward in “paying it forward” to an organization to whom they felt forever indebted, while learning reflexive practices they will use in their own organizations. Both of the subthemes of “Ending” from Punctuated Tuckman and “Letting Go of the Past” allow for the sponsors meaning making, thus creating the environment for systemic change in the PSP organization. The ending phase gave us the conclusions to the tasks we set up to accomplish, while our letting go of the past moved the AR team to an end and maybe a beginning in our work as a group. Through our group development process many of our team found their voice as contributors of the study. Further, it was acknowledged by PSP, that including the contributions of all AR team members provided both realized and future interventions for the PSP organization. In the next section, data is shown on how to leverage voice and inclusion in the pursuit of faculty positions.

Research Question #2: *In what ways can inclusion and voice be leveraged to overcome barriers to minorities entering the professoriate?*

Research Question 2 was answered by analyzing data from focus groups, interviews, surveys (needs assessment), journals and observations on how minority doctoral students leverage inclusion and voice to overcome barriers as they enter the professoriate. The first theme to assist doctoral students in leveraging barriers to faculty posts emerged from observing the organization's role in fostering voice and inclusion. Finding our own voice and allowing inclusion allowed the AR team to address ways to provide voice and inclusion for scholars of the program and other minority doctoral students. This is where our second and third themes of leveraging inclusion begin.

Voice and inclusion can metaphorically become vehicles or pathways into the professoriate in that they can be avenues in which people of color in higher education can have their issues addressed and be at the table when decisions are made regarding their well-being. Specifically, the literature defines social inclusion as moving through various degrees of inclusion: starting at the level of access, moving to participation, and eventually to full inclusion (Gidley, 2010). In the context of this study this continuum is seen when students fully participate in the process of completing their doctoral degree and moving directly into the professoriate. This is done by giving doctoral students and junior faculty of color the tools to overcome the challenges they face in their academic matriculation. This section identifies how this study uses inclusion and voice to overcome barriers into professoriate. There are three themes that address components of voice and inclusion and that answer Research Question 2. Table 15 illustrates themes and sub-themes developed from coded data that was assembled and analyzed during the study.

Table 15

Findings & Themes for RQ2

Research Question	Themes	Sub-Themes
RQ 2: How do you leverage inclusion and voice to assist minorities in overcoming barriers to entering the professoriate?	By supporting PSP scholars and minority doctoral students' in developing voice and inclusion	Doctoral Students <ul style="list-style-type: none"> • Understanding Barriers -Navigating Academic Program, Exclusionary & Silencing Practices • -Handling Departmental Politics that Silence • Providing Voice and Inclusion
	By enhancing organizational voice and inclusion	Organization <ul style="list-style-type: none"> • Staffing Barriers to Inclusion • Need for expert voices • Self-Reflection-Survey—seeking greater voice
	By providing vehicles to enhance Voice and Inclusion	Vehicles <ul style="list-style-type: none"> • Other graduate students Modeling Giving Voice • Technology as a tool of inclusion Alumni (AR Team Members) as potential voices for PSP

Developing Voice and Inclusion

The first theme on answering how to leverage voice and inclusion to bridge doctoral students of color entering faculty position is by supporting their efforts through understanding the barriers they face and revealing what already serves as voice and inclusion in their process. As the AR team was seeking to enhance opportunities for PSP scholars, the data revealed many struggles they faced while in their doctoral program and obstacles transitioning into academia. These conversations included what PSP and others did to afford them voice and inclusion throughout their journey in higher education. The analyzed data identified exclusionary practices

in academic departments, how they handled these politics and generated suggestions that support the development of voice and inclusion.

Understanding Barriers faced by PSP Scholars. This section shows that an awareness of the doctoral process and knowledge of the academic setting in graduate school can be a vehicle for overcoming barriers to obtain the Ph.D. and enter the professoriate. Based on focus groups, AR Team interviews, and the survey, there were common themes providing inclusion and voice to PSP students (minority doctoral students) through knowledge of the academic landscape in the pursuit of faculty positions. It is critical for all doctoral students, particularly minority doctoral students to be aware of the expectations, social norms and political dynamics, and faculty agendas within departments in order to survive and graduate (Felder, 2010).

Data from several Focus Group I and II members gave concrete evidence on barriers faced by PSP scholars. The first story illustrated an experience of navigating an academic department and needing assistance from PSP. Member A discussed the following:

When I first came to graduate school I had weekly meetings with major professor, but after a while I could not get a meeting with my major (who was white) and I felt out of the loop. If I can't talk to you - you know, submit a proposal to a conference, know deadlines before they come up, and you don't return emails? It took working with PSP and finding a new major and eventually a new committee, but would learn how to navigate that situation a lot better. If I would have known how to handle the political landscape of my department sooner would have probably switched and saved myself probably two years, two, three years in the process.

Member B had a similar experience getting left out of teaching experiences because of PSP funding and lack of supporting minority programs for doctoral students:

And one after one after one, I saw my white counterparts getting paid adjunct positions and we got nothing. That was I hate to say purposeful, it was very purposeful. I had to ask. I had to, you know, so asked my dissertation advisor. They let me know that several (white) faculty didn't support "minority" programs because they excluded all students.

These experiences were often reported back to the leadership of PSP in order to gain support for these students. During this same Focus Group (I), one of the faculty members discussed the need of PSP because often minority doctoral students struggle with navigating the culture of academic departments:

What I see is how (do our students) play the game? How do you do this academic thing because it's really different on two levels. So one level, it's different because it's doctoral work. It's you know, that we have our own little culture as professors. And the other is it's mostly, at least in my [profession], it's almost all [white] people. You know, so you have to learn how to negotiate these two different worlds (academic and all white) in which you are likely to be unfamiliar with. And so as much as you can create those alliances within a department and understand what needs to be and that alliance between mentor and mentee, that makes things work a lot better.

A focus group member from group II explains issues with a dissertation chair that required her to gain assistance from external faculty at her institution:

From a personal standpoint, I was not necessarily satisfied with my dissertation chair at that particular time. Coming from an HBCU I didn't feel that she prepared me for my experience in the department, and I found an African American professor in another unit (biological sciences and I was in education) that gave me great advice throughout my program. That person (dissertation chair) could not guide me to success, let alone assist me in the faculty search process.

These experiences were common during our conversations in the focus groups. Another barrier discussed in the focus groups was the lack of mentorship opportunities for PSP scholars. One of the faculty mentors from focus group II mentioned this about mentorship:

One of the things that I've observed over the years is that many scholars do not get the kind of mentoring and advising that they should from, you know, faculty mentors on their own campuses. We provide informal mentoring at the Mentoring Symposium, but many of our scholars don't get this support, because they are receiving external funds. For example, when we talk about the fact that when you are looking for an academic position, it's good to have at least a publication or it's good to have some teaching experience or it's good to be able to write well, these things are often only discussed at the symposium,. Those things are not always stressed for minorities in doctoral programs in their home institutions.

Providing Voice and Inclusion. PSP does provide assistance with navigating the academic programs; however, this lack of voice becomes problematic when students are working in their exclusionary academic departments and university campuses. Our focus group provided valuable information on the challenges facing minority doctoral students as they matriculate through their academic programs and how PSP served as a conduit of inclusion and voice. Focus group II member described her experience this way:

I have a degree in gerontology and that's not really common. And as an African American in this kind of discipline I needed assistance navigating this academic area, PSP (Mentoring Symposium) allowed for this learning, selling yourself into, you know, universities that don't have a specific department for a gerontologist. So I mean, I kind of made up my own ways of telling them how I could, you know, work in the sociology department, now I actually work in [health] science now. But you kind of have to know how to sell yourself when you don't come from a common discipline.

Another focus group I member discussed how the program gave an awareness of the political aspects of their home institution, and served as a voice to assist them while in the program.

At my school, I would say that the program influenced [the] faculty and administration in the graduate school to make sure that we did well. Without PSP to assist with these treacherous waters, many of us would not have made it. Yes. I would definitely say that Dr. Q. and other individuals in the program that had relationships with those at our institution, and helped us navigate the landmines that allowed us to graduate. So to a large degree, they made sure that things flowed smoothly for us. They did.

It was clear that many of the alumni in our focus groups relied on PSP when their advisors at their home institutions were not sharing information about what it took to be successful in graduate school and/or prepare for transitioning into faculty posts. Focus group I member described his experience:

I also feel that I learned here how to be successful as a graduate student and prepare to be a faculty member. I was shown at several Mentoring Symposiums how to write a proposal. I struggled to find this discourse from my major at times and often leaned on other senior doctoral students (networks) from PSP, the faculty mentors at the Mentoring Symposium and PSP staff to assist in proposal writing and to find my first faculty position.

PSP created the voice needed for many of its participants, as they were overcoming barriers at their home institutions. An alumnus and AR Team member recalled their experiences with the program this way:

And I still stay in touch with my writing accountability partner I met at PSP and to this day, she and I email each other every Friday for our writing to make sure we're writing publications as faculty you know, so it's helpful because we need to get those pubs. And so that's the kind of support I wouldn't have had without PSP. We relied on each other, as we pursued faculty positions, and salary negotiations. I've made lifelong friends at PSP who are in similar positions and can help each other.

PSP and the Mentoring Symposium became the voice needed for these scholars needed to survive their doctoral programs.

Handling departmental politics were another barrier faced by scholars. Between focus group and AR team members who participated in PSP, members felt that the program gave them an awareness of the academic landscape in higher education. Without this knowledge, participants of PSP felt that they could not have finished their program or found careers in the professoriate. Another focus group II member discussed their PSP experience in becoming savvy in dealing with departmental politics.

I was not aware of the political ramifications in my academic department for participating in PSP, but going through that process helped me as I became a faculty member. Some faculty wanted to serve on my committee, for whatever political benefits. I don't know PSP scholars were a commodity at my school. I found that because I had my own funding, and was a minority PSP scholar it did give me some political clout. What I learned was how to leverage what I had to get what I needed as I moved through my program. These associations assist me in my current faculty position in working with doctoral students with external funding.

These experiences led the way for PSP participants in gaining an edge that many minority doctoral students do not discover. One of the faculty mentors who participated in Focus Group II discussed his experience with scholars and how he helps them with the challenge of departmental politics:

One of the things that I've observed over the years is that many scholars do not get the kind of mentoring and advising that they should from, you know, faculty mentors and on their own campuses. And so for example, when we talk about the fact that when - when you are looking for an academic position, it's good to have at least a publication or it's good to have some teaching experience or how to handle departmental or committee politics. Those things are not always focused on in doctoral programs. And I think the mentoring symposium has tried to address that in the workshops that they set up for faculty and scholars. But I think it continues to be a challenge.

These politics often lead many minority doctoral students away from entering academic life or cause them to leave in the early stages of their career. A focus group I member illustrated this experience.

My committee did not work out for me. Two of my committee members did not see eye to eye on my research topic. I got in touch with the folks at PSP. They recommended this for my situation. Hey, you probably need to reconstitute; you probably need to get in touch with the folks in your area and put someone new on your committee or put someone as the chair of your committee that understands public policy. These types [of] exchanges with PSP assisted me in completing my degree. I hope I can be there for an African American doctoral student in the same situation.

The support from PSP assisted many scholars with developing and using their voices in ways that led to successfully completing their doctoral degree while dealing with department politics. The political obstacles faced by minority doctoral students become insurmountable when looking to become a faculty member when not having the support of an organization like the Ph.D. Scholars Program.

Several of the PSP Scholar alumni discussed that they come to the Mentoring Symposium in order to “recharge their batteries” because they are not receiving the type of guidance they need as minority doctoral students. A member of focus group II commented:

When I come to the conference, I always leave with a sort of greater sense of purpose for my work and specifically I enjoy being in a place where my research interests are appreciated and feeling like I am not the only one, like in my department as an African American. The mentoring symposium provides a healthy environment, even if it is only for a few days per year.

The inclusive backdrop provided at the symposium gives much needed voice to these students and promotes success while in their doctoral program. Further, it played into whether or not these students decided to pursue faculty posts. A member from Focus Group I illustrates this:

The Mentoring Symposium and the PSP program taught me how to be successful as a graduate student. My major did not have to sit me down and show me how to write a proposal. I learned this at the symposium. When I did not get the support I needed from my committee members, I could always rely on the PSP community to assist me (Dr. Q and PSP staff and scholars). When I started writing my initial proposal for my comps, I was able to lean on what I learned from the symposium! The Symposium linked me with my current post-doc, which led to a tenure track position at the same institution.

Many of the focus group attendees found that as minority doctoral students, they were not guided sufficiently and they often needed to lean on PSP and be provided the voice not given on their home campuses to make it through their academic program. A Focus Group I member commented on the following:

The Symposium is helpful for students from the time they get into a doctoral program until the time they complete it and to some extent, even beyond that because their courses on writing, for publications, so forth and so on. And I think that to keep graduates of the Institute engaged, it's very useful to help them in terms of what you do next - you know, the first five years of academia.

The Mentoring Symposium serves as place for these minority doctoral students to have a voice and feel included so much so that they use this to preserve throughout the academic year until the next event.

These narratives describe the barriers and silencing practices that these students faced while in their doctoral program. Further how they handled them by working with PSP and even faculty outside of their department. The PSP organization is providing voice and inclusionary practices to sustain their students throughout their doctoral program. The previous comments also describe their experiences as needing support during the academic year in between the annual mentoring symposium. Ultimately understanding the barriers faced by scholars and how

PSP currently supports students, with voice and inclusion, will allow for finding the gaps to better leverage voice and inclusion for PSP scholars in the future. The next section illustrates how enhancing organization voice and inclusion will assist in PSP in discovering how to help their scholars overcome barriers into the professoriate.

Enhancing Organizational Voice and Inclusion

Before our Action Research team could go to work on helping this organization tackle issues that would assist their students in moving from their doctoral programs into faculty posts, we had to help them discover barriers being faced by the PSP Scholars. Another theme found in the data was a need to enhance organizational voice and inclusion of the Ph.D. Scholars Program. By the organization allowing others to contribute to the mission and goals of PSP, they are better equipped to serve the students, and be a catalyst for their scholars to enter faculty position. In order to do this PSP had to become aware of staffing barriers to inclusion, use data to inform the needs of the organization, and have other experienced voices participate in the conversation of changes

Staffing Barriers. The sponsors of PSP discussed on many occasions during our pre-AR team meetings and AR team meetings that they had many ideas on how to provide better services to their students, equipping them with better knowledge of the rigor and expectations in the competitive market of the professoriate, however, they repeatedly commented on the lack of human resources to manifest these goals. Dr. Q commented in our first AR Team meeting:

Things have been tried, things have led us here and it doesn't mean that we shouldn't revisit, retry things that perhaps had not worked in the past, but we got to this point for a reason. I say that to you, and you've got to respect those things that we haven't tried, we have done and I mean, we've - all of us, we all work under constraints. I mean, there are budgetary constraints. They're capacity, human capital constraints. They're all kind of restraints on what we can do, but we got here for a reason and I just want us all to be mindful that we did not just start it yesterday.

