Many black women professionals at predominantly white colleges and universities share similar experiences regarding racism, sexism, and class issues in their professions. However, there is a dearth of research regarding the lived experiences of black women who specifically work in diversity related positions at PWIs. The purpose of this study was to explore the lived experiences of black women professionals who hold diversity related roles at PWIs. For the purpose of this study, diversity related roles were defined as roles held in housing and residence life as well as in multilateral offices and departments. Using a qualitative research approach and narrative inquiry design, I sought to understand how the lived experiences of black women faculty members influence their diversity positions and affect their ability to perform effectively in their roles. This research study focused on black women in diversity positions within student affairs such as university housing and residence life as well as multicultural offices and departments to assess role stress and its influence on job satisfaction. Women were recruited primarily through email invitations sent to the university's diversity and inclusion department. Data was then analyzed using thematic coding (Berg & Lune, 2013) through a Black feminist lens, and four themes emerged. The results of this study revealed the following: conclusion: a framework by which black women faculty members can set boundaries as well as provide greater guidance to future black women faculty members in similar roles.


Our shifting funding policies for community colleges, the role of the community college foundation has changed greatly from passive fund managers for the institution into active fundraisers. With over 1,000 individually raising the volume of community college foundation board member, and engrossing nearly one billion dollars in annual contribution, it is a key stakeholder group for community colleges. With this increased role in the financial health of community colleges, understanding why these volunteer serve and the way they see their role is vital. After conducting interviews with community college foundation board members across the state of Illinois, these frameworks emerged to describe community college foundation board members: The Super Fan, The Inconvenient Bystander, and The Doubting Thomas. Using the lens of resource dependency theory, community college foundation board members recognize the greater demand from their linked community colleges. Greater questions emerge on what role the foundations should fill or what community college funding decisions have shaped student service needs of their students.

Hess, Chris (2021) No link available

This study evaluated the phenomenon of anti-Black womanism in enrollment management at Historically White Institutions (HWIs) for black women professionals. The qualitative study was conducted to understand the functions of enrollment management and the dialectical responsibilities that Black women have while working in enrollment management. The theoretical framework of anti-black womanism guided this study. Anti-black womanism is a dual lens of BlackCrit (Dei, 2017; Dumas and Ross, 2016) and Anti-Democratic Political Theory. Furthermore, this study explored the intersectionality and complex lens to best conceptualize the experiences of people of Black, particularly black women. This study included 20 participants, all of who have worked in enrollment management at the divisional level or a sub-level in the offices of financial aid, or residence life. Narrative inquiry was used as the method for data collection. Four themes emerged that revealed the consistent duality that black women experienced within their positions.

Mecklenburg-Thye, Bariuli, Rugutt (2021) Emotionally Intentional Leadership: An Analysis of the Leaders" Role in a Community College

The purpose of this study is to explore the phenomenon of emotionally intelligent leadership (EI) that exists among student affairs professionals. The study evaluates the causes among student affairs professionals on the emotionally intelligent leadership for employees inventory (EIL-SEI) by collecting information such as institutional background, level of experience, leadership style, and leadership quality. The finding from the respondents indicated descriptive statistics, exploratory factor analysis, reliability indices, and analysis of variance. Results showed that student affairs professionals did not have the emotional intelligence needed to be emotionally intelligent leaders. Furthermore, statistical significance was found in the areas of years of service and racial identity. Additionally, an interaction effect was found between race and leadership. As a number of recommendations for future studies and applications are also shared.

Houk, Kasi (2021) Student Enrollment: The Dilemma of Gender and Race in Higher Education

This study evaluated the phenomenon of anti-Black womanism in enrollment management at Historically White Institutions (HWIs) for Black women professionals. The qualitative study was conducted to understand the functions of enrollment management and the dialectical responsibilities that Black women have while working in enrollment management. The theoretical framework of anti-black womanism guided this study. Anti-black womanism is a dual lens of BlackCrit (Dei, 2017; Dumas and Ross, 2016) and Anti-Democratic Political Theory. Furthermore, this study explored the intersectionality and complex lens to best conceptualize the experiences of people of Black, particularly black women. This study included 20 participants, all of who have worked in enrollment management at the divisional level or a sub-level in the offices of financial aid, or residence life. Narrative inquiry was used as the method for data collection. Four themes emerged that revealed the consistent duality that black women experienced within their positions.

