Experiences of Black professionals at Predominantly White Institutions: Toward a shared understanding

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EXPERIENCES OF BLACK PROFESSIONALS AT PREDOMINANTLY WHITE INSTITUTIONS: TOWARD A SHARED UNDERSTANDING

A Dissertation in Practice
presented in partial fulfillment of requirements
for the degree of Doctor of Education with an Emphasis in Higher Education
in the Department of Higher Education
The University of Mississippi

By

NEQUEL RENEE’ BURWELL

August 2022
Abstract

This Dissertation in Practice highlights a problem of practice within the field of Higher Education regarding the workplace experiences of Black staff and administrators at Predominantly White Institutions. The dissertation seeks to understand more about the experiences of Black professional staff and administrators at Predominantly White Institutions as well as the personal and professional resources, support services, and networks that assist with their ability to grow and thrive in higher education workplace environments that are predominantly White. The dissertation is comprised of three manuscripts. Manuscript 1 is an expanded literature review regarding the problem of practice. Manuscript 2 is an impact evaluation plan focused on the problem of practice, and Manuscript 3 is a leadership philosophy statement—which speaks to relevant theories and strategies to help with oversight and implementation of the enclosed impact evaluation plan as well as other related evaluations designed to address the problem of practice. An adapted version of Weidman, Twale, and Steins’s Graduate Student Socialization Framework is used as the analytic lens, giving way to the development of an evaluation plan that is designed to help scholar practitioners understand more about the impact of professional and personal communities on the professional socialization of Black staff and administrators, while working at Predominantly White Institutions.

Keywords: professional socialization, Black professionals, Predominantly White Institutions, evaluation
Dedication

This dissertation in practice is dedicated to the Black Professionals in the field of student affairs and higher education who feel their hard work often goes unseen. I see you. I am working alongside you. I am you.
Acknowledgements

To my family, thank you for your continued support no matter what new adventure I decide to embark on. I am grateful that you have believed in me every step of the way. I hope I have made you proud.

To my tribe, you know who you are. Thank you for supporting me, lending a listening ear, and most importantly, not giving up on me when I did not want to complete this process. There have been many moments of frustrations and tears. The lengthy phone calls that you have reassured me I can do this and the pep talks to keep pushing through have helped. I am blessed God saw fit to place you in my life, whether it has been for 20 years or 11 months. I am grateful for each one of you.

To my dissertation committee, thank you for your guidance and support.
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List of Terms and Definitions

*Higher Education*- refers to postsecondary educational opportunities that are offered at two- and four-year degree granting institutions of higher learning, such as colleges, universities, community colleges, and vocational/technical schools.

*Historically Black Colleges and Universities* or *HBCUs*- refers to degree granting colleges and universities that were established before 1964 to provide an education for Black Americans.

*Minority Serving Institutions* or *MSIs*- refers to degree granting colleges and universities that serve a majority of minority populations.

*Predominantly White Institutions* or *PWIs*- refers to degree granting colleges and universities, particularly four-year colleges and universities, with a majority White student population (i.e., 50% or more).

*Professionals*- refers to staff and administrators working within the field of Higher Education.
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Manuscript 1: The Higher Education Workplace Environment and Linkages to the Experiences of Black Professionals
The Higher Education Workplace Environment and Linkages to the Experiences of Black Professionals

For decades, scholars have investigated higher education as a workplace context and have attempted to identify the issues employees face (Aguirre, 2000). This dissertation in practice (DiP) builds on this important tradition of contextualizing the higher education workplace as an environment which can be analyzed, assessed, and / or evaluated for the purposes of improving the quality of the workplace experience. This DiP is particularly focused on professionals who are historically underrepresented in student affairs and higher education (i.e., as a whole). More specifically, it focuses on the experiences of Black higher education professionals working at Predominantly White Institutions (PWIs). In reviewing the scholarly literature, inclusivity and a sense of belonging have long been major concerns for many PWIs due to the fact that the faculty and administrative ranks have largely remained unrepresentative (DeCuir-Gunby et al., 2019; Wolfe & Freeman, 2013). This practice of underrepresentation dates back to the inception of American higher education and remains pervasive and influential regarding its ability to shape (i.e., for better or worse) the workplace experiences of higher education professionals at PWIs, particularly those from historically underrepresented and / or marginalized backgrounds.

The enclosed DiP focuses specifically on the experiences of Black professionals in higher education and the resources they rely upon to carry out their professional duties. Whether internal or external to the higher education workplace environment, this dissertation specifically seeks to learn more about the personal and professional resources, support systems, networks, etc. that Black professionals at PWIs utilize. For the purposes of this DiP, the phrase “professionals” is
used to refer to professional staff and administrators working in the field of higher education. This includes professional staff and administrators with faculty appointments. **Statement of the Problem of Practice**

Black professionals in higher education should see themselves as the nucleus of an education revolution in America designed to tackle the inequities of the educational system at every level, including higher education (Pinnock, 1972, p. 24). Notably, there is little research on whether Black professional staff and administrators in higher education have the support they need while working at PWIs. This DiP seeks to understand more about the experiences of Black professional staff and administrators at PWIs as well as the personal and professional resources, support services, networks, etc. that are available to assist with their ability to grow and thrive in higher education workplace environments that are predominantly White.

**Black Professional Staff and Administrators**

American institutions of higher education were created for White men by White men with strong ties to religion, specifically Christianity. The goal was to replicate Oxford and Cambridge (Thelin, 2011). This is arguably an uncomfortable truth in higher education, but the greater discomfort is perhaps felt more by professionals and students who were historically excluded from higher education and who still experience exclusion, whether in the classroom or higher education workplace environment. This is a complex problem in higher education that has persisted for many years. It is especially problematic for Black higher education professionals.

Work environments that were originally created for the majority often present with challenges. For example, Black higher education professionals at PWIs have reported feeling that their leadership abilities are often questioned and that they receive disproportionate levels of scrutiny compared with their White counterparts (Leathwood et al., 2009; Turner & Grauerholz,
Over the years, more and more Black professionals have joined the staff and administrative ranks at PWIs and have tried to find where they best fit. Apart from minority serving institutions (MSIs), many PWIs are still working to build a critical mass of Black professionals, and it has left many Black professionals wanting more regarding the quality of their workplace experiences. “Some professionals report experiencing invisibility, isolation, marginalization, and racial discrimination, among other things” (Leathwood et al., 2009, p. 2).

The Need for Community

In response to the isolation and marginalization many Black professionals at PWIs have reported, many of those same professionals have identified the need for increased community among themselves and have attempted to connect with one another by forming subgroups separate from their White peers (West, 2017). The goal is creation of community through intentional development of networks and associations with other Black professionals, particularly at PWIs. Scholarly literature has suggested Black people attempt to create their own spaces within more extensive networks, particularly when faced with threats and / or feelings of marginalization (Ali, 2017; DeCuir-Gunby et al., 2019; Harrell, 2000).

These spaces often allow marginalized individuals opportunities to retreat from the very real threats and demands they may face, and these are spaces where they can process new and uncomfortable ideas productively (Ali, 2017). Such community and spaces may or may not be needed in higher education workplace environments that are more representative. Pope and LePau (2012) identified institutional type as having an effect on the individuals who work at and attend different types of campuses as well as on the culture which those campuses emanate. PWIs, Historically Black Colleges and Universities (HBCUs), and other Minority Serving Institutions (MSIs) have significantly different missions and goals, and admittedly, these differences can create
parallel opportunities, challenges and circumstances for Black higher education professionals (Pope & LePau, 2012). However, the need for community and specialized spaces is often greater at PWIs due to the challenges and circumstances which stem from workplace environments that are not as representative or inclusive. “Black professionals have utilized several avenues in order to cope with these types of challenges by spiritual and religious coping, cultural pride reinforcement, and extended family caring (Smith, 2004, p. 184).” In higher education, the reinforcement of cultural pride can be seen in the culturally specific and/or affirming organizations, community networks, and specialized spaces that Black professionals choose to engage.

Guiding Questions

In order to learn more about these organizations, networks, and spaces as well as the supplements and/or enhancements they provide to the professionalized experiences of Black staff and administrators at PWIs, the following questions offer guidance for the enclosed DiP:

1. What are the workplace experiences of Black higher education professionals at Predominantly White Institutions (PWIs)?

2. What professional resources, networks, and support systems do Black professionals at PWIs rely upon to carry out their professional duties?

Reflection on Positionality

Scholarly practitioners seek to find a balance between research and using that research to make changes in their respective fields of practice. As researchers, scholar practitioners are influenced by how they see (and interact with) the world and, more specifically, their field of practice. As a scholar practitioner, I identify as a Black higher education administrator who has worked predominantly at PWIs for 10 years. I am a member of several identity-based, professional
and community organizations that provide resources and support services that help me grow and thrive personally and professionally. Because of these identity-based organizations and experiences, I am drawn to the identified problem of practice and guiding questions. I want to understand more about the experiences of other Black professional staff and administrators in higher education who work at PWIs. I also wish to learn more about how Black professional staff and administrators develop support personally and professionally at those PWIs. Based on my personal observations and professional experiences, I believe more research is needed to explore how Black professional staff and administrators navigate higher education workplace environments that are predominantly White. As a scholar practitioner, it is my hope that this DiP will respond to this pressing need.

**Conceptual Framework**

For this DiP, an adapted version of Weidman, Twale, and Steins’s Graduate Student Socialization Framework is utilized (Weidman et al., 2001). The adapted version of this framework focuses on professional socialization. Weidman et al. (2001) defined professional socialization as the process by which individuals gain knowledge, skills, and abilities needed to be effective members of their respective community(ies). For professionals in higher education, the same process applies to becoming an effective and contributing member of the field of practice. Theorists have discussed professional socialization as the process by which one acquires the skills and knowledge needed to fulfill the professional role while integrating the profession's values and norms into one's own self-concept or simply the inculcation of professional beliefs and values (Beck, 2009; Cohen, 1981; Olesen & Whittaker, 1977). The concept of professional socialization is accomplished through training and education. Some forms of training and education even
Socialization

The concept of socialization is a two-way process, which considers the extent to which individual behavior in social group settings is subject to bargaining or negotiation (i.e., among the participants) (Goslin, 1969). This process of bargaining or negotiation is aided by the acquisition of certain knowledge, skills, and dispositions, which makes people more effective members of their society or social group (Weidman et al., 2001). In higher education, as professionals are exposed and integrated into various areas of practice, they must navigate the socialization process and make determinations about what the process should look like to ensure their own personal and professional growth and success. Socialization research has consisted primarily of naturalistic, cross-sectional studies correlating individual and cultural differences (Kohlberg, 1969). This is worth noting as the socialization process is increasingly less homogenous within more culturally diverse populations (Weidman et al., 2001), which can explain why the socialization process for Black professional staff and administrators at PWIs may differ from that of their White counterparts.

Professional Socialization

Authors Weidman, Twale, and Stein (2001) introduced the Professional Socialization Framework to focus on the socialization process that occurs during a given professional experience (see Table 1). In introducing the Professional Socialization Framework, the authors indicated: (1) Socialization is a developmental process; and (2) There are certain core elements (i.e., knowledge acquisition, investment, and involvement) that are linked to the development of role identity and commitment (2001, p. 21). Weidman et al. (2001) go on to describe five concepts or elements that

provide mentoring for "novice practitioners in the profession to become successful professional practitioners" (Toit, 1995, p. 162).
comprise the Professional Socialization Framework: (a) Professional Communities, (b) Institutional Care, (c) Socialization Process, (d) Personal Communities, and (e) Novice Professional Practitioners.

Table 1.

<table>
<thead>
<tr>
<th>Element or Concept</th>
<th>Examples of how the element or concept could be operationalized, measured, or observed</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Professional Communities</td>
<td>Practitioners, Associations</td>
<td>Looks at the type of professional someone aspires to be, professional associations are a standard set of organizations for professional practices</td>
</tr>
<tr>
<td>Institutional Culture</td>
<td>Climate Connection, Connection</td>
<td>Looks at how the institution cares for its employees, what resources are offered at the institution</td>
</tr>
<tr>
<td>Socialization Process</td>
<td>Interaction, Integration</td>
<td>Looks closely at the core elements of successful socialization</td>
</tr>
<tr>
<td>Personal Communities</td>
<td>Friends, Employers, Family</td>
<td>Looks closely at the communities in which professionals choose to participate in during the course of their time at an institution</td>
</tr>
<tr>
<td>Novice Professional Practitioners</td>
<td>Commitment, Identity</td>
<td>Looks at a well-developed commitment to and identification with the chosen professional career</td>
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Note: Adapted from Weidman, Twale, and Steins' Graduate Socialization Framework, 1990, p.37 (2001). Socialization of Graduate and Professional Students in Higher Education

Table 1 can be found in Appendix A and illustrates the nonlinear, dynamic nature of professional socialization as well as the concepts or elements that promote professional identity and commitment to professional roles. The identification with and commitment to professional roles are complex, continuous, and developmental processes (Weidman et al., 2001). Table 1 also provides an overview of the core institutional and/or programmatic infrastructure that is needed to promote such identification and commitment (or socialization) among higher education professionals. This DiP focuses specifically on the core elements or concepts of professional communities (e.g., practitioners, associations, etc.) and personal communities (e.g., friends,
employers, family, etc.) that are included in Table 1, as they are both believed to play a particularly important role in the socialization of Black professionals at PWIs (Baker, 2020). As such, a modified framework is used within this DiP and can be found in Table 2 and Appendix B.

Table 2.