Before we could really address many of the issues brought up in our focus groups we had to tackle the internal barriers to voice and inclusion hindering the organization that prevented us from moving our agenda forward. The Director of PSP, “Dr. Q.”, made regular comments during our two years of meetings that his organization could not handle the kind of assessment and changes he would like to see because of the lack of resources. He commented in our first AR team meeting:

I say that to you, and you've got to respect those things that we haven't tried, we have done and I mean, we've, all of us, we all work under constraints. I mean, there are budgetary constraints. There's capacity, human capital constraints. There are all kind of restraints on what we can do. So we have to understand this as we proceed through this process.

These comments were made at each meeting we had until the end. In fact, the PSP STEM director made similar comments. His initial comments on action research were positive, but again not sure if the organization had the resources to initiate any of our plans:

After you (researcher) discussed AR, I'm thinking. The concept, I have no problem with, and I don't know at what point you say okay, we like one idea over another and then you move on to another one because we can get wrapped up in the details of how we're going to administer any plans we come up with. And I don't know whether we want to do that at this point. I think if we say we like the concept, it's been done, but it may be a way that you kind of corral it so that it's tailored for PSP and later down the road you deal with the nuts and bolts of how you would implement it and identify who would be responsible. But I've always just liked concepts that institute change, but again I struggle with who and when we can implement.

Sarah (AR Team Member and PSP alumni) mentioned in her final interview, the group dynamics and what was learned by the study, particularly around the organization:

I think the normal response from the organization that was given to outside people brought in to ask questions or give feedback on their programming was the same. Because some of what they were saying [quite a bit] was we tried this, have we done that, but what they really needed was more support. It ends up being that they (Dr. Q and Dr. P) learned a lot about their own organization, and wanted to do something but they purposefully say things like they've already tried and why it didn't work at the time [but

why] I think Dr. Q. realized this time that there were ways that others (alum, graduate students) could help them, particularly because they are so understaffed.

Dr. Q. comments reflected this during one of our AR team meetings:

We're open to all ideas, but let me put it out here. You've got some very specific ideas of how things might work for the program. I mean, we have put it out there. We talk about these things all the time and we turn many ideas down because; our resources are just not there.

The back and forth in our first three AR team meetings on potential interventions to help PSP scholars caused the group to understand there was a barrier preventing the organization to move on our ideas. It did take the lead researcher bringing in his major professor to encourage the group to follow the AR process and be inclusive of the team members and consider using all resources the study was providing.

Need for Expert Voices. In order to convince the sponsors of PSP that we should use the needs assessment and be able to reflect on past experiences to create change in the organization, the lead researcher needed assistance from his major professor. The sponsors thought that reducing the size of the assessment may make it more appealing to PSP alumni in order to get them to complete it, and they still had issues on how to distribute it. In AR Team meeting IV, my major professor was brought into the discussion to provide more insight on the action research process, to see how the group was progressing. Also, she gave recommendations to move the study forward. She commented early in our meeting:

So my inquiry is really do we have enough information yet or are there other [things] that we might need to know (on the organization or PSP participants who pursue faculty positions), and you talked about there's existing data, I'm sure, it's out there on, you know, how many people went into the professoriate you know, there's probably data. I'm sure there's other data that you (PSP) have access to.

Dr. Q. immediately commented that we were looking at an assessment to gather this data, but we had not moved on it. He went on to say that we were looking at the length of it, but wanted to explain that he felt that he knew from conversations what was going on with his students.

Once we look at the size of the survey we could use this assessment. You're just trying to get some insights into what these students may be seeing and feeling as [they are] going through this process. I am talking to the students all the time and they're sharing with me the trials and tribulations of trying to find positions and a lot of - it's really interesting to watch this process. Many of them walk into jobs right off the bat, no problem, no sweat. You know, that was easy. To those that have been trying for two or three years to get a job, and I mean, some pretty qualified people, you know, and I'm not dissecting their credentials and needs, but I do have a feel for their needs.

The professor then gave the rationale for the need for more data and finding out what was going on with other scholars. She illustrated that, at a minimum, if we used a needs assessment that the AR team would have some data the group could use to have a more robust conversation on what needs to change. She stressed how the AR process truly needs this type of data to engage our interventions:

At best, you will have refined the questionnaire, sent it out and gotten feedback and then maybe sent it out, but then you'll want to bring data back to the group and talk about the data, right? [And you have to] think about that for a while. And so there's a creative cycle here that has to take place. We can't just walk in and we aren't going to know what the intervention is until we first have the data. . . . You have a lot of good data from the conversations you've had, but now you're about to go and get another kind of data which is a little broader. . . . And you're going to need to collectively make sense of it, right? I mean that's why we bring great minds together-- the secret in action research is that we don't send you out by yourself to do this.

At this point it clicked for the group. We all understood the need to use the assessment to generate rich data, and give the study a purpose, based on the needs of its participants—to listen to the voices not only of those around the table but also of those we hoped to serve. Prior to this meeting we did not have much traction on the assessment tool; afterward we were able to revamp the document and have Dr. Q. send it to all of his scholars.

After sponsors were able to assess and reflect on the data from these documents, our group was able to address how to leverage inclusion and voice for their students. The organizational barriers included: sponsors not feeling they had enough human capital, lack of knowledge of their needs and requiring expert advice from those they trusted. We found that being aware and overcoming these organizational barriers allowed the sponsors to provide more inclusion and voice to the AR Team, so we could assist them in creating change for PSP.

Self-Reflection & Needs Assessment. The needs assessment administered to alumni in Summer 2014 created new voice for the PSP scholars to the organization by helping them to understand the needs of their scholars. Further, the assessment tool showed inclusion by the organization because AR team members, many of which were former scholars, were involved in the construction of document. The needs assessment was the first time the PSP organization had done a comprehensive survey of alumni of the program. During the AR team meetings it was determined surveying the alumni of PSP would provide a unique view of the program that historically had only been by assessment tools used on current scholars at the end of the mentoring symposium. The data from the needs assessment enhanced organization's inclusion of its own scholars, thus providing them voice by allow them to contribute to how well-being of the Ph.D. Scholars Program.

Vehicles of Voice and Inclusion

As this study progressed, other vehicles of voice and inclusion to assist scholars and other minority doctoral students to complete their program and find faculty positions were identified. We discovered through the AR process that we could be creative in overcoming human and financial resource barriers, to provide a new voice to the organization and its graduate students.

Further, we found that the use of technology could produce new avenues to voice and inclusion by showing other successful doctoral students of color and graduates giving advice in our video vignettes, creating blogs or chat rooms for students to discuss their issues or obstacles in graduate study and connecting newly minted Ph.D.'s with institutions who have created culturally diverse environments where they can thrive as a junior faculty member.

Use of Graduate Students. The sponsors of PSP had to be convinced through the action research process that there were ways to make change to assist their students, without a strain on their organization. Once the team trusted the AR process and moved on our collective ideas, a new idea emerged. Maybe other graduate students that are funded by PSP could assist in implementing new ideas produced by program officials? Further, maybe other chosen individuals who are alumni or concerned with the program could assist with change? Kevin (AR team member and PSP alumni) commented on how PSP could use other scholars in assisting the program, to help other students:

If allowed by organization I can see PSP working with someone other folks (students) and just hey, we want a journal and we want to [find] these interventions and we want to publish those interventions [as a] journal, or we want to publish these interventions and a book, or we want to have a conference, or we want to have a national committee of individuals that serve on the committee, got started with the AR team and [this] committee meets once a month or something like that and - and they go over [these issues]. I think it could be a more to open doors for scholars get publications and assist the organization with advancing its mission.

Dr. Q. discussed that other scholars and programming could aid students in his final interview:

I approached the AR process with some skepticism of whether or not (if I can express from everyone) our community would benefit from this research. But listening to people (AR team members) in here talk. And you talked to the people at the last AR meeting about what we learned it was excellent. Could you tap that as a resource? I think yes! And just to see how that might be used to benefit the program, deliver messages, deliver information, deliver mentorship, in a way, to participants in a program. Yeah, my eyes have been opened a little wider. I'm more accepting of the fact that this may be a

medium (AR and Videos) which we can use. And may be really beneficial to the people coming through this program.

Dr. P. went on to say that the lead researcher opened up a door to address their issue of a lack of human resources.

Dr. Q and I have discussed that there may be some studies that a graduate student could help us, and to my knowledge this has been the first graduate student to do something like this with PSP. It could be done. I mean, it's not costing the organization any money but it's helping the student, ... there may be other graduate students who are in the policy arena, whatever, that could come to us and we could help them. Maybe they have an idea. You had an idea. I mean, we weren't thinking about this. You had an idea and I think that it could be a gift for both parties. So, by the fact that it was done, you were the pioneer and you were the first, it shows it can be done. And we just can't do it, but we kind of know that there are things we'd like to do, maybe to review and study and think about but now the idea of having a graduate student as personnel to kind of drive it is what we are looking for!

The engagement with graduate students gave the directors of PSP another ally in their quest for voice and inclusion. What was determined by the study was that by utilizing the expertise of PSP scholars (current or alumni) they could have more support to provide voice and inclusion to their scholars. An example of this was the use of an AR team member who was an alum of the program and his ability to use technology to support PSP scholars in their search for faculty positions.

Enhancement of Voice and Inclusion through Technology. Based on comments from the needs assessment, focus groups and AR team members who were participants in the program, it was clear that one of the issues we needed to address was technology, particularly working on the website. Based on the analysis of the survey, 70% of the 168 do not use the website for its intended purpose of job searches and networking for faculty positions because of issues such as the following: not user friendly, lack of ample job opportunities, no networking tools-discussion boards, lack of variety of disciplines, connections to diversity officials on college campuses, and geographic job searches. The focus groups generated several similar themes involving issues of

navigating the PSP website, not connecting CV to faculty recruiters, and not easily connecting to other scholars on the website. While we could not address all of these issues, the AR team came up with several ideas to focus on the dilemma of the website and technology. Fortunately, one of the members of the AR team (Kevin) has his Ph.D. in Computer Science. As a result we used many of his suggestions as we tackled this issue. Kevin brought several very relevant solutions to our discussion, such as the following:

When I was doing my PhD work, I worked with virtual agents or virtual humans. So like avatar. So the whole concept is that you build a relationship with this virtual agent and use like a FAQ or maybe videos of individuals to answer questions of scholars.

This conversation brought some hesitation from the sponsors of PSP. But Kevin then explained we could create a link from the PSP website to a “professional development” website that would be created to assist scholars. Kevin described how the website would be constructed:

To build a site is a weekend job. To build a whole portal, right? Once you map out how we want to set it up. Once we have videos, it's just a matter of simple uploading. I mean, my shop has the capacity. I have about 12 students in my lab who could work on this project.

Dr. P. commented as we discussed this possible intervention:

As long as we don't have to create this directly on our website, this really intrigues me. I guess because I like that kind of stuff, [that] you can really come up with some topics that could be very useful, whether it be graduate school, [whether] it be job, whether it be undergrads thinking about going to graduate school, high school kids going to college. There are a lot of - I think it just has a lot of possibilities, so that intrigues me about how you do that. And maybe the benefits derived from that.

The idea of using technology to bring scholars of color together with other scholars of color, with faculty recruiters and to serve as a clearinghouse on how to matriculate through a doctoral program and find faculty positions resonated with the entire group in one of our later AR Team meetings as a vehicle of inclusion. In Fall 2014 the first draft of the AR team's professional

development website was developed. During Summer and Fall 2016 the website will be completed and showcased at the 2016 Mentoring Symposium in November 2016.

The use of a website to enhance opportunities for PSP scholars can work for minority doctoral students even outside of this network. This technology would serve as a tool to provide voice to PSP scholars and connect them to potential employers. This vehicle of inclusion could provide a necessary link for minority doctoral students prior to entering their program, while in their program, and especially when looking for careers in the professoriate.

Overall, this research question was answered by first enhancing the organizational voice and inclusion of PSP by understanding the staffing barriers, using external voices to focus on the challenges facing the organization and giving voice to the scholars through an assessment tool. While going through this process, we were in the meta-learning process of AR understanding the barriers facing scholars using the focus groups and assessment tool data, and then using this information to better be able to support scholars in developing their voice and inclusion. This done by understanding the mentorship and professional development students were receiving by PSP and the mentorship symposium. Finally, we developed new vehicles of voice and inclusion, using other graduate students to give voice supporting the organization and as peer mentors. Also, through technology supporting scholars' voice and inclusion using a more familiar tool to the students of the 21st century. This empowerment of scholars of color provides a level playing field by leveraging barriers into the professoriate with the tools of awareness and technology. The next section identifies formal and informal networks developed as a result of this study to enhance social capital of PSP scholars.

Research Question #3: How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?

This final section of findings answers the question of “How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?” Social capital is defined by Bourdieu (2011) as an “aggregate of actual or potential resources which are linked to possessions of a durable network of more or less institutionalized relationships of mutual acquaintances and recognitions, particularly being linked to a membership or group. Table 16 gives the themes and subthemes.

Table 16

Findings and Themes for RQ3

Research Question	Themes	Sub-Themes
RQ 3: How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?	Institutional Resources & Mentorship help to navigate departmental politics and find jobs	Universities <ul style="list-style-type: none"> • Administrators-Deans, Chief Diversity Officers • Faculty Members
	National Organizations open doors of support and networking groups, and access funding mechanisms while in school.	Organizations that support minority doctoral students <ul style="list-style-type: none"> • PSP • NADOHE • NIH • Mellon
	Peer Networks provide guidance and understanding of norms of graduate study, socialization into academic department and faculty roles	Mentoring Symposium (based on assessment numbers and discussions) Peer Networks on Campus (based on assessment numbers and discussions)

Institutional Resources

This initial theme illustrated how alumni of the PSP, who are now faculty, could have used some life preservers to navigate the institutional and departmental politics as they

matriculated through their doctoral programs and found careers in academia. Many of the respondents from this assessment spoke of the need of having allies at their home institutions, not only from the PSP organization and Mentorship Symposium (i.e. outside mentors, advisors from other institutions). These allies were needed to enhance the social capital of the minority scholar.