Sisson, Alex (2021) The Experiences of Black Women in the College Professoriate: The Role of Neoliberalism

In this shifting funding policies for community colleges, the role of the community college foundation has changed greatly from passive fund managers for the institution into active fundraisers. With over 1,000 individually raising the volume of community college foundation board member, and engrossing nearly one billion dollars in annual contribution, it is a key stakeholder group for community colleges. With this increased role in the financial health of community colleges, understanding why these volunteer serve and the way they see their role is vital. After conducting interviews with community college foundation board members across the state of Illinois, these frameworks emerged to describe community college foundation board members: The Super Fan, The Inconvenient Bystander, and The Doubting Thomas. Using the lens of resource dependency theory, community college foundation board members recognize the greater demand from their linked community colleges. Greater questions emerge on what role the foundations should fill or what community college funding decisions have shaped student service needs of their students.

Barden, Bariuli, Hett, Nur-Hauri (2021) Community College Foundation Board Members: The Overlooked People

This study evaluated the phenomenon of anti-Black womanism in enrollment management at Historically White Institutions (HWIs) for Black women professionals. The qualitative study was conducted to understand the functions of enrollment management and the dialectical responsibilities that Black women have while working in enrollment management. The theoretical framework of anti-black womanism guided this study. Anti-black womanism is a dual lens of BlackCrit (Dei, 2017; Dumas and Ross, 2016) and Anti-Democratic Political Theory. Furthermore, this study explored the intersectionality and complex lens to best conceptualize the experiences of people of Black, particularly black women. This study included 20 participants, all of who have worked in enrollment management at the divisional level or a sub-level in the offices of financial aid, or residence life. Narrative inquiry was used as the method for data collection. Four themes emerged that revealed the consistent duality that black women experienced within their positions.

Sisson, Alex (2021) The Experiences of Black Women in the College Professoriate: The Role of Neoliberalism

What is the attrition rate of education majors? There are countless studies about teacher within the first five years in the classroom (DeAngelis et al., 2013; Kopkowski, 2008; Office of Postsecondary Education [OPE], 2015) but the research is sparse when it comes to the retention rate of education majors. Why do students go into and then graduate with a degree to become a teacher? The purpose of this study was to consider factors influencing college student who drop their education major before becoming a teacher. By studying why college students who major in education programs are not able to successfully complete their program, this research provides reasons why this happens, when it happens, and how to better support these college students. This study highlights how the lack of teacher support, the image of the teacher shortage, the racism that exists in the K-12 classroom, and the role of embodiment are all important factors that contribute to the attrition rate of education majors. This study found that the most common reasons that students who are not able to graduate are because of the lack of teacher support, the image of the teacher shortage, and the racism that exists in the K-12 classroom. The lack of teacher support is compounded by the image of the teacher shortage and the racism that exists in the K-12 classroom. These factors contribute to the attrition rate of education majors.

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Hess, Chris (2021) No link available
Reese, Sheila (2021) Hoot, Gardiner, Aught Other Hands Restorative Pracitices: Its Impact on Student Injuries in K-12 Schools

This research explores the relationship between Restorative Practices and student injuries, specifically how Black students experience RP when race is not centered. It also explores the ways Restorative Practices influence the implementation of restorative practices and results in higher racial equity and racial social control through the lens of Critical Race Theory. The central research questions are: in what ways do RP address racial inequities? In what ways do RP address implicit bias? In what way, if any, do RP impact institutional racism in school systems? How do RP impact the social and emotional issues of historically marginalized students in RP as related to diversity? How have local stakeholders impacted the implementation of RP in Black schools? This case study explore five Black student and 27 Black educators' perceptions and experiences with RP and discipline. My findings indicate signals of systemic racism are consistent with the principles of CRT and are also supported by overwhelming evidence that a potentially effective alternative to exclusionary discipline such as Restorative Practice networks in established institutional policies and practices serve to reproduce racial inequities in school discipline and race if not effectively addressed.

Kudy, Cortez (2021) Hoot, Vert, Hoot

Kobets, or Gold?: A Foucauldian Analysis of Teachers’ Professional Learning Under the Brave I Do not understand the rest of this text...