Professional Socialization Framework

Note. Adapted from Weidman, Twale, and Steins’ Graduate Socialization Framework, 1990, p.37 (2001). Socialization of Graduate and Professional Students in Higher Education

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Role Identification and Commitment

Evolving professional identity is one of the most important outcomes of professional socialization (Weidman et al., 2001). Understanding a new position and the culture of an institution is something all professionals must learn to navigate. Thorton and Nardi (1975) identified knowledge acquisition, investment, and involvement as the core elements that lead to identification with and commitment to a professional role.
**Knowledge Acquisition.** Knowledge acquisition is relevant because of the acquisition of cognitive knowledge and skills for effective professional role performance. People must attain sufficient cognitive knowledge, such as: (1) an awareness of normative expectations associated with the professional role being sought, (2) a realistic assessment of personal ability to perform the demands of the professional role successfully, and (3) an awareness of confidence others have to practice professional roles successfully (Baker, 2020; Weidman et al., 2001).

**Investment.** Investment in a role is also a relevant aspect of identifying with and committing to a professional role. Investment is committing to something of personal value, like time, alternative career choices, self-esteem, social status, or reputation (Baker, 2020; Weidman et al., 2001). Professional socialization depends on the professional's goals, commitment to those goals, commitment to their discipline, personal pride in previous accomplishments, and future expectations. As Black professionals navigate the field of higher education, they decide where they will invest their time, what functional area best suits them, and how they will decide to connect to their campus and, more specifically, to their workplace environments.

**Involvement.** In addition to knowledge acquisition and investment, involvement is a third core element of identifying with and committing to a professional role and is defined as participation in some aspect of the professional role or in preparation for it (Weidman et al., 2001). Engaging with community members and in community practices is a way to test one’s desired professional role (Baker, 2020). Identifying ways to get involved inside and outside of a higher education institution is an excellent way for Black professionals at PWIs to continue their socialization in the field of practice. This includes accessing and engaging other Black professionals who have successfully navigated the complexities of higher education workplace environments, particularly at PWIs, but also at HBCUs and other MSIs.
Other Socialization Factors and Activities

As noted by Baker (2002), there are several other factors that attribute to a professional’s socialization process: institutions, departments, roles and expectations, professional and disciplinary communities, personal communities, and the development of other participating members in the work environment. Additionally, there are a few recurring activities in the socialization process of professionals in higher education: academic presentations, time spent at conferences, and technological (multimodal) preparation (Duff, 2008). These recurring activities support the notion that the socialization process encompasses all learning (Bragg, 1976).

In higher education, socialization is spoken of as a unitary and rational process embedded in an understandable culture (Tierney, 1997). Black professional staff and administrators bring their own cultural experiences to their professional roles, which influences how they engage in community practices and with community members (Baker, 2020). Their cultural experiences may or may not be widely understood (or accepted) in predominantly White workplace environments, such as PWIs. In such instances, disparate views regarding the value of different forms of social and cultural capital are highlighted along with the impact on the professional socialization of marginalized professionals (Twale et al., 2016).

McClellan (2003) mentioned that Merton and colleagues (1957) defined socialization as the process by which people selectively acquire values, attitudes, interests, skills, and knowledge, essentially describing "the culture" of the current groups which they are (or seek to become) a member (p. 26). This is beneficial because it highlights the socializing roles of organizations (and work environments), but what if those organizations or work environments are not representative or inclusive? For Black professional staff and administrators at PWIs, this is often the case, and the learning that is required for professional socialization is different.
McClellan (2003) further stated there are three imperative environments for the socialization process of Black higher education professionals: graduate professional programs, professional associations, and first professional employment (McClellan, 2003). Ultimately, how a professional chooses to socialize may vary along with how they define socialization. This is certainly true for Black higher education professionals. Cohen (1981) believed there were four goals of the socialization process: 1) learning facts and theories inherent in the profession, 2) internalizing the culture, 3) discovering a professional role, and 4) integrating this role into one's sense of self. For this DiP and its core focus on Black professionals in higher education, Cohen’s (1981) four goals of the socialization process are an essential consideration along with McClellan’s (2003) three imperative socialization environments.

**Review of Literature**

A review of the literature provides evidence that some Black professional staff and administrators in higher education develop support, personally and professionally, by joining networks and associations while working at PWIs. The following body of research bears out the credibility necessary for this DiP.

**Black Professionals in Higher Education**

Due to the system of legal segregation in the United States, most institutions of higher education were created from a historically and predominantly White perspective and remained mostly all-White until the 1960s (Franklin, 2016, Smith, 2007). Although the *Journal for Blacks in Higher Education* (2020) indicated the first recorded Black man to attend college was John Chavis in 1799, an influx of Black people engaging with institutions of higher education did not occur until the early 1900s, some as students and others as staff members. Johnson (1969) said a need for more Black administrators had become undeniably apparent, a statement which is
arguably still true today. Although Black professionals have increasingly found their way to PWIs, their experiences have not always been pleasant.

Research has shown more attention has been focused on Black faculty than Black professional staff and administrators (Perna et al., 2007; West, 2019). This DiP seeks to fill the void by focusing the analytic lens on Black professional staff and administrators. Hutchins (1946) identified four minimum qualifications for an administrator: courage, fortitude, justice, and prudence or practical wisdom. Many Black professionals in higher education possess those qualities; however, the recruitment and retention of Black professionals is limited by such barriers as the absence of a clear career path and the need to work long and often erratic hours for relatively low pay (Perna et al., 2007). Black professionals are important to PWIs, and their roles are especially critical (Tucker, 1980). A major role for Black professional staff and administrators is to help serve Black students (Johnson, 1969).

Tucker (1980) stated Black professionals, especially administrators, are few in number, particularly on White campuses. According to Allen et al. (2000), the shortage of Black professionals in positions of higher education administration was the direct result of racial prejudice, social isolation, and traditions within institutions, resulting in too few advancement opportunities for people of color. In recent years, PWIs have stated a commitment to diversifying faculty and professional staff, including Student Affairs staff, which is a step in the right direction to serving a more diverse student population (Mitchell, 2018). However, when bringing Black professional staff and administrators to a PWI, it is vital to ensure they feel as comfortable and supported as their White peers in the workplace environment.

Black professional staff and administrators have experienced exclusion, condescension, isolation, dismissal, communication challenges, lack of validation or appreciation, and failure to
receive credit (Mainah & Perkins, 2015). Far too many people have expectations of Black administrators in higher education which extend beyond their contracted roles, particularly in work environments that are predominantly White (Tucker, 1980). Often, Black professionals at PWIs are caught in a game of double jeopardy that is largely shaped by a White power structure riddled with inequities and systemic racism (Johnson, 1969; Turner & Grauerholz, 2017). This has grave implications for Black professionals’ workplace experiences, professional socialization, and ability to grow and thrive, personally and professionally.

In 2019, the Administration in Higher Education annual report found that Whites represent the majority of all staff positions on college and university campuses. Staff of color held 17% to 42% of all staff positions. Black people filled 13.7% of office/clerical positions, 25.2% of service/maintenance positions, 7.6% of skilled craft positions, and 11.7% of technical/paraprofessional positions on college campuses (Bichsel et al., 2018). While Black professional staff are represented on campus, their percentages are significantly lower than their White counterparts and aligned similarly with their Hispanic counterparts (Bichsel et al., 2018).

West (2019) stated Black women who work in higher education deal with intense marginalization, which can compromise their well-being and jeopardize their professional success. Additionally, Black males have reported feelings of isolation, continually being questioned, having their authority challenged, and experiencing forms of tokenism and cultural taxation (Turner & Grauerholz, 2017). Both Black men and women interact with outside stressors that impact their work performance and engagement at work. It has been suggested Black professionals at PWIs deliberately involve themselves in supportive networks that allow them to connect and interact with other Black professionals (West, 2019).
Louis and colleagues (2016) said “the veneer of safety within the hallowed halls of higher education, which many in public deem an enlightened environment, is rife with microaggressions (p. 2).” Due to hostile campus and workplace environments and a lack of formal or institutionalized programming and socializing efforts to aid in retention, Black professionals routinely take it upon themselves to create spaces where they are surrounded, supported, mentored, and uplifted by other Black people (Louis et al., 2016; Smith, 2019). Louis and colleagues (2016) found Black faculty and staff take on roles such as advising, mentoring, and service-oriented positions for underrepresented students and serve on committees that address minority issues and diversity initiatives on their respective campuses. As a result of extra tasks and other unassigned duties, many Black staff and administrators develop Black social clubs and organizations which promote networking that strengthens Black identity and professional socialization and provides forums for civic engagement and facilitating social action (Byrne, 2008).

**Black Professionals’ Experiences**

Several theorists have studied the overall experience of Black professionals in the workplace and created theories that examine the experiences of Black people and how they navigate working in spaces that are predominantly White (Clance & Imes, 1978; Delgado & Stefancic, 2017; Smith et al., 2007; Sue et al., 2017). Critical race theory (CRT), which questions the persistence of racism and gendered racism, has been used to study the experiences of Black professionals across all sectors (Delgado & Stefancic, 2017). From a higher education perspective, CRT offers an approach that values the experiences of those voices least heard in many other educational frameworks (Delgado & Stefancic, 2017; Smith et al., 2007). Sue et al. (2007) described how Racial Battle Fatigue (RBF) stems from microaggressions which are brief and commonplace verbal, behavioral, or environmental indignities. Whether intentional or
unintentional, these microaggressions communicate hostile, derogatory, or harmful racial slights and insults toward people of color. The stress from RBF and microaggressions can be lethal to Black professionals; these experiences are not uncommon for Black professional staff and administrators at PWIs (Arnold, 2021; Tevis et al., 2020). Historically and predominantly White campuses have many lingering workplace environmental contexts that can produce RBF for Black professionals (Smith, 2007).

Black people spend countless amounts of energy dealing with White racism and patterns of institutionalized racism (Smith, 2004). These experiences can lead to feelings of imposter syndrome (Clance & Imes, 1978), which can easily occur in students, members of underrepresented populations, first-generation professionals, people whose parents are high-achieving, and even people who have found themselves to be successful in their pursuits (Sherman, 2013). Many studies have indicated professionals in higher education suffer from Imposter Syndrome (Cook, 2013; Parkman, 2016; Turner & Grauerholz, 2017), but such suffering is often heightened among Black higher education professionals.

College campuses are perceived as tranquil places where communities strive to seek and share knowledge in a supportive, representative, and inclusive environment, but perception is not always reality. Black higher education professionals must recognize and identify symptoms of RBF and imposter syndrome and understand the basics of CRT. This allows them to be conscious of and acknowledge certain experiences, thoughts, and feelings—which if left unaddressed, may lead to physical and mental challenges that impact their work. Research on these topics shows clear evidence of how detrimental this can be to Black professional staff and administrators at PWIs. Until intentional work is done which allows Black professionals to feel comfortable and
accepted in White spaces, these will still be prominent experiences in their workplaces and daily lives.

**Community Support**

Research suggests networks play a pivotal role in the development of a healthy sense of racial identity, and psychologists argue networks are necessary for racial minorities to resist the pernicious effects of racism (Byrne, 2008; Marcia, 1989). Black professionals at PWIs may choose to develop networks based on commonalities and shared experiences navigating and interacting with their White peers. As per Kersh (2012), institutions that provided avenues and spaces which encouraged collective opportunities for Black professionals to discuss issues related to health and wellness might have been a catalyst for encouraging a healthy lifestyle. Finding networks within a university can be rare (Zwolak et al., 2018), but the ability to find a network can have the potential to decrease the sense of isolation and marginalization for Black professional staff and administrators at PWIs (Kern, 2012). Unlike their White counterparts, Black professionals often contend with the duality of race and gender and the associated biases toward both (Mainah & Perkins, 2015); therefore, internal communities are among the most important socializing factors concerning Black professionals’ integration into the social structure of a PWI (Zwolak et al., 2018).

West (2017) noted professional counterpaces as an intentionally designed, culturally affirming-professional development experience that directly contributes to the personal well-being and professional success of individuals from underrepresented cultural groups. The understanding of cultural experiences of Black professional staff and administrators at PWIs can provide an important foundational framework for other initiatives that are more salient to underrepresented populations (Kersh, 2012). Black professionals often seek out culturally affirming, professional networks and associations in order to have a connection with others who may identify similarly
within and outside of their institutions. Finding a community of people who share similar identities and experiences can be rewarding for Black professionals in all workplace settings but most especially in predominantly White institutional environments. Self-protection generally occurs at the individual level in terms of various behavioral and psychological strategies (Case & Hunter, 2012), but when faced with micro- and macro-aggressions as well as more systemic incidents of oppression, particularly within one’s workplace environment, self-enhancement mechanisms are often and better facilitated within the context of a “psychological community of others” (Jones 2003, p.221). In short, for Black professionals at PWIs, there can be greater strength and more opportunities for healing in numbers.

The creation of professional counterpaces enhances the personal and professional lives of Black professional staff and administrators in higher education (West, 2019). For Black professionals at PWIs, these spaces are especially useful as they provide opportunities to build strong networks of support (Zwolak et al., 2018). Although Black professional staff and administrators may be invited to join dominant or majority groups, they are often still invisible and have no real voice in group conversations, and this experience is common for people who identify as Black and remain marginalized in academic settings (West, 2019), hence the need for culturally affirming, professional development experiences and spaces.

**Black Professionals and Organizations**

Black professionals in higher education need support to maintain a healthy work environment. Leathwood et al. (2009) found Black professionals often lack mentoring and support for their career development. Due to the lack of support, Black people join different types of organizations, ranging from professional, civic, and (even) social in nature. Blacks are more likely to interact with one another and develop neighborhood networks, committees, and associations
than are Whites (Byrne, 2008; Lee et al, 1991). This discovery adds to the fact that many Black professionals come together via various networks and organizations that support them either personally or professionally. As per Byrne (2008), an organization named First Fridays United was created in the late 1980s. First Fridays United involved a group of young Black professionals meeting regularly at social events on the first Friday of each month in cities across the United States. The organization claimed to have had a network of over 850,000 members, with events that attracted between 300 to 3,000 attendees per city per month. At the time of its creation, First Fridays was one of the best known-social networks for young Black professionals (Byrne, 2008).