Institutional Administration. In our focus groups, a sample of PSP alumni commented on the need for institutional and departmental support and described how these networks would have assisted them in their doctoral journey. A focus group I member discussed the following:

In my first two years of my doctoral program I couldn't get a weekly meeting with my advisor. If I can't talk to you - you know, submit a proposal to a conference, as deadlines come up, you don't return emails. And so yeah, it was nightmare at times. I got to a point where I wish I was back in the supportive environment of my HBCU, but I would learn how to navigate that situation a lot better by the end with the assistance of PSP. I should have probably switched majors (but I did not know where to go) and saved myself probably two years, two, three years in the process. At least I did have some academic support to help me navigate graduate school.

It became very apparent with several PSP alumni that they were not receiving the type of support they needed in terms of academic support in their doctoral programs. Another Focus group I member mentioned the following:

I did not finish my doctoral program in grad school at first and so I ended up first doing a master's, but I never got to finish it with the thesis because with my advisor, I emailed him, I gave him the thesis. He wouldn't read it. I would take him over and over and then he'd say he lost it and I'd give it back to him again and so I was about to just leave because I was an engineering major and I never had this kind of situation, wasting my time. I figured I can go out and I can get a job and be doing some real good work. And so when I got involved with PSP, I was put in contact with our Diversity Officer, and she put me in contact with the right people.

Another Focus Group member from group I chimed in with their similar experience (each of these graduates from PSP went to separate institutions). This member commented:

And I totally understand that. This was the situation in my state. So all right. The situation was a lot of professors or a lot of department heads that were not following up with some of the minority doctoral students and not providing teaching experiences. They (faculty) were saying that we don't necessarily have the resources to fund those positions. We have to pay [the dude] to teach, right? Our diversity officer had to intervene, and he was willing to offer resources to those particular departments to provide us with those opportunities. Those particular department heads still came up with excuses as to why we could not teach. I'm serious...

These students from different institutions, in different states, were experiencing similar problems in their academic units. Further there was a need for an intervention from some support person, providing additional social capital beyond that of the individual to assist them in completing their doctoral programs. A similar remark came from Focus group II:

Many of us (African American doctoral students) we went out and found our own money, as our PSP funding did not cover all of our expenses. Like I said, we went to the associate provost (of diversity). We found money and he said that he would literally transfer resources to those departments to pay us and they (department chair and faculty) still found reasons why we could not teach in those departments.

The struggle was real for these students, as they tried to navigate the politics of their academic departments. These students wanted to gain teaching experiences, which they were not getting because of the external funding they were receiving from PSP. Some of the PSP alumni had to fight the politics of their departments and universities to earn degrees. Another Focus group II member commented on an issue with their faculty:

So for instance in STEM if there's a, you know, biologist here who values mentorship, I think other biologists, other students and graduate students and undergrads, would really benefit from knowing that this person is around as a resource. Many in my lab did not receive regular feedback on our research from our major, as the white students did. I would like to see more interactions facilitated by PSP between faculty and doctoral students at the mentoring symposium...

These comments were confirmed by PSP alumni on the AR Team. Lori's comments were as follows:

With all these competing ideas in my mind, it seemed to me it did not really make sense for me to complete a PhD you know, be over worked on a small salary. It did not make

sense to me. And so I was talking to one of my PSP mentors (at the mentoring symposium), you know, telling him all of this. And he said Lori - oh, because I had to decide. I was in - you know, my seventh year was approaching. And he said Lori, you have to finish. You are too far along to stop now and we are here for you, no matter what happens back at your home institution. You have to finish your PhD. Imagine how you could pay it forward with the doctorate. And then he went on to say Lori, you will never under any circumstances ever regret earning your Ph.D.

Another AR team member, who was alum of the program, discussed her situation while in her doctoral program. Kathy told this story:

When I came back home, you know, two and a half years had gone by while I was in New York in my doctoral program. Working part-time there, working part-time in Charlotte, you know, I almost lost my marriage trying to work that part-time job and get the dissertation done. While all of this was going on my committee fell apart. Nobody in my department had confidence that I could get this done. Nobody wanted to work with me. They said, "You can't get your dissertation completed"; you can't get through a program if you have no committee members. If you have no committee chairperson. Two chair people - one just flat out walked out on me. The second one tried to flat out walk out on me. Lori (from PSP) gave a little call. Dr. Q. gave a little call. And all of that kind of helped me to come back and finish. I had to do my part and I had to show them that there was a reason for them to have confidence that I could get it done and I did get it done. I guess I'm just trying to say that through all of it, the network of PSP allowed me to complete my degree and through the mentoring symposium allowed me to find my first post-doc position.

What was key to these interactions was how institutional resources, such as mentorship, learning of teaching experiences, and various networks that were gained from outside of these students' institutions, served as the catalyst to better assist them in finishing their doctoral program and finding faculty positions. The next section highlights these organizational networks how they assist minority doctoral students. All of these administrators and various faculty at their home institution provide the social capital needed for minority students complete their doctoral studies. All of these examples pointed to a lack of inherent social capital of these students and the need to access these individuals and their organizations.

Organizational Networks

This study has shown that belonging to various organizations and groups can be one of the vehicles needed for these students to successfully complete their doctoral degree. Several focus group members and alumni of PSP discussed their success based on their experience with PSP.

Focus Group I member said:

I would definitely say this. In my home state, I would say that the program influenced [the] faculty and administration in the graduate school to make sure that we did well. Yes. I would definitely say that Dr. Q and other individuals in the program of course, those individuals at my school had relationships with them and they knew that we talked to them very often. So to a large degree, PSP made sure that things flowed smoothly for us. They did.

Another focus group member described how their institution wanted to reflect the strength of PSP and make sure their student succeeded for being a participant. They followed up with this statement:

And let's just say, you know, one of my committee members knows Dr. Q. very well. She knew what kind of work product that [the program] wanted to produce. So let's just say there were a lot of back and forth - you know, and that although she was not the chair of my committee. I felt that I might as well have had two chairs because it had to be cleared through her because she wanted a product that was worthy of PSP and then some.

These comments were heard regularly from alumni of the program. Several scholars commented that the PSP organization had the type of influence (social capital) to enable these students, who might have otherwise struggled or floundered in their doctoral program, to actually prosper in their graduate program and bridge into faculty positions. PSP's mentoring symposium provided the types of networks that facilitate smooth transition into faculty posts. A focus group member commented:

There is a synergistic energy that comes out of the symposium from the faculty, staff, and the students. The excitement, the inspiration that comes out when you can go back each year, we come to this Symposium not only to learn, get some mentoring from all those who have participated or all those come from various academic ranks, whether it be as

an assistant professor or to provost and presidents, many of us find our first position in academe as a result of attending this networking event. You get that energy, you get that inspiration, you get that motivation, that you can do anything!

Our AR team members had many of the same comments as it related to PSP being that network to channel opportunities that may not have always been available to students of color. Terri commented on this topic in one of our meetings:

Say I needed a recommendation letter. Really? They got you! Oh. [LAUGHTER]. You know I'll write it for you. Oh. Yeah. What's the position again? And you have to go through the whole song and dance and it's very discouraging for an African American at Predominately White schools. And, you know, just having that group, all the people that I knew, just keeping it going and always keeping things before me and speaking on my behalf. It was the people from PSP, that helped me, and eventually I made it. But I think that was the biggest role for this scholars program for me. After I graduated, PSP helped me in the job negotiation process.

The Ph.D. Scholars Program has been an advocate for their students on countless occasions as they sought positions in the professoriate. Another advocate in this study are Chief Diversity Officers (CDOs).

Organizations of Support. CDOs have come onto the higher education scene as major players in diversifying professoriate at many of our majority institutions. This was not better said than by the Director of PSP toward the end of the study. Dr. Q. said:

To further that relationship with the diversity officers on campus, to figure out some ways that we may work with them and the two of us (PSP and CDOs) may work more closely together to each benefit. Again, they were not on my radar, but this study has shown us how they can be an ally. We're going to help them and they're going to help us. And everybody wins at the end of the day. I'm looking forward to that. We've had some conversations with the president of their national association because of this work.

In fact, our study has created a relationship with the National Association of Diversity Officers in Higher Education and PSP. This connection is poised to bring more linkages between highly qualified minority doctoral graduates and institutions looking to diversify their faculty ranks. NADOHE is a non-profit organization that supports CDOs in their efforts to institutionalize

diversity initiatives on their home campuses. This organization has many tenets that support diversity of all kinds on college campuses, but one particular enterprise is working with campus climate, and the recruitment and retention of diverse faculty and students (NADOHE, 2015). NADOHE aligns perfectly with the goal of PSP to supply institutions with ethnically or racially diverse faculty members. Dr. P., offered his thoughts on this new relationship:

We had a meeting with their board of directors (CDOs). They met down in Florida and Dr. Q. and I went there and we had the opportunity to share with them what PSP, what the Mentoring conference is about. So from that standpoint we developed a relationship. So the knowledge is there. The end road has been made. We will go to their national meeting in 2016 and work on the particulars on this arrangement. One thing this study has done is allow us to investigate them and vice versa. This will be a great asset to our program and our students.

These data have shown that CDOs can be a conduit for doctoral students of color to find faculty positions.

Another mechanism of expanding the networks of minority doctoral students of color, based on this research, was through awareness of various funding organizations. Sarah, from the AR team revealed based on her own experience that the National Institutes of Health can provide funding to supplement the expenses of PSP students and other doctoral students of color. She noted:

Well, because the reality is you may not need to get a position immediately as a faculty member, because as a science researcher you have to get experience first through a post doc. So, I worked with a Research I under a research mentor where we developed and worked on grant through the NIH. I would highly recommend that we show our scholars how to write grants and produce in that way. In STEM this is really giving you what you need as you go into faculty positions.

Dr. P. mentioned other organizations that minority doctoral scholars could work with to support their training and preparation for the professoriate including the following:

There are other programs. Ford has a program. Sloan has a program. Florida Endowment, they have a program. But each one, they have different things that they do, but they do things very differently to support more than just STEM students.

His comments highlighted that other organizations support students in the same vein as PSP and could doubly support students because these organizations have their own networks and means of social capital to bridge students into faculty posts. The lead researcher worked with the sponsors to develop a listing of minority doctoral support programs to compare themselves to and to potentially partner with in the future. These organizations are listed in [Appendix D](#). Finally, there were data maintaining that peer networks can provide the support to survive doctoral programs and assist in finding faculty posts.

Peer Networks.

A need for better connections to peer networks and alumni of the program could help in the overall success of PSP scholars was seen in the data. In fact, the needs assessment provided 15 text responses that former PSP scholars would like to have “better communications and networks among scholar alum.” These feelings were confirmed by the responses provided in our other data. In our two focus groups, several individuals discussed these professional networks, such as in focus group I comments:

At the mentoring symposium there is so much gained from your peer groups, whether you're a graduate student or undergraduate student, you get the energy, that motivation to continue to persevere. Even as a professor now, I will rely on my networks of former scholars to discuss how to handle the tenure promotion process, just as I did when I was looking for my first faculty post.

Another focus group member discussed the value of professional networks among peers in this way:

So, I learned through PSP that networking is really more organic. It's meeting a person and you build some likes and trusts and talk about some interests and you keep in contact over long periods of time. This is what happened to me at the symposium. It's not the sort

of quick transient interaction and then you call the person when you need something. It's really developing a strong relationship. And then at my second conference I went to, I went to a session on how to acquire a postdoc. And they sort of shared some interesting information on going back to your network, like who do you know. Who does your boss know? What's the network of your committee? And it started to really get me thinking about how large my network is. It's not just the people that I've met at conferences and built relationships with over time, but it's also the people that my boss and my committee members have met and built relationships [with] over time. Those have become my connections too.

This discussion gets to the core of how social capital works and how it can be leveraged to assist doctoral students in moving into faculty positions. Wilson (1997) suggests that effective universities will create collegial peer communities among faculty using social capital uplifting new professors and graduate students. Peer networks, particularly among new and senior scholars, can provide the missing link that many minority scholars need to get into the professoriate. Further, Espinoza (2006) says that faculty and peer mentors can provide the social capital necessary in learning the “rules of the game” that can hinder students from marginalized groups. This is exhibited at the mentoring symposium among scholars. One of the faculty mentors in the focus groups details how this works at the annual conference:

One of the things that impressed me from the beginning of the symposium 20 years ago was the commitment and enthusiasm expressed by the scholars as exhibited by the fact that from Thursday night on, you can always find literally dozens of scholars in the lounge areas, in the hallway areas, seated, helping each other on their dissertations, sharing ideas and research, to now seeing former PSP students who are faculty, giving advice to students about how to complete the Ph.D.

Another faculty member from the other focus group discussed a similar experience based on a workshop they provided at the symposium:

I've conducted this workshop that deals with landing your first position in academia and it's always been a very well attended session and a number of students come back and repeat it and they maintain contact with other scholars, and they will have discussions on the negotiation process in my session among themselves. This network is invaluable.

The interactions and networks built among PSP students often became long-lasting relationships that evolved into research groups that lasted longer than the period of their doctoral studies.

Kevin, one of the members of the AR team discussed one group that he still works with today:

As a result of my interactions at the symposium and other PSP students we created an African American computer science research group. It was the only one of its kind at that time. My major was really good with bringing in grant money, and was able to take our research group and we gained funding and a publication from this group of scholars.

Another AR Team member and former PSP member described their experience of peer mentoring as the reason she stayed in her program and completed it. Terri details her experience this way:

I think that our candid interactions are part of it. But I think as a student, I looked forward to the conference, knowing that that was a place to get mentorship, particularly with the older students, meet other people with similar research interests, and then from there take the ability to then engage with them beyond the conference, right?

Throughout the course of AR team meetings, focus groups, and data from the survey, it was clear that there were consistencies in the idea that peer networks, particularly the networks between current and former scholars who were faculty, could be another bridge to encourage PSP scholars to consider faculty positions and actually get them. Many of the scholars were not receiving the type of mentorship and guidance from faculty at their home institutions and hearing about this path to the professoriate from those who just preceded them, who faced the same issues, were the same ethnic backgrounds, and had similar research interests, resonated to all of these groups.