Meléndez, Andrés (2021) Gordon, Eyn-Bonknight, Other Rhetor, Davis

Assessing for Traumas in Elementary School Classrooms: A Study of Teacher De-escalation

This mixed-methods study examined trauma in elementary school children and the need for a restorative practice to maximize their learning environment. Check-in/Check-out is a Tier 2 intervention that was used as a practice before, based on research that the intervention had maximized the time between the student and the Check-in/Check-out at different points in the day, and provide daily feedback to parents. Within the meeting, the teacher and the student reflected on how the day is going, how the student has felt good or what needed to be done to meet their goals, all based on positive comments. Check-in/Check-out gave students an opportunity to have a caring adult, who was not a parent, who was able to listen to them and make them feel important. And lastly, these faculty shared their perceptions of current faculty development programs offered by the college and how these programs might need to change to help White faculty become conscious of their implicit biases and develop more racially responsive classroom experiences for all because of racial interactions in the classroom. The purpose of the study is to gain a better understanding of faculty, give their perspective within our schools, understand how they intervene such as Check-in/Check-out can assist both students and teachers, and understand how teachers view professional development, as through a restorative approach. Centering on Check-in/Check-out, a Tier 1 intervention, in conjunction with professional development through a check study, help for Blacks, teachers and staff understand why making relationships the center of learning is important with students who have experienced trauma, relationships and understanding are at the forefront in supporting all. Professional development regarding trauma and stress informed strategies were something that continues to evade through weekly professional development at the monthly symposium and many MTSS structures and processes, improving a basic study. Help for Blacks, offered itself an opportunity to understand through this different mindset, rather than direct teaching, and individual make plans for future classes while participating in collaborative presentations during a pandemic. The goal of this study has implications for how Check-in/Check-out is utilized within buildings, how relationships are extended, and perceived perceptions of professional development.

Mooney, Lyen (2021) Hoot, Gardiner, Kiyi-Bobathan Other Researchers

How African-American Community College Students Achieved Success

Competencies in academic performance between African-American and White students are larger in online courses than in face-to-face courses. As learning grows and teachers more in online courses as a way of balancing school with work and family obligations, African-American enrollment in online courses threatens to exacerbate the documented and inevitable success of race that complicate patterns of achievement in African-American community college students, this study quantitatively and qualitatively draws on 12 members of the population of the participants who completed online courses with passing grades. The study identifies the challenges students in online learning environment experience and the strategies used to navigate the online learning environment. The conceptual framework for this narrative study is positive deviance. Thematic analysis of the data revealed that the students’ major challenges were a lack of instructor presence, difficulty balancing multiple responsibilities, and having to develop self-directed learning skills. Resources included the internet, instructors, grit, and academic motivation as the change to achieve social and economic mobility. Strategies for success included using time management and organizational skills to complete coursework, in addition to not taking difficult online courses. Recommendations to community colleges for improving success rates of online learners include shifting from deficit thinking to equity thinking, and considering how institutions can modify practices to reduce inequities in Blacks’ coursework completion and graduation rates.

Owen, Armin (2022) Hoot, Gardiner, Eyn-Woolston, Aught, Vert

How African-American Community College Students Achieved Success

This is a study of African American students in community colleges. A qualitative study was conducted during the summer and fall semesters of 2020 to collect data from a sample of African American students in two community colleges in the mid-west region of the United States. The study was conducted over an 18-month study at the participants’, their journey to the college, their persistence, the college and the students continuing to an associate’s degree and the strategies used to maximize the curriculum for academic success of African-American community college students.

Sergeant, Melissa (2022) Gordon, Aught, Re-en Action

Other Trait £ and Other Apparatus

39th Annual Conference of the College of Behavioral Science: A Study of the Case of Early Childhood Intervention

This study is a qualitative study of community college students in a qualitative study conducted during the summer and fall semesters of 2020 to collect data from a sample of African American students in two community colleges in the mid-west region of the United States. The study was conducted over an 18-month study at the participants’, their journey to the college, their persistence, the college and the strategies used to maximize the curriculum for academic success of African-American community college students.

Serres, Lali (2022) Hoot, Patel, Aught

White Father Responses to Implicit Bias and Racially Responsive Pedagogy in the Community College Classroom

This study focuses on the experiences and perceptions of White faculty in the community college classroom with implicit racial bias and racially responsive pedagogies. Through a mixed-methods qualitative approach, four White faculty from two community colleges in the mid-western region of the United States were interviewed to gain an understanding of the participants’ experiences with implicit bias and racially responsive pedagogy in the community college classroom. Interview data was analyzed through a thematic analysis approach using a variant of the constant comparative method. The study found that the participants were aware of implicit bias and racially responsive pedagogy, but struggled with implementing these practices in their classrooms.