Currently, there are a plethora of organizations, associations, and online networks that are available for Black professional staff and administrators and which serve as personal or professional support for them. There are options within and outside of higher education. The multiple functions of Black networks illustrate the extent to which community-specific interests influence the participation of Blacks online and in person (Byrne, 2008). Associations and organizations such as: (a) The National Association for Campus Activities (NACA); (b) The Association for Orientation, Transition, and Retention in Higher Education (NODA); and (c) The Association for Student Conduct Administration (ASCA) are all associations that relate to specific functional areas within higher education. These organizations are open and available to higher education professionals, including Black professionals, and many Black professionals join these organizations as well as others that are specific to a unique higher education function or area of expertise / practice.

Black professionals also join community-based organizations like the Young Men’s Christian Association (YMCA) and the Boys and Girls Clubs of America. Some PWIs have organizations targeted toward Black faculty, staff, and administrators, such as The Black Caucus.
Depending on location, there are also opportunities to join organizations that are responsive to social and community needs, like the National Urban League, Jack and Jill of America, 100 Black Men of America, and sororities and fraternities within the National PanHellenic Council (NPHC). In more recent years and specific to Black professionals in higher education, there have been the development of online communities that serve both a personal and professional need, like the Black Student Affairs Professionals group on Facebook. Based on the aforementioned, Black professionals in higher education (i.e., particularly at PWIs) have options for engagement in networks and associations within and outside of higher education and their institutions of employment. What is perhaps most notable is that Black professionals in higher education seem to be utilizing these options.

Burwell (2020) identified a few organizations that have created specific spaces (i.e., within their organizational confines) for Black professionals, along with other marginalized groups in higher education that are not tied to a specific institution: (a) The American Association for Blacks in Higher Education; (b) National Association of Student Personnel Administrators; (c) American College Personnel Association; (d) Association for the Study of Higher Education; and (e) Association for Student Conduct Administrators. The American Association for Blacks in Higher Education (AABHE) strives to be the premier organization to drive leadership development, access, and vital issues concerning Blacks in higher education. In pursuing this vision, AABHE seeks to collaborate with other ethnic groups and organizations that have similar interests (American Association for Blacks in Higher Education [AABHE], 2020). This organization holds an annual conference that provides members the opportunity to come together, network, and share knowledge. They also have created various ways for Black professionals to stay engaged through
their Leadership Mentoring Institute, webinar series, and seasonal newsletters. This group prides itself on making its members integral parts of all of its endeavors (AABHE, 2020).

Similarly, the National Association of Student Personnel Administrators (NASPA) is another national organization that has created space for professionals from underrepresented backgrounds. NASPA consists of knowledge communities that focus on different topics, professional functions, and personal identities. One such knowledge community is the African-American Knowledge Community (AAKC), and its goal is to create awareness of issues concerning African-Americans and also to increase appreciation for the culture. This committee also seeks to educate members on trends associated with African Americans by sharing information on research, campus issues, and mentoring (Knowledge Communities, 2020). At each annual conference, this committee helps organize both the African American Men’s & Women’s Summit(s). The AAKC also holds an awards ceremony to recognize and honor Black professionals in the field, which allows professionals to network, share stories, and share space with other colleagues from across the country.

The American College Personnel Association (ACPA) is another national organization that enables Black professionals in higher education to connect and learn from one another. Their creation of the Pan African Network (PAN), which is a network within their Coalition of Multicultural Affairs, has a primary purpose of engaging its members. The organization follows six core values: (a) educational leadership, (b) collaboration, (c) fellowship, (d) advocacy, (e) professional development, and (f) mentoring (Pan African Network (PAN), 2018). They keep their members engaged by planning events during their annual conference and hosting a recognition ceremony. They also offer webinars, a newsletter, and a podcast to keep members engaged outside of the annual conference.
The Association for the Study of Higher Education (ASHE) is an organization created for higher education professionals and scholars who are dedicated to higher education as a field of study. Within ASHE’s organizational ranks, there exists the Council for Ethnic Participation (CEP) for those interested in advancing diversity and inclusion through scholarship. Additionally, the CEP helps professionals of diverse backgrounds connect with each other and get established within ASHE (CEP, 2020). CEP monitors other committees to make sure there is diverse participation and helps promote engagement and participation of diverse persons in ASHE. The CEP council has sub-committees which help members stay engaged with the larger organization.

The Association for Student Conduct Administrators (ASCA) is another national organization with a designated group for professionals from marginalized backgrounds in higher education. Specifically, the Equity and Inclusion committee provides professional development and seeks to expand recruitment, orientation, and retention of underrepresented populations (Equity & Inclusion, 2020). This Equity and Inclusion committee also helps the ASCA board identify key strategic areas to diversify the Association.

The above-mentioned organizations provide counter-spaces that can be thought of as revolutionary settings embedded within larger settings and contexts. These counter-spaces serve as pockets of resistance that may, to one extent or another, disrupt larger settings and contexts which may not be as revolutionary in their promotion of diversity and inclusivity (Case & Hunter, 2012). Within each organization, stakeholders identified a need to create homogenous spaces for Black professionals and/or other professionals of color in higher education. Many marginalized groups and groups of color have experienced oppression and, as such, are viewed as having a unique voice and perspective, both of which may be challenging to communicate in all White settings (Delgado & Stefancic, 2017).
The aforementioned spaces were designed to help reduce barriers to professional growth, development, and advancement for Black professionals. Such barriers can and often include lack of an influential mentor or sponsor, lack of informal developmental networking opportunities with influential colleagues, and/or lack of professional role models who are members of the same racial/ethnic groups (Mainah & Perkins, 2015). The aforementioned organizations provide Black professionals in higher education with outlets to feel less isolated, develop their networks, and receive leadership and development training that speaks to their specific experiences and professional desires (Bethea, 2020). Building comradery helps with retention, and when Black professionals know they have an extensive support system (i.e., particularly a support system that is more supportive than what is provided to them on their campuses and/or in their workplace environments), they stay more actively engaged with these organizations (Burwell, 2020). This, in turn, helps with professional socialization within higher education.

In 2015, the Bureau of Labor Statistics reported “there were just 13 percent of education administrators who were Black or African-American” (e.g., men and women) (Turner & Grauerholz, 2017, p. 212). Research has proven that increasing the diversity of faculty and staff is essential and creates a more inclusive campus where discrimination and bias are less prevalent (Hawkins & Nicola, 2017). Black professionals reported feeling invisible and marginalized when their existence on campus was often ignored by White colleagues (Louis et al., 2016). These feelings inherently pushed Black staff and administrators to seek out people who not only looked like them but who shared some of the same professional and workplace experiences. Along with their psychological function, Black social networks, associations, and organizations continue to be vital for ensuring the success of community-based and professional socializing initiatives (Byrne, 2008).
Conclusion & Plan for Manuscripts 2 & 3

Given the problem of practice highlighted within the current manuscript, Manuscript 2 includes an evaluation plan that utilizes the Professional Socialization Framework introduced by Weidman, Twale, and Stein (2001). The framework is used within Manuscript 2 to focus on the socialization process that occurs during the professional experiences of Black administrators and staff at PWIs. Manuscript 3 focuses on my desires and commitment (i.e., as a scholar practitioner) to grow as an ethical and socially responsible higher education leader who advocates for improvements in representation, diversity, and inclusion among the professional, higher education ranks.

My goal for the current manuscript was to speak to the higher education workplace environment and the experiences of Black professionals at PWIs. As such, Manuscript 1 included a scholarly review of the history of Black staff and administrators, the Black professional experience, community support, and Black professional organizations and support networks. Each section provided information related to Black staff and administrators along with a description of how they navigate their higher education professional experiences, specifically at PWIs. An adapted version of Weidman, Stein, and Twale’s Graduate Student Socialization Theory (1990) was used as the conceptual framework. Specifically, a professional socialization framework was used to provide context and evaluative insight into the professional experiences of Black staff and administrators at PWIs. This manuscript focused on two elements or concepts of the modified framework: professional communities (e.g., practitioners and associations) and personal communities (e.g., friends, employers, and family). The manuscript concluded with a brief overview of the plan for Manuscripts 2 and 3.
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Manuscript 2: An Evaluation Plan for the Professional Socialization of Black Administrators and Staff at Predominantly White Institutions
An Evaluation Plan for the Professional Socialization of Black Administrators and Staff at Predominantly White Institutions

Black men and women in higher education interact with outside stressors which impact their work performance and how they engage while at work. Scholars have suggested Black professionals involve themselves in supportive networks that allow them to connect and interact with other Black professionals (West, 2019). This DiP seeks to understand more about the experiences of Black professional staff and administrators at Predominantly White Institutions (PWIs) as well as the personal and professional resources, support services, networks, etc. that assist with their ability to grow and thrive in higher education workplace environments that are predominantly White.

Guiding Questions

There are two guiding questions for this study:

1. What are the workplace experiences of Black higher education professionals at Predominantly White Institutions (PWIs)?

2. What professional resources, networks, and support systems do Black professionals at PWIs rely upon to carry out their professional duties?

Overview of Manuscript 2

Given the problem of practice highlighted, Manuscript 2 includes an evaluation plan that utilizes the Professional Socialization Framework introduced by Weidman, Twale, and Stein (2001) to focus on the professional socialization that occurs for Black administrators and staff at PWIs. As a reminder, Weidman, Twale, and Stein (2001) indicated: (a) Socialization is a developmental process; and (b) There are certain core elements (i.e., knowledge acquisition,
investment, and involvement) that are linked to the development of role identity and commitment (2001, p. 21). They described five concepts or elements that comprise the Professional Socialization Framework: (1) Professional Communities, (2) Institutional Care, (3) Socialization Process, (4) Personal Communities, and (5) Novice Professional Practitioners (Weidman et al., 2001).

This DiP focuses on the concepts or elements of Professional Communities and Personal Communities, as both seemingly play an important role in the professional socialization of Black higher education professionals at PWIs. In an attempt to understand more about the experiences of Black higher education professionals at PWIs as well as the professional resources, networks, and support systems they rely upon, Manuscript 2 entails an evaluation plan. Specifically, an impact evaluation plan is provided to help determine the effectiveness of Professional and Personal Communities (i.e., utilized by Black higher education professionals at PWIs) in providing professional socialization that helps Black professionals grow and develop in work environments that are not representative and inclusive. Once implemented, the enclosed evaluation plan will include the unique perspective of Black professionals at PWIs (as critical stakeholders).

A major assumption within this DiP is that the professional socialization process for Black professionals in higher education, particularly at PWIs, is different from their White peers. Black professionals, in response, seek out Professional and Personal communities that are more responsive to their professional socialization needs. These communities can play an important socializing role in helping Black professionals in higher education become more acclimated to the field of practice and to acquire the values, attitudes, interests, skills, and knowledge needed to grow and thrive as higher education professionals (McClellan, 2003). Manuscript 2 is purposefully designed as an impact evaluation plan to determine the effectiveness of these Professional and
Personal communities in meeting the professional socialization needs of Black professionals in higher education at PWIs.

**Unique Opportunities to Help the Field of Practice**

Black professional staff and administrators are often not the focus of major analyses, evaluations, or assessments as it relates to the experience of Blacks in higher education. Much of that scholarly work is focused on Black faculty (Aguirre, 2020; Perna, et al., 2007; Smith, 2004) and Black women (Tevis, Hernandez, & Bryant, 2020; West, 2017) in higher education. This DiP helps the higher education field of practice by putting forth a plan to evaluate the experiences of professional Black staff and administrators the same way that has been done for Black faculty (especially). Taking a deeper, evaluative look at the different functional areas in higher education (i.e., in student affairs, athletics, housing, career development, academic advising, etc.) and the workplace experiences of Black professionals at PWIs is arguably very beneficial. It affords an opportunity to identify issues that impede the professional socialization of Black professionals at PWIs.

This DiP enables scholar practitioners to understand more about the experiences of Black professionals at PWIs and how they develop support for themselves. This DiP also helps inform other comparisons, analyses, evaluations, and assessments focused on the experiences and support systems of Black staff or administrators at Historically Black Colleges & Universities (HBCUs) or other Minority Serving Institutions (MSIs) vs. those at PWIs. Overall, being able to understand and share information about the experiences of Black higher education professionals across different roles and institutional types can better assist higher education (i.e., as a whole) as it endeavors to help all professionals find their fit. Further, this DiP will assist with retention by
highlighting the best ways to support Black staff and administrators in higher education, particularly those working at PWIs.

**Framework for Evaluation Plan**

There are four types of evaluations plans: formative evaluation, summative evaluation, process evaluation, and impact evaluation (Rose, 2020). According to Rose (2020), the purpose of a formative evaluation was to “gather information that can be used to strengthen the implementation of a specific program,” and summative evaluations are “designed to show whether or not a program has achieved its intended outcomes, to indicate the ultimate value, merit, and worth of the program.” Process evaluations help “seek data to understand what’s actually going on in a program and whether intended recipients are receiving the services they need,” and impact evaluations help “gather and analyze data to show the ultimate, often broader range, and longer lasting effects of a program” (Rose, 2020, para. 3).

An impact evaluation plan was selected for this DiP, as it demonstrates the impact of a key intervention or set of interventions. In this case, the evaluation (see Appendix C) aims to determine the effectiveness or impact of Professional and Personal communities on the professional socialization (and by extension, the workplace experiences) of Black administrators and staff at PWIs (i.e., from the unique perspective of Black professionals at PWIs). The plan is also designed to help gather evidence for determining the substance, scope, and impact of these communities (as interventions) through the creation of an original survey and interview protocol aimed at Black administrators and staff at PWIs. The entire evaluation plan includes an interview protocol (see Appendix H) and survey (see Appendix G)—both of which will be reviewed by Black administrators and staff at PWIs to gain their feedback and insights and to make revisions to the
plan. The plan includes a timeline for implementation as well as an outline of the different stages of the impact evaluation plan and the recommended sources or evidence of change per stage.