During this research process, alumni of PSP expressed common experiences that yielded three themes that answer the question of how networks and social capital can enhance opportunities to find faculty positions. First, there was the theme of how institutional resources and mentorship can be leveraged through designated administrators, such as Chief Diversity

Officers. These individuals have the ability to connect academic departments with diverse doctoral students. Further, they can be a voice for minority doctoral students who may not otherwise have an advocate in predominantly white academic environments. Also, these students can align themselves with dedicated academics, who they may meet at conferences or on their home campus, who truly support diversity and can prevent students of color from stepping on various departmental and institutional landmines.

Second, the data showed that various organizations provide social capital and networks to propel doctoral students of color into faculty positions. PSP found, through connections to the national association of diversity officers, that they can bring together all of their students at the same time with an organization that has a charter of facilitating these networks. Further, by linking their scholars to other organizations, they can help PSP scholars find more financial support. Also, through awareness of likeminded programs, PSP can position their students to be more competitive.

Third, it was found that peer networks can be used to enhance social capital and increase access into the professoriate. For PSP students, their peers who have graduated have traveled the same road they are traveling. Valuable information ranging from how to select your dissertation committee, negotiating salaries, to how to put together your dossier for tenure and promotion can come from the peers of this program. Better linkages between current and former scholars are now on the radar of the PSP organization. To answer the question of how networks can enhance social capital, it is through leveraging experiences of similar individuals, organizations and institutions to progress into consistent career opportunities in the professoriate.

Conclusion

The research questions were answered by triangulation of the data in the form of coded transcripts of AR team meetings, focus groups, interviews, and a needs assessment given to a sample of approximately 176 Ph.D. Scholar Program alumni.

Research Question 1 saw that the Action Research Team was ready for systemic change, but the sponsors of the organization had to make meaning of the research and what they wanted from the study before change could happen. This was done by moving through a group development process using action research. Ultimately, the AR mode of Appreciative Inquiry allowed trust to be developed and group learning to occur, thus the organization's stakeholders consented to receiving constructive feedback, accepting solutions, and moving on recommendations of change to enhance the PSP organization. Finally, research question one was answered by learning that change could not happen without allowing for voice and inclusion from the entire group. Also, that the AR team had to make meaning of their own positionality before we could implement change.

For *Research Question 2* the AR team was able to create voice and inclusion for PSP scholars and minority doctoral student by understanding barriers they faced. Further to answer this question the AR team had to find ways to enhance organizational voice and inclusion. This was done through awareness of organizational barriers and creating strategies to overcome them. Finally, this question was answered by finding innovative vehicles of voice and inclusion to assist PSP scholars and minority doctoral students in overcoming these obstacles into faculty positions.

Finally in *Research Question 3* the AR team addressed how various networks enhance social capital of minority doctoral students in their quest for faculty positions. We were able to

answer these questions by understanding institutional resources (i.e. diversity officers and supportive faculty and administrators) that are available to assist minority students in the transition from doctoral students into faculty posts. Further, we learned that various organizations can serve as advocates of social capital for minority doctoral students. Finally, the study revealed that networks of peers in the doctoral and faculty process can provide pathways into the professoriate. Overall, through reflection and deep learning we were able to advance this organization and contribute to the expansion of faculty diversity through creative means of transitioning minority doctoral students' into faculty posts. Chapter 6 will offer conclusions, and provide final recommendations that can advance adult education and diversifying the professoriate.

CHAPTER SIX: CONCLUSIONS

The purpose of the current case study was to manifest the role of social capital, inclusion and voice to bridge the gap of minority doctoral students transitioning from completing their degree and entering the professoriate. This was done by collaborating with an organization using the iterative mode of action research called appreciative inquiry. The guiding questions of the study were:

- 1) What is learned by an action research team about implementing systemic change to diversify the professoriate?
- 2) In what ways can inclusion and voice be leveraged to overcome barriers to minorities entering the professoriate?
- 3) How do academic and professional networks enhance social capital of minority doctoral students as they search for faculty positions?

This final chapter presents a summary of the study, the findings and their connection to the literature, an examination of the conclusions and reflections of what was learned as a result of the study's research questions, and ends with implications and recommendations for future research.

Study Summary

This Action Research case study worked with a group of nine individuals seeking to assist an organization to better support its scholars in their quest to complete their doctoral degree and transition into faculty positions. The organization was the Ph.D. Scholars Program (PSP) and they fulfill their mission by providing minority doctoral students (African American,

Hispanic American and Native American) with professional development opportunities, financial support and mentorship. This organization was selected because of their success in filling the void of minority faculty at Predominately White Institutions, as there continue to be increases in the number of minority students entering the college classroom. This study confirmed the relevance of diverse faculty to provide a more multicultural academic environment for underrepresented minority students and to create a diverse learning environment for all students. Finally, this action research study used the theoretical constructs of social capital and social inclusion, and a group development process to generate solutions to fill the gap between minority doctoral students exiting their Ph.D. programs and entering faculty posts.

The current case study was able to use Action Research to move a group that progressed slowly to change to a system that could explore how to make change happen more rapidly. The Ph.D. Scholars Program realized that with a little trust and reflection, organic ideas could be generated and brought to fruition with resources already at their disposal. Our AR team enlisted PSP alumni (via focus groups and assessments), the Chief Diversity Officers association, and the intervention of an Action Research expert that allowed for practical interventions and recommendations to the Ph.D. Scholars program and their directors. These interventions included utilizing the networks of CDOs, developing networks among junior and senior PSP scholars, and introducing new technology which can support newly minted minority Ph.D. in their transition into the professoriate.

The stakeholders of this organization who will benefit from the efforts of our AR Team included the Vice President and President of the Ph.D. Scholars program, along with several state governments, that were looking to diversify their institutions. Further, the contributions of

this study can be used to advance faculty diversity by creating stronger linkages between minority doctoral support programs and university diversity initiatives.

Synopsis of Key Findings

The key findings related to implementing systemic change and leveraging inclusion and voice. By going through the cycles of appreciative inquiry, we organically evolved through a group development process (Mink, Mink & Owens, 1987-Five Key Norms, Hurt & Trombley, 2007-Punctuated Tuckman Model) to successfully implement change within the organization. Marshak (2006) says that organizational change can be thwarted by fears, untested assumptions or unconscious reactions; however, what happens to the group who wants or needs to change, but does not allow change to happen? Various assumptions that hindered our capacity for change were found and addressed through the group development process. Those assumptions, or issues, were a perceived lack of support to implement change, as well as the concern that there would not be enough resources after the action research team ended to maintain the new interventions launched by the team. These perceptions were addressed by creating an inclusive environment for PSP scholars and alumni. The inclusive environment was generated by giving PSP scholars and alumni voice through a needs assessment, focus groups and even the AR team. This moved the team closer to being authorized to implement our ideas of change.

The next step involved our team and sponsors of the program making meaning of what it was we were trying to change, and sharing meaning about the study, the action research methodology and our outcomes. The two revelations that allowed the study to move forward were the AR team creating its own meaning of the study (i.e. discovering allies and contributors of the program that can support and assist the PSP agenda); and creating voice and inclusion to assist the organization. Together, this allowed us to enact the changes we sought for the PSP

program. Also, inclusion and voice were used to assist with the scholars of the organization as they transitioned into the professoriate. This was done through our team understanding the exclusionary practices PSP scholars were experiencing within their academic departments and giving them vehicles of voice, such as senior peer alumni of the program who could mentor and advocate for them and creating technological support to help them determine how best to navigate securing a faculty post. Finally, the findings indicated the networks of social capital were vital to the progression of minority doctoral students becoming an academic. This social capital came in the form of various institutional resources, national organizations and peer networks. The following illustrates these findings.

Team Meaning Making. In the first research question the findings show that this group must discover its own meaning of the research before learning and eventual change can occur. With making meaning of the study through data informed discussions, our AR team developed trust, which allowed for group development, where learning then occurred. A deeper understanding and reflection in the form of appreciative inquiry in the action research process allowed our group to set the foundation for change. The themes that answered research question one were that group development had to occur before change could begin. Then the AR team had to address its own issues of inclusion and voice to envision ways to intervene on behalf of others. Finally, the AR team had to make meaning of needed changes from their own positionality before they could implement it in the organization. The team relied on trust and confidence in the group and in the action research methodology, and the organizational sponsors had to reflect on what they needed as an organization and make meaning of how they might absorb those changes for the study to move forward. What developed was a community of practice to construct knowledge within our AR team through dialogue, discourse and experiences in order

for learning and systemic change to happen (Sheared, 2010). Our group dialogue and discourse evolved and transformed perceptions of our team, ultimately creating the change required to implement our interventions.

Voice and Inclusion. The next significant finding was the strategies to leverage inclusion and voice. The initial challenge was how to allow this successful program, which has assisted over 800 minority doctoral students, to give voice and inclusion to very capable minds among their 800 alumni who wanted to help them improve and organization for which they felt ownership. Once the organization included some of these scholars in the conversation about potential changes, the AR team could provide the vehicles of voice and inclusion to close the gap for these students as they pursued faculty post. The voice and inclusionary practices developed by the AR team started with implementing various focus groups and assessments to understand the barriers faced by scholars, and ended with creating vehicles of voice and inclusion. These vehicles included connecting new PSP scholars with alumni of the program and the development of a professional development website that will detail what scholars need to know as they progress through their doctoral program and search for a faculty post. The study found new institutional networks to connect newly minted minority Ph.D.s with institutions searching for diverse faculty.

Social Capital. This study found through the iterative process of action research, specific allies and organizations that would provide the social capital needed for doctoral students of color in the successful completion of their degree and transition into faculty posts. The study looked to better connect students with peer networks, to forge alliances with new organizations, and to develop innovative technology to provide tangible social capital to minority doctoral students seeking faculty positions at universities and colleges.

The following conclusions link these themes back to the literature that supports understanding the role of enhanced social capital, inclusion and voice in closing the gap for minority students entering the professoriate. Finally, the conclusions offer insight into the overall interpretation of the meaning for this research.

Conclusions

Willie, Grady and Hope (1991) note that minority doctoral students feel that their research interests are better addressed and they tend to have more mechanisms of support to complete their program when faculty of color are present. The purpose of the current study was to find innovative strategies to diversify the professoriate, through leveraging social capital, voice and inclusion, to address the concerns of many college students of color of the lack of diverse faculty at predominately white institutions. This section draws conclusions regarding how the findings of the study contribute to literature related to this research.

Conclusion #1: Scholars Succeed when all Portals of Voice and Inclusion are Used.

One of the pillars of this study was using voice and inclusion to enhance the success of minority doctoral students completing their degree and moving into the faculty ranks. Voice in this context represented the unique instances of self-expression, when a student affirms their own class, cultural, racial and gender identities (Giroux & McLaren, 1986). The concept of voice works in tandem with the idea of inclusion, in that it observes multiple voices and provides a plurality of world view (Bernacchio, et al., 2007). In fact, this study contextualizes voice as utilizing a democratic policy of participation and inclusion (McLeod, 2011). Further, McLeod (2011) views the uses of voice in higher education as a right to be heard through curriculum, learning initiatives that support diversity or spaces to express their views; voice-as-strategy to provide quality assurance discourses or evaluations of academic satisfaction; and voice-as-

participation and as-difference that promote innovative programs that reflect diversity among students or initiatives that support diversity. This study uses all of these types of voices as a construct of how to assist doctoral students of color in their completion of degree and transition into the faculty profession.

McLeod's (2011) Portals of Voice. Voice-as-strategy was developed in this study by the creation of our AR team, focus groups and needs assessment. PSP scholars were empowered through their feedback to the organization in focus groups and a needs assessment to help PSP better respond to their needs to navigate their doctoral programs and find jobs in academic institutions. The examples they gave were used in annual reports to gain increased financial support from the sponsors of PSP, to enhance programming at the Mentoring Symposium, particularly around developing better networks with those seeking diverse faculty, and their input drove the content for the professional development website that will be used by these and other scholars for years to come.

Voice-as-participation and as-difference looks at participatory initiatives that support diversity in the context of this study. This was accomplished by better understanding PSP and then implementing additional programming that supported their students and alumni. The AR team developed new linkages between former scholars and current scholars through the website (i.e. blogs) and a PSP advisory board that are part of the final recommendations given to the PSP organization by the action research team.

Finally, voice-as-right came in the form of newly created spaces for PSP scholars to interact with the Chief Diversity Officers' association, based on an agreement between their national organization and PSP. During the Mentoring Symposium a group of CDOs took graduating doctoral students to dinner and hosted a panel discussion on their role of supporting

faculty diversity. These new connections will continue to provide another portal into the professoriate.

Inclusionary Practices. For the purposes of this study, inclusion is bound in the continuum of social inclusion theory that says that marginalized groups in higher education can move from the lowest common denominator of access to participation, and finally to reaching the full potential of all human beings (Gidley, et al., 2010). The themes address this in the study are predicated on understanding the need for voice and inclusion for underrepresented doctoral students even among those who would support them such as PSP. The AR team found through understanding the barriers that are faced by minority doctoral students and the organizational barriers faced by PSP, we could create practices that enhance inclusionary practices for PSP scholars and also transcend these barriers. Based on Gidley's social inclusion theory, full participation of marginalized groups empowers human potential. By adding PSP alumni into the conversation and using their experiences of the journey into the professoriate, then incorporating their ideas into action, PSP scholars were included and heard.

In the big picture, the PSP organization understood the value that others could bring to develop ideas around change and then implement them. This study allowed the AR team to learn to work as a team, and in the process to experience both exclusion from decision making initially- and ultimately to be invited into and included in full participation in decision making on how to proceed. Implementing inclusion and voice into the organization created an atmosphere of positive change and enabled the organization to correct existing problems and make improvements (Zhou & George, 2001).

This study sought to address a lack of literature on how to assist doctoral students of color in overcoming the barriers into the professoriate. Gay (2004) and Daniel (2007) attribute

many of the barriers that doctoral students face in their respective programs or in transitioning into scholarly careers to a lack of familiarity with the socialization of academics, having research interests not in common within their academic departments, and to a lack of mentorship. Barriers found through this study reflected these same obstacles. However, the action research team provided alternative methods to overcome these barriers by enhancing inclusion and voice.

This study revealed that the seemingly-obvious revelation that the participants' desired to support the organization may have been harder to see than meets the eye. The action research process allowed for the PSP organization to learn about itself, enough so to begin to create the holistic change they needed. LePine and Van Dyne (1998) found that before an individual will engage their voice within an organization, they must have built the confidence that they can get their message across, which then allows for an open environment of sharing ideas, innovations and interventions. In this context, action research provided a safe holding environment for the inclusion of ideas and eventual interventions.