De-escalation Pedagogy in the Community College: A Study of Teacher De-escalation

In this study I use Foucauldian theory to illustrate and analyze the use of surveillance, observation, behavioral observation, normmaking judgment, and examination by federal and state government’s education departments in Illinois’ CEOA policy. I conduct a discourse analysis of the Illinois CEOA, map specific use of the TRIAD Model for identifying key educational institutions, using the Foucauldian concepts of surveillance, observation, normmaking judgment, and examination to reveal the control of the state. Understanding educators need professional development to serve all students well, largely by offering a historical review of professional development and its productivity over time. I then lay a foundation for surveillance, observation, normmaking judgment, and the examination, using this frame as a lens through which to analyze the CEOA. I submit findings of my analysis and offer conclusions and implications to public schools and public education, and this paper’s meaning to education. I find pass several questions about how school leaders and state-level policymakers might address these policy issues as I analyze the case.

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This study focuses on the experiences and perceptions of faculty members who develop and lead study abroad programs for students enrolled in higher education institutions. Through qualitative case study inquiry, four questions are answered: First, this study explores what motivates faculty members to become involved in the development and implementation of short-term study abroad programs. Second, faculty identify what was involved in creating and leading the short-term study abroad program, including what obstacles they encountered and what helped overcome them. Third, these faculty share their perceptions of what students gained from participating in the program. Finally, this study investigates what institutions could do to better support faculty in the development and implementation of short-term study abroad programs. faculty-led program theory serves as the theoretical framework for this construction research design and provides a set of data-analysis and interpretation throughout this study. Interviews were held with participating, and implementation were transcribed to faculty members and institutions for how to use policy and practice in a way that further supports faculty in developing educational exchange abroad for students.

This is an important study, I am currently involved in the study as a student and I think it is very important for our understanding of the importance of study abroad programs in our academic development.

S解放军, 庆(2022) Understanding Foreign Membership Administrators and Their Perceptions and Experiences of Leadership in the Community College

This project is a great opportunity to learn about the experiences of foreign membership administrators in community colleges. It is important for us to understand how these administrators navigate the challenges they face and what strategies they use to succeed in their roles. The findings of this study can help institutions better support and retain these administrators.


This study is important because it sheds light on the disparities in opportunities faced by interpreters and the wise man myth. It is crucial for us to ensure that interpreters have equal access to education and are compensated fairly.

Taiwo, Johnny(2022) Nurturing White Tender Colonizers’ Educational Philosophy in the Mirror: A Research of the Ancestral Afro-Sensory Psychological Legacy of Resistance

This study is essential for us to understand the legacy of resistance and the importance of incorporating Afro-sensory philosophy into our educational systems. It is crucial for us to recognize and support the efforts of those who are working to challenge the inequities and power imbalances in our society.

Jae, Allison(2022) The Experience of Resilient at Community College

This study is important because it sheds light on the experiences of resilient students at community colleges. It is crucial for us to understand how these students navigate the challenges they face and what strategies they use to succeed in their studies.


This is a significant study because it explores the experiences of Latinx college students of undocumented status. It is crucial for us to understand how these students perceive their identities and the challenges they face.


This study is important because it challenges the traditional academic paradigm and explores how hip-hop can be used to decolonize knowledge. It is crucial for us to recognize the power of music and art in challenging dominant narratives and promoting social change.

Zhao, Feiyu(2022) The Downside of Financial Aid: An Exploratory Study on Financial Stress of a Midwest Public Institution

This study is important because it sheds light on the financial stress faced by students at a Midwest public institution. It is crucial for us to understand the economic challenges faced by students and develop strategies to support them.


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Kyei-Blankson, Sutton, Palmer Hatt McCluskey-Titus, Sanchez, Jorge (2022) Helping Students in the Heartland: Faculty Voices in Faculty-Led Programs

This study is important because it explores the experiences of faculty members who lead study abroad programs. It is crucial for us to understand how these faculty members navigate the challenges they face and what strategies they use to support their students.

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The purpose of this study was to understand the impact of implicit education debt on African American mothers’ lived reality, as they work toward PhDs. Using Coifler’s (2008) Black Feminist Thought and the Racial Opportunity Cost (ROC) as theoretical frameworks, this study presents the narratives of African American mothers in doctoral programs who occupy a liminal space in the academy. Chambers and Magalé (2016) defined ROC as “the options that are foregone and the losses that result from those foregone options when students of color pursue academic success” (p. 1486). Upon the researcher’s analysis of the data, the following seven major themes emerged: self-sacrifice, PhD is #1 priority, bootstrapping, implicit education debt awareness, cumulative stress, social isolation, and estrangement. The analysis of these themes depicts the roles these women play, the support they seek in higher education for African American mothers, and the trade-offs made by individuals, families, and communities through this journey. This study offers useful recommendations that, if applied, could enhance PhD experiences for African American mothers looking to pursue a PhD in higher education institutions. This research also offers both practical and policy implications for higher education faculty, administrators, students, and education policy makers.