**Conceptual Framework**

The framework used for this DIP is an adapted version of Weidman, Twale, and Steins’s (2001) Graduate Student Socialization Framework. The adapted version of this framework focuses on professional socialization. The core elements of the adapted version are professional and personal communities, which are treated as interventions within the enclosed impact evaluation plan (see Appendix C). This plan is about understanding the impact of the aforementioned interventions. Evidence for determining the substance, scope, and impact of these communities (as interventions) will be gathered by creating an original survey and interview protocol aimed at Black administrators and staff at PWIs. A timeline for implementing the impact evaluation plan will be developed along with an outline of the different stages of the impact evaluation plan and the recommended sources or evidence of change per stage. The entire evaluation plan (see Appendix C), including the survey (see Appendix G) and interview protocol (see Appendix H), will be reviewed by Black administrators and staff at PWIs to gain their feedback and insights and to make revisions to the plan.

This manuscript will provide a detailed description of how the proposed impact evaluation plan will be executed, thus providing the methodology, data source, data collection, and data analysis. Each section will consist of a detailed overview, and there will be an explanation of limitations regarding the evaluation plan, as well as a discussion of any potential ethical issues or racial or social justice issues that should be considered in the implementation of the evaluation plan.
Objectives of the Evaluation

As stated, the intent of this impact evaluation plan is to determine the effectiveness of professional and personal communities on the professional socialization of Black administrators and staff at PWIs. By identifying strategies that work, current and future Black professionals at PWIs as well as the institutions themselves may utilize these strategies to understand more surrounding: (a) the experiences of Black professionals at PWIs; (b) how to create more representative and inclusive work place environments for them; and finally, (c) how to provide better resources, networks, and support services that truly help with their professional socialization while working at PWIs. In fact, these three points of consideration are the key evaluation questions for which this impact evaluation plan is centered around. Key stakeholders (i.e., Black administrators and staff) will review the impact evaluation. More specifically, the stakeholders will be Black professionals in higher education that serve as members of various professional organizations, such as: The Association of College and University Housing Officers-International’s (ACUHO-I) Professionals of Color Network, The National Association of Student Personnel Administrators’ (NASPA) African American Knowledge Community, and The American College Personnel Association’s (ACPA) Pan African Network.

Methodology

The purpose of this impact evaluation is summative, and the goal is to identify what resources, communities, networks, and support systems should be continued, discontinued, replicated, or scaled up (UNICEF Innocenti, 2022a), in terms of personal and professional communities offered to Black professionals (i.e., communities that are external and internal to their institutions). This will help the researcher better understand the work place experiences of Black professionals in higher education at PWIs. The key evaluation questions are causal and non-
experimental, and a quantitative (i.e., Likert scale survey questions) and qualitative (i.e., semi-structured interview) approach will be used to find the answers to these questions. Researchers argue a combined quantitative and qualitative approach is the stronger method, when creating and implementing an impact evaluation plan (Giancola, 2020). This methodological approach was chosen in order to scale responses and identify themes in Black professionals’ experiences. The factors that influence some Black professionals would be best understood through in-depth questioning and analysis of their individual experiences; whereas, factors that influence other Black professionals would best be captured and understood through scaled responses on a questionnaire or survey. Combined, both methods allow more confidence in the results and the conclusions that will be drawn from the evaluation results (O’Cathain, Murphy, & Nicholl, 2010). This combination of quantitative and qualitative methodologies will allow Black professionals to share (a) their experiences, (b) the reasons why they do or do not engage with networks and organizations inside or outside of their campus community, and (c) the intended and unintended outcomes of their experiences. The researcher’s tasks often consist of describing and understanding people's and groups' particular situations, experiences, and meanings before developing and testing more general theories and explanations (Frankel & Devers, 2000, p. 253). Through this impact evaluation approach, the designed plan will (a) create measures for outcomes of interest, (b) generate insights on how and why the investigative interventions produce certain intended and unintended effects, and (c) allow for a more in-depth evaluation approach (Brenner et al., 2014).

UNICEF Innocenti (2022a) recommended a theory of change as the foundation of the evaluation, and this impact evaluation plan will utilize program theory as the core theory of change. Program theory explains why the program should work. It provides a set of underlying assumptions
that explain the linkages between program strategies and program goals (Giancola, 2020 p. 116). The theory of change (i.e., program theory) will help identify the resources, networks, and support systems Black professionals seek in order to create and/or join professional and personal communities. Then, the theory of change will help evaluate the impact and effectiveness of these communities for Black professionals. Table 3 describes each category, strategy, and program goal for this impact evaluation plan. Table 3 can also be found in Appendix D.

**Table 3.**

**Goal Statements**

<table>
<thead>
<tr>
<th>Category</th>
<th>The goal is:</th>
<th>The strategy:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work Place Environment</strong></td>
<td>Understand more about the experiences of Black professionals in higher education working at Predominantly White Institutions (PWIs)</td>
<td>• Speak to Black professionals in higher education and learn about their experiences working at Predominantly White Institutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask Black professionals about their positive and negative experiences working at Predominantly White Institutions</td>
</tr>
<tr>
<td><strong>Representation &amp; Inclusivity</strong></td>
<td>Understand how to create a more representative and inclusive work place environment for Black professionals in higher education working at PWIs</td>
<td>• Identify what an inclusive work environment looks like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify recruitment practices of Black professionals at PWIs</td>
</tr>
<tr>
<td><strong>Resources &amp; Support</strong></td>
<td>Understand how to provide better resources, networks, and supports that assist Black professionals while working at PWIs</td>
<td>• Identify resources that offer support to Black professionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create a resource list of networks for Black professionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify various supports needed to assist with Black professionals’ professional socialization</td>
</tr>
</tbody>
</table>

Beyond the theory of change represented in Table 3, Figure 1 (see Appendix E) represents the logic model for this evaluation plan, which will serve as a road map. The logic model consists of: long-term goals, strategies, objectives, and contextual conditions (Giancola, 2020) for
identifying the work place experiences of Black professionals at PWIs. This is a living model which will be updated and adapted as the researcher learns more about the problem of practice underlying the impact evaluation plan.

Figure 1.

Stakeholders will have the opportunity to provide recommendations and feedback about the logic model, survey, and interview protocol. This strategy will be used in order to foster interest in the topic as well as buy-in and ownership of the plan. Stakeholders will have approximately two weeks to review the plan, and will provide their feedback via a password protected shared drive, such as OneDrive or SharePoint. The overall quality of the evaluation will be maintained by engaging with stakeholders and following established ethical standards (Giancola, 2020).

Timeline

This impact evaluation plan will focus on Black professionals who have worked at a PWI in the last 5-7 years. Professionals will have had to work at their current place of employment / PWI for a minimum of two years. This time frame was selected because there has been a cultural shift in higher education in the last three years due to the COVID-19 global pandemic. Therefore,
the experiences of Black professionals working in higher education at PWIs before and during COVID-19 have been impacted. The intent is to gather data over a six-month period to reach a larger audience.

The matrix in Table 4 (see Appendix F) indicates nothing has been overlooked in how the key evaluation questions will be answered. This will serve as a guide to verify that each question will be answered utilizing either the online survey or formal interviews. Creating a matrix shows which data collection and analysis methods will be used to answer key evaluation questions.

**Table 4.**

**Key Evaluation Questions**

<table>
<thead>
<tr>
<th>Key Evaluation Questions</th>
<th>Participant Online Survey</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the experiences of Black professionals at PWIs?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>What can be done to create more representative and inclusive workplace environments for Black Professionals?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>How can better resources, networks, and supports that truly help with professional socialization while working at a PWI be provided?</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Data Collection**

Data will be collected over the span of six months using an online survey and focused interview protocol. The researcher intends to gather as many survey responses as possible and to complete as many interviews as possible. An online software program such as SurveyMonkey or Qualtrics will be utilized in order to maintain confidentiality and anonymity for participants. In addition, these platforms are familiar to most higher education professionals and are typically more
cost effective. The online survey method is used to gain in-depth information about people’s underlying reasons and motivations for certain behaviors and/or practices (Survey Monkey, 2021). In addition to an online survey, participants will be asked if they would be interested in completing an interview. Participants will have the option to complete the online survey, the interview, or both. The interviews will be conducted in compliance with the CDC guidelines at the time of data collection. The data collection process could be conducted during the COVID-19 pandemic or another health emergency, which could require interviews to be conducted via phone or virtually. Financial consideration will be made for a transcription service after the interviews are complete. The number of participants who agree to participate in the interview process will determine how much money will need to be allocated to complete the transcription process.

Participants who agree to an interview will be provided a consent form that will need to be reviewed, signed, and sent back to the researcher prior to the start of the interview. All consent forms and research documents will be saved to a password protected hard drive and backed up on a server. All data collection will be made anonymous. Participants will have to self-identify in order to complete an interview; however, they will be assigned an alias at the time of the interview in order to protect their identity. A semi-structured interview protocol has been developed to facilitate this process (see Appendix H). It is important to note that “with these interviews, questions often emerge in the course of fieldwork and may add to or replace preestablished ones” (Glesne, 2016, p. 96). Should new questions emerge, it is recommended that a database of potential questions be developed and used (if needed). Participants will be asked open-ended questions about their experiences as Black professionals in higher education working at PWIs. The interviews will be recorded and transcribed by utilizing a certified transcription service.
Prior to the implementation of the evaluation plan, the data collection instruments should be submitted to an Institutional Review Board (IRB) for approval. All guidelines put forth by the IRB should be met, thus ensuring all ethical standards are met. After IRB approval, the researcher should draft a recruitment email and create a flyer showcasing information about the intended impact evaluation plan and participant qualifications. The flyer will be distributed via various social media platforms such as Facebook, Twitter, GroupMe, Slack, and Instagram in order to recruit participants who meet the criteria of being a Black, Higher Educational professional at a PWI. The researcher should also distribute the flyer and email to listservs of professional organizations in which they have membership. Professional networks and other affiliate organizations, like the National Association of Student Personnel Administrators’ (NASPA) African American Knowledge and National Pan Hellenic organizations, will be beneficial avenues to recruit participants. Sending recruitment emails to personal and professional communities and colleagues will also serve as a recruitment tool along with recruiting by word of mouth. Snowball sampling and non-probability sampling techniques (Phillips, 2014; UNICEF Innocenti, 2022b) will be used so participants and interviewees can recommend others for the impact evaluation.

Through the data collection process, the researcher will have the opportunity to reach a significant number of Black professionals with the online survey. The survey alone will have the potential to garner more accounts of the Black professional work experience at PWIs depending on the networks, organizations, and associations that are contacted. Throughout this DiP, various professional organizations and networks have been mentioned; however, there has been little discussion of the organizational and/or network membership sizes, and how many of those members identify as Black professionals. In Table 5 (see Appendix I), there is a breakdown of
relevant associations and organizations (i.e., concerning the PoP) along with their mission and membership size.

**Table 5.**

Membership Numbers

<table>
<thead>
<tr>
<th>Association/Organization</th>
<th>Mission</th>
<th>Membership Numbers</th>
<th>Sub Group</th>
<th>Members of subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUHO-I</td>
<td>ACUHO-I enhances your work to continuously optimize on-campus student living environments.</td>
<td>17,000</td>
<td>Professionals of Color Network</td>
<td>1,000</td>
</tr>
<tr>
<td>NASPA</td>
<td>As the leading voice of student affairs, NASPA drives innovation and evidence-based, student-centered practice throughout higher education, nationally and globally.</td>
<td>15,000</td>
<td>African American Knowledge Community</td>
<td>2,000</td>
</tr>
<tr>
<td>ACPA</td>
<td>ACPA transforms higher education by creating and sharing influential scholarship, shaping critically reflective practice, and advocating for equitable and inclusive learning environments.</td>
<td>6,500</td>
<td>PAN-African Network</td>
<td>300</td>
</tr>
<tr>
<td>ASHE</td>
<td>ASHE promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications.</td>
<td>2,200</td>
<td>Coalition of Ethnic participation</td>
<td>---</td>
</tr>
<tr>
<td>BLKSAP</td>
<td>#blksap is simply a group of people who share a common goal: to uplift and support Black Student Affairs professionals.</td>
<td>13,200</td>
<td>---</td>
<td>13,2000</td>
</tr>
</tbody>
</table>
This table indicates how the online survey has the potential to reach a large population of Black professionals if distributed through these associations and organizations. This would mean the data collected would be cross institutional and cross regional, and professionals from a variety of functional areas would have the opportunity to share about their workplace experiences of being a Black professional. This further strengthens the quantitative method, and identifies numbers that could be significant for theory building regarding the workplace experiences of Black professionals. Ultimately, the data gathered from the online survey could influence how the field of higher education views the workplace experiences of Black professionals in American higher education.

Although these organizational and association numbers are encouraging regarding the potential sample size and response rate, the researcher who implements this evaluation plan must be cognizant of any data collection challenges. A few potential challenges have been identified:

1. It will not be possible to collect data from the entire population of Black, higher educational professionals at PWIs. Although every effort will be made to recruit a representative sample of participants, especially through the use of snowball sampling, it is important to understand sampling will not provide a full representation of the entire population being evaluated;

2. There are a significant number of people who identify as Black, higher educational professionals; however, not all of them work at PWIs, and those that do may not fall into the category of staff or administrators;

3. It will be imperative for the researcher to ensure that all participants and interviewees have worked in higher education within the last 5-7 years and have served in their current
role (i.e., as a staff or administrator within higher education at a PWI) for a minimum of 2 years; and

4. The participant must be willing to share their professional and personal experiences and whether they have utilized resources, networks, and support systems (i.e., internal or external to their institutions).

Analysis

After the data is collected from the online survey and interviews, analysis will then take place. The online survey results should be analyzed via a data management software service. This will help record the demographics of the participants (i.e., gender, age, years of experience, etc.). Descriptions of recorded responses to each question will be provided (Fogli, & Herkenhoff, 2018). In reviewing the responses, the researcher should note any identified resources, networks, and support services along with descriptions of the overall work experiences of Black, higher education professionals at PWIs. Data visualizations should be created in order to present the results of the online survey. The data collected from the survey and interviews should also be coded into themes.