Miller and Stone (2011) found several barriers to minority Ph.D.'s pursuing faculty posts including family factors (i.e. inflexible in career location, supporting other family members), more competitive salaries in the private sector, and a lack of mentorship and guidance during the process of becoming a faculty member. If institutions are looking to diversify their faculty, all of these factors need to be taken into account. Programming at the university, college and departmental levels are needed to provide voice to these underrepresented academics. Moody (2004) details these inclusionary practices such as search committees with faculty diversity as a sincere commitment, identifying faculty of color to work with faculty diversity searches, and providing equitable salary and benefit packages that may include family relocation. Providing voice and inclusion to these marginalized groups as they come to majority campuses are ways to

enhance faculty diversity. This study and its interventions can be a resource to institutions seeking to enhance their faculty diversity.

Inclusion and voice were used in two ways for the purpose of this study. First, it was used to overcome the organizational barriers self-imposed by the PSP organization. Secondly, it allowed the organization to create new avenues to assist minority doctoral students' transition into faculty posts by arming students with resources (i.e. a website, peer graduate students) to leverage inclusion and voice. The study adds to the literature by providing new mechanisms of voice and inclusion and by deepening our understanding of barriers of minority doctoral students looking at careers in academia. The final conclusion discusses the use of social capital through a variety of mechanisms to advance the cause of faculty diversity.

Conclusion #2: Nested Networks of Social Capital Help Bridge the Transition into the Professoriate.

The other pillar of this research study is the significance of social capital to assist minority doctoral students as they attempt to secure a faculty position. Social capital is defined as an organizational function, and is the sum of social trust, concepts of agency (power through knowledge), informal and formal networks, and inherently the development of new skill sets (Joseph, 2013). This study examined how social capital could help bridge the gap for doctoral students of color moving into the professoriate. The literature explained that social capital could be gained through academic and professional networks, and through these networks mentoring relationships could develop. Holley and Caldwell (2012) argued that mentoring relationships between diverse graduate students and faculty and/or administrators provided role models for professional development, heightened socialization skills needed for coping and making cultural adjustments in academic departments, access to professional associations and their networks as

they transition into being academics. This study opened new academic and professional networks that provided the additional social capital needed to assist these often first generation graduate students into faculty careers.

CDOs have been charged with the role of diversifying the student ranks, integrating diversity into institutional curriculum, and increasing faculty diversity (Wilson, 2013). While there is some variance in the role of CDOs, one of their primary responsibilities is to recruit and retain minority faculty (p.442). The study showed that the alliance built between the PSP and the National Association of Chief Diversity Officers in Higher Education builds another bridge into the professoriate for PSP Scholars. Further, the new connections this study produced will better equip PSP itself to develop networks among fellow scholars, administrators and faculty, thus their social capital will be enhanced which will enable them to create better pathways into the professoriate for their scholars. In this way, nested networks that enhance social capital for diverse scholars create a stronger base for them.

Coleman (1988) discusses social capital as social structures which allow for the achievement of certain goals, conceptualized and premised on understanding norms, trust, authority and social control that an individual must learn to succeed. The data in this study showed a need for assistance in navigating academic politics while in their doctoral program and transitioning into faculty positions, finding financial support and faculty positions. By providing the PSP organization with new ideas and partners that help their scholars or any minority doctoral student pursue the often uncharted territory of academia, all parties experienced enhanced social capital. These partners or networks can also come in the form of mentors who assist in the socialization process of understanding the academic culture (Hill, Castillo, Ngu & Pepion, 1999). The study found that these networks for minority doctoral candidates or new

Ph.D.s often came from sources outside of the traditional academic department, such as Chief Diversity Officers (CDOs), minority fellowship programs, or peer networks of doctoral students or junior faculty. These new connections created nested layers of social capital which enhanced access to social capital for PSP scholars.

Institutional Resources such as CDOs are often charged with the role of increasing faculty diversity by participating in the search for faculty and administrators, and helping to expand the pool of candidates with diverse applicants (Williams & Wade-Golden, 2008). In fact, during our study, a team of diversity officers connected deans and faculty looking for diverse faculty with minority doctoral candidates who were in their final stages of their Ph.D at the Mentoring Symposium. These connections produced academic career opportunities for PSP scholars. Increasingly resources such as diversity offices and their representatives are serving as conduits between institutions seeking diverse faculty and Ph.D.'s of color joining the academy.

Another example of support for minority doctoral students is what Smith (2007) describes as academic mentor programs and their networks who Smith notes can transfer some of their cultural capital to their doctoral students or junior faculty. Minority doctoral students have opportunities to participate in programs that support them while matriculating through their academic programs. These programs (such as the Ph.D. Scholars Program) often possess a common denominator of mentorship. What is learned by students who participate in academic mentor programs is an understanding of the difference between their home culture and the institutional culture (Smith, 2007). Coleman (1988) indicates before the exchange of cultural capital can occur, that mentors and mentees must understand the social capital process including establishing norms, sanctions, closure and information channels. Once these are established within a mentoring relationship, the mentee can access the mentor's social networks and valuable

resources of knowledge, skill sets, prestige and status. Ultimately, academic mentor programs can be another form of social capital to assist minority scholars in their pursuit of faculty positions. This study was able to indicate that these professional networks can provide the leverage needed to open the door into faculty diversity. Because of the new connection between diversity officers and PSP and their ability to lend their social capital within their institutions, new doors are opening for minority doctoral students entering the academy. Similar minority doctoral mentorship-fellowship programs, listed in **Appendix D** will benefit from what this study has developed. In the future these organizations may create similar collaborations between their students and institutions diversifying their faculty ranks.

Peer networks. Thomas, Willis and Davis (2007) indicate that peer mentoring and upward mentoring, where less experienced colleagues are mentored by senior or more experienced colleagues, can provide the social capital of socialization, guidance and support to help minority doctoral students succeed in their program. Further, these authors note that involvement in minority student organizations, civic groups and peer groups outside of their academic department can positively affect minority student success in graduate school. The data from this study found that scholars felt these networks could help them while in their doctoral program and afterward. The Mentoring Symposium serves as a social networking system for these scholars. While PSP scholars have already produced their own networks among each other and alumni at this conference, this study has introduced another channel to connect these scholars through our professional development website that will maintain these interactions online throughout the year. Further, this study indicated that junior faculty members of color at PWIs can benefit from peer mentorship to gain another perspective on how to deal with social issues and micro-aggressions. These new scholars can also find mentorship from senior

academics that can provide historical and contextual insights into the department and the discipline (Bajaj, 2014). The new website will be able to forge these networks between peer and senior scholars who have participated in the Ph.D. Scholars Program.

Pivotal Moments. Social capital can assist in providing some of the currency needed for students of color to survive the rigors of their doctoral program and become a faculty member. This will also need to be negotiated by the institutions, administrators and academic units. Academic and professional networks do allow for socialization and connections of minority academics, but are only one more brick in the bridge to bring more doctoral students of color into the professoriate. The literature discusses creating academic and professional networks provides social capital to newly minted minority Ph.D.'s; however, this study reveals that creating nested networks provide greater social capital to both those the networks serve and reciprocally to the collaborating networks. The connections between CDOs and minority doctoral students, and the linkage between CDOs and this minority doctoral fellowship program will serve as a direct contributor to providing better access to the professoriate by minority academics. These pivotal moments allow minority doctoral students to access networks during the end of their program during the job search (i.e. diversity hiring, spousal hiring and knowledge of departmental politics) and can make for a seamless transition into faculty posts (Smith, 2000). This study added new networks to the literature on social capital and this approach can be shared with similar programs that seek faculty diversity. Further, the epistemological ramifications of this study connote an expansion of the dialogue among senior university officials seeking to diversify the professoriate, scholars of color navigating the treacherous waters of academia and the programs that support them. Thus, the contribution of the study is both practical, by creating networks between the study's organization and Chief Diversity Officers. It is scholarly, by filling

the gap of elusive literature about the transition from minority graduate student to faculty, by illustrating how collaboration among minority serving networks can enhance each participant. Finally, this study hopes to provide better vehicles of voice and inclusion and create new bridges to more effectively close the gap from doctorate to entering the faculty ranks.

Researcher Reflections

The next section consists of the researcher's reflections on what was learned.

Learning Moment #1: "Patience Grasshopper"

"Good action research emerges over time in an evolutionary and developmental process, as individuals develop skills of inquiry and as communities of inquiry develop within communities of practice" (Reason & Bradbury, 2008).

In the initial stages of this study I struggled with the pace and movement of our research. It took nearly until the end of the study for me to realize that much of what I thought were hesitations from the group and the stakeholders, was simply them building trust and developing a community of practice. In fact my reading of Mink, Mink and Owens' (1987) five key norms toward the end of the study explained very nicely the group development process that we had just gone through. It was hard during the coursework of this program, being a full time employee and writing the initial drafts of this dissertation, to reflect on what was actually happening in the moment regarding my own personal growth and that of the group. I recall by the time we were in the third AR team meeting that the group was listening to Dr. Q. and myself debating on the role of Chief Diversity Officers and several other debates from other members of the group on recommended interventions that my patience was growing thin. Once several interventions were accepted and implemented, some of my personal responsibilities declined and could see above the clouds, I realized we needed to go through this iterative process to actually experience change. What we achieved with this organization was monumental, but what I

learned was that this process could not have been rushed. The Action Research, through appreciative inquiry allowed me to learn by listening and interpreting the actions of the group, and letting that guide how I facilitated the process.

Learning Moment #2: Everyone Has a Voice

“Democratic Validity is the extent to which research is done in collaboration with all parties who have a stake in the problem under investigation” (Herr & Anderson, 2005)

Each person on our AR team was completely invested in the work of the Ph.D. Scholars Program. Once all of the members of the group contributed with their voice on ideas and recommendations given to organization, we catapulted to completing our project of change. All members of the AR team were able to attend the final meeting and we could reflect on our experience together. The contributions from each member were realized that evening. Several commented that they appreciated being involved in the study and that some form of this group should continue, but let it be known that part of the reason they felt good about the experience was that they were heard. It took each member feeling that they were part of the process of change in order for the innovations to be offered. Once the team had gone through the debates, reviewed and analyzed the data, eventually brainstorming on interventions of change, everyone felt comfortable contributing to sharing ideas. The loudest in the group had to allow everyone to share in our constructive input and once this happened learning occurred. In fact this process has allowed the organization to see that others, such as PSP alumni and faculty members can contribute in bring ideas to fruition. This type of learning will likely continue based on the contribution of the AR team.

Learning Moment #3: Making Meaning

“Learning is the process of using a prior interpretation to construe a new or a revised interpretation of the meaning of one’s experience in order to guide future action” (Mezirow, 2000)

Before our ideas and interventions could take place there had to be a foundation of what our purpose and rationale for our study. Although we knew the big picture of assisting PSP in directing their students into faculty positions, why and how we were going to do this was unclear. The sponsors and stakeholders of PSP had to see through their own lens what they wanted to accomplish before we could see movement in our research study. Internal decisions that the AR team had no control over had to be made. What allowed for meaning making to occur for our sponsors and stakeholders within our group were the focus groups, needs assessment, the diversity officer meeting and finally the logic model. With this data our system felt comfortable to make informed choices on the interventions we pursued. The PSP organization is a research oriented program and most of its decisions for change were based on data. There was a learning curve to have an understanding among the stakeholders before our work could begin. Once the AR team and PSP organization interpreted the data, made meaning of what that meant for the organization, we could diligently move forward on various projects to assist in change of our system.

Implications

The outcomes of this study have implications for theory, practice and future research. First, I will discuss how the implications of social capital and social inclusion theories can influence the foundations to build bridges to faculty diversity. Second, I will illustrate the practical implications of how this study's work with minority doctoral organizations and their collaborations, and newly formed vehicles of voice and inclusion can affect faculty diversity. Finally, I will end with implementations for future research and recommendations given to the Ph.D. Scholars Program on next steps for the organization.

Implications for Theory

Social Capital. Bourdieu (2011) describes social capital as an aggregate of actual or potential resources linked to the possession of a durable network of institutionalized relationships of mutual acquaintance or membership in a group, which provides each of its members with the backing of the collectively-owned credentials of the group or individual. This study recognized that not all avenues of social capital had been utilized, by our organization, for the purposes of bringing more doctoral students of color into the faculty ranks. The budding new institutionalized branch of administrators (Chief Diversity Officers) on college campuses have become substantial voice of change as it relates to faculty diversity. The linkages of these senior university officials to a program that produces large numbers of minority doctorates is worthy of note. The creation of more networks and relationships through mentorship and guidance of doctoral students of color, as they are finishing their programs is essential for there to be more pipelines into the professoriate. These new networks can be recommended and replicated in similar programs (i.e. Mellon Fellows, Ford Fellows, NIH and NSP programs).

The social capital and networks of diversity officers should be utilized (when available) by all doctoral students of color if their pursuit is to become an academic, particularly if the student does not have any inroads into the campus they are applying to. This will be a final recommendation for this study.

Social Inclusion and Policy. In higher education social inclusion as a framework is a dynamic complex of enfolded practices of respect and recognition, redistribution, representation and participation, belonging and connectedness (Keevers & Abuodha, 2012). Although much of the literature found on social inclusion theory used in this study was from out of the United States it was germane to purpose of my research. What is relevant in social inclusion and

eventually voice was the overarching theme of creating spaces for everyone in the academic arena. Gidley et al. (2010) uses social inclusiveness in a continuum, starting with neoliberalism (access), moving to social justice (participation-engagement) and ending with human potential (success-empowerment) as a framework to policy in higher education and working with diverse populations. Social inclusion works for this study as an aspirant tool for institutions that use this type of research to change policy for faculty or student diversity. This reference contextualizes the need for inclusion and voice in colleges and universities as they see a “browning” of the student population. The current study can bring institutions of higher learning closer to realizing their full “human potential” and realizing richer cultural diversity and empowerment of historically disenfranchised groups. This research was able to add to the discussion of inclusion by advancing understanding about how organizations outside of academic institutions play a significant role in providing voice and inclusion to minority doctoral students in their transition into faculty posts.

Implications for Practice & Recommendations

The next steps and final recommendations to the PSP organization will hopefully be incorporated into the fabric of future programming. The interventions began with this research study and will have implications for building bridges for diversity in the professoriate. The initial recommendation will be the continuation of the connection of Chief Diversity Officers to PSP and eventually other minority doctoral fellowship programs. This can happen through recommended programming such as partnerships between individual institutions and PSP. This included post-doctoral experiences, summer teaching fellowships, continued receptions among institutions with faculty and scholars at the Mentoring Symposium, more workshops on the role of CDOs and how they can partner with rising academics, and online networks between ABDs

and newly minted Ph.D.s and institutions looking for faculty. Secondly, we will finalize the professional development website and present the completed product at the 2016 Mentoring Symposium. This website will highlight professional development video vignette that will prepare incoming doctoral students, current students and those preparing for positions in academia. The third recommendation came in the form of an advisory board of PSP alumni to continue the work of our AR team. I will likely continue my work with PSP and assist in bringing the first group together after the 2016 Mentoring Symposium. The members may be selected during this event. The recommendation would be for this group to assist PSP in the continued implementation of many of these innovations and serve as a sounding board for needs of scholars in the program. Finally, an updated needs assessment was provided to the sponsors of PSP and they will likely continue to survey their alumni for feedback. The desire of this study is to provide better pathways for students of color into the professoriate, increase opportunities for diverse adult learners and assist institutions in their quest for faculty diversity. There are general implications for practice that these ideas for programming will be able to be implemented in other minority doctoral support program. Further, it is hoped that these collaborations with other minority doctoral support organizations and collegiate diversity initiatives will thrive.

Implications for Future Research

Additional research about the networks between minority doctoral support programs and institutions of higher learning are in order. Over the past 20 years there has gradually become variety of minority doctoral support programs (i.e. PSP, Mellon, Ford, Sloan, Gates Millennial Scholars), while at the same time universities and colleges are creating diversity initiatives (i.e. diversity officers, mission statements, policies) that support faculty diversity. This study was able to connect these dots. The goal of this study was to seek innovative strategies to diversifying

the professoriate. The study revealed that the gap between successfully completing the dissertation and entering the faculty ranks can be filled by collaboration between minority doctoral support programs and campus diversity initiatives. The data retrieved from this study indicated lack of awareness of this mutually beneficial connection. These collaborations can be used in future studies to enhance faculty diversity initiatives and fulfill the goals of these agencies in placing their students in faculty positions. Finally, there are implications for research on how newly minted minority Ph.D.s can use Chief Diversity Officers as conduits into faculty posts at institutions of higher learning. This new network can provide support to these fresh academics of color in having their needs met as they find ways to transition into the unfamiliar lifestyle of an academic scholar.

Summary

The study did contribute to the larger community of practice in adult education by creating a vehicle for positive change for an organization predicated on the diversification of faculty at colleges and universities that potentially can be replicated. As the researcher in the current study, I was able to gain a new awareness through AR in the first person, collaborate with others in a community of inquiry in the second person, and have the intent to transform the wider body of knowledge in the third person (Burgess, 2006).

The AR process used appreciative inquiry as the lens to work with the PSP organization. AI provided my collaborators and me the ability for deep learning and reflection. We were able to drill down into our study through the concurrent cycles of meta-learning, individually, and as a group, learning about various methodologies, generating ideas and enacting interventions (Coghlan & Brannick, 2010). Already we have developed a website that will be useful to this program, and similar organizations and other minority doctoral students pursuing a career as a

faculty member. Hopefully this research study will open another artery to a slow but growing pipeline into the professoriate by minority Ph.D.'s who are diversifying college classroom.

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APPENDICES

APPENDIX A. Focus Group Discussion & Questions-Doctoral Scholars Program

Opening Discussion-briefly describe Action Research and my interest conducting research with the PSP Scholars Program. ***Explain that this discussion will be kept confidential and have them sign the IRB form.*** Explain that we will take about 10-20 to discuss each question that will be given to the group. We will try to keep the entire session to about 60-90 minutes. I will conduct Focus Groups on **Friday, Nov. 1st-9:00pm** and **Saturday, Nov. 2nd-6:30pm**.

Focus Group Questions

1. Please discuss your best and/or most positive experiences with the Ph.D. Scholars Program (focusing on the institute, programming, staff, mentorship, etc.).
2. What was the role of the PSP faculty mentor in your development as a doctoral student?
3. Let's discuss ideas or strategies that could enhance programming, placement or mentoring opportunities for the Ph.D. Scholars Program.

APPENDIX B. Ph.D. Scholar Program-Chief Diversity Officers Workshop Survey Questions

Questions:

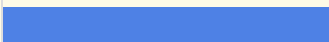

1. I will contact Chief Diversity officers in the future as I pursue a career in the professoriate.
Strongly Disagree Disagree Moderately Disagree Moderately Agree Agree Strongly Agree
1 2 3 4 5 6
2. I now believe that CDOs can assist me in finding a position in the professoriate.
Strongly Disagree Disagree Moderately Disagree Moderately Agree Agree Strongly Agree
1 2 3 4 5 6
3. This information is valuable to my pursuit of a position in the professoriate.
Strongly Disagree Disagree Moderately Disagree Moderately Agree Agree Strongly Agree
1 2 3 4 5 6
4. I was aware of and have already worked with CDOs or had already planned to work with them in my pursuit of a career as a faculty member.
Strongly Disagree Disagree Moderately Disagree Moderately Agree Agree Strongly Agree
1 2 3 4 5 6
5. I am interested in learning more about other similar groups, to strengthen my network of contacts as I pursue an academic position.
Strongly Disagree Disagree Moderately Disagree Moderately Agree Agree Strongly Agree
1 2 3 4 5 6
6. My current academic and professional networks are adequate to help me secure my next academic position.
Strongly Disagree Disagree Moderately Disagree Moderately Agree Agree Strongly Agree
1 2 3 4 5 6

APPENDIX C. Needs Assessment Initial Report

(PSP Doctoral Scholars Survey-174 Responses Approximately)

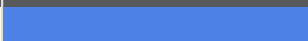

Last Modified: 08/13/2014

1. Did you receive the Doctoral Award or the Dissertation Award?

#	Answer		Response	%
1	Doctoral Award (3-5 years)		107	69%
2	Dissertation Award (1 year)		48	31%
	Total		155	100%

































Statistic	Value
Min Value	1
Max Value	2
Mean	1.31
Variance	0.22
Standard Deviation	0.46
Total Responses	155

2. Are you currently employed as a faculty member?

#	Answer		Response	%
1	Yes		107	64%
2	No		60	36%
	Total		167	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.36
Variance	0.23
Standard Deviation	0.48
Total Responses	167

3. Where is your current institution located?

#	Answer		Response	%
1	Alabama		12	11%
2	Alaska		1	1%
3	Arizona		0	0%
4	Arkansas		6	6%
5	California		1	1%
6	Connecticut		2	2%
7	Delaware		0	0%
8	Florida		5	5%
9	Georgia		13	12%
10	Hawaii		0	0%
11	Idaho		0	0%
12	Illinois		2	2%
13	Indiana		2	2%
14	Iowa		0	0%
15	Kansas		0	0%
16	Kentucky		6	6%
17	Louisiana		3	3%
18	Maine		1	1%
19	Maryland		1	1%
20	Massachusetts		2	2%
21	Michigan		0	0%
22	Minnesota		0	0%
23	Mississippi		3	3%
24	Missouri		0	0%
25	Montana		0	0%
26	Nebraska		0	0%
27	Nevada		0	0%
28	New Hampshire		0	0%
29	New Jersey		2	2%
30	New Mexico		1	1%
31	New York		3	3%
32	North Carolina		9	9%

33	North Dakota		0	0%
34	Ohio		1	1%
35	Oklahoma		1	1%
36	Oregon		1	1%
37	Pennsylvania		1	1%
38	Rhode Island		0	0%
39	South Carolina		7	7%
40	South Dakota		0	0%
41	Tennessee		7	7%
42	Texas		4	4%
43	Utah		0	0%
44	Vermont		0	0%
45	Virginia		1	1%
46	Washington		1	1%
47	West Virginia		0	0%
48	Wisconsin		1	1%
49	Wyoming		0	0%
50	Other		5	5%

Arizona










Statistic	Value
Min Value	1
Max Value	50
Total Responses	105

4. Are you still in your first faculty position?

#	Answer	Response	%
1	Yes	69	64%
2	No	38	36%
	Total	107	100%

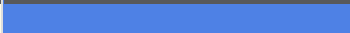

Statistic	Value
Min Value	1
Max Value	2
Mean	1.36
Variance	0.23
Standard Deviation	0.48
Total Responses	107

5. How long after you graduated from your doctoral program did you start your first faculty position?

#	Answer		Response	%
1	1-6 months		73	68%
2	6-11 months		8	7%
3	1 year		8	7%
4	2 years		9	8%
5	3 years		2	2%
6	4 years		3	3%
7	5 years		1	1%
8	6 years		1	1%
9	6+ years		3	3%
	Total		108	100%





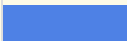


Statistic	Value
Min Value	1
Max Value	9
Mean	2.03
Variance	3.65
Standard Deviation	1.91
Total Responses	108

6. Are you employed in a tenure track position?

#	Answer		Response	%
1	Yes		77	73%
2	No		29	27%
	Total		106	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.27
Variance	0.20
Standard Deviation	0.45
Total Responses	106









7. What is your faculty rank?

#	Answer		Response	%
1	Lecturer/Adjunct Faculty		4	4%
2	Part-Time Lecturer/Adjunct Faculty		7	6%
3	Visiting Assistant Professor		3	3%
4	Assistant Professor		51	47%
5	Associate Professor		29	27%
6	Professor		4	4%
7	Other		10	9%
	Total		108	100%

Other
Dean
Assistant Clinical Professor
Research Associate
Director of Physical Therapy Assistant Program
Academic Professional
The term at the community college level is specifically Instructor.
Professor and Chair
Instructor
Core Faculty Professor
Senior Lecturer

Statistic	Value
Min Value	1
Max Value	7
Mean	4.35
Variance	1.76
Standard Deviation	1.33
Total Responses	108

8. What is your current position?

#	Answer		Response	%
1	College Administrator		3	5%
2	Post-Doc/Researcher		14	24%
3	K-12 Teacher		1	2%
4	Pre-Collegiate Administrator		0	0%
5	Industry/Corporate		9	15%
6	Governmental Agency		9	15%
7	Non-Government Organization (non-profit)		8	14%
8	Unemployed		8	14%
9	Other		7	12%
	Total		59	100%

Other

self-employed

I am an adjunct, on and off--my new classes start soon, but I am currently unemployed.

Temporary Faculty

Clinical

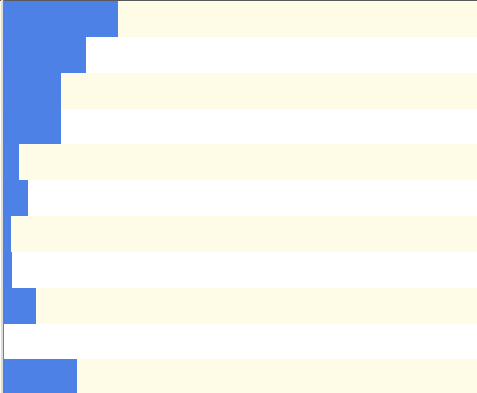
Communications Specialist

Private practice

Postdoctoral Fellow


Statistic	Value
Min Value	1
Max Value	9
Mean	5.36
Variance	6.82
Standard Deviation	2.61
Total Responses	59

9. How many faculty positions have you applied for?

#	Answer		Response	%
1	0		14	24%
2	1		10	17%
3	2		7	12%
4	3		7	12%
5	4		2	3%
6	5		3	5%
7	6		1	2%
8	7		1	2%
9	8		4	7%
10	9		0	0%
11	10 or more		9	16%
	Total		58	100%


Statistic	Value
Min Value	1
Max Value	11
Mean	4.50
Variance	12.96
Standard Deviation	3.60
Total Responses	58

10. Do you have plans in the next 5 years to apply for any faculty positions?

#	Answer		Response	%
1	Yes		38	63%
2	No		22	37%
	Total		60	100%








Statistic	Value
Min Value	1
Max Value	2
Mean	1.37
Variance	0.24
Standard Deviation	0.49
Total Responses	60

11. Have you ever used the PSP's online job listings/job search page?

#	Answer		Response	%
1	Yes		51	30%
2	No		117	70%
	Total		168	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.70
Variance	0.21
Standard Deviation	0.46
Total Responses	168

12. The PSP online job listing page provided helpful information about jobs in my field?

#	Answer		Response	%
1	Strongly Disagree		1	2%
2	Disagree		3	6%
3	Moderately Disagree		7	14%
4	Moderately Agree		16	32%
5	Agree		15	30%
6	Strongly Agree		7	14%
7	N/A		1	2%
	Total		50	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.32
Variance	1.53
Standard Deviation	1.24
Total Responses	50

13. Please identify three areas that would be useful for the PSP's online job - website (i.e. user friendly, more job postings, networking tools).

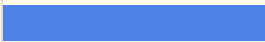



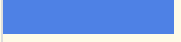
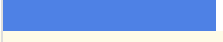


Themes in Comments: Job Postings (24); Networking Opportunities (8); Better Connections with Employers (12); Misc. (9)

Text Response
List of job opportunities Connections to employers Resume Assistance
User Friendly Job Postings Networks
More diverse jobs across fields, not so oriented toward science and social science, more user friendly, greater timeliness on jobs, more expansive engagement with more institutions.
It lacks tenure track jobs in my field; it needs updating (I haven't used it in 6-8 months); and the jobs are not competitive to others on the market
More job posting
More emphasis on humanities/social sciences.
more job postings, more networking tools, more filters for identifying jobs geographically and by specialization
more jobs, networking tools, information about the institute on teaching and mentoring (i.e. selected topics for presentation
More job postings specific for the STEM disciplines. Or perhaps, better separation of those for the STEM fields from the other areas.
More opportunities in my discipline, updates about new postings, networking tools
more job postings, better organization for easy access to information
networking tools (former scholars already employed at institutions with open positions to help make connections), discussion boards for former scholars in faculty positions to reach to others in similar situations
More job postings.
More job postings More variety of jobs, especially administrative Offer application option to apply directly to positions
have an easier way to log in to the online job website, send out email announcements about new jobs posted to the website, and send reminder emails to login and check the website on a regular basis
It has been a while since I visited, so I really cannot comment on what would make the site more useful.
More job posts.
more job listings outside of academia

Networking tools, more job postings, updated scholar information
Can you setup to send me email notifications when a job matching certain criteria gets posted? Or maybe allow people to signup to receive a weekly/monthly newsletter highlighting most recent job postings
I have not returned back to the job site
N/A
I'm interested in practice and applied work and I have not seen those available.
more job posting and networking options
user friendly brief summary of diversity in dept/university Network with others successful PSP grads in your field
more postings, easier to get at (subscribed updates)
Have more job postings- current ones Have more direct contact with employers Ability to apply online for these jobs
More Job postings, more industry postings,
more job postings
More job postings
additional job postings; administrative jobs within academia
Variety in types of jobs posted; Date of the job posting; A mechanism that alerts user of new postings (date of latest posting)
more job postings in various areas
No change
More job postings, links to resources about applying for faculty positions, links to resources about applying to non-academic positions
More job posting, networking tools, and more user friendly. It has been a while since I used the service.