Afterwards, the researcher should transcribe and verify each interview. Verification of transcriptions will involve reviewing the transcripts, comparing them to the original audio recording, and allowing participants one or two weeks to review and approve the transcription via member checks. Coding involves aggregating the text or visual into small categories of information; clusters of meanings can then be developed and placed into themes (Creswell, 2013). Codes are labels that assign meaning to the data (Giancola, 2020). In order to synthesize the coded data, the researcher should use a matrix to chart the data at a glance and aid in identifying patterns within the data. After data is synthesized, the next step is discerning the findings (Giancola, 2020, p. 226).
Data Interpretation

Once finalized, the researcher should identify the best way to present the findings of the impact evaluation to the stakeholders who contributed to the review process and/or who have a vested interest in addressing the PoP. The researcher will provide the outcomes of the evaluation plan and recommendations based on the guiding questions. The findings will also include any limitations regarding the impact evaluation plan as well as future evaluative needs and opportunities.

Ethics

The researcher should ensure the quality of data is managed throughout all stages of the evaluation process. This means attending to matters of: validity, reliability, completeness, precision, integrity, and timeliness (UNICEF Innocenti, 2022b). When completing an impact evaluation plan, UNICEF Innocenti (2022b) recommends researchers follow the United Nations’ Ethical Guidelines for evaluation, so as to prevent any ethical concerns. The guidelines provide a set of obligations that should be maintained throughout the evaluation process: (a) respect for dignity and diversity, (b) rights, (c) confidentiality, and (d) avoidance of harm (UNICEF Innocenti, 2022b).

Bias is an ethical concern that could arise during an evaluation, as the researcher may hold similar identities to the participants. The deliberate engagement of diverse stakeholders (e.g., Black, higher educational professionals at PWIs) helps limit any leading or biased questions on the survey or interview protocol. If the researcher and stakeholders follow the suggested ethical guidelines, the intent is for these concerns to not impact the evaluation.

Limitations
The researcher has identified a couple of limitations to this evaluation plan. The timing of data collection could alter the findings. If this evaluation plan were to be completed in the next two to three years, it is possible the global community which comprises academe will still be in the middle of a pandemic. The COVID-19 pandemic has currently changed how higher education professionals interact and engage at work. There have been significant shifts in roles and responsibilities within the last three years as it relates to higher education and the COVID-19 pandemic. If the pandemic is not over at the start of data collection OR if another pandemic occurs (e.g., monkey pox), responses could be skewed.

I am a co-founder and active member of the Black Student Affairs Professionals (BLKSAP) Facebook group. The group seeks to uplift and support Black professionals in Student Affairs and was created in 2012. There are currently over 13,000 members. If I were to implement the enclosed evaluation plan, my role as co-founder for BLKSAP could influence the number of Black, higher educational professionals who elect to participate in the evaluation (i.e., for better or worse). I use myself as an example because the person who implements the evaluation plan should be mindful of any connections and/or biases they have that may influence any aspect of the impact evaluation.

Another limitation (previously mentioned) is the sampling method. The identified sampling method could be too broad for a qualitative study; however, the number of participants that could be reached through the identified professional organizations and associations (see Table 5 and Appendix I) makes it agreeable for a quantitative study. Regardless of how many participants will be reached, the evaluation plan will not be confined to a specific area of higher education, region of the country, or state. Therefore, it has the potential to be a limitation, but (depending on
the analytic lens) it also has potential to serve as a useful addition when implementing the impact evaluation.

Conclusion

In closing, Manuscript 2 provides a detailed description of what the proposed impact evaluation plan would entail and how it would be implemented. It includes descriptions of the methodology, data source(s), data collection, and data analysis. Each section consists of a detailed overview, including explanations of limitations regarding the evaluation plan. Manuscript 2 also includes a discussion of potential ethical issues that should be considered in the adoption and implementation of the enclosed evaluation plan.

Ultimately, the impact evaluation plan is designed to help determine the impact of Professional and Personal communities on the professional socialization of Black administrators and staff at PWIs. Additionally, there is hope that by implementing the impact evaluation plan, scholar practitioners such as myself and institutional leaders will be able to understand more about: (a) the experiences of Black professionals at PWIs; (b) how to create more representative and inclusive work place environments for them; and (c) how to provide better resources, networks, and support services that truly help with their professional socialization.

Manuscript 3 focuses on my desires and commitment (i.e., as a scholar practitioner) to grow as an ethical and socially responsible higher education leader who could advocate for improvements in representation, diversity, and inclusion among the professional, higher education ranks. It discusses theories and strategies that help shape and define my core leadership philosophy. Finally, it includes a summary of lessons learned and insights (i.e., as a leader) from developing the impact evaluation plan, as presented in Manuscript 2.
List of References
References


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Manuscript 3: Leadership Philosophy
Leadership Philosophy

This manuscript focuses on the leadership philosophy of the researcher of this Dissertation in Practice (DiP). The leadership philosophy is provided to help readers and other scholar practitioners (i.e., who are interested in the stated Problem of Practice) understand more about the experiences of Black professional staff and administrators at Predominantly White Institutions (PWIs) as well as the personal and professional resources, support services, and networks that assist with their ability to grow and thrive in their workplace environments. The leadership philosophy draws on leadership theories, conceptual frameworks, and supporting literature that the researcher gleaned from their doctoral program of study. The researcher has embedded within the leadership philosophy a reflection of (a) the Dissertation in Practice process, (b) what it means to be a scholar practitioner, (c) what the researcher has learned about their leadership skills and competencies, and (d) how they will apply what they have learned in the future as a leader in higher education.

Statement of the Problem of Practice

According to Allen et al. (2000), the shortage of African Americans in positions of higher education administration is the direct result of racial prejudice, social isolation, and traditions within institutions, thus resulting in too few advancement opportunities for people of color. This DiP seeks to understand the experiences of Black professional staff and administrators at PWIs as well as the personal and professional resources, support services, networks, etc. that assist with their ability to grow and thrive in higher education workplace environments that are predominantly White. The DiP is comprised of three manuscripts which include an expanded
literature review and impact evaluation focused on the DiP as well as the enclosed leadership philosophy that speaks to the researcher’s skills, philosophies, and competencies in addressing the stated Problem of Practice (PoP) as well as other related PoPs (i.e., as a leader and scholar practitioner) in higher education.

Guiding Questions

The two guiding questions that are the focus of this DiP are:

1. What are the workplace experiences of Black higher education professionals at predominantly White institutions (PWIs)?

2. What professional resources, networks, and support systems do Black professionals at PWIs rely upon to carry out their professional duties?

Conceptual Framework

For this DiP, the framework is an adapted version of Weidman, Twale, and Steins’s (2001) Graduate Student Socialization Framework. The adapted version focuses on professional socialization. The concepts in focus for this DiP are professional communities (e.g., practitioners, associations, etc.) and personal communities (e.g., friends, employers, family, etc.).

Leadership Philosophy

John C. Maxwell (2013) defined leadership as a process, not a position. Zaccaro (2007) stated leadership is a unique property of extraordinary individuals whose decisions can sometimes radically change the streams of history. Philosophy encompasses a variety of methods and subjects, including the structure of reality and the structure of human actions (Taylor, 2010). Developing a personal leadership philosophy provides consistency and is one of the most important things a person can do to become an effective leader (Benson, 2015). A leadership philosophy is essentially a belief system that guides one’s decision-making. A leadership philosophy consists of core
principles, perspectives, and values that are ever-changing and growing as a leader develops throughout their career (Carter, 2021). In order for a person to understand and create a leadership philosophy, they must identify what type of leader they are, and they must recognize the various approaches to leadership and its characteristics.

**Approach to Leadership**

Northouse (2018) discussed four different approaches to leadership and gave a detailed definition of each approach’s strengths, criticisms, and application. The four approaches include: (1) Trait Approach, (2) Skills Approach, (3) Behavioral Approach, and (4) Situational Approach. The “Skills Approach” is the approach I feel best aligns with my leadership philosophy when considering leadership within the context of my profession. In keeping with the “Skills Approach” identified by Northouse (2018), Katz (1955) suggested effective administration / leadership depends on three basic skills: technical, human, and conceptual. Further, Katz (1955) identified “skills” as what leaders can accomplish and “traits” as who leaders are. After completing Katz’s Skills Inventory (1955), I ranked in the high range for all three of the aforementioned skills (i.e., technical, human, and conceptual), which means all scores ranged between 23-30.

As mentioned, I am drawn to the “Skills Approach” (Northouse, 2018) because of the alignment with the required leadership skills for my chosen profession in higher education (i.e., residential life leadership and administration). Drawing upon lessons gleaned from my results of the Katz Skills Inventory, I also looked to the “Capability Model,” as it enhanced the skills approach identified by Katz and formulated a skill-based model of leadership (Mumford et al., 2000). This model examined the relationship between a leader’s knowledge, skills, and performance. The Capability Model consists of five components: (1) competencies, (2) individual attributes, (3) leadership outcomes, (4) career experiences, and (5) environmental influences.
These components are meaningful to me because they provide more detailed guidance, indeed a skill-based model, for perfecting my leadership abilities.

John C. Maxwell (2013) revealed that leaders can be successful by ascending the five critical stages or levels of leadership. Those stages include:

*Level 1: Position* (Maxwell (2013) described this as the “lowest level of leadership” that “requires no ability or effort to achieve.”)

*Level 2: Permission* (Maxwell (2013) described this level as relational because “people choose to follow because they want to…give the leader permission to lead them.”)

*Level 3: Production* (Maxwell 2013) described this level as one in which “people follow leaders because of their track record” of “results,” not just because they want to or because of their relationship with the leader.)

*Level 4: People Development* (Maxwell 2013) described this level as one of “reproduction,” whereby the goal is to identify and develop as many leaders as possible “by investing in them and helping them grow,” thus recognizing that “when there are more leaders, more of the organization’s mission can be accomplished.”)

*Level 5: Pinnacle* (Maxwell 2013) describes this level as the “most challenging to attain” and as the “highest level,” as such leaders “create a legacy in what they do [and] people follow them because of who they are and what they are and what they represent” by way of “a positive reputation.”)

These levels are fluid and can change with various situations and interactions within a team. Knowing what level of leadership a leader has ascended to can benefit that same leader as they navigate leadership challenges regarding team transitions, communication issues, and morale. A leader may feel they are at Level 3 regarding a team member; however, that team member may
feel the leader has not ascended beyond Level 1. Knowing where you stand with your team members is vital to lead them effectively and efficiently. This is a foundational component of my leadership philosophy. In addition to Maxwell (2013), Northouse (2018), Mumford et al. (2000), and Katz (1955) have each helped shape and define my core leadership philosophy. In addition, they have helped me understand more about my leadership skills and competencies.

Core Leadership Philosophy

As I build on important leadership lessons gleaned from the aforementioned scholars, I (i.e., as a higher education scholar practitioner) have identified five core principles that influence how I lead: (1) Effective Communication, (2) Team Advocacy, (3) Change Agent Identification, (4) Development of Others, and (5) Positive Thinking. In addition, there are three core values that I utilize as a leader: (1) Communication, (2) Intentionality, and (3) Teamwork. Like my core principles, these values influence my leadership style and philosophy. Having provided a detailed description of the components of my leadership philosophy, below is an abbreviated statement of leadership that will continue to evolve, as my leadership skills grow.

Open and effective communication are incredibly important to me as a leader. I strive to be intentional with my team and colleagues, ensuring that all feel valued as a team member. I always advocate for others and serve as a change agent within and outside my institution. I continuously and intentionally assist in the personal and professional development of others and engage in positive thinking while leading. Overall, my leadership elicits consistency, availability, and respect within my team.

Commitment and Desires
I identify as a Black administrator in higher education who is a member of several identity-based professional and community organizations. It is because of those identities and involvements that I want to further research the experiences of Black professional staff and administrators at PWIs. In my opinion, there should be more research, evaluations, and assessments available to help support and improve the recruitment, retention, and overall work experience of Black professionals at PWIs. This research would help scholar practitioners and institutional leaders understand more about the personal and professional resources, support services, and networks which help Black professionals grow and thrive in higher education workplace environments that are predominantly White. It could also lend important insight into supportive resources, services, and networks (i.e., internal and external to higher education) that help other professionals of color in predominantly White, higher education workplace environments grow and thrive, personally and professionally. My motivation for pursuing this PoP was to help scholar practitioners and institutional leaders understand and take focused action to bring about change—whereby Black, higher education professionals and other professionals of color at PWIs are afforded supportive workplace environments that are inclusive, celebratory of their professional skills and talents, culturally affirming, and enjoyable. This ultimately is what I desire for myself as a Black, higher education professional who works at a PWI.

It is worth noting that pursuing a doctoral degree was never a dream of mine. I am a first-generation college student raised in Roxboro, North Carolina. My educational experience has been unplanned and unpredicted from the beginning. Upon entering the University of North Carolina at Charlotte as a first-year student, I quickly became involved in several organizations. At the time, I did not realize the organizations I joined focused solely on salient and non-salient identities I held. I was often one of the few Black students in my classes (e.g., Freshman Seminar, Public
Speaking, and Ethical Issues), but when I joined organizations which I sought out on my own accord (e.g., Black Student Association and Coalition of 100 Black Women), I was surrounded by people who looked like me. I came to understand the importance and need of spaces for Black students—spaces where we could come together, live out our shared experiences, and fellowship. Whether that space was a formal meeting, a table in the cafeteria, or gathering in the residence halls, a place where we as Black students could be in community was important. Having Black faculty and staff was critical for many of us, along with the need for Black mentorship within higher education. Though there were not many faculty members on our campus who identified as Black, I was able to build strong relationships with many staff and administrators. When I entered graduate school at Ball State University, another PWI, I instantly found myself searching for other Black students with whom I could build community.

As a graduate student, I was able to attend my first regional housing conference. There, I connected with various Higher Education graduate students and professionals who identified as Black. We discussed creating a recognizable space or symbol that Black people in Student Affairs could identify with and utilize as a support system. I assisted with the creation of a unique identifier, Black Student Affairs Professionals, and symbol, #BLKSAP, which were both used to show support for Black people who worked within or were connected to Student Affairs.

During my second year of graduate school, I was encouraged to create a Facebook page for #BLKSAP. Therein, Black Student Affairs Professionals Facebook group was formed in 2012, and the group has increased to over 13,000 members to date (BLKSAP, 2011). The involvement in this group further piqued my interest in the experiences of Black professional staff and administrators at PWIs. I wanted more context about their journey in finding personal and
professional resources, support services, and networks that assist with their professional socialization.

Currently, I serve as a Director for Residence Life at the University of Oklahoma (i.e., a PWI). In this role, I directly supervise five professional staff members, along with the indirect supervision of 26 other professional and paraprofessional staff, 96 resident advisors, and over 5,000 residents. Through this work, I often reflect on how I lead and connect with my staff and other colleagues in the field and my institution. I stay engaged with my colleagues and organizations via conferences, online networks, committee work, and institutes. These professional opportunities have allowed me to increase my professional and personal network and make contributions to higher education through, research, presentations, and mentorship opportunities. My doctoral journey has reminded me how important it is to continue this work.

At this time, my career goals include becoming a Dean of Students at a large, Division 1 research institution and continuing to advocate for Black professionals through research that focuses on Black professionals in higher education as a collective. I am still an active moderator of the BLKSAP Facebook group, and that allows me to do this work regularly in an informal setting. In doing so, I am assisting with the creation of space for Black professionals to come together and connect with one another, whether virtually or in person. A great deal of Higher Education research focuses specifically on the Black woman, the Black man, the Black faculty member, or the Black student, but the research that focuses on Black professionals holistically is lacking (Tevis, Hernandez, & Bryant, 2020; Turner & Grauerholz, 2017; West, 2017). As a scholar-practitioner, I intend to grow as an ethical and socially responsible higher education leader who can advocate for improvements in representation, diversity, and inclusion among all professions in higher education. I will assist in the expansion of skills and knowledge surrounding
recruitment and retention efforts of Black professionals and other professionals of color in higher education. Through my work with colleagues and departments in academic and student affairs, I will serve to improve the workplace experiences of all professionals, most especially those who have been historically underrepresented in PWI settings. Upon reaching my career goal, I aspire to use the information from this DiP to create an environment on campus where all professionals feel comfortable, seen, and heard. I want to be recognized as someone who can consult with companies, departments, and institutions on how to create inclusive workplaces. I also want to be recognized as someone who can share ideas, experiences, and best practices to improve the field of Student Affairs for those who come after me. I intend to advocate for others and be a role model to my colleagues and the students I serve. I hope to always contribute to research that will help enhance the experiences of Black professionals in higher education. I have the passion and the network to make an impact and be a change agent.

Lessons Learned

Throughout this process, I have learned a great deal about myself as a student, scholar-practitioner, and individual. While developing the impact evaluation plan for this DiP, there were many factors that had to be considered: the target audience, the length of the survey, the key evaluation questions, the timeline, and how the information would be processed and analyzed. The first hurdle was understanding what an evaluation plan was in the context of this PoP and how to create an evaluation plan. I was at a loss. I spent weeks brainstorming with colleagues and researching the appropriate and best techniques. As I was navigating this process, I knew I had to be intentional about what specific information I wanted to learn from this potential evaluation and the best way to retrieve that data while being ethical and concise. I am a storyteller; so, utilizing a qualitative method (i.e., semi-structured interview) was an easy choice. I also recognized that
adding a quantitative method (i.e., Likert scale survey questions) would strengthen my study due to the number of participants who could potentially be reached through the survey. Those scaled responses would then complement information gleaned from the interview protocol. I knew implementing a survey and having the option to complete an interview was how I wanted to gather and affirm the stories of Black professionals. I wanted people to have options.

After extensive research, the decision to develop the evaluation plan as an impact evaluation plan was not difficult and was ultimately the best option, given the nature of the guiding questions and PoP. However, finding the appropriate guide and source materials to adequately create an impact evaluation plan was challenging. I could not find an example of an impact evaluation plan within an existing DiP. I leaned on my professional and scholarly network by contacting colleagues and asking them what they knew about impact evaluation plans.

Many of my colleagues were unfamiliar with an impact evaluation plan; therefore, they could not help me. There were a few colleagues who used their network to see if additional information could be found. My chair and advisor also provided examples, and I was reassured when I learned that all of the resources and examples shared were, in fact, the same examples I had found. At that point, I felt reassured, and I knew I was on the right path. That sense of assuredness is something I have learned not to take for granted, as it is not always a constant. This process and doctoral journey have made me evaluate (and greatly value) the network and support system I have created over the years. It has inspired me because, in a way, this scholarly growth and developmental experience was also tied to the larger PoP. In short, I—as a Black professional and graduate student at a PWI—used my very own networks, resources, and support services (i.e., internal and external to academe) to help propel me in my doctoral pursuits.
Throughout this process, discipline has become a necessity while completing this DiP. Dedicating focused time to researching, reading, and writing was not easy. Starting in a hybrid doctoral program, navigating a global pandemic, transitioning to fully online classes, being short staffed in my professional role, starting a new professional job, attending professional conferences, and transitioning back to a hybrid doctoral program was challenging. Many nights were spent after work in the office reading articles, sacrificing time with friends and family because there was work that needed to be done. Saturday and Sunday mornings were dedicated to the DiP. I wanted to quit; I was frustrated. I suffered from imposter syndrome. I felt I was stretching myself too thin; I complained so much about the process that I believed I was becoming toxic to those around me. I could not see how my process and experience impacted those around me.

As a scholar-practitioner, I did not feel as if I measured up to my peers in the program. As a leader, I believed my team viewed me as overly consumed with this DiP process and not dedicating enough to them. Fortunately, my perception of what I was doing and how they viewed me was not aligned. My peer group encouraged and reminded me that each of our journeys were different. My team said I empowered them, and they were proud. They saw the hours I put into this process, heard me talk constantly about this process, and knew I would complete this project. My students cheered for me when I would empathize with them about schoolwork. My friends and family reminded me that I chose this journey and assured me that I was going to reach my goal.

This process has reminded me of my strength, faith, and ability to persevere. Discipline and perseverance have guided me to my current position. The core principles I lead by are influenced by discipline and perseverance: (1) Effective Communication, (2) Team Advocacy, (3) Change Agent Identification, (4) Development of Others, and (5) Positive Thinking. These principles will continue to enhance my knowledge and skills as a leader and scholar-practitioner.
I am going to be intentional about staying abreast of what is happening in the field of practice and using what I find to enhance my skills as a leader and practitioner. I will continue presenting on topics surrounding and supporting Black professionals, and I will continue to develop and support other practitioners by serving as a mentor. Encouraging others in their professional and personal development and being a resource to them are all things which I value, as demonstrated by my continued involvement in BLKSAP. Working in higher education is something I enjoy. I will actively give back to this field so it will continue to grow and become a space where all professionals feel they are seen and have a voice. This DiP is one of the first steps in that journey, but it will not be the last.
List of References
References


*BLKSAP (Black Student Affairs Professionals)*. Facebook. (2011). https://www.facebook.com/groups/blksap


List of Appendices
### Table 1. Professional Socialization Framework

<table>
<thead>
<tr>
<th>Element or Concept</th>
<th>Examples of how the element or concept could be operationalized, measured, or observed</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Communities</td>
<td>Practitioners, Associations</td>
<td>Looks at the type of professional someone aspires to be, professional associations are a standard set of organizations for professional practices</td>
</tr>
<tr>
<td>Institutional Culture</td>
<td>Climate, Connection</td>
<td>Looks at how the institution cares for its employees, what resources are offered at the institution</td>
</tr>
<tr>
<td>Socialization Process</td>
<td>Interaction, Integration</td>
<td>Looks closely at the core elements of successful socialization</td>
</tr>
<tr>
<td>Personal Communities</td>
<td>Friends, Employers, Family</td>
<td>Looks closely at the communities in which professionals choose to participate in during the course of their time at an institution</td>
</tr>
<tr>
<td>Novice Professional Practitioners</td>
<td>Commitment, Identity</td>
<td>Looks at a well-developed commitment to and identification with the chosen professional career</td>
</tr>
</tbody>
</table>

Note. Adapted from Weidman, Twale, and Steins’ Graduate Socialization Framework, 1990, p.37 (2001). Socialization of Graduate and Professional Students in Higher Education
### Appendix B

**Table 2**

**Professional Socialization Framework**

<table>
<thead>
<tr>
<th>Element or Concept</th>
<th>Examples of how the element or concept could be operationalized, measured, or observed</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Communities</td>
<td>Practitioners Associations</td>
<td>Looks at the type of professional someone aspires to be, professional associations are a standard set of organizations for professional practices</td>
</tr>
<tr>
<td>Personal Communities</td>
<td>Friends Employers Family</td>
<td>Looks closely at the communities in which professionals choose to participate in during the course of their time at an institution</td>
</tr>
</tbody>
</table>

Note. Adapted from Weidman, Twale, and Steins’ Graduate Socialization Framework, 1990, p.37 (2001). Socialization of Graduate and Professional Students in Higher Education
Appendix C

Impact Evaluation Plan

Introduction

This plan is about demonstrating the impact of a key intervention or set of interventions. In this case, the evaluation aim is to determine the effectiveness or impact of Professional and Personal communities on the professional socialization (and by extension, the work place experiences) of Black administrators and staff at PWIs (i.e., from the unique perspective of Black professionals at PWIs).

This plan is evaluating
1. The impact of work place experiences of Black professionals in higher education at Predominantly White Institutions
2. What professional resources, networks and support systems do Black professionals at PWI rely upon to carry out their professional duties

Defining Terms

Higher Education- refers to postsecondary educational opportunities that are offered at two- and four-year degree granting institutions of higher learning, such as colleges, universities, community colleges, and vocational / technical schools.

Historically Black Colleges and Universities or HBCUs- refers to degree granting colleges and universities that were established before 1964 to provide an education for Black Americans.

Minority Serving Institutions or MSIs- refers to degree granting colleges and universities that serve a majority of minority populations.

Predominantly White Institutions or PWIs- refers to degree granting colleges and universities, particularly four-year colleges and universities, with a majority White student population (i.e., 50% or more).

Professionals-refers to staff and administrators working within the field of Higher Education.

Goals/Objectives

This impact evaluation plan will help determine the impact of Professional and Personal communities on the professional socialization of Black administrators and staff at PWIs, but an additional hope is that by implementing the impact evaluation plan, scholar practitioners such as myself will be able to understand more about (a) the experiences of Black professionals at PWIs, (b) how to create more representative and inclusive work place environments for them, and finally (c) how to provide better resources, networks, and support that truly help with their professional socialization, while working at PWIs.
There are three key evaluation questions:
1. What are the experiences of Black professionals at PWIs?
2. What can be done to create a more representative and inclusive workplace environment for Black professionals?
3. How can better resources, networks, and support that truly help with Black professionals, professional socialization while working at PWIs, be provided?

Limitations of the Evaluation Plan

There are several limitations to this study. The timing of data collection could alter the findings. If this evaluation plan were to be completed in the next two-three years, it is possible we would still be in the middle of a global pandemic. Also, the evolution of the field of practice is a key consideration. The COVID-19 pandemic has currently changed how higher education professionals interact and engage at work. There have been significant shifts in roles and responsibilities within the last three years as it relates to higher education and pandemic. If the pandemic is not over at the start of data collection, responses could be skewed. Another limitation is the sampling method is broad, and though many participants will be reached, the research is not confined to a specific area of higher education, a specific region of the country, or specific state.

Methodology

The purpose of this impact evaluation is summative and the goal is to identify what should be continued, discontinued, replicated, or scaled up (UNICEF Innocenti, 2022a) in order to better understand the workplace experiences of Black professionals in higher education at PWIs. The key evaluation questions are causal and non-experimental, and a quantitative and qualitative approach will be used to find the answers to these questions.

Framework

An adapted version of Weidman et al.’s Graduate Student Socialization Framework is utilized (Weidman et al., 2001). The adapted version of this framework focuses on professional socialization. Weidman et al. (2001) defined professional socialization as the process by which individuals gain knowledge, skills, and abilities needed to be effective members of their respective community(ies). For professionals in higher education, the same process applies to becoming an effective and contributing member of the field of practice. This DiP focuses specifically on the core elements or concepts of professional communities (e.g., practitioners, associations, etc.) and personal communities (e.g., friends, employers, family, etc.).

Data Collection

These selected methods will be checked to ensure they are doable in terms of time, capacity, and financial resources. An online survey and interview protocol will be created for the purpose of data collection. The timing of data collection could also alter the findings. Identifying the appropriate time and sampling technique is imperative. It is important to understand sampling is never going to be a true representation of the entire population being evaluated. The survey and interview
protocol will be reviewed by Black administrators and staff at PWIs to gain their feedback and insights and to make revisions to the plan.

**Data Analysis**

After the data is gathered from the online survey, the results will be analyzed via a data management software service. The data collected from the survey and interviews will also be coded into themes. Each interview will be transcribed and verified by participants.

**Data Interpretation**

Once the findings are gathered, the researcher will identify the best way to present the research to the stakeholders, including all positive and negative outcomes, as well as any intended or unintended outcomes.
## Appendix D

### Table 3.

**Goal Statements**

<table>
<thead>
<tr>
<th>Category</th>
<th>The goal is:</th>
<th>The strategy:</th>
</tr>
</thead>
</table>
| **Work Place Environment** | Understand more about the experiences of Black professionals in higher education working at Predominantly White Institutions (PWIs) | • Speak to Black professionals in higher education and learn about their experiences working at Predominantly White Institutions  
• Ask Black professionals about their positive and negative experiences working at Predominantly White Institutions |
| **Representation & Inclusivity** | Understand how to create a more representative and inclusive work place environment for Black professionals in higher education working at PWIs | • Identify what an inclusive work environment looks like  
• Identify recruitment practices of Black professionals at PWIs |
| **Resources & Support**    | Understand how to provide better resources, networks, and supports that assist Black professionals while working at PWIs | • Identify resources that offer support to Black professionals  
• Create a resource list of networks for Black professionals  
• Identify various supports needed to assist with Black professionals’ professional socialization |
Figure 1: Black professionals work experiences at PWIs

Contextual Conditions

Online Survey
Create a resource list for Black professionals working at PWIs to assist with finding networks, organizations, and support within and outside their institutions.

Interviews
Create a survey for Black professionals to indicate their experiences working at PWIs and how they feel supported, along with how they connect and engage with networks and organizations.

Resource List
Create an interview protocol for a detailed one-on-one conversation about the experiences of Black professionals in higher education working at PWIs.

Strategies

Objectives

Long-term Goals
Ensure a working environment that offers support and resources to Black professionals working in higher education at PWIs.
### Appendix F

**Table 4**

**Key Evaluation Questions**

<table>
<thead>
<tr>
<th>Key Evaluation Questions</th>
<th>Participant Online Survey</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the experiences of Black professionals at PWIs?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>What can be done to create more representative and inclusive work place environments for Black Professionals?</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>How can better resources, networks, and supports that truly help with their professional socialization while working at a PWI be provided?</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Appendix G

Online Survey

**Demographics:**
Age:
Gender:
Current institution:
Position Title:
Number of full-time years in Higher Education (graduate school not included):
Level of position
- Entry level
- Mid-level
- Senior level
Greek Affiliation
- Greek
- Not Greek

**Socialization** *(Understanding a new position and the culture of an institution is something all professionals must learn to navigate.)*

*Please rate the following on a Likert scale:*

1-not at all important 2-slightly important 3-moderately important 4-very important 5-extremely important

Considering my experience working at a Predominantly White Institution (PWI), I feel:

<table>
<thead>
<tr>
<th>Professional Support</th>
<th>Rate Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support internal to the institution</td>
<td></td>
</tr>
<tr>
<td>Support external to the institution</td>
<td></td>
</tr>
<tr>
<td>Connected with professionals who share similar identities internal to the institution</td>
<td></td>
</tr>
<tr>
<td>Connected with professionals who share similar identities external to the institution</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Support</th>
<th>Rate Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support internal to the institution</td>
<td></td>
</tr>
<tr>
<td>Support external to the institution</td>
<td></td>
</tr>
<tr>
<td>Connected with professionals who share similar identities internal to the institution</td>
<td></td>
</tr>
<tr>
<td>Connected with professionals who share similar identities external to the institution</td>
<td></td>
</tr>
</tbody>
</table>

My quality of experience working at a PWI has been:
1-very unsatisfactory 2- unsatisfactory 3- Neutral 4-satisfactory 5- very satisfactory

Please respond yes or no

During my experience at a PWI, I have sought out professional organizations or networks:
___ external to my institution
___ internal to my institution

During my experience at a PWI, I have sought out personal organizations or networks:
___ external to my institution
___ internal to my institution

At my current institution, I am encouraged to join professional organizations or networks:
___ external to my institution
___ internal to my institution

At my current institution, I am encouraged to join personal organizations or networks:
___ external to my institution
___ internal to my institution

If you answered yes to any of the above questions, how many:

| Professional organizations or networks (internally): | 1-2 | 3-4 | 5 or more |
| Professional organizations or networks (externally): | 1-2 | 3-4 | 5 or more |
| Personal organizations or networks (internally): | 1-2 | 3-4 | 5 or more |
| Personal organizations or networks (externally): | 1-2 | 3-4 | 5 or more |

Please respond yes or no

___Are you involved in any professional organizations or networks? If so, please list them based on the order in which you joined them.

___Are you involved in any professional affiliated identity-based committees/organizations or networks external to your institution? If so, please list them based on the order in which you joined them.

___Are you involved in any professional affiliated identity-based committees/organizations or networks internal to your institution? If so, please list them based on the order in which you joined them.

___Are you involved in any personal organizations or networks? If so, please list them based on the order in which you joined them.

___Are you involved in any personal affiliated identity-based committees/organizations or networks external to your institution? If so, please list them based on the order in which you joined them.

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Are you involved in any personal affiliated identity-based committees/organizations or networks internal to your institution? If so, please list them based on the order in which you joined them.

*Please rate the following on a Likert scale:*
1-not at all 2-slightly 3-neutral 4-significant 5-very significant

The level of influence your organizations/networks/supports have on your work experience at a PWI:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>External Professional</td>
<td></td>
</tr>
<tr>
<td>Internal Professional</td>
<td></td>
</tr>
<tr>
<td>External Personal</td>
<td></td>
</tr>
<tr>
<td>Internal Personal</td>
<td></td>
</tr>
</tbody>
</table>

**Optional Questions**

How can PWIs create more inclusive work places for Black Professionals?

________________________________________________________________________
________________________________________________________________________

Please describe some effective practices for recruiting Black professionals to PWIs.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please describe some effective practices for retaining Black professionals at PWIs.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for completing this survey. If you would like to provide more information about your experiences as a Black professional at a PWI via an interview, please provide your name and a contact email below:

____________________________

**Any participants who agree to an interview will be provided an alias to protect anonymity.**
Appendix H

Interview Questions

Setting the tone

Demographics
Age:
Gender:
Current institution:
Position Title:
Number of full-time years in Higher Education (graduate school not included):
Level of position
☐ Entry level
☐ Mid-level
☐ Senior level
Greek Affiliation
☐ Greek
☐ Not Greek

1. Tell me about your educational and professional journey that led to your current position.

Novice Professional Practitioners
2. How would you define your identity in higher education?
3. What parts of your identity are salient to you as a Black professional at a PWI?

Professional Communities (Professional Associations or Networks)
4. What professional communities are connected to your work in higher education?
5. Does your institution encourage you to join professional communities? Are you involved in any? Why or why not?

Institutional Care
6. How do you find support among colleagues within higher education and at your PWI?
7. Does your institution offer any identity-based support groups? Are you a member of any?
   a. What kind of identity-based support groups does your institution offer?
   b. How does the institution promote these groups?
   c. Could you provide me with the recruitment materials?
8. Do you feel you are supported by your PWI? Why or why not?
9. How can PWIs create inclusive workplace environments?

Socialization Process
10. Have you connected with other Black professionals on your campus? Why or why not?
11. Are there any resources, networks, or support systems you rely on to carry out your professional duties?
12. Describe your overall work experience at PWIs?
Personal Communities (define community)

13. Do you feel a sense of community is important in your professional development as a Black professional at a PWI? Why or why not?
14. How does community play a role in your work as a Black professional at a PWI?
## Appendix I

### Table 5.

Membership Numbers

<table>
<thead>
<tr>
<th>Association/Organization</th>
<th>Mission</th>
<th>Membership Numbers</th>
<th>Sub Group</th>
<th>Members of subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUHO-I</td>
<td>ACUHO-I enhances your work to continuously optimize on-campus student living environments.</td>
<td>17,000</td>
<td>Professionals of Color Network</td>
<td>1,000</td>
</tr>
<tr>
<td>NASPA</td>
<td>As the leading voice of student affairs, NASPA drives innovation and evidence-based, student-centered practice throughout higher education, nationally and globally.</td>
<td>15,000</td>
<td>African American Knowledge Community</td>
<td>2,000</td>
</tr>
<tr>
<td>ACPA</td>
<td>ACPA transforms higher education by creating and sharing influential scholarship, shaping critically reflective practice, and advocating for equitable and inclusive learning environments.</td>
<td>6,500</td>
<td>PAN-African Network</td>
<td>300</td>
</tr>
<tr>
<td>ASHE</td>
<td>(ASHE) promotes collaboration among its members and others engaged in the study of higher education through research, conferences, and publications.</td>
<td>2,200</td>
<td>Coalition of Ethnic participation</td>
<td>---</td>
</tr>
<tr>
<td>BLKSAP</td>
<td>#blksap is simply a group of people who share a common goal: to uplift and support Black Student Affairs professionals.</td>
<td>13,200</td>
<td>---</td>
<td>13,200</td>
</tr>
</tbody>
</table>
Curriculum Vitae
Nequel R. Burwell

EDUCATION

University of North Carolina Charlotte, Charlotte, NC
Bachelors of Arts in Communications and Psychology

Ball State University, Muncie, IN
Masters of Education in Student Affairs Administration in Higher Education
Thesis: Attendant Care for College Students with Physical Disabilities who use Wheelchairs: Transitional Issues and Experiences

The University of Mississippi, Oxford, MS
Candidate for Doctor of Education in Higher Education
Anticipated Graduation 2022

THE UNIVERSITY OF OKLAHOMA

Housing & Residence Life
Director for Residence Life
May 2021 - Present
- Responsible for the oversight, operation, administration, and supervision of a comprehensive residential program housing approximately 7,400 students in traditional undergraduate residence halls (4,000 students), upper-class Living Learning Communities (600 students), and upper-class / family apartments (1,600 students).
- Responsible for providing students with exceptional residential experiences and enhancing OU’s residential community with an emphasis on student development, retention, and sense of belonging
- Provides supervision of a team of 16 professional staff, 15 graduate student staff members, and approximately 210 student staff members, operating budgeting of approximately $2.7M
- Provides direction for all residential life including but not limited to training, staff supervision, residential life programs and community development, student crisis situations, community standards, residential curriculum, operational budgeting/reporting, budget projections, facility needs, retention and recruitment efforts, assessment, and renovations in collaboration with partners that include the Vice President for Operations, Chief Financial Officer, and Enrollment Management
- Assists with the management of the student conduct process, including sanctioning and training, and will serve as a hearing officer, including as the appeals officer for violations of university policy on an occasional basis
- Serves as a member of the Campus Behavioral Intervention Team (BIT), and serves in an on-call after-hour capacity for the residence life program
- Serves on committees, partners with other departments, and works select evening/weekend hours for university-sponsored events as needed
- Works closely with leadership in areas impacting the residential experience including student life areas, academic affairs, Student Conduct, New Student Programs, Fitness and Recreation, Health Services, Counseling Services, and Intercollegiate Athletics

INVOVLVEMENT
● Behavioral Intervention Team  

Highlights of Accomplishments

- Reorganized the department
- Assisted with implementing a conduct process for the Department of Housing and Residence Life
- Created an Assistant Director of Outreach & Case Manager position
- Streamline onboarding and training processes

THE UNIVERSITY OF MISSISSIPPI

Department of Student Housing  

January 2018 – May 2021

Assistant Director for Residential Learning

- Directly supervised three professional community coordinators and one graduate student
- Indirectly supervised three graduate assistants, 51 undergraduate community assistants, and 50 community desk assistants
- Provided vision and strategic planning/goals for a residential area of campus housing over 2000 students.
- Conducted supervisory meetings and completed formal and informal performance appraisals for staff members.
- Conducted weekly meetings to disseminate departmental and area goals, priorities, and directives to residence hall staff.
- Provided direction and guidance for the day-to-day operation of the residence halls.
- Provided guidance and mentorship to staff regarding professional development, continual in-service training, and career planning.
- Served as a hearing officer working to adjudicate residential student cases involving serious charges or student recidivism.
- Assigned charges to student conduct cases in a residential area of supervision, tracks staff conduct dashboards for the case and sanction completion, and assessed student fees and charges to their bursar accounts
- Collaborated with campus and community partners to provide needed services for residential students, including UPD, Office of Conflict Resolution and Student Conduct, Dean of Students Office, Student Counseling Center, Center for Student Success and First-Year Experience, Center for Inclusion and Cross-Cultural Engagement, Violence Prevention Office, etc.
- Served as an emergency responder for the residential campus population.
- Coordinated safety and security measures for the residence halls in an area of supervision, including auditing access key cards, reviewing security camera footage, reviewing guest and visitor logs, tracking daily security rounds completed by staff, and coordinating once-a-semester health and safety inspections of individual student rooms.

Department of Student Housing  

March 2020-September 2020

Interim Assistant Director for Conflict and Resolution and Student Conduct

- Reviewed students conduct incident reports and charges, identified cases appropriate for alternative dispute resolution, and assigned cases to staff.
- Monitored and tracked case progress, and audited cases to ensure sanctions are being completed and cases are closed when appropriate.
- Issued and released student conduct holds.
- Reviewed incident reports for accuracy and clarification.
- Selected, hires, and trained staff who manage student conduct cases.
- Supervised students’ conduct processes and conflict resolution procedures.
- Served as a contact for students and parents concerning conduct and conflict resolution.
- Collected, maintained, and distributed information on student conduct in housing including charges, turnaround time, demographics, outstanding cases, sanctions, and behavioral trends.
- Ensured compliance with university policy and federal mandates and guidelines.
● Performed similar or related duties as assigned or required.

Ole Miss Athletics Foundation
Premium Services, Manager of the South Club
- August 2018-May 2021
  ● Provided customer service to alumni and donors and guests of the university
  ● Worked closely with Weyland Security and Event Management
  ● Managed a team of 8-10 staff members who provide security and customer service to the guest of the South Club

Center for Student Success and First-Year Experience
Instructor EDHE 105: Freshman Year Experience
- August 2018, 2019, 2020
  ● Designed to help first-year students adjust to the university, develop a better understanding of the learning process, acquire essential survival skills, and begin the major/career exploration process. The course also introduces students to the mission, values, and constituencies of a comprehensive public university, and to ethical and social concerns affecting its functioning.
  ● Created and implemented context taking from the provided text

Ole Miss Athletics Academic Support
FedEx Athletic Student Development, Tutor/Mentor
- October 2018- August 2019
  ● Provided individual and small group academic instruction and study skills
  ● Monitored the progress of the students
  ● Stayed abreast of and assure adherence to NCAA, and University rules and regulations
  ● Maintained confidential records and other documentation

INVolVEMENT
University of Mississippi Student Housing
- Fall 2019-May 2021
  ● Diversity and Inclusion Committee-Chair
  ● Alpha Phi Omega- Epsilon Omega Chapter Advisor
  ● Graduate Assistant Training & Selection- Advisor
  ● Student Leadership (UMCAA, RHA, NRHH)- Advisor
  ● Community Coordinator Search Committee- Chair
  ● Senior Secretary Search Committee- Chair

University of Mississippi Campus Wide
- Fall 2019-May 2021
  ● Phi Kappa Phi- Honor Society
  ● First Amendment Support Team
  ● Coordinated Community Response Team
  ● Bias Education Response Team
  ● Parking & Traffic Committee
  ● Demonstration and Assembly Response Team
  ● Sister2Sister Leadership Retreat Committee

Highlights of Accomplishments
- Revitalized the Diversity, Equity, and Inclusion Committee
- Increased student participation in Student Leadership
- Met with all student staff under my supervision area in order to better advocate for them
- While interim as the Assistant Director of Conduct created a checklist to assist adjudicators in hearing cases

THE UNIVERSITY OF TENNESSEE
University Housing
Hall Director, Morrill Hall
- August 2016 - January 2018
  ● Supervised one graduate-level Assistant Hall Director, 12 resident assistant staff members, directly
supervise, hire, and trained 11 front desk office assistants

- Oversaw the daily operations of a 750 bed, predominantly freshman, a co-ed suite-style community with living-learning communities
- Served as a 24-hour responder for emergencies within the hall
- Served in an on-call duty rotation for approximately 3400 students
- Facilitated meetings with students about roommate conflict, developmental opportunities, and campus resources
- Adjudicated cases of alleged misconduct as a hearing officer for the student conduct process
- Managed a budget of approximately $13,000 for office supplies, staff development, hall association, and miscellaneous purchases
- Worked closely with Housekeeping and Maintenance supervisors to ensure the building is well maintained and the residents are getting the services and assistance requested
- Served as a liaison between Wellness, Baker Center, Air Force ROTC, Greenhouse, and Discovery living-learning community resident assistants and campus partners
- Co-instructed Higher Education Student Leadership and Development 455, approximately 15 students. This class is focused on leadership and development for potential Resident Assistant (RA) candidates to learn in-depth about the RA position

Hall Director, Volunteer Hall

July 2013 - August 2016

- Supervised one graduate-level Assistant Hall Director, and 14 resident assistant staff members, directly supervise, hire, and train 8 front desk office assistants.
- Indirectly supervised 10 post office assistants and late-night office assistants with the collaboration of the Assistant Hall Director
- Oversaw daily operation of a 750 bed, predominantly upper class, a co-ed community with apartment-style rooms housing athletes, honors students, and one floor of freshman students
- Adjudicated cases of alleged misconduct as a hearing officer for the student conduct process
- Served as a 24-hour responder for emergencies within the hall
- Served on an on-call crisis response duty rotation for approximately 3000 students
- Facilitated meetings with students about roommate conflict, developmental opportunities, and campus resources
- Managed a budget of approximately $10,000 for office supplies, staff development, hall association, and miscellaneous purchases
- Worked closely with Housekeeping and Maintenance supervisors to ensure the building is well maintained and the residents are getting the services and assistance requested
- Co-instructed Higher Education Student Leadership and Development 455, approximately 15 students. This class is focused on leadership and development for potential Resident Assistant (RA) candidates to learn in-depth about the RA position

First-Year Studies

August 2014 - December 2015

First-Year Studies Instructor

- Instructed a full-semester long course of approximately 20 students with the assistance of a peer mentor, including syllabus development, preparing lesson plans, grading, and facilitating two classes per week. Also helps enhance the leadership skills of the students in the class.
- Actively engaged as a student success advocate by utilizing best practices in first-year student success and retention (reviewed during the 101 Conference) A one-day conference held by the First-Year studies department to explain the history behind first-year studies courses and how they impact the first-year students who enroll in the class.

IN Volvement

UTK Housing

- Professional Development Committee
  Fall 2017
- Resident Assistant Training Committee Chair
  Summer 2017
- Housing Staff Reunion Committee
  Fall 2015 – Spring 2016
- Resident Assistant Training Committee
  Fall 2015 – Spring 2016
● Hall Director Search Committee  
  Spring 2014 – Spring 2016
● GART Committee, Chair  
  Fall 2014 - Summer 2015
● Graduate Assistant Recruitment Training Committee (GART)  
  Fall 2013 - Spring 2014
● TACUHO Planning Committee  
  Fall 2014

**UTK Division of Student Life**

● Student and Staff Recognition Committee  
  Spring 2016
● Disability/Accessibility Task Force  
  Spring 2014
● Attend Invest Manage (AIM) Coach  
  Fall 2013 - Spring 2014

**UTK Campus Wide**

● Football Adjudicator  
  Fall 2014 - Fall 2017
● Black Issues Conference Committee  
  Fall 2014 - Fall 2017
● Alpha Phi Omega- Iota Alpha Chapter Advisor  
  Fall 2014 – Fall 2017
● Allure Dance Team- Advisor  
  Fall 2014-Fall 2015
● Day of Dialogue Committee  
  Fall 2014 – Fall 2015
● Game Day Experience Committee  
  Fall 2015

**Highlights of Accomplishments**

- Implemented formal diversity training for student staff
- Built partnerships with the Office of Multicultural Student Life
- Created a desk manual and procedures that were used across the department
- Strengthened the relationship with Athletics specifically football, and women’s basketball
- Assisted in the recruitment of professional and graduate staff to the department
- In the last full year adjudicated over 200 conduct cases
- Chaired an extremely successful RA Training in my last semester

**BALL STATE UNIVERSITY**

**Housing and Residence Life**  
**Assistant Residence Hall Director**

- Collaborated with a Director Team in overseeing approx. 400 residents, and eight resident assistant staff members
- Oversaw a building, which is predominantly upper class, a co-ed community with suite-style rooms, accessible for students with physical disabilities
- Hired, trained, supervised, and evaluated 20 desk and night staff members, on daily operations, emergencies, and customer service, over two separate desk stations
- Served in on-call duty rotation for three buildings housing approximately 1200 students
- Co-advised hall council, in planning programs and running meetings
- Arranged meetings with students about roommate conflicts, academic deficiencies, judicial hearings, as well as many developmental opportunities
- Adjudicated alleged misconduct cases as a hearing officer for conduct office
- Co-instructed EDHI 200: Introductory to Student Staff Personnel class, approximately 25 students

**Housing and Residence Life**  
**Multicultural Advisor (MA) Supervisor**

- Supervised, trained, and evaluated four students who educate students on various topics related to social justice and multicultural issues through intentional interactions and programming
- Collaborated with campus stakeholders to plan large scale campus programs designed to educate the campus community on various topics of diversity

**Multicultural Center**  
**Practicum Student**

- Facilitated the creation of a mentorship outreach program along with the help of a student leader from a Ball State organization, to help young girls in the community gain a better understanding of college
- Lead a focus group to assess the relevance of the monthly Perspective Discussions and Heritage Films program series
The Office of Admissions
January 2012 - May 2012

Practicum Student

- Represented the university at campus recruitment events, for both high school and college student fairs
- Presented to potential students and their families daily
- Reviewed applications for potential students, and made decisions about their enrollment to the university

INVolVEMENT

Ball State Housing

- Multicultural Committee

August 2011-May 2013

Highlights of Accomplishments

- Created and implemented Tunnel of Oppression via the Multicultural Committee and as the Multicultural Advisor
- Implemented a mentoring program during my practicum experience with the Multicultural Center for young female high school students to be mentored by college students
- With BGPSA we started a mentoring program with the students who were active members of the Black Student Union

TEXAS STATE UNIVERSITY

Housing and Residence Life

May 2012 - July 2012

ACUHO-I Summer Intern

- Managed a summer conference building that held, approximately 100-bed spaces, and approximately 100 weekly guests
- Supervised and trained three summer housing student staff on customer service and guest relations
- Collaborated with residence hall directors, and lead weekly staff meetings
- Collaborated with the summer conference planning team to create a summer calendar, assisting with department-wide student staff training.

SPECIALIZED TRAINING

- Mental Health First Aid
  Summer 2019
- Global Citizenship Course Certification-Shorelight
  Summer 2019
- IMPACT- Facilitator
  Spring 2016
- StrengthsQuest Facilitation Team, University of Tennessee
  Spring 2016
- New Professionals Institute
  Summer 2014
- QPR Training, University of Tennessee
  Fall 2013
- Ball State University Safe Zone Training Certification- Transgender Ally
  Fall 2012
- Ball State University Safe Zone Training Certification- LGBTQ
  Spring 2012
- StrengthsQuest Educator Seminar, GALLUP
  Fall 2011

COMPUTER SKILLS

- HMS Odyssey (housing management)
- FourWinds
- eRezlife
- WaveReader
- Kronos
- Nearpod
- CSGold card access
- ResCenter
- SharePoint
- Maxient (student conduct)
- SchoolDude Maintenance
- Banner
- Qualtrics (assessment)
- StarRez (housing management)
- Blackboard
- Total Card (housing access)
- TMA (housing work order)
- SAP (student management)
- GradesFirst
- Roompact
COMMUNITY ENGAGEMENT

- Member, Delta Sigma Theta Sorority Incorporated Spring 2019-Present
- Girl Scout Troup Co-Leader: Troop 13617 Fall 2018-May 2021
- 50th Atlanta Peachtree Race- Finish line Volunteer Summer 2019

CONSULTING

BLKSAP Founder/Moderator Fall 2012 - Present
  - Lead consultant for higher education professionals with a targeted demographic of over 12K
  - Monetized demographic by creating intellectual property and fundraising efforts

M.A.N.E Consulting LLC September 2020- Present
  - Specializes in personal and professional services that focus on brand development, diversity, equity and inclusion, leadership, and conflict management.

PROFESSIONAL AFFILIATIONS

- Southwest Association of College & University Housing Officers- Executive Board Spring 2022- Present
- Southern Association of College Student Affairs, Committee Chair Fall 2014-Present
- National Association of Student Personnel Administrators, Member Spring 2012-Present
- Mississippi Association of Housing Officers, Member Fall 2018-May 2021
- Southeastern Association of Housing Officers, Member Spring 2014 & Spring 2017
- American College Personnel Association, Member Spring 2015
- Association of Student Conduct Administration, Member Fall 2012
- Great Lakes Association of College and University Housing Officers Conference, Delegate Fall 2011 & 2012
- Indiana Student Affairs Association Conference, Delegate Fall 2011 & 2012

PROFESSIONAL INVOLVEMENT

- SWACUHO- Executive Board Spring 2022- Present
- SACSA- Co-Chair Multicultural Awareness Committee Fall 2019-Present
- Senior Housing Officer Institute- ACUHO-I Spring 2022
- 2018 NASPA Region III Summer Symposium-Program Reviewer Summer 2018
- African American Women’s Summit- Table Facilitator Spring 2018
- NASPA Annual Conference-Volunteer Spring 2018
- SEAHO- Volunteer Spring 2017
- NASPA Region 3 African American Concerns KC State Liaison for Tennessee Fall 2015 - Spring 2017
- Mid-Managers Institute - Host Site Planning Committee Fall 2014 – Summer 2016
- African American Knowledge Community- NASPA Conference Planning Committee Fall 2014 - Spring 2015
- African American Women’s Summit- NASPA Volunteer Spring 2015
- NASPA Program Proposal Reviewer Fall 2014 & 2015
- TACUHO- Planning Committee Fall 2013

PUBLICATIONS


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PRESENTATIONS

- Burwell, N. (2022, February 19-23). Picking up the Pieces [Conference Presentation]. Southwest Association of College & University Housing Officers (SWACUHO)
- Burwell, N., Axson-Lawrence, D. J., Turner-Davis, J., Lane, R., & Lewis, N. (2021, November 12-15). Self v. Title: We did not hire you for your identities [Conference Presentation]. Southern Association for College Student Affairs (SACSA)
- Burwell, N., Smith, A., Shirley, Z., Stone, Q., Braxton, M., Norman, T., Robertson, L. R., & Feraud-King, P. T. (2020, December 5). #BLACKOUT! Real Solutions for real problems facing Black students/professionals within the workplace setting [Conference Presentation]. Circle of Change Virtual Leadership Conference
- Burwell, N. (2020). Picking up the Pieces [Conference Presentation]. Mississippi Association of Housing Officers (MAHO)
- Burwell, N., Dixon, D. (2019, November 1-4). Developing Staff through Effective Communication and Accountability [Conference Presentation]. Southern Association for College Student Affairs (SACSA)
- Burwell, N. (2015, March 5-8). Graduate School The First Year (Pecha Kucha) [Conference Presentation]. American College Personnel Association: Next Gen Conference

• Burwell, N., Hesbacher, S. (2013, October). *The Job Search* [Conference Presentation]. Tennessee Association of College and University Housing Officers (TACUHO)

• Burwell, N. (2013, January). *Round Table Discussion on Diversity* [Training Presentation]. Student Staff Orientation - Ball State University

• Burwell, N. (2012, August). Role Modeling + You [Training Presentation]. Student Staff Orientation - Ball State University

• Burwell, N. (2012, April). How to Effectively use Social Media [Training Presentation]. Alpha Phi Omega Retreat


• Burwell, N. (2012, March). Resident Assistants and Student Leadership [Conference Presentation]. National Residence Hall Honorary Conference - Ball State University


• Burwell, N., Galal, L. (2011, November). Women & Glass Ceilings [Conference Presentation]. Great Lakes Association Colleges and University Residence Halls (GLACURH)

• Burwell, N. (2011, September). Being an Effective Secretary [Conference Presentation]. National Residence Hall Honorary Conference - Ball State