Statistic	Value
Total Responses	36

14. What other mechanisms did you use to search for faculty posts?

#	Answer		Response	%
1	Chronicle of Higher Education		90	55%
2	Diverse Issues in Higher Education		22	13%
3	Institutional Websites		70	43%
4	Professional Conference(s)		67	41%
5	Professional Networks		59	36%
6	HigherEdJobs.com		73	45%
7	Inside Higher Education.com		17	10%
8	Other		45	27%

Statistic	Value
Min Value	1
Max Value	8
Total Responses	164

15. When answering the following questions, please consider the annual Mentoring Symposium you attended.

#	Question	Strongly Disagree	Disagree	Moderately Disagree	Moderately Agree	Agree	Strongly Agree	Total Responses	Mean
1	The networks provided at the Institute and/or the PSP program enhanced my academic career.	5	8	5	34	57	53	162	4.78
2	Participating in the PSP program prepared and encouraged me to pursue an academic career.	2	6	3	19	62	70	162	5.12
3	The Institute's Career Fair assisted me in finding a position IN higher education.	22	44	23	23	28	19	159	3.30

4	The Institute Career Fair assisted me in finding a position OUTSIDE higher education.	43	55	22	14	15	5	154	2.47
5	The PSP Scholars Program and their staff helped me find a faculty position.	24	54	25	20	18	16	157	3.01

Statistic	The networks provided at the Institute and/or the PSP program enhanced my academic career.	Participating in the PSP program prepared and encouraged me to pursue an academic career.	The Institute's Career Fair assisted me in finding a position IN higher education.	The Institute Career Fair assisted me in finding a position OUTSIDE higher education.	The PSP Scholars Program and their staff helped me find a faculty position.
Min Value	1	1	1	1	1
Max Value	6	6	6	6	6
Mean	4.78	5.12	3.30	2.47	3.01
Variance	1.56	1.15	2.68	1.98	2.47
Standard Deviation	1.25	1.07	1.64	1.41	1.57
Total Responses	162	162	159	154	157

16. Which parts of the program were MOST useful to you in obtaining your position in higher education?

#	Question	Not Useful	Slightly Useful	Useful	Very Useful	N/A (Didn't use)	Total Responses	Mean
1	Scholar Directory (online)	21	10	26	14	82	153	3.82
2	PSP Staff (i.e. advising, counseling, mentoring)	9	15	31	43	55	153	3.78
3	Job listings (online)	13	22	22	24	73	154	3.79
4	Job Recruitment	17	13	23	26	75	154	3.84
5	Financial Support	8	4	10	92	41	155	3.99
6	Networking	7	14	26	70	38	155	3.76
7	Annual Conference – Institute on Teaching and Mentoring	11	13	31	69	32	156	3.63

Statistic	Scholar Directory (online)	PSP Staff (i.e. advising, counseling, mentoring)	Job listings (online)	Job Recruitment	Financial Support	Networking	Annual Conference – Institute on Teaching and Mentoring
Min Value	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	3.82	3.78	3.79	3.84	3.99	3.76	3.63
Variance	2.19	1.45	1.92	1.95	0.90	1.13	1.24
Standard Deviation	1.48	1.20	1.38	1.40	0.95	1.06	1.11
Total Responses	153	153	154	154	155	155	156

**17. What could the PSP Scholars Program do to assist participants in finding faculty positions?
(50 words or less)**

Themes: Critical Analysis of Recruitment Process (4); Awareness of Supportive Diversity Initiatives (5); Assistance with Job Search (29); Better Communications and Networks Among Scholar Alum (13); Better Workshops and Programming (13); N/A-No Change (27)

Text Response

Continue follow up with all graduates until they find Job!

Communications after graduation Better Website Networks

Bring in hiring administrators to target and discuss faculty hiring at their institution and the impact of diverse hires.

Mentor program

Get a more broad and deep engagement with a variety of institutions inside and outside academe. Get plugged in to as many areas as possible so the flow of job info doesn't lag behind major websites etc.

One-on-one matching and interview

As a person who missed out, I would say recruitment within cooperating schools is necessary because some universities are not working earnestly.

This is a tough one since there are departments that tend to conduct their faculty search "in-house". By the time these same departments post their ad regarding available faculty positions, in many cases their candidates have already been selected.

Seeking more recruiters from more universities to come to the Institute, including personnel deeply invested in increasing diversity at their institutions

deeper relationship building, though i didn't really use the PSP network or infrastructure much. regardless, i do believe PSP is important.

Include more HBCUs in the recruiting process. Now many HBCUs also need more faculty diversity. You do a lot already.

I think the PSP could invite scholars who matriculated through the program back to serve as panelists for each annual conference. The panel should be made up of scholars who are in more traditional faculty positions, and those who are academics in non-traditional roles on university campuses.

Have more workshops on publishing

Not sure...I think the program does quite a bit through its financial support and career development support. I like the idea of continuing this relationship via the bridge of services to new academics. This also allows us newly minted PhD's to engage with scholars who are still "in-progress."

Provide job placement services prior to completion of the program

Hold more workshops at the Institute dealing with landing that first faculty position

Send out an alert message when new postings are added to the job site. Sometimes I would forget to check because I would often see the same ones listed. It would be helpful to know when new ones are posted.

n/a

Get us started much earlier, meet at other conferences besides PSP

More recruiters and marketing to increase awareness of the program.

Get the PSP directory to more schools. Not just research Universities.

N/A

I would love to see job fair for early scholars (ABD to less than 5 years in their career). They can present their research. Recruiters can see their presentations. I know this would be another fair or you can attach this as the another day or the last day to those who are ABD/early scholars. Add courses to make them marketable CV workshop. Early scholar(ES) can address ES..talk about their journey. Have some ES become mentors to other ES.

Market PSP job search resources to scholars in their last year(s) of the doctoral program in order to remind them of their existence.

n/a

I believe that PSP should sit people down and be frank with them. Given my appearance, age, and political views (I am quite conservative in many things), they should have told me I would never get a position in an English department. They should have advised me to go into a field like educational technology where I'd be sure to get a job.

There are some institutions (admittedly like mine) whose faculty recruiting need to be more known by all PSP Scholars. I wonder how can all institutions participate actively with PSP in recruiting diverse candidates from our fabulous program.

I always felt like have a poster session for scholars would be good. That way, recruiters would have a chance to see the scholars in action and it would give the scholars an opportunity to get some experience in presenting in front of potential employers.

I don't know that the PSP could find scholars faculty positions. I think the focus needs to remain on encouraging scholars to build the necessary skill set to be able compete for faculty positions. For instance, in my field, having some publications is key prior to competing one's Ph.D. While networking

can be very valuable, it's equally important that scholars are aware of the expectations of search committees as well as doing the basics well, including writing a strong cover letter.

I think the PSP does an outstanding assisting individuals in finding first-time employment.

I believe PSP is doing all the right things. It would help for scholars to be familiar with the type of Institutions/Departments that recruit from their University/discipline where their doctorate was received. Throughout my job search, opportunities that gave me face time with Department heads were most positive.

Hmmm... I'll say maybe email the available jobs directly to the PSP scholar if it fits his/her field....and possibly offer job talk and interview practice sessions in front of an audience on the scholar's campus

N/a

Have an automated alert system when a positions are available, have rooms available during the mentoring symposium to meet with recruiters to discuss in more detail about the positions they have available. It is difficult to have these types of conversations in the in the midst of other students and recruiters. Having lunch with recruiters is a great idea, but it only allows students to ask limited questions because of the open concept.

More competitive recruiting.

Possibly have a section in the scholar directory where scholars can indicate that they are officially on the job market and possibly indicate the type of position and maybe region of the country they are interested in. It's of course great to always have your information available in case someone has the perfect position for you and you'd leave your current position, but it's a bit different when you are actively looking.

I think what you are doing is great. At the time, I was not mobile and had limited institutions in my radar.

It may be useful to send monthly (or at least towards the end of a semester) emails to PSP scholars about the new faculty positions around the nation.

Increase awareness of the online job search through PSP.

Taking a stronger position on doctoral scholars being teaching assistants as part of their financial assistance.

Facilitate more during job fair

n/a

N/A

Offer webinars related to guest speakers who are hiring, or the hiring process, in general.

I'm not sure that there's anything more that they could do; I think that the climate is still a little tenuous right now.

Work more directly with universities and colleges
I believe the PSP Scholars Program is doing plenty in assisting participants in finding positions. But perhaps as our alumni numbers grow, the network of currently employed/tenured PSP faculty should reach out more to prospective hires to notify them of potential opportunities at their universities.
I do not know. I did not use any of its services to find faculty employment. I was just trying to get to a state of better health post graduation.
Maybe the alums could do more to talk about their first few years on the job, the culture of their institutions, expectations of faculty members at the institutions, as well as their own experiences on search committees. This might be in the form of a panel and/or small breakout groups. Participating in this kind of mentoring could also increase the participate of PSP alumni in the conference -- it's always nice to attend if you have a specific role.
Nothing additional is needed. Current assistance and support is perfect
N/A
I think PSP does alot
For me, I think if PSP could help those of us with limited research opportunities on our campus develop our research skills and connect individuals who could offer us research and publication experience, this would go a long way in making us competitive for faculty position.
Not sure
Offer a clearinghouse for those seeking academic positions to put their cv's/resume's online for potential recruiters. International positions would be nice.
The job fair was most useful anything to expand that would be great.
Continue support and contact with Scholars after completion of the program.
Keep offering annual conference
A personal offer to help?
Increase the ability to interact or to be informed of job opportunities that fit certain criteria that I specify. Ability to interact with mentors who can give me advice when searching for an applying for positions.
Everything thats done is wonderful.
More job fairs and networking sessions with employers
I think by just keeping up with the career portion of the mentoring symposium is a really great tool. I have been getting emails about jobs that are actually in my discipline.
Have more information about the benefits and risks of taking positions which are non-tenure track.
Discuss options available in public policy.
PSP's online job postings isn't something that has always been in the front of my mind as a source.

Perhaps, reminding those on the market or those that are graduates of it with a quarterly email reminder . . . maybe.

n/a

THE PROGRAM IS ALREADY BRINGING TOGETHER ALL OF THE ELEMENTS (AT ITS DISPOSAL) THAT ARE NEEDED TO FIND A POSITION.

Follow-up with graduates 6 -12 mos post graduation to determine job search needs.

Coordinating more closely those of us in administrative roles in academic connecting our scholars to the opportunity we have available.

Continue doing a lot of what you already do: having interviewing workshops, workshops on how to conduct a research talk, workshops on active learning, etc.

Provide a list of openings via email to graduates

Market the online job listings to colleges and universities. Let them know they should post jobs to the PSP site.

listings by discipline -- unsure if this is done already, and thus better advertising if so

Make them more aware of the job listing program you mentioned. I didn't even know it existed but I have only attended one conference in 2005

I think having more job postings will help.

Help facilitate teaching opportunities and teaching workshops

Promote the job directory...I didn't even know it existed.

The PSP Scholars Program needs to come up with a strategy that would convince or nation's institutions of higher learning to recruit minorities with PhDs. A plan like that would guarantee participants faculty positions. If you look you will find that today most of the traditionally white university and college departments are all white, this shouldn't be happening, especially with a first black president in office.

Networking is the key.

Track and Monitor former participants progress.

I found the counseling listserv (CESNET) to be useful in finding out about specific jobs in my field. It would be useful for PSP to have a list of some of the field specific listservs available for PSP Scholars. I was recruited at a professional conference that set-up an online job fair. Perhaps setting away to post CV's and resumes online at the Annual Conference Institute on Teaching and Mentoring would be useful.

Encourage colleges and universities to interview and seriously consider hiring qualified candidates of color for tenure track positions



Not interested unless its research oriented

Current resources seem extremely helpful in assisting participants finding faculty positions, such as the

networking opportunities and online job listings and directory.
 Continue posting the job listings.
 Provide information across all disciplines.
 not sure
 Keep doing what you are doing, I just had a personal connection for the position.
 You're doing a great job. Your program opens doors. It up to the individual do do the rest.
 PSP is already doing a lot of great things to help with this process.
 Encourage PSP graduates and participants within the program to notify PSP staff and other participants when jobs are available at their universities.

Statistic	Value
Total Responses	92

18. Would you be willing to be interviewed at a later date about your experiences with the PSP Scholars Program? If yes provide name and email.

#	Answer		Response	%
1	Yes		94	59%
2	No		66	41%
	Total		160	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.41
Variance	0.24
Standard Deviation	0.49
Total Responses	160

19. What did you like about the previous question's website or search mechanism? (Taken from Question 13, search mechanisms)

Themes: Accessible and User Friendly (33); Assists with refining job searches (28); Variety of Postings (20); Not available (15)

Text Response
It was easily accessible when browsing other articles.
easy to use
Large numbers of positions, diverse groups of schools, diverse areas of specialization, ability to fine-tune searches
Ease and constant emails
List jobs in my field at all ranks that appear to be competitive.
These sites tend to provide a variety of job postings.
N/A
More opportunities for non-STEM areas.
more jobs were listed
I was able to receive all of the job postings that were relevant to me for my discipline without having to check several different websites.
jobs listed by date; kept current daily
I want search mechanisms that allow me to put in key words related to my specialization/research area. Also, it is helpful to be able to select academic tenure-line versus non-academic.
Very informative and user-friendly.
Ability to receive alert messages regarding new postings relevant to my field and interests
did not use.
National and international postings
more job postings and user friendly
There were more opportunities listed.
Ability to filter positions based on multiple factors to narrow results and optimize potential fit.
automatic updates and announcements of open positions come to me if they meet my criteria (i.e., discipline, focus area, location, etc.)
All positions were pharmacy focused
I haven't tried it--I will now.
The ability to narrow my search by area.

It is specific to my discipline.
Positions specific to my discipline were singled out and emailed directly to me.
Robust data base for job announcements.
It is specific to Computer Science here is the link: http://cra.org/ads/
Really like Higher Education Jobs refining search options
I really liked how each position was listed by the major area of concentration because I did not waste time looking at institutions that were not hiring for my field.
I mostly networked at conferences or through volunteer experiences at my University. The personal touch and human interaction were the best parts of this method.
These websites are on my mind more (at the front of my brain, rather than at the back), so I log into them more often.
Ease, ability to set up profile and get job opportunities that meet my skills/interest.
Most of the systems have an email alert system. Therefore, the system automatically contacts you when a new position is posted.
It got me the job.
I have not begun searching for faculty jobs, but will begin very soon and plan to use the PSP site.
was right in my view on a weekly basis through ads on my organization's newsletters.
Website was geared to positions in my area, which allowed for a more focused search.
I liked the fact that once typed in in the search engine, the available positions were posted very clearly and described in detail.
Using websites like higheredjobs.com allowed me to search multiple institutions at once.
The information on qualifications and requirements was readily available and quite easy to follow.
However, they were generally quite extensive and required extensive time and sometimes revisions of my curriculum vitae.
The ability to search by region
It is direct and up-to date
Their options...their database.
It was clear and had lots of listings.
N/A
It had all the jobs for higher education listed in the state
Non-applicable
Convenient and easy to use.
Higher Ed Jobs pushes job listings to us
New jobs are directly sent to my email. It makes it easy for me to identify what jobs might work for me.

N/A
N/A
Never used it. I don't have a comparison.
User friendly
I was looking for employment in specific location, so it was not a matter of liking the website.
I receive weekly email for jobs specific to my qualifications and I apply right through the email. This is how I received my adjunct position.
The ability to search for jobs by specialization area such as Geography and to search for jobs by region.
There were several resources but some seemed out dated
The websites included international faculty opportunities.
job listings, user friendly
Ease of use, positions organized by state as well as position
it was ok.
REAL TIME PERSON TO PERSON INQUIRY
Timely and provided adequate detail on faculty postings.
Focused on jobs for economists
I was employed prior to the active use of these websites.
I used ejobs by the American Political Science Association. It was easy to navigate, full of the latest job postings and constantly up to date.
Timely announcement of positions
Specific to my profession/field of study
All one place to find jobs most pertinent to my field of study/degree
nothing specific just that they listed available positions in my field
Most of the schools I was applying to applied there.
The ability to search for current job postings.
Customizable search options
Easy access to information. Comprehensive listing of jobs in my discipline.
The question caused me to think about seeking other avenues to help me find better employment.
It is a comprehensive list of options
The websites provided useful information about positions.
Easy access
n/A
Not useful, nothing
Gave me additional details I don't think I would have otherwise received.

I liked the website's searching capabilities by discipline, date, and institution. I also liked the posting of the date of when the site was last updated.

It is fine.

Matches qualifications and sends recommendations

Regional choices of job availability.

It's okay. Also, the question informs of other job related search options.

I had to find the job locally where I lived because of personal circumstances.

They typically have a lot of postings.

It has been a while since I used the service.

Statistic	Value
Total Responses	90

20. Were there any other parts of the PSP Scholars Program that were useful in obtaining your position in higher education? (50 words or less)

The responses may not have gotten to what is needed...

Themes: The Institute & Workshops (23); Networks (13); Finding Jobs & Resume (2); Funding/Support (4); Overall Support/ Emotional and Mentorship (12)

Text Response
The workshops during the Institute were invaluable. Negotiating your first job. The business of graduate education. Dr. Orlando Taylor's keynote about diversity in the professoriate.
the networking and reputation of PSP
As has been true for quite some time, Dr. Abraham is an excellent source of advice. However, he is one man. We need about 5 Dr. Abrahams located across disciplines: STEM, social sciences (soc, psych, anthro), liberal arts (history, politics, literature, cultural studies, etc.), languages, and educational / communication etc.
Recognition on resume
Unfortunately, I spent only one yr with the program. I would've gained more from it if my university had involved me earlier.
i suppose the first mentoring conference, sometime in 1998 or '99.
did not obtain
I was actually able to directly discuss my career plans with Drs. Abraham and Bell, which had a huge impact on the decisions I made and the direction I went with my career choices.
Not really, since I was only a dissertation fellow, much of the work needed to get my academic position was already done when I became an PSP scholar. However, the financial support the PSP fellowship provided me in my final year was invaluable. It really helped me out a lot and made it possible for me to finish.
no
The concurrent sessions were helpful in what to anticipate during the interview process.
The doctoral scholars program was useful in obtaining my position via conference sessions on matriculating through a PhD program, as well as tips for navigating the pre-tenure process. This allowed me to proceed with confidence.
Already indicated [most helpful]
No, everything was great

Junior Faculty Conference
did not use.
Opportunity to network with faculty members
The Institute and financial support
I like that you all have a directory of scholars that institutions can use.
I had a wide variety of opportunities to meet colleges and universities across America. Very informative.
DS Program was instrumental in helping me get my first job offer. Unfortunately the salary offered was less than I expected.
The lifelong friendships and bonds you make across several universities/disciplines.
I certainly feel that having received support for my research demonstrated to future employers my potential for securing extramural funding to further my research agenda which undoubtedly played a role in securing both my first and second tenure track faculty positions.
I did not use PSP resources during my job search. My field has so many resources that I actually forgot to even explore the PSP tools.
The sessions at the conference
The encouragement from everyone at PSP was great, but I have no good position. I do not feel that this has a single thing to do with PSP. I think that the program is wonderful.
Networking with other scholars and with various facilitators from the Institute. It's also helpful when some of the orgs/schools at the fair email us ahead of time to let us know they'll be attending.
The Institutes help me get an insight into a lot of things, starting with the dissertation committee, advice on writing the dissertation, the job interview, etc.
Other than the encouragement to become a faculty member during the annual conferences, PSP did not play a major role in my obtaining a faculty position.
At one of the institutes, I signed up for NC State's Building Future Faculty program. I was selected and the experience was awesome. It gave me a chance to basically go through the entire interview process without the pressure of a real interview. I received help with my CV, teaching philosophy, and made some contacts that I still reach out to currently. Even though they did not have an open faculty position in my field, the experience was invaluable.
The seminars at the mentoring symposium were extremely effective at preparing me for a I left a faculty position to pursue my doctorate. I returned to the institution after the completion of my degree. I did not go on the job market.
I was advised by another scholar to attend a faculty development program that was hosted by an University at the Annual Conference. My application to that program led to my current position. The active learning seminars and sessions from early career faculty on teaching really helped in the

preparation of my teaching philosophy for the job interview.
The PSP Organization on my campus was helpful. The informational, networking, and social events played a positive role. Dr. Mohr and other PSP staff were friendly and supportive.
N/a
So many invaluable pieces of advice over the years really made all the difference, specifically, during sessions at the Institute, including the breakfast round tables and casual discussions during breaks and networking events.
I think just being at the institute and seeing the possibilities and the support from administrators, gave me the confidence to pursue another position.
The network that was created within my cohort. We still support one another.
Have not retained a position higher education.
N/A
n/a
The completion of my dissertation would have been extremely difficult without the release time (one year) from a full-time teaching position. Therefore, I am forever grateful for the funding provided by PSP that supported my sabbatical leave.
I have served as a faculty person, and the PSP Conferences that I attended truly helped me gain insight on expectations. Plus, Dr. A also provided great guidance. Thank you PSP.
N/A
Motivation
N/A
I only attended 1 annual conference while I was still a doctoral student. I contemplated discontinuing the program due to mental stress & depression, but Dr. Abraham encourage me to finish. After graduation, I was under MD's care, on multiple medications & seeing a counselor. I didn't consider getting a job in academia until July 2014. I am currently the program director of a Physical Therapist Assistant program. It is not that the institute was not helpful, I just could not benefit from it.
No
N/A
I have had two positions in higher Ed since becoming a part of DSP. Mentoring Symposium was very instrumental in me obtaining the first position, but the second position I got on my own
Conference workshops
N/A
I don't have a career in higher education.
No, I was already employed

I obtained all my job interviews from contacts made during Mentoring Institute.
Continued support and contact after program completion from Dr. Abraham and PSP has been very nice and encouraging.
Staff support
Sounds silly, but having business cards and being told HOW and that we should network. Also having a roommate from the program.
I have not obtained an academic position using the PSP scholars network because I have not been able to attend a conference since I was a student in my doctoral program. This is why I have scored the program so low on usefulness. I am looking for a faculty position and am Interested in how the online email networking functions can help me in this endeavor.
Planning to take higher ed position in 5yrs. Completing post-doc and work in secondary education in school psychology now. PSP helps by continual support with use of networking and online resources.
This has been a great program. I got my faculty job from a connection at the trenching mentoring symposium.
N/A
The workshops were very helpful when I began searching for a faculty position. I was prepared for what questions to ask and how to negotiate what I wanted in a position.
Attending the mentoring symposium and establishing contacts there was most useful.
Job fair
n/a
HAVING THE AVAILABILITY OF RECRUITERS WHO CAN DISCUSS ON SITE, THE POSITIONS THAT ARE AVAILABLE.
Participating vendors from various schools. This networking process is by far most helpful and excellent learning for what to expect from schools seeking candidates.
most of these systems were not in place so my perspective is limited
No
No.
I do not have a position but am looking for one
Encouragement.
The seminars taught by Dr. Bell!!!
I haven't found a position yet so no
As far as PSP is concerned, Dr. Abraham has helped me the most. Despite the dismal job market, whenever I've needed a professional letter of recommendation Dr. Abraham has always come through for me.

I did not use them
N/A
The research stipend fund of \$500 was very useful. I was able to pay for transcriptioning and editing services for my dissertation
Words of encouragement and support from Dr. Abraham and Dr. Mohr
I am currently an adjunct and work full time within the not-for-profit arena.
I still publish research, however I am employed in a clinical setting, doing clinical work. I have taught as an adjunct 3 times since completing my Ph.D. I am not at all interested in teaching. However I am interested in research and publication.
n/a
N/A
no
The network created by other PSP scholars on my campus.
No, but that has nothing to do with the program. I had worked in academia before I started my doctoral program and I was employed at my university before I completed the program. I chose not to seek a tenure-track position.
No, I used a mentor.
Networking opened the door for me.
The energy and the support in the mentoring symposium helped me a lot in pursuing my dreams
The knowledge I gained through the Teaching and Mentoring Conference and Junior Faculty Development Program were invaluable and provided me with additional sources of support outside of my community.

Statistic	Value
Total Responses	91

APPENDIX D. Graduate Minority Doctoral Programs Similar to PSP

Graduate Minority Doctoral Programs Similar to PSP					
Doctoral Program	Purpose/Mission	Fellowship/Award	Timeline of Award	Incentives	Website
CSU Doctoral Incentive Program	Established in 1987, providing forgivable loans, providing doctoral student takes on a faculty position in the Cal State system after they graduate. The funding is to any accredited doctoral program in the US.	\$10,000 per year for up to 3 years (total of \$30,000); Loans are repayable up to 15 years if student does not teach in the system; 20% of loan is forgiven each year of full time faculty appointment	1-3 years	Faculty Advisors to monitor will in doctoral program; website of resources on doctoral study; Database of CSU careers, Community Commons: on-line career and faculty discussions; Newsletter; Scholarly Teaching resources, etc.; Pre-Doc Program, Diversity forum, summer research opps. (feeder program)	http://www.calstate.edu/hr/cdip/
Mellon Mays Graduate Program	Funded by the Mellon Foundation, transforming the academy by eradicating racial disparities in colleges and universities (400 fellows have completed degrees and over 600 are in doctoral programs); funding is for humanities, several STEM & social science programs	Doctoral scholars can only be funded if were in undergraduate program; \$5000 grant, 1500 Enhancement grant, \$2500 Dissertations completion grant	Fellows may apply for one grant per year	Summer Conference (flagship component of program); will be held at Emory University-June 23-26, 2014, skills exchange, professional development, advanced graduate student and Mellon PhDs contribute by serving as workshop leaders, panelist and moderators (1-3 year fellows); Writing & Dissertation Seminar (3-6 year fellows); Seminar on Preparing for the Professoriate; Dissertation Writing Summer Retreat; Regional Lecture Series; Post-Doctoral Fellow Retreat (held every other year)	http://www.ssrc.org/programs/mellon-mays-graduate-initiatives-program/

Ford Fellowship Program	The Ford Foundation seeks to increase diverse faculty who can and will use diversity as a resource for enriching the education of all students	Ford fellowship award are offered at the (60)Predoctoral-\$20,000/yr, (35) Dissertation-\$21,000/yr and (24)Postdoctoral-\$40,000/yr levels. It is a national competition. Deadlines are in November	Pre-doctoral fellowships provide 3 years of support for PhD students; Dissertation fellowships provide one year of support; Postdoctoral fellowships provide one year of support in postdoctoral study	Ford Fellow Regional Liaisons, Ford Coordinating Officials, Ford Fellows Listserv, Conference of Ford Fellows-mentorship, professional dev., networking, Ford Program promotion-at other events (listing where attending online), broadcasting news of fellows on website	http://sites.nationalacademies.org/PGA/FordFellowships/index.htm
National GEM Consortium	Enhances and increases the participation of underrepresented groups at the master's and doctoral levels in engineering and science; has	MS Engineering Fellowship Program-\$4000 living stipend per full-time semester up to 4 semester (\$8000 per academic year), up to two paid internships with a GEM Employer member,	2-5 years depending if in masters or doctoral program	Annual Board Meeting & Conference, GEM Employers provide summer internships, Partnerships with related agencies (i.e. AAAS, ACS, Hispanic College fund), Future Faculty & Professionals Symposium, Grad Lab-exposure to research,	https://www.gemfellowship.org/

	employers, partners and universities who work directly with GEM to assist the students	full tuition and fees; PhD Engineering Fellowship- first year in doctoral program GEM pays at the same rate as institution- stipend and tuition, the remaining part of the program, up to 5 years pay by school; PhD Science Fellowship-\$16,000 Stipend in first year and university pays after (up to 5 years)		technology and careers-one day on various GEM campuses	